

MME Record

Newsletter of the Media Management and Economics Division of AEJMC
Winter 1999 Number 25

MME veterans need to share their experiences

John Bodle
Division Head

It's time for the harvest. Media Management and Economics has held the status as an AEJMC division now for nearly 10 years. It's time to recognize we are no longer in our infancy. It's time to draw from the storehouse of knowledge held by the past leadership as well as the creative energies from those new to the Division.

The problem is we're not doing either one very well.

Where have all the past leaders of the division gone?

Was the Division just a stepping stone to more important work? Sure, it's important for the founders and other "old guard" divisional officers and researchers to allow the gene pool of new talent an opportunity to lead.

But something has been lost in that process. The research legacy is there in the journals and media management textbooks, but a living legacy—the interpersonal interaction between the old and new—is in danger of being dissolved. The "new leader-

ship" has been unable to interpersonally interact with the "old."

Where'd everybody go?

Past Division Head Ed Adams spent a lot on a wonderful spread of cheeses and meats at a restaurant overlooking Baltimore's beautiful harbor last August. Ed and I chose to combine the business meeting with the Division's social (back-to-back time slots; a two-

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Teaching Tips: Mixing theory and practice

John Couper
Pittsburg State University

Student response and productivity seems to improve when course material methodically integrates theory and practice.

For example, I outlined persuasion and reception theories in the skills-oriented class "Broadcast Announcing" and introduced professional concerns into the highly-theoretical course Media

Analysis and Criticism. This integration reflects interest among graduation-minded undergraduates in both "how" and "why" questions about looming employment. Naturally, the extent and content of theory/practice integration should reflect the subject and course goals.

I recently added several aspects of management practice

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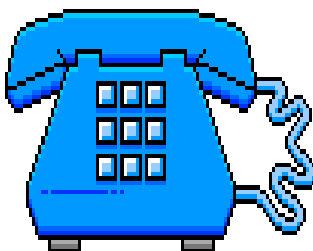
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Sharing ideas

Letter from the editor

Jim Mueller
 Division Secretary and Newsletter
 Editor

I'd like to take this opportunity to thank Hugh Fullerton for serving as substitute editor for the previous issue.

I took the one-issue sabbatical to make the change from graduate student to assistant professor—and to move almost a thousand miles from Texas to Missouri. Everyone I asked for advice on the first year of teaching said the rookie year is the hardest. They were right.



One of the things that makes teaching easier is sharing the experiences of others.

Our two front-page stories touch on this theme. Division Head John Bodle urges MME veterans to attend more functions at AEJMC and allow the younger professors to get to know them.

Our other story is one I solicited from a colleague of mine, John Couper, who teaches media management courses at Pittsburg State. I hope his story not only is of interest to the readers but also prompts others to submit essays on their own teaching tips.

As always, story ideas and/or submissions are welcome. My phone and email information is in the column at the left.

Teaching
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and concepts to my Mass Media Management course. Few students have management experience, and most were uneasy about managing groups, but intrigued by the opportunity. This course tries to provide a halfway house between the academic and the vocational.

Though listed as a lecture course, COMM 702 functions more like a seminar. I moved the classroom to one with a large table we all sit around, and build each period around discussions. Unlike most seminars, this class has a clear hierarchical structure. Students take turns assuming roles of leadership and expertise, with me as “General Manager.” I encourage debates but moderate them to maintain constructiveness.

Classroom activities emphasize management skills. When students lead class discussions on extra readings, they select elements of the readings most relevant to the week's subject, with extra credit for finding readings of their own. Students clearly improve their ability to prepare and pose questions and, when necessary, to cheerfully “volunteer” other students to answer. I add their best questions to my

own class plan, which reinforces student effort.

Small-group discussions are designed to increase collaboration. Groups discuss a specific assigned aspect of the subject, orally reporting their conclusions to the whole class. Students are thus made temporary experts, which encourages them to contribute thoughtfully, since (as in a corporate meeting) any group member might have to elaborate or explain the group conclusion.

"Students take turns assuming roles of leadership and expertise...I encourage debates but moderate them to maintain constructiveness"

At the end of each period, I ask for a student co-leader of the next class. Since the first leader sets the tone, I asked a competent student to volunteer for the first time. The co-leader reads the material then, two days before class, we meet to decide class subjects, sequence, and activities. This approach doesn't reduce my own preparation time, but my role involves more oversight and support than lecture performance and policing.

The co-leader keeps the class on track and on schedule, with my assistance as needed.

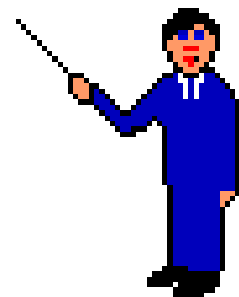
Co-leadership is eye-opening for most students. One co-leader said during the class break that the experience convinced him to never teach or manage, but he had changed his mind by the end of that same class. Another co-leader scrubbed the group discussion, but had to explain his reasoning to the class.

Drawing from our “case-book approach” text, the co-leader and I often ask, “If you were the programmer/news director/sales manager/assignment editor, how would you handle this?”

A halfway-house approach to a Media Management course keeps students involved and alert.

Most students take the process seriously, and often discourage disruption by “colleagues.”

There have been some apprehension and problems. But this approach generally integrates theory and practice in ways that increase student skills and confidence for work in the post-mortarboard media marketplace.



The U.S. consumer book industry 1995-1996: A bibliography

Al Greco

Program Chair and Research Chair

Introduction

Business researchers often develop theses and data sets of interest to media management and economics scholars. Unfortunately, much of this published literature is not cited or listed in many of the most important mass media journals. In order to address this issue, I will compile a series of bibliographies that might be of interest to media management and economics scholars when they undertake research projects, prepare reading lists for students, or revise class syllabi.

The first bibliography focuses on the eclectic book publishing industry and related mergers and acquisition issues, a theme that grew in importance in the 1980s and 1990s. Book publishing in the U.S. generated more than \$21.4 billion in annual revenues on sale of 2.3 billion units in 1998, and the prognosis for 1999 is for continued growth, probably at a 4.8 percent pace. This is a major, but often neglected, component of the mass media industry.

In the coming months bibliographies on the radio and film industries will be prepared for MME members.

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Call for papers—Pamplona, Spain in April 2000 **International conference on time and media markets**

The communication industries are constantly changing and developing new media, which means more information and entertainment choices. But the main resource of media markets is individual time—leisure and working time—which is a limited resource. One of the main tasks for the future for the media will be how to reach the customer in a world where people never seem to have enough time.

The analysis of time constraints and competition between different media, the quantity and quality of time spent in media consumption, audience and readership time valuation/costing/pricing, the emergence of new media business around individual time management represent some of the key questions in an information society.

Papers could include the following representative subjects which illustrate the conference theme: the effects of the distribution of leisure and working time in media economics; time competition in media industries; time consumption and media concentration measures; free time and pay time in the communica-

tions industries; time management and productivity in media industries. Open-ended topic papers can also be submitted for review, but papers dealing with the conference theme are encouraged.

Papers can follow any methodological perspective. Ideally, papers will make a theoretical contribution as well. Selected papers may eventually be published in some type of conference proceedings.

The conference should attract a reasonable number of academic delegates from throughout the world. A two-day conference to be held in late April 2000.

Send three copies of completed papers or extended abstracts (5-10 pages) for review and consideration by Oct. 1, 1999, to:

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MME Call for Papers for AEJMC

The MME Division invites submission of original faculty and student research papers to be considered for presentation at the annual AEJMC convention, held in New Orleans on August 4-7, 1999.

- Paper Requirements (Follow the uniform AEJMC call for papers).
- Papers must be pertinent to the area of media management and economics.
- Papers must be postmarked no later than April 1, 1999. E-mail or fax submissions are not acceptable.
- Include an abstract of no more than 75 words.
- Identify the paper's author(s) on the title page only and include the mailing address, telephone number and, if available, e-mail address of the author to whom inquiries about the submission should be addressed.

- Send six typed or computer-printed copies of the paper. If you prepare your paper on a personal computer you are also required to include a Macintosh or IBM-compatible computer disk (3-1/2 inch preferred) containing the paper in digital form. Plain text is preferred.
- Sign the reproduction permission form, available from AEJMC News or at <http://www.aejmc.sc.edu>, and mail it with the paper submission.
- Papers are accepted for peer review on the understanding that they are not already under review for other conventions and that they have been submitted to only MME for evaluation.
- Papers accepted for the AEJMC convention should not have been presented to other conventions or

published in scholarly or trade journals prior to presentation at the convention.

- Student papers compete on an equal footing in the paper competition.
- At least one author of an accepted faculty paper must attend the convention to present the paper. If student authors cannot be present, they must make arrangements for the paper to be presented.

Send all submissions to:

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Schedule of MME events in New Orleans

Ken Smith
Vice Head

The MME Division put its chips for the AEJMC summer convention to maximum use and now has a full slate of activities planned. Altogether, the MME Division is involved in 16 sessions at the New Orleans convention.

The breakdown includes four sessions for research presentations, one research panel, four teaching panels, and seven PF&R panels.

The panels span the entire convention beginning with a pre-convention teaching panel cosponsored by Civic Journalism from 5:30-9:30 p.m., Tuesday, Aug. 3 and ending with a research session for paper presentations from 2:45-4:15 p.m., Saturday, Aug. 7.

In addition to these panels, the Division's business meeting will take place Thursday, Aug. 5, from 6:15-7:45 p.m. with the annual social to follow.

The MME officers who will organize the panels include Michel Dupagne, Miami, research paper presentations; Al Greco, Fordham, research panels; Alan Albarran, Southern Methodist, teaching panels;

and Hugh Fullerton, Sam Houston State, PF&R panels.

A complete list of MME Division sessions in New Orleans follows. As the sessions become finalized, specific titles will be published in a forthcoming edition of the *MME Record*.

Tuesday, Aug. 3

5:30-9:30 p.m. Teaching
Civic Journalism Teaching with professionals

Wednesday, Aug. 4

8:15-9:30 a.m. PF&R Civic Journalism
Civic journalism and market forces
1-2:30 p.m. PF&R Law
Huey Long and press freedom
2:45-4:15 p.m. Research
Poster session presentations
4:15-5:45 p.m. Teaching Bibliographers
Studies of media competition
6-7:30 p.m. PF&R Radio/TV
Minorities in the media

Thursday, Aug. 5

1-2:30 p.m. PF&R Scholastic Journalism
Censorship of college publications

2:45-4:15 p.m. PF&R Comm Tech & Policy
Policy in electronic commerce
4:30-6 p.m. Research
Research paper presentations
6:15-7:45 p.m. MME Division
business meeting
8:00 p.m.-Annual MME Social

Friday, Aug. 6

7-8:15 a.m. MME Executive
Committee meeting
8:30-10 a.m. Teaching Disabilities
ADA's impact on media industries
1-2:30 p.m. PF&R Newspaper
Impact of source selection on news
2:45-4:15 p.m. Research
Research paper presentations
4:30-6 p.m. Research Advertising
Advertising sales research

Saturday, Aug. 7

10:30-noon PF&R Advertising
Communicating with older adults
1-2:30 p.m. Teaching Minorities
Distance education and minorities
2:45-4:15 p.m. Research
Research paper presentations

Veterans

Continued from Page 1

hour block) in hopes of increasing the numbers interacting.

There was enough food for 50. About 15 showed up.

Folks, when people don't show up for free food, you know there's a problem. Perhaps the reason was simple: more publicity. But it is also possible that the divisional veterans—those who invested years in establishing MME and building it into something other than a stepchild of larger print and electronic divisions—may not know what role they could/should play.

Simply put: They may not feel needed.

You are needed. Instead of displacing those new to the division by your presence, likely you will help draw them to it.

It was Steve Lacy's willingness to know me by name while I was still a graduate student at Ohio University that drew me to seek involvement in the Division.

To actually sit around a table at a social with Bob Picard—even to comfortably be able to call him “Bob” over chicken wings—means a lot to those new to our division.

It is not only your written research that we want to know. It's you, too.

Our membership numbers have held fairly steady. We had 172 in 1998, 178 in 1997, 180

in 1996 and 202 in 1995 .

Recruitment efforts by executive committee officers could have been stronger. But I suspect that the absence of the founders also is at the heart of membership issues.

There are several “old-timers” who remain actively imbedded in the fabric of today's MME division. Mary Alice Shaver and Hugh Fullerton can be found prodding the present leadership to do a better job, and both remain committed to welcoming graduate students and new assistant professors to the divisional activities. And Lacy, as AEJMC president, was busy in Baltimore running the entire organization.

But one becomes hard-pressed to name many of the others who built this division who continue to carry the torch.

True, these founders are willing to participate on invited panels. But there are many interpersonal opportunities awaiting them that are best experienced over cheese dips.

By the way, our 1999 New Orleans Convention divisional social and business meeting (the two meetings are actually intertwined) will begin at 6:15 p.m. on Thursday, Aug. 5 at an off-site location to be named later.

Whether you are new to the division or long gone from it, please come and enjoy the free food and friendships. Let's celebrate together the intellectual and interpersonal harvest

that comes from our years of common interest.

Speaking of a mix of new and old, let's recognize those who brought their research to the Mid-Winter Research Conference, held Feb. 6 in Nashville.

While co-sponsored by six divisions or interest groups, management-based papers were well represented, including six accepted from the MME paper competition:

“Perceived Environmental Uncertainty and the Market Orientation of U.S. Daily Newspapers,” by Randal Beam, Indiana University; “In Search of an Endangered Species: Pure Competition Between Dailies in Non-Metro America,” by John V. Bodle, Middle Tennessee State University; “The News Operations System: A Big-Tent Approach to Newspaper Production,” by Wilson Lowry and Lee Becker, University of Georgia; “Let's Use Facts: Research on Media Audiences During the Depression,” by Susan Ohmer, University of Notre Dame; “Is the End in Sight for the Television Networks? An Examination of Organizational Decline at CBS,” by Cindy Price, Southern Illinois University-Carbondale; and “Convergence and Concentration: Implications for Media Managers,” by Mary Alice Shaver and Dan Shaver, University of North Carolina, Chapel Hill.

MME co-sponsors seven PF&R sessions

*By Hugh S. Fullerton
PF&R Chair*

Combining professional freedoms and responsibilities with the mainstream interests of the Media Management & Economics Division continues to be a curious task. Yet a little probing reveals that we share PF&R concerns with a variety of other divisions in the AEJMC. As a result, MME is a co-sponsor of no fewer than seven PF&R sessions at the upcoming New Orleans convention.

This — from a division that has no ideology!

Our co-sponsoring divisions in these endeavors are Civic Journalism, Law, Radio/

TV, Scholastic Journalism, Communication Technology & Policy, Newspaper, and Advertising. We're moving in some good company.

Who said we don't have much in common with anyone else?

You could stay pretty busy in New Orleans just going to the PF&R sessions that we are co-sponsoring. They begin at 8:15 a.m. on Wednesday and don't end until noon on Saturday. I won't list them all here, but the range of topics is substantial: everything from electronic commerce through the business side of civic journalism to how Huey Long used taxation to lean on the

press. Looks like several of them should engender lively discussions. We (or more accurately I) were lucky in another respect. Other divisions are serving as organizers of all of these panels, for which we share the credit.

So all yours truly has to do is assist in getting some panelists, where needed, and put in my two cents worth when asked. I know how much work it can be to put together a good panel. I'm fortunate that others are willing to take the lead here. If the rest of the convention is as interesting as these seven sessions promise to be, we should have a great time this year.