

STATIC

The Newsletter of the AEJMC Electronic News Division | Volume 55, Number 1 | Winter 2017

The Rundown

#AEJMC17

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And more...



Wikimedia Commons

Journalism educators and students active as Trump presidency begins

*Indira Somani, Division Head
Howard University*

As we get ready for the for the Chicago Conference, I think journalism professors, now more than ever, are faced with teaching our students the importance of enforcing democracy. On Monday, Dec. 5, I was a guest speaker on Minnesota Public Radio to speak on the future of journalism – specifically how we teach our students to detect the difference between “real” news and “fake” news. MPR emailed me again this month asking if I was planning to watch one of President Trump’s news conferences, and if I would be available to talk about how the media covers Trump. It’s a strange time for our country, because of the lack of experienced leadership in the administration. It’s also a strange time for the press, because our president does not engage the press or realize that the press is there to keep tabs on the government.

At Howard, we had several students covering the inauguration. Some were covering protesters and some were covering supporters. One student reporter covered Talladega College, an HBCU that caught flak for marching in Trump’s inaugural parade, but graciously accepted the funds raised in support of their march to buy new uniforms and instruments for their band.

Somani, p. 4

Electronic News Division announces call for papers for 2017 annual conference

*Lindsey Conlin Maxwell, Research Chair
University of Southern Mississippi*

The Electronic News Division invites faculty and students to submit original research on any aspect of electronic news content or production. This may include many topics related to broadcast journalism or electronic communication with a journalism emphasis, including television, radio or audio (including news podcasting), reporting for the internet, online journalism, journalism for new and changing media, social media journalism, or the role of social media in journalism. We welcome studies that employ qualitative, quantitative, or experimental methodologies.

Some possible topics that may be relevant to the Electronic News Division are:

- The role of mobile technologies in electronic news production
- Global perspectives on electronic news
- The impact of social media news on the presidential election
- Diversity in the newsroom
- The impact of mobile technologies on traditional broadcast news
- Digital news production
- The impact of social media on consumers' news consumption habits
- Video news produced directly for social media or online sites
- The role of the broadcast journalist in the evolving media landscape

Authors of papers accepted for the conference will be encouraged to submit their manuscript for possible publication in *Electronic News*, the official journal for the Electronic News Division. Papers accepted for the conference are not guaranteed publication in the journal.

Papers submitted to the Electronic News Division competition should be no longer than 25-pages of manuscript, excluding tables, figures, references and appendices, and should be submitted in one of the generally approved academic bibliographic styles. Papers should be in 12-point, Times New Roman font, double-spaced and with one-inch margins. Additionally, a separate page consisting of a 75-word abstract is required.

Please be sure to submit a clean paper without author identifying information, otherwise the paper will be disqualified. Please refer to AEJMC's uniform paper call on how to upload clean papers.

The Electronic News Division accepts only one paper per author. This is true even if you are the primary author on one paper and co-author on another. In that case, please submit one of the papers to another division. The division offers cash prizes for top student and top faculty paper submissions. Please note the student papers must be completely authored by students. Students with a faculty member as a co-author will not be judged as a student paper.

Authors of all selected papers are expected to present their work in Chicago. Cash awards for winning papers will only be awarded if the authors present their work at the conference.

Questions concerning conference paper submissions to AEJMC should be directed to the division's research chair, Lindsey Conlin Maxwell. Email: lindsey.conlin@usm.edu Questions regarding submissions to the division's journal, *Electronic News*, should be directed to the editor, Anthony Moretti. Email: moretti@rmu.edu

All papers must be uploaded through the AEJMC website. Once you have created an account on the AEJMC All Academic site, you will be able to choose the Electronic News Division prior to submitting your paper.

Connect with Electronic News

Twitter: [@AEJMC_End](https://twitter.com/AEJMC_End)

Facebook: Search "[enewsddivision](#)"

Listserv: aejmc.us/end/listserv



Schedule announced for Chicago conference

Tony DeMars, Vice Head & Program Chair
Texas A&M University-Commerce

Please note some of the following titles are tentative as we finalize our program copy in the coming weeks.

Tuesday, August 8

1:00 — 5:00 p.m.

Pre-Conference – Be sure to sign up!

Program Organizer: Lee Hood, Loyola-Chicago.

Theme: “Going Mobile: Tips for the Classroom”

Whether you teach a mobile-only class or just want to incorporate more mobile storytelling into current courses, this workshop is for you. This hands-on workshop will feature easy tools for the classroom, including an all-inclusive platform that incorporates text, audio and video. Also, hear how professional news organizations are using mobile to enhance their reach and coverage. No prior knowledge required!

Wednesday, August 9

10:00 — 11:30 a.m.

Electronic News Division Refereed Research Session #1

Type: Refereed Research

11:45 a.m. — 1:15 p.m.

Dearth of Diversity: Causes and Concerns in U.S.

Journalism & Mass Communication Programs

Co-Sponsor: MAC, Vice-Head: Mia Moody-Ramirez

Panel submitter: Laura Smith

Type: PF&R

3:15 — 4:45 p.m.

#MoreThanMean: How Chicago women in sports and media fought back against cyber bullies!

Co-Sponsor: Sports, Vice-Head: Molly K. Yanity

Panel submitter: Jeremy Lipshultz

Type: PF&R

Thursday, August 10

7:00 — 8:00 a.m.

Member’s Meeting

8:15 — 9:45 a.m.

Electronic News Division Refereed Research Session #2

Type: Refereed Research

11:45 a.m. — 1:15 p.m.

“News Coverage of Mass Shootings and the Gun Control Law Controversy”

Co-Sponsor: Ethics, Vice Head: Chad Painter

Panel submitter: Bill Davie

Type: PF&R

1:30 — 3:00 p.m.

Going Mobile in the Classroom: Smartphones as Tools for Learning

Co-Sponsor: MAG, Vice Head: Sharon Bloyd-Peshkin

Panel submitter: Peter Morello

Type: Teaching

3:15 — 4:45 p.m.

Breaking News (A panel featuring a late breaking topic prior to the convention)

Co-Sponsor: Newspaper & Online News, Vice Head: Jan Lauren Boyles

Session Organizer: Bill Silcock

Type: PF&R

6:00 — 8:00 p.m.

Bliss & Burkum Awards Social and Ceremony

Location: NBC 5 Chicago, WMAQ-TV,
454 North Columbus Drive, Chicago, IL

Friday, August 11

8:15 — 9:45 a.m.

Broadband Access, Digital Transformation, and African Journalism

Co-Sponsor: International Division,

Vice Head: Mohammed Al-Azdee

Panel submitter: Aaron Chimbel

Type: Invited Research

1:45 — 3:15 p.m.

The Multimedia Portfolio: Making it Competitive

Co-Sponsor: ICIG, Vice Head: Erica Clarke Tachoir

Panel submitter: Chandra Clark

Type: Teaching

3:30 — 5:00 p.m.

Electronic News Division Refereed Research Session #3

Type: Refereed Research

5:15 — 6:45 p.m.

What’s Good for the Goose Is Good for the Gander?

Unequal Workplace Conditions in Broadcast News and Sports

Co-Sponsor: CSW, Vice Head: Candi Carter Olson

Panel submitter: Jeanne Rollberg

Type: PF&R

Saturday, August 12

9:15 — 10:45 a.m.

Using Social Media to Fill the Gaps: What are the Risks?

Co-Sponsor: CCJA, Vice Head: John Kerezy

Panel submitter: Maria Fontenot

Type: PF&R

Somani: Covering Trump; Awards social planned

Continued from p. 1...

Another student reporter covered Occupy Inauguration, while another student reporter got reaction from the crowds from both supporters and protestors of Trump.

The following day, I attended the Women's March, and I also had a few students covering different aspects of the parade. It was crowded and D.C. was not prepared for the number of people who showed up to march. I was mesmerized by the diversity of people who showed up: women, men and transgender individuals, and the sea of pink hats. The Metro rail service was overwhelmed with the number of visitors, and at one point passengers were allowed to pass through the kiosks because the machines could not handle the number of people swiping their cards. I was glad to see my students learn how to manage the equipment to shoot their stories, despite the crowds.



CNN

More recently, I just returned from a 10-day visit in India. I have always felt a sense of pride showing my passport while passing through immigration, but when I started traveling, the ban on visitors from predominantly Muslim countries was announced. I never thought the U.S. would willingly discriminate against a specific religion. Needless to say, I did not feel that same sense of pride while I was overseas.

Division Notes

With AEJMC's 2017 conference, END will begin its 51st year, after an amazing 50th anniversary celebration in Minneapolis. Vice-Head Tony DeMars has been planning most of the 2017 conference in Chicago. At this conference we again plan to split the Bliss and Burkum awards event from the business meeting. This year's awards and evening soiree will be at WMAQ, the NBC O & O in Chicago, on Thursday, Aug. 10. Nominations were solicited over the past six months, and now recipients will be determined by our award committees. Bill Silcock at Arizona State chairs our Bliss Award committee, which recognizes powerful teacher-scholars in our division. Tim Brown at Central Florida leads the search to name the Burkum Service Award, designed to honor the unsung heroes of our discipline.

STATIC

is the newsletter of the Electronic News Division of the Association for Education in Journalism & Mass Communication.
It publishes three times annually (Fall, Winter & Summer).

Static accepts articles focusing on the division, as well as anything related to the professional or academic sides of our field.

Comments, questions, or article submissions should be directed to
Dylan McLemore, END Newsletter Editor, dylan@dylanmclemore.com

Travel ban impacts universities, students & journalism programs

Peter Morello, Teaching Chair
University of Missouri-Kansas City

Ever since a federal appeals court refused to reinstate President Trump's ban on travelers from seven Muslim-majority nations, U.S. universities have been assessing the impact on international students and scholars, declaring their support for all members of their communities, and reviewing administrative protocols on immigration status.

President Trump's executive order on the travel ban remains in limbo. The president has several options. He can modify and issue a new executive order to satisfy the courts, petition the full the court of appeals, or take the case to the U.S. Supreme Court.

Regardless of the electronic news class we teach, these events are powerful reminders of how important it is for student journalists to understand the basic structure of constitutional law (not just the First Amendment), its complexities, the constitutional limits of the presidency, the federal appeals court process, an executive order as a constitutional device, how protections of the Fifth Amendment's due process clause extend to "non-citizens," and procedures used by the Supreme Court in determining what cases to review.

The scale of President Trump's executive order on universities was and remains enormous. There are an estimated 17,000 students studying in the United States from those seven countries listed in the ban. It is not clear how many students were stranded or how many who decided to delay their education.

Dozens of scholars, who had planned to visit the United States to attend conferences, to collaborate with their U.S. colleagues on research, or present findings as guest lecturers, cancelled their travels. The intellectual losses to the United States and other countries are impossible to quantify.

Shortly after President Trump announced his executive order, university communities all over the country received statements from their chancellors, presidents, provosts and other administrators.

For NYU President Andrew Hamilton, the travel ban was personal. In letter to his university community the day the travel ban was announced, Hamilton stated that he himself was an immigrant and once a green card holder. He expressed NYU's solidarity with international academic communities in the U.S.

Travel Ban, p. 6

Understanding "fake news," & why defeating it isn't a fix-all

Dylan McLemore, Newsletter Editor
University of Central Arkansas

After the dust from our toxic post-election discourse settled, the talk of traditional and social media turned to "fake news" – a term that has taken on new meaning in recent years, and new prominence in the 2016 presidential race.

In this iteration, fake news doesn't refer to satire like *The Daily Show* or *The Onion*. Nor does it refer to news that is biased in its selection and interpretation of facts. No, for now we're fighting a much simpler to identify foe – the peddling of information that is blatantly, demonstrably false and intentionally deceptive.

Stuff like these sensational – and completely fictional – headlines that circulated leading up to the election:

- *Pope Francis shocks world, endorses Donald Trump for president, releases statement [Ending The Fed]*
- *FBI agent suspected in Hillary email leaks found dead in apparent murder-suicide [Denver Guardian]*
- *President Obama confirms he will refuse to leave office if Trump is elected [Burrard Street Journal]*
- *Rupaul claims Trump touched him inappropriately in the 1990s [World News Daily Report]*



This sort of nonsense has been around for a long time, previously circulating via [your crazy relatives' email in-boxes](#). But it found new prominence this election cycle, on Facebook. Craig Silverman and his team at BuzzFeed compared Facebook engagement metrics on the top 20 fake news stories and the top 20 stories from a sampling of traditional media outlets across the final three quarters of the 2016 election. They found that after lagging well behind for most of the year, [the most popular fake news out-engaged the most popular real news](#) in the final three months of the race.

Fake News, p. 7

Travel ban has admins and students talking

Continued from p. 5...

“These are members in good standing of our academic community, no different from anyone else,” Hamilton said. “NYU believes in the free movement of ideas and, though it is governments that control borders, we also believe in the accompanying free movement of people in pursuit of their academic work.”

Hamilton emphasized the actions he had previously announced that NYU will take to further protect its international community, including not allowing immigration officials on campus, nor sharing information with such officials without a subpoena, and ensuring the continued viability of the university’s scholarship assistance to non-citizens.

The travel ban galvanized university students across the country

leading to many protests where the slogan “No Hate, No Fear, Immigrants Are Welcome Here” became the predominant rallying cry. Clips of various demonstrations that occurred shortly after the ban was announced were posted by USA Today.

More than 300 students affected by the ban attend one of the four universities that make up the University of Missouri system. One student, Fatma Abdalla, enrolled at the University of Missouri-Kansas City, had attended her sister’s wedding in Libya last January. She is pursuing her Master’s degree at UMKC. Fatma’s plight was widely reported by the Kansas City media, including NBC affiliate, KSHB.

After the federal appeals court’s temporary restraining order on the travel ban, Fatma was able to return to Kansas City. She said many in Libya were caught in similar situations. Some have returned, but Fatma believed others have decided to hold off because of all the uncertainty.

That kind of uncertainty was addressed by Gary A. Ransdell, president of Western Kentucky University, in a statement to his academic community. WKU pledged support to its 22 students and two professors who were impacted by the ban.

“Internationalization remains a high priority at WKU,” Ransdell said, “And the University is committed to providing a safe and welcoming environment for all peo-

ple, regardless of nationality.”

Despite demonstrations, widespread opposition to President Trump’s executive order and his positions on immigration, journalism educators recognize the importance of encouraging students to discuss various viewpoints in an environment that fosters fair and open discourse.

At my university, a few student reporters in print and electronic journalism were caught up in the passions they

witnessed at recent demonstrations. Many in the university community who support the president feel they have no voice and their views are subject to ridicule. One student expressed this sentiment in an opinion piece published in my university’s digital and print media.

KSHB

“Most of the outrage I’ve encountered

on the issue is based on emotion, speculation or outright shoddy reporting,” the student columnist wrote. “Not only this, but both individuals trying to present the facts and people not openly opposing the ban are publicly shamed while having their character called into question. It’s ironic that in the information age, with so much knowledge at our fingertips, the facts often remain unmentioned in favor of emotional responses or shocking headlines. But as it turns out, the truth, though it might not look like much, can actually be pretty illuminating if you give it the chance.”

When members of our university communities feel directly threatened by executive orders, journalism educators face challenges teaching standards like impartiality, separating news from opinion, and objectivity.

Perhaps, a recent statement by University of Wisconsin Chancellor Rebecca Blank about recent events can help serve as a guide for our division, our association and our universities.

“Diversity is a source of strength and innovation and it enhances our research, teaching and outreach,” she said. “It also drives the Wisconsin Idea through the ideals of sharing knowledge and building global partnerships.”

What drives Wisconsin drives us all.



Fake news spurs calls for media literacy

Continued from p. 5...

That has invited three questions – where is fake news coming from, does it have an effect, and what can be done to stop it?

Where is fake news coming from?

At least two broad sources — pranksters, like [Paul Horner](#), who amuses himself watching Trump supporters share his falsehoods as fact. And broke young people, like [two recent college grads](#), who couldn't find a steady job and instead learned the art of clickbait headlines and riling up conservative voters. Or [teenagers in Macedonia](#), who Silverman's team discovered run over 100 pro-Trump fake news websites.

Does fake news have an effect?

Part of the frustration about fake news is that it seems so easy to avoid. But the reason partisans fall for it is the same its effects might not be as direct as one would think.

[In their pioneering study](#) on biased assimilation, Stanford researchers Lord, Ross and Lepper wrote that a person's pre-existing attitudes and beliefs lead to "A propensity to remember the strengths of confirming evidence, but the weaknesses of disconfirming evidence, to judge confirming evidence as relevant and reliable but disconfirming evidence as irrelevant and unreliable, and to accept confirming evidence at face value while scrutinizing disconfirming evidence hypercritically."

That it was, and is, happening more in conservative circles may partially be driven by attacking power – fake news has a rebellious tone better fitting an attack on the establishment. To that point, most of the left-leaning fake news I saw this campaign season also targeted Clinton, generated in support of anti-establishment candidate Bernie Sanders. But conservatives also possess strong group ties and distrust in traditional media – both of which encourage seeking affirmative messages from alternative information sources. Both are less common among liberals, who are typically more fractured and do not view media as an out-group, suggesting this may continue to be more prevalent on the right.

Did fake news win Donald Trump the election? I can't imagine the Venn diagram of people willing to believe anti-Clinton fake news headlines and people willing to even remotely consider voting for her had much overlap. Fake news might've offered affirmation to the entrenched, but their vote would've remained the same without it.

The greater effect concerns information and discourse. Interpretation of facts is always going to be muddied by our personal and group biases. But people mindlessly sharing any made up "fact" that validates a worldview is inherently more dangerous. Fake news doesn't simply create different perceptions of reality, *it creates separate informational realities altogether*. It's not about selective

exposure or selective interpretation. It's card stacking with a second deck pulled out of thin air. I don't know how conversations can even begin if that's the starting point.

What can be done to stop it?

Advocates of media literacy have been fighting against the former for years. Consume news across the spectrum. Learn about competing viewpoints. Recognize objectivity doesn't equal agreement. Learn how the news sausage is made, and which outlets make it best.

That's an easy message to preach, and a difficult one to practice. It demands time, empathy, and recognizing one's own biases. It's not achieved in a day.

But vanquishing the latter – the narrow definition of fake news we're facing today – seems more attainable. Recognizing and rejecting fake news might be seen as the introductory course in media literacy. It requires the most basic of fact checks and skepticism.

A SHOCKING headline with BRUTAL sensationalism in ALL CAPS??!! From a source I've never heard of called "Right Wing Patriots for Freedom News Daily.biz"? I should probably Google that...

Because we're dealing with a narrow class of verifiably false information, the mechanisms of distribution can get involved in stopping it. That's what Google and Facebook did recently, both announcing they would ban fake news sites from using their advertising platforms to generate revenue. For any profit-motivated fake news site, that may well be a death knell – Google and Facebook combine for [about 75% of all digital advertising revenue](#). If you're cut off from both, there isn't a lot left.

Facebook went further, implementing ways for users to report fake news and a partnership with fact-checking organizations.

So all is well, right? Wrong. Killing a source of steady confirmation isn't going to go smoothly. [John Herrman](#) was [prescient](#) in November, writing in the New York Times, "'Fake news' as shorthand will almost surely be returned upon the media tenfold. The fake news narrative, as widely understood and deployed, has already begun to encompass not just falsified, fabricated stories, but a wider swath of traditional media on Facebook and elsewhere. Fox News? Fake news. Mr. Trump's misleading claims about Ford keeping jobs in America? Fake news. The entirety of hyperpartisan Facebook? Fake news. This wide formulation of 'fake news' will be applied back to the traditional news media, which does not yet understand how threatened its ability is to declare things true, even when they are."

Brace yourselves, we may be shining more light on fake news than ever before, but that doesn't mean traditional media will suddenly be perfect and revered, or that your Facebook feed is going to suddenly be a kinder place.

Electronic News Division Member Announcements

Journal Articles

Liseblad, M. (2017). Clearing a path for television news: The first extended newscast at Sacramento's KCRA. *Journalism History*, 42(4), 182-190.

The advent of extended television news was a turning point for television, a medium originally devoted to entertainment. Starting in the 1970s, scholars associated extended news with the first half-hour network newscasts. However, later scholarship has shown extended news was driven by local television stations, not the networks. At least nine local stations introduced a forty-five minute evening newscast well before the network expansion. This article examines in depth the previously virtually ignored first known extended newscast in the nation—KCRA's Channel 3 Reports—launched in Sacramento, California, on February 20, 1961, at 6 p.m. Channel 3 Reports provided viewers with a one-hour newscast, with forty-five minutes of locally produced content, along with fifteen minutes of delayed electronic feeds containing network news. KCRA's newscast began two and a half years before the network news expansion. Prominent local newscasts, including KNXT's The Big News in Los Angeles followed in KCRA's footsteps.

-Submitted by Madeleine Liseblad, Arizona State

END grad student social on tap for Chicago

*Kate Keib, Membership Chair/Graduate Liaison
University of Georgia*

Today I want to talk to you about grad students. You all probably know some (or you are one)...and we'd like your help in getting more of them to join us. Becoming a member of the division as a grad student is a great way to get to know all of us, at a very affordable price – grad student membership is only \$10.

In Chicago, in order to drive up some excitement among grad students, we will be planning a fun, off-site grad student event. So, please tell any grad students to follow us on Facebook (<https://www.facebook.com/groups/Enewsdivision/>) for upcoming announcements! Plus, as we plan this event, if you are a Chicago insider, and have any ideas for a great student event, let me know: katekeib@uga.edu. Thanks!

Textbooks

Kuehn, S.A., & Lingwall, A. (2017). *The basics of media writing: A strategic approach*. Sage/CQ Press.

If you or your colleagues are teaching an introductory media writing class and looking for some fresh instructional approaches, this text may be useful. It is designed specifically to reach millennial and post-millennial students with new strategies they can use to become competent entry-level writers in the media professions.

This research-driven, strategy-based text digs deeply into how media professionals think and write. It also introduces students to the major media professions and attempts to instill in them some excitement about careers in the media. We interviewed several dozen media professionals for the book and have featured them in chapter profiles.

This text covers journalism basics including print and electronic media, AP style and language conventions, copy editing, law and ethics. Two chapters are devoted to writing for the Web and social media, and four chapters are devoted to persuasive writing including public relations, advertising, and business communication.

If any of this sounds interesting, you can learn more about the book on the SAGE website at:

<https://us.sagepub.com/en-us/nam/the-basics-of-media-writing/book245776#lingwall>

-Submitted by Andy Lingwall, Clarion University

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Email Static Editor Dylan McLemore

dylan@dylanmclemore.com

Expanded research highlights role of objectivity in Native American journalism

Victoria LaPoe, Professional Freedom & Responsibility Chair
Western Kentucky University

After a pilot study presented at the Excellence in Journalism Conference (and in the previous edition of *Static*), a follow up survey doubled the number of respondents and honed in on specific issues dealing with objectivity. At the conference, Native journalists raised questions about objectivity when covering events such as Standing Rock and working with mainstream media without losing their foothold on their own beats. The survey is based on questions that Native American Journalist Association members had for other journalists about covering the Native community and the impact of digital media on the future of journalism.

Sixty-six journalists responded to the survey. A majority of the respondents were Native journalists, but there were other groups represented such as African-American; mainstream media; and Asian American journalists. The respondents report in various media formats including newspaper, digital, television, and radio.

In general, the respondents felt that getting access to information from officials was the greatest challenge when reporting on Native community. However, building reliable and credible sources, as well as, understanding cultural traditions were also key challenges for many respondents.

Respondents provided advice in their question responses for non-Native journalists on what they should consider when covering Native communities. The most common piece of advice was for non-Native journalists to learn about the cultural practices and differences in Native communities. They also suggested that non-Native media organizations consider hiring Native journalists or at least have their reporters work with Native journalists when covering Native communities. The respondents felt it was important to provide a historical or cultural context when they report on Native communities and also make Native community coverage a consistent beat.

The survey asked participants to weigh in on the idea of objectivity for journalists when they cover issues that they have strong feelings about. A majority of question respondents agreed that it could be difficult for journalists to remain objective when covering those issues. However, other respondents felt that journalists are able to separate their personal feelings from their news coverage. There were some respondents who disagreed that journalists should not cover issues that they are personally passionate about.

Respondents also provided written responses to the topic on journalist objectivity. One respondent said advocacy journalism for Native issues is sometimes necessary in order to balance biased mainstream media reports. Another argued that in an attempt to remain unbiased some journalists tend to be overcritical of their stories.

The survey also addressed the way that journalists cover issues affecting their own communities. Many respondents strongly agreed that journalists covering their own community present a perspective on the issue that someone outside of the community cannot. Some respondents felt that those journalists are not as objective in their reporting. Other respondents thought that journalists who cover their own community include unique and different sources in their stories.

The survey also asked participants about Native media coverage of non-Native communities that are also underreported. Most respondents strongly agreed that Native media don't provide as much in depth reporting about other under-reported communities. Other respondents somewhat agreed that Native reporting includes more context about the issues facing non-Native communities.

Respondents did mention media organizations they felt did a good job covering Indian Country. *Indian Country Today Media Network* received the highest ratings, with *Native News Online* and *Trahant Reports* following. Other Native news sources such as *Teton Times* and *Navajo Times* were also mentioned.

Overall the survey conducted provided insight into how journalists from multiple backgrounds viewed the way that media organizations cover Native communities and ways non-Native press can improve their reporting. The survey also showed a new perspective on how Native media cover other ethnic communities that are underreported.

