

Ethical News

The newsletter of the AEJMC
Media Ethics Division

Fall 2002
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New leader vows to keep MED growing

David S. Allen
Division head

I'm feeling a little overwhelmed these days.

No, it's not because I haven't figured out the vast AEJMC bureaucracy yet. I have, after all, mastered that dreaded beast called the "chip auction" at least once in my life — how much more difficult can it get?

What's giving me a sense of panic these days is the history of the Media Ethics Division. As I sat through the training sessions and meetings for incoming division heads at AEJ, I kept hearing stories of financial collapse and other problems encountered by chairs. Of course, in the short life of the Media Ethics Division, none of this has happened. And while we could just chalk that up to blind luck (something I choose to ignore,

since that might mean the odds are catching me), I prefer to think that we've benefited from exceptional leadership. The people who I'm following in this job have been exceptional, and the bar has been set high.

Just how high? MED is coming off perhaps its most successful conference ever, at least in the eyes of the standing committees that keep tabs on these things. Let me give you some examples of the kinds of comments MED received this year:

◆ The Teaching Standards Committee praised MED for its "strong and interesting focus on assessment." Going even further, the committee report noted that the "Division can be a role model for other divisions in how to develop assessment models. Division deserves commendation for how it has improved over previous years." During the AEJ business meeting, the committee congratulated chair Ginny Whitehouse and teaching chair Kris Bunton for their work

during the year. MED was given a certificate to honor its work in this area — a certificate that I told Ginny to put on her wall.

◆ The Professional Freedom & Responsibility committee also praised MED, saying our Web site and online newsletter "are excellent." A great deal of praise should go to last year's newsletter editor Sandy Borden, Bill Reader for his design work, and Tom Bivins for editing MED's Web site. The committee also praised our work on global media ethics, a panel organized by Lou Hodges.

◆ The Research Committee noted that MED's paper submissions reached an all-time high, with faculty submissions doubling since 2001. I think most people in and outside of MED are starting to recognize the improvement in both quantity and quality of the research.

See Growing, page 2

Come to St. Pete this March for MED's first spring meeting

The Media Ethics Division's first ever spring meeting is scheduled for mid-March 2003 at the University of South Florida St. Petersburg.

The divisional conference will dovetail with the fourth in a series of colloquia initiated by Brigham Young University and the *Journal of Mass Media Ethics*. The theme of both colloquium and conference is "Ethics Across the Professions," but a wide variety

of paper topics and sessions will be encouraged for presentation.

Dates for the events are Tuesday and Wednesday, March 18 and 19, for the colloquium, with keynote speeches the evening of March 19 bridging the colloquium and Thursday and Friday, March 20 and 21, conference. Rooms have been reserved at the Hampton Inn Downtown St.

See Spring Meeting, page 2

Panel proposals due Oct. 1

Sandra Borden
vice chair/program head

You might be able to make that panel you've always wanted to see at AEJMC become a reality in 2003. But you have to turn in your proposal by Oct. 1.

All you need to do is think of a topic that is potentially interesting to our division and, even better, of broad appeal to AEJMC members and working media professionals.

In one page, suggest:

◆ A panel title;
◆ A possible moderator (you can nominate yourself);

◆ Possible panelists (these do not have to be confirmed until the panel is accepted);

◆ A one-paragraph description of the topic to be discussed;

◆ Other divisions that might be interested in co-sponsoring the panel;

◆ Estimated cost of the

See Panel, page 2

MED moving in right direction

Growing, from page 1

So the biggest task I face this year is keeping MED moving in the right direction. It seems that every year the division has moved forward. This has been accomplished with the work of all of you, and especially those of you who have volunteered your time and energies to leadership and conference activities.

But a great deal of praise should go to Ginny Whitehouse, who in the last three years or so, has worked long and hard to make MED a stronger division. Not only has she been—and continues to be—a great help to me, but to all those who work in MED.

And now the tough part begins—trying to keep MED moving forward. Please begin thinking about ideas for next year's conference in Kansas City and contact Sandy Borden, this year's programming chair, as soon as possible (see the announcement in this edition of the newsletter for more details). The panel submission deadline is Oct. 1. Also please get the word out to faculty and graduate students about the good research that is being done within MED. Let them know that their research has a place within MED.

And in the meantime, I'll go back to feeling inadequate.

Panel proposals due by Oct. 1

Panel, from page 1

session, if any;

- ◆ Your contact information.

Panels that are co-sponsored by two or more divisions are especially encouraged. You also are encouraged to think of ways to involve individual professionals in the Kansas City area, as well as members of relevant professional and academic associations, including the Society of Professional Journalists and the National Communication Association.

Send your proposal ideas via e-mail to sandra.borden@wmich.edu, or via mail to:

Sandra L. Borden, Department of Communication, Western Michigan University, 213 Sprau, 1903 W. Michigan Ave., Kalamazoo, MI 49008-5318.

First ever spring meeting of MED set for mid-March in St. Petersburg, Fla.

Spring Meeting, from page 1

Petersburg (kudos to Jay Black for snagging rooms at the city's newest hotel in the same week that St. Petersburg is hosting regional NCAA basketball playoffs.)

At the MED business meeting in Miami Beach, strong support was shown for the idea of giving media ethicists an opportunity to "test out" their scholarship at a smaller venue than provided at the large international AEJMC general conferences. After checking with AEJMC "tribal elders," conference coordinator Jay Black said it is within the spirit of other AEJMC divisional and spring meetings to permit the presentation of papers that are being proposed for submission to the upcoming international AEJMC conference.

Black said that "in the nearly 30 years I've attended divisional or regional as well as international AEJMC conferences, it has been obvious that the 'spring training' of AEJMC scholarship benefits the scholars who are seeking additional feedback before shipping their papers off to the 'majors.' The smaller conferences and meetings also encourage more disciplinary bonding than we normally find at the more frenetic big meetings, and individuals have far more time to present their papers and hear feedback."

The colloquium is pairing media ethics scholars with recognized experts in the ethics of business, law, medicine, environment, religion and education. They are charged with assessing the growth of the various disciplines, seeing what the disciplines can learn from one another about

If you go:

- ◆ **What:** 2003 Media Ethics Division Spring Meeting
- ◆ **When:** March 18-21, 2003
- ◆ **Where:** St. Petersburg, Fla.
- ◆ **Info:** Jay Black, Univ. of South Florida, black@stpt.usf.edu

such things as theoretical and applied ethics education, codes of ethics, growth of professionalism, etc. After they work in relative peace and quiet on March 18 and 19 they will have key roles in the general conference, where a variety of profes-

sionals and laypeople will join media ethicists.

One theme of the conference will be to assess the contributions John Merrill has made to media ethics in the 30 years he has written about the field. His co-authors are being invited to discuss his work, but Black encourages others in MED to write papers or organize panels on the topic.

Those who wish to propose panel discussions or to submit papers to

the spring meeting are asked to drop an e-mail message to Black at black@stpt.usf.edu.

Three copies of the finished paper or extended abstract (300 words or so) should be mailed to arrive no later than January 15 to:

Dr. Paul Husselbee
MED Spring Meeting
Department of Communication
Southern Utah University
351 W. Center St.
Centrum 213
Cedar City, UT 84720

"The smaller conferences and meetings ... encourage more disciplinary bonding than we normally find at the more frenetic big meetings, and individuals have far more time to present their papers and hear feedback."

Jay Black, Univ. of South Florida,
coordinator, 2003 MED Spring Meeting

The trial of melding law and ethics into one course

Jack Breslin
professional freedom &
responsibility chair

Before interviewing last year for my first full-time faculty position, I assumed every mass communications program offered separate law and ethics courses, as my doctoral institution did.

No one would ever dare to teach them together. Law and ethics are distinct disciplines. There was too much ground to cover in each course. By emphasizing one, you would neglect the other. Students would get confused — or worse, would get whiplash — being pulled back and forth between the two. By the term's end, you would only have presented a bewildering law-ethics buffet, with both students and professor unsatisfied with the results.

Halfway through my interview day, the soon-to-be-former director revealed two surprises. He did not want me to teach public relations, despite my extensive professional background. Instead, this was a law and ethics position. But before I could express my gratitude, he left me speechless by casually mentioning that the two were taught together in one 15-week course — a standing curriculum, not about to change.

Back at my graduate school, the veterans were wary about the prospect of cramming two already packed courses in one. How could you discuss ethical case studies in depth? Without them, the ethics section would wind up being pious principles with no practical application. How could you assign and dissect the necessary landmark court cases, law reviews or journal articles? Without them, the

Instead of sage advice, I discovered a growing number of perplexed professors with mandated combined courses, particularly among small programs.

law section would simply be a narrative without a foundation of First Amendment theories or case law precedents.

At AEJMC, I searched for others in the law and media ethics divisions with the same daunting task. One colleague emphasized law and “tacked on” some ethics classes at the end. Another divided the course in half — seven weeks law, seven weeks ethics. Unfortunately, instead of sage advice, I discovered a growing number of perplexed professors with mandated combined courses, particularly among small programs.

There was only one combination textbook among the law and ethics texts displayed in the exhibition hall. Very few programs teach that way, so authors and publishers don't bother, a well-meaning publisher's representative consoled me. Desperate, and panicking with less than a month to prepare, I ordered the combo book without even reading it. Within a few classes, I realized that the book was long on law and short on ethics. So it was off to the copy room with excerpts of standard texts carefully presented within fair-use copyright guidelines.

As for the syllabus and course planning, the past offered little help. Taught by an adjunct, also a practicing attorney, the previous course was heavy on the law, and light on the ethics—similar to the disappointing textbook.

Before creating either, I focused on the purpose of offering each discipline in a mass

communication curriculum. Foster an appreciation of the rights and responsibilities of the First Amendment? Prepare students to avoid potential litigation in their professional careers? Help students become moral and ethical mass communication practitioners? Present philosophies, principles and codes to confront ethical dilemmas in a profession criticized for having no ethical boundaries? And being at a private Catholic school, I carefully noted that the school's mission statement includes the goal of preparing ethical decision-makers.

Next, there was that basic challenge that all media law and media ethics professors must confront: how to convince the public relations and advertising majors (usually the majority of the class) that this stuff applies to them, not just the broadcast and print journalism crowd.

The course needed all of the above, as well as the same fundamental materials my students' future competition would be getting in stand-alone courses. First, lay the foundations for each. Starting with law, cover the courts' systems, First Amendment theories, how to read a case, etc. The next week, shift gears to the major ethical philosophies, principles, case analysis and decision-making tools, then apply them to case studies in public relations, etc.

Next in my planning, I explored how discussions of media law and ethics can complement each other. The law of libel leads to the ethics of truth,

accuracy and objectivity. The problems of privacy present both ethical and legal concerns, as well as potential conflicts between them. Follow up journalists' privilege and confidentiality with ethical cases studies in print and photojournalism. With broadcast and cable regulation, present cases, such as *Food Lion v. ABC*, that present both legal and ethical challenges about electronic journalism and technology. Other areas, such as on-going Supreme Court rulings on hate speech and the Internet, present that ever-perplexing question for students, scholars and practitioners: It might be legal, but is it ethical?

After three terms of teaching this ethics-law smorgasbord, I now use separate texts incorporated into a revamped syllabus and readings list. On the negative side, the number of legal cases read and briefed is far less than required in a stand-alone law course. The ethical examples are limited to case study discussions, sacrificing point-counterpoint essays and journal articles found in separate ethics courses. On the positive side, feedback from students indicates some success in the mixed-bag approach.

My most challenging moment last year occurred when the dean, a philosophy professor, visited class for my first-year evaluation. Rather than cover a media law topic, I decided to meet him on common ground: the ethical philosophies. His over-all comments were positive. One remark, however, haunts me every time I attempt to combine — and separate — ethics and law in the same course: “Do you think they get it?”

Jack Breslin teaches media ethics and law at Iona College in New Rochelle, N.Y.

Reflections on the 2002 AEJMC convention

Miami

• A panel discussion on teaching and research methods leads one scholar to ponder the importance of process in both

Media Ethics Division members were asked at August's AEJMC conference whether methods matter in studying and teaching media ethics. Veterans Cliff Christians, Lee Wilkins and Jay Black accepted panel organizer Peggy Bowers' challenge; they divided the topic into the pros and cons of philosophical inquiry and social science. Here are some of Jay Black's edited comments:

Do methods matter? No, not if we're interested in what happens in our roles as teaching scholars.

It's not a matter of methods. It's a matter of competence, of dedication to teaching — inspiring — students for the duration of the semester and a lifetime beyond. If we're doing what Lou Hodges says ethics is all about — engaging ourselves and our students in reasoned inquiry into the moral life — we shouldn't quibble about what particular method works best. Let's just get on with the massive challenge at hand.

I'm comfortable meeting the assignment Peggy Bowers handed me, to defend social science methods, but would be equally comfortable (albeit a heck of a lot less articulate than Cliff Christians) defending philosophical or cultural/critical, or historical, or other approaches. They're all defensible because they all have a significant place in teaching and studying media ethics.

However, a special case can be made for incorporating social science in our academic discipline. Two basic reasons come to mind:

1) To be effective peda-

It benefits us and our students when we transcend rampant relativism, war stories, and situationalism, when we avoid ad hoc moralizing, and when instead we clearly, systematically, and publicly develop hypotheses, gather and test data, and reach conclusions entirely in accord with principles of moral philosophy.

gogues, we have to go where students are, or at least meet them part way. Otherwise our work is a soliloquy played to an empty house.

2) The social science tradition is rich in history and potential, a veritable mother lode of academic and professional riches. And it's one for which most of us in this discipline have a natural affinity.

Meeting students where they are means appreciating their academic backgrounds, their career interests, their views on the world, their sense of self and others, all the while nurturing them through reasoned inquiry into the moral professional life.

By and large, they're not coming to us with a broad philosophical foundation. If they're students of media, they're far more likely to come to us from a tradition of narrow professional pragmatism — and even narrower academic pragmatism — which may have them insisting they already know what it is they want to learn, and what is probably not worth knowing.

Many, if not most, of them are not especially interested in theoretically-based courses, so for us to engage them we need to meet them at least half way.

Ironically, they've very likely

been somewhat influenced by the methods of social science; whether it has "taken" or not is another matter, but a challenge for us to address. They've probably already studied sociology, psychology, economics, history, and other courses that should have offered them practical insights into how the world works and, if they've had good instructors, how the world could work better.

Perhaps it hasn't been articulated for them, but they should have a glimmer of appreciation for the methodological rigor of good social science. They might recognize the place of the scientific method within their own epistemological realm. If so, they will see why many philosophers value science as a superior method of knowing — certainly superior to blindly held, tenacious adherence to custom and tradition, and more defensible than undue reliance upon authority figures, codes, and even externally imposed laws.

Instead, they should have gained an appreciation for evidence, for articulating and testing hypotheses, for seeking and applying theory. They've learned about objectivity and detachment, but also about the place of passion and commit-

ment in affecting change.

They've learned about the place of data and evidence if one is to make truth claims. And, as our colleague Tom Brislin so eloquently puts it, they appreciate the fact that "data" is not the plural of "anecdote" — and, I might add, that theory is not the plural of data and law is not the plural of theory.

In short, as teachers and students of media ethics, we seek to inquire and to fix beliefs on principles and practices compatible with the scientific method, at the higher ranges of the epistemological terrain. It benefits us and our students when we transcend rampant relativism, war stories, and situationalism, when we avoid ad hoc moralizing, and when instead we clearly, systematically, and publicly develop hypotheses, gather and test data, and reach conclusions entirely in accord with principles of moral philosophy.

I don't know about you, but some of my favorite topics in my media ethics courses lend themselves absolutely to social scientific methods:

- ◆ moral development and moral psychology
- ◆ creation and change in moral and non-moral values
- ◆ nature and problems of professionalism
- ◆ pros and cons of codes of ethics
- ◆ gatekeeping and decision-making/decisiontaking
- ◆ interplay between economics and news judgments
- ◆ media credibility

Descriptive and normative ethics meld neatly in a course that includes any or all of the

Miami

Reflections on the 2002 AEJMC convention

- A newspaper professional found more inspiration than frustration while hanging out with media scholars

Elizabeth Vernon
guest columnist

“Someday you’ll care about grading papers and getting tenure,” one of my professors told me one spring afternoon my senior year of college.

“She’s crazy,” I thought to myself. “I’m going to work at a newspaper.”

Four years later, I find myself actually hoping that down the road I’ll be buried in a stack of papers while enduring tenure review.

So feeling a bit like a sixth-grader allowed into the teachers’ lounge at lunch, I attended the Association for Education in Journalism and Mass Communication convention in August. I’m neither an educator nor a graduate student. I’m what Dave Barry referred to as an “overcaffeinated nitpicker”: A copy editor at a small daily newspaper.

My main task at the convention was to speak on a panel about assessing the impact of ethics education. The convention also allowed me to see where the scholarship of journalism is headed, witness how professors interact and get advice about graduate school.

Throughout the convention, and especially as I took part in the panel, I was struck by how

That gap illustrates the importance of the academic community and the media industry forging a partnership.

Use young professionals as a resource.

Bring us into classes as guest speakers, and include us at conferences to talk to us about

what students need to know.

We may be the best way to judge the effectiveness of journalism education

educators treated me: as a professional. I got a few blank “Why are you here?” looks, but most people were eager to hear what I had to say about life at a newspaper, and had questions about how my education has translated into practice. On the average day, I still feel like a student, so it was a refreshing change to be seen as someone whose ideas and experiences could have an impact on those who will be in my shoes in a few years.

As I attended the pre-convention Ethics Teaching Workshop and the refereed paper sessions, I got a look at the theories educators are focusing on and the topics people are researching. I took home a fresh appreciation of the work professors are doing outside the classroom, especially in the area of how the media can evolve without abandoning

core ethical values.

‘Disconnect’

But it was during paper sessions that I felt the most frustrated. I perceived a disconnection between some professors and the “real world.” Several times I heard educators toss off comments along the lines of, “It wouldn’t be a big deal for a newspaper to ...” I wondered whether those people had set foot in a newsroom in the last 10 years, or really knew what it’s like to work in a cost-cutting climate.

That gap illustrates the importance of the academic community and the media industry forging a partnership. Use young professionals as a resource. Bring us into classes as guest speakers, and include us at conferences to talk about what students need to know. We

may be the best way to judge the effectiveness of journalism education. Send students into professional newsrooms and TV stations. And create ties between schools and media outlets so professors and professionals can learn about developments in each field.

My time at the convention gave me insight into how the other side of academia – the professors’ side – works. As I watched educators interact, I felt like I was cheating. Here I was, sitting with the people who had written my textbooks and been big names in my notebooks! Was I really allowed to hear how professors talk about students? Was it OK for me to get a glimpse of the sometimes political nature of higher education? But as I talked with professors, it became clear to me that most were genuinely committed to preparing their students and to scholarship.

Ultimately the conference gave me a chance to reflect on the past and to dream about the future. I was reminded again of the pivotal part played by those who taught my classes and gave me advice.

And I was encouraged that someday I can take on such a role.

Elizabeth Vernon is a copy editor at the Skagit Valley Herald in Mount Vernon, Wash.

Methods, from page 4

ethics course objectives outlined 20 years ago by the Hastings Center: to help students recognize moral issues;

develop analytical skills; tolerate — and reduce — disagreement and ambiguity; stimulate the moral imagination; and elicit a sense of moral obligation and personal responsibility. To

achieve these objectives we may find ourselves being intellectual kleptomaniacs, and one of the methods most likely to help us succeed is the social science tradition.

Jay Black is Poynter-Jamison Chair in Media Ethics at the University of South Florida St. Petersburg and founding co-editor of the Journal of Mass Media Ethics.

Don't miss out—JMME subscription is a great deal

By now MED members should have received a letter from Lawrence Erlbaum Associates (LEA), publishers of the *Journal of Mass Media Ethics*, inviting them to subscribe at a substantially reduced rate.

Jay Black and Ralph Barney, JMME's co-editors, have talked LEA into a one-year individual subscription rate of \$20—the regular cost would be \$35—for members of the Media Ethics Division of AEJMC.

"MED is a natural audience for this journal, which has been published since 1985," Black said. "By getting more academic media ethicists as regular readers, we will increase the talent pool that generates the scholarship we publish. The phenomenal growth of AEJMC's ethics division should

be mirrored by increased readership of this journal."

Linda Bathgate, communications editor at LEA, planned to have a letter and circulation flyer in the mail by early September to MED's 311 members. Those purchasing the subscription will get Volume 17, the 2002 volume.

Vol. 17 No. 1 includes articles by John Watson ("Times v. Sullivan: Landmark or Land Mine on the Road to Ethical Journalism?"), Candace Gauthier ("Privacy Invasion by the News Media: Three Ethical Models"), Raphael Cohen-Almagor ("Responsibility and Ethics in the Canadian Media: Some Basic Concerns"), and David Craig ("Covering Ethics Through Analysis and Commentary: A Case Study").

Vol. 17 No. 2 is a theme issue

on codes of ethics. Kathy Fitzpatrick has two articles, tracing the evolution of PRSA's various codes of ethics. Another study, by Yehiel Limor and Inez Gabel, is a case study of five versions of the Israel Broadcasting Authority's code of ethics. In addition, Taegyung Son analyzes how codes of ethics address the question of news leaks. The "Cases and Commentaries" section explores the ethical ramifications of a public relations practitioner's decision about presenting a false "front group" or "grassroots" image to a PR campaign.

The third issue of the year is an eclectic treatment of issues. Mike Perkins explores "International Law and the Search for Universal Principles in Journalism Ethics," Renita

Coleman and Lee Wilkins write on "Searching for the Ethical Journalist: An Exploratory Study of the Moral Development of News Workers," Virginia Whitehouse and James B. McPherson argue that "Media Ethics Textbook Case Studies Need New Actors and New Issues," and Gary Hanson offers "Learning Journalism Ethics: The Classroom vs. the Real World."

The fourth issue, still in the editing stage, will contain edited papers from last year's Washington and Lee colloquium on global ethics.

Each issue of *JMME* has book reviews (Deni Elliott, editor), and alternative issues have Cases and Commentaries (Lou Hodges, editor).

The journal is available online.

Minutes from the MED business meeting in Miami

The meeting was called to order by outgoing Division Chair Ginny Whitehouse of Whitworth College at 6:45 p.m. About 30 members were present.

The meeting began with officers' reports. Whitehouse reported a number of successes from the past year, including: a membership total of 311 persons, a doubling of faculty research submissions, praise for the Division's yearlong emphasis on teaching assessment, and a budget balance of \$3,905. Whitehouse recognized the work of Associate Newsletter Editor Bill Reader of Ohio University, who designed the newsletter this year; webmaster Tom Bivins of the University of Oregon; the leaders of the pre-convention workshop; and this year's officers.

David Allen of the University of Wisconsin-Milwaukee, outgoing Vice Chair/Program Head, reported that 11 panel proposals were submitted for this year's program and that 8 were scheduled for the convention.

Sandra Borden of Western Michigan University, outgoing Secretary/Newsletter Editor, reported that the newsletter went electronic this year, saving the Division about \$2,000 in copying and mailing costs.

Stephanie Craft of the University of Missouri-Columbia, outgoing Research Chair, reported that 30 papers were submitted to this year's paper competition and 11 were accepted, for a 30% acceptance rate.

Kristie Bunton of the University of St. Thomas, outgoing Teaching Standards Chair,

reported that a series of articles were published in the Division newsletter this year regarding teaching assessment and that a teaching assessment panel was scheduled for the convention.

William Babcock of California State University-Long Beach reported that this year's pre-conference teaching workshop, focusing on globalization, involved 12 presenters and 20 participants.

Babcock announced that next year's workshop will be capped off by a dinner in honor of Ed Lambeth, who founded and has long directed the workshop, upon his retirement at the end of this coming school year.

Moving on to old business, Lou Hodges of Washington & Lee University reported on this year's colloquium at his institu-

tion, part of a 10-part series of focused scholarly collaborations at different institutions over several years. The focus of the colloquium, which produced a panel at the convention, was globalization and the search for universal standards. The 12 resulting papers will be published in the *Journal of Mass Media Ethics*.

The next colloquium will be at the University of Illinois at Urbana-Champaign and will focus on virtual reality. Cliff Christians of Illinois spoke briefly about the application process for this year's colloquium.

The following year, the colloquium will have an interdisciplinary focus on ethics across the professions and will be held at

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the University of South Florida. Jay Black of South Florida proposed that the 2003-04 colloquium be held March 18-19 to be followed by a mid-winter conference of the Division March 19-21. In addition to the colloquium theme, Black said submissions would be encouraged regarding the work of John Merrill. The motion was discussed after being seconded. Most of the questions centered on concern that papers submitted to the mid-winter conference would not be eligible for the annual convention. Ginny moved that the call be for paper proposals, i.e., extended abstracts rather than complete papers. The motion passed unanimously.

Black reminded members that they are eligible for a discounted individual subscription rate for JMME beginning with the first issue of Volume 17.

The next item of old business was an evaluation of the transition from a paper newsletter to an electronic newsletter this year. Whitehouse summarized the advantages and disadvantages of electronic distribution and invited discussion. Most of the comments supported staying with the electronic version because of

timeliness and financial considerations. A dissenting view was that the electronic version may adversely affect the Division's visibility and members' satisfaction. All present approved a motion to remain electronic with one dissenting vote.

Next, Whitehouse brought up the subject of increasing the top research paper award to encourage more submissions to the Division's paper competition. After some discussion, Tom Brislin said he preferred to have a more open-ended discussion about how to use the \$2,000 the Division is now saving because of the switch to an electronic newsletter; he raised the possibility of saving the surplus so that the Division would not have to increase dues down the road or maybe going ahead and reducing dues now. Other members raised the need to consider expenses for the new mid-winter meeting, the Lambeth dinner and continuing help for graduate students. Whitehouse suggested the members decide on an amount to designate to the mid-winter meeting now. Those present approved unanimously Tom Bivins' motion to authorize the Division officers to spend up to \$500 on the meeting. Maggie Patterson suggested after the

vote that the officers bring concrete proposals for spending the surplus to next year's business meeting. This action concluded old business.

Incoming Chair Dave Allen ran the rest of the meeting. After explaining the structure of the Division leadership and vacant offices, Allen conducted elections. Kristie Bunton of the University of St. Thomas was elected secretary/newsletter editor. Peggy Bowers of St. Louis University was elected teaching standards chair. Romaine Smith-Fullerton of the University of Western Ontario was elected research chair. Jack Breslin of Iona College was elected PF&R chair. The following volunteers offered to be liaisons:

NCA and ICA Liaisons: Clifford G. Christians, University of Illinois at Urbana-Champaign

Liaison to Committee on the Status of Women: Genelle Belmas, California State University-Long Beach

SPJ Liaisons: Liz Hansen, Eastern Kentucky University, and Karon R. Speckman, Truman State University

IRE Liaison: Lee Peck, Franklin College

Liaison for the Committee for Concerned Journalists:

Stephanie Craft, University of Missouri-Columbia

Law Liaison: David S. Allen, University of Wisconsin-Milwaukee

Allen reported that Louise Hermanson died at the end of July.

Allen then asked for feedback about the structure of AEJMC to share with a task force charged with reorganizing the national organization, as well as any ideas for the location of the 2006 convention.

Craft informed members that the plenary at next year's convention will focus on research standards and sought guidance on how the Division would like to proceed with making any changes to its paper submission guidelines. After some discussion, Whitehouse suggested that Craft and Fullerton work together to clarify certain issues for the upcoming year's call and forward any changes to the Research Standards Committee, leaving larger issues for later discussion.

Craft moved to adjourn at about 8 p.m.

*Respectfully submitted by
Sandra Borden, outgoing secretary.*

'Borders' the theme for proposed panels for ICA Communication Law & Policy Division

The Communication Law & Policy Division of the International Communication Association encourages paper submissions and panel proposals in the following areas relating to the "Communication in the Borderlands" theme of the May 23-27, 2003, ICA conference in San Diego:

Borders of the law: What happens when what has traditionally been acknowledged as law and regulation is supplemented, supplanted, or replaced by other structural forces such as the software and hardware of

infrastructure design?

Law of border communities: What kinds of legal and regulatory trends in the areas of information, communication, and culture are being seen in border cultures such as maquiladoras?

The law as a border: How does the law serve as a border past which communications cannot flow, change cannot occur, or activities cannot be undertaken?

Law in a border era: The difficulty of communication law and policy today is that it must find ways of achieving incre-

mental change during a period of radical transitions. How does the transitional, or border, nature of the era affect the nature of law and policy?

Paper submissions, as for other divisions, will be electronic this year. The web site is www.icaheadq.org, and the submission deadline is Nov. 1. Warning: Submit your paper as early as possible because: (1) inevitably the server handling submissions will be overwhelmed and become unavailable the day of the deadline, and (2) there may be aspects of the

process that are unfamiliar to you if you've not submitted papers electronically before. Panel submissions — 250 word rationale for the panel, 250 word abstracts for each paper to be included, and bio for each panelist — should go directly to the division chair at the e-mail address below.

Sandra Braman
Chair,
Communication Law & Policy
Division
braman@uwm.edu

How to contact MED officers for 2002-2003

Division Chair

David S. Allen, *Univ. of Wisconsin-Milwaukee*
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