

OKLAHOMA BROADCAST



EDUCATION ASSOCIATION

Guide To Organizing A State Association

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An Introduction to the Oklahoma Broadcast Education Association

Who we are and why we exist

The Oklahoma Broadcast Education Association is an association of broadcast educators and electronic media professionals which has a three-fold mission:

- To work cooperatively toward strengthening broadcast education in the State of Oklahoma
- To encourage interest of electronic media professionals in broadcast education
- To establish a channel for the exchange of information and ideas among broadcast educators and electronic media professionals in the State of Oklahoma

The Oklahoma Broadcast Education Association members include the state's public universities, regional universities, community colleges and private colleges and universities. The OBEA members work closely with the Oklahoma Association of Broadcasters to promote quality broadcast education and professional preparation. By combining the needs of the industry with the rigors of education, the OBEA is leading the way in preparing the next generation of broadcast professionals.

KEY

• Introduction

1 A Short History

2 Industry Relations

3 Organizing

4 OBEA Constitution

5 Conclusion

This guide to starting a state broadcast education association is the result of the efforts of literally dozens of broadcast educators over more than a decade of activity. It would be difficult to overstate the importance of the close working relationship among broadcast educators in Oklahoma and the impact that relationship has had on our success as an organization. Before any state association can become successful, faculty from across the state must agree on the greater good to be served by setting aside territorial concerns and examining the benefits of improving broadcast education across public and private institutional borders. A commitment to the bigger picture enables educators to work cooperatively strengthening individual faculty members as well as broadcasting programs throughout the state.

A Short History of the Oklahoma Broadcast Education Association

How and why we began the Association

On April 16, 2001, the Oklahoma Broadcast Education Association will celebrate its 13th birthday. Since its inception, OBEA has been a strong and rapidly maturing organization. This maturity may surprise some whose experience with fellow academics has been more about back-biting than back-scratching. It is this maturity, however, that makes OBEA noteworthy to anyone thinking about the ways a new or revitalized state broadcast education association will benefit the students, educators and professional broadcasters of their state.

What follows is a brief history of OBEA along with an overview of regular activities which have evolved through OBEA

History

Two statewide organizations played key roles in OBEA's formation. The first was the Oklahoma Association of Broadcasters (OAB) and its education committee. Committee Chair Doug Williams, former member of the NAB Radio Board, proposed setting aside funds for faculty internships. His proposal was introduced February 14, 1988 at an ad hoc meeting of broadcast educators who were attending the annual OAB Winter Conference. At about the same time, Oklahoma Educational Television Authority's (OETA) Director Bob Allan decided to host a meeting of directors of broadcasting programs from each college and university in Oklahoma. The purpose was to study how OETA could "enhance the broadcasting education and training offered to college students". Representatives from 18 Oklahoma schools attended. Both events served two important functions:

DESIGN CUSTOMIZATION

1. It provided a face-to-face identity for those teaching broadcasting courses in Oklahoma, and
2. It established a common agenda for improving the quality of broadcast education.

As a result of these meetings an ad hoc committee of seven, chaired by Professor Jack Deskin of the University of Central Oklahoma began work on a constitution and bylaws for OBEA. Much in the wording of these documents was patterned after the Texas Association of Broadcast Education (TABE) constitution on the recommendation of Mark Norman of Cameron University who was a former member of TABE. On April 16, 1988, the OBEA was formally inaugurated with the adoption of its constitution signed by the “ad hoc seven”. Dr. Deskin was unanimously elected as the first President of the Association.

Purpose

The purpose of the OBEA as stated in its constitution is to *...promote the recognition, welfare, and progress of education in broadcasting and electronic communication in the State of Oklahoma.*

The objectives are:

- To work cooperatively toward strengthening broadcast education in the State of Oklahoma.
- To encourage interest of professional broadcasters and other telecommunication groups and individuals in broadcast education, with particular emphasis upon expanded financial support for programs and students.
- To establish a channel for the exchange of information and ideas among the various institutions in the State of Oklahoma concerned with electronic communication.

Each college and university with an institutional membership in OBEA is entitled to name a voting representative. Other faculty join as individual members. This “one college one vote” concept ensures that larger institutions do not control OBEA policy or activities

Accomplishments

In 13 years of activity, OBEA can point to a significant number of accomplishments, some of which have been adopted by other state organizations.

FACULTY INTERSHIPS

Since OBEA began, the OAB has funded up to two \$2000 faculty internships for OBEA members. The OAB solicits and processes applications from OBEA member institutions. Faculty recipients of these awards are placed in Oklahoma radio and television stations.

A SHORT HISTORY OF OBEA

STUDENT SEMINARS

The first OETA-sponsored Student Seminar took place in the Fall of 1988. At the day long seminar, top broadcast professionals are invited to speak, conduct workshops and discuss topics related to broadcasting. Since 1991 the annual event has been co-sponsored by OETA and OBEA and only top students chosen from OBEA member schools are invited to attend. Also in 1991 OETA began awarding two \$500 scholarships to student attendees. Finalists are selected from written applications and are interviewed at the seminar by OETA management. Winners are announced at the end of the seminar day. In 2001, OETA increased the scholarship to \$1000 each.

OAB/OBEA RELATIONS

After considerable discussion, the OAB agreed to accept all OBEA member institutions into the OAB at a yearly organizational membership rate. A member of the OAB sits on the OBEA Executive Board and a member of OBEA sits on the OAB Executive Board (both non-voting positions). Each year the OAB has awarded scholarships to students from OBEA member schools and in 2001 awarded nearly \$10,000 in scholarships and awards at the annual Winter Conference. In addition, OAB sets aside one day of the Winter Convention specifically for students. Panels, seminars and workshops addressing topics of interest to broadcasting students are presented by professionals from across the State. In addition, a nationally recognized member of the broadcasting profession is usually invited to be the Keynote Speaker at the luncheon. The Winter Convention is free to OBEA students and includes the luncheon ticket as well. OAB also hosts a career fair, round-table sessions, and provides the opportunity for students to network with professionals as they look for internships or that first job.

STUDENT PRODUCTION COMPETITION

In 1990 the OBEA established a production competition for students. The competition has now expanded to include over 25 categories including new media and interactive technologies. In 2001 nearly 200 students entered the competition, which is judged by judges selected from broadcasting and media professionals from across the State. Winners are announced at the OAB Winter Convention and plaques are presented to first place winners in each category. The first place tapes are also edited into a "winners reel" that is shown during the OAB luncheon.

COLLEGE NETWORKING

Perhaps the most meaningful activity occurs as a result of professional association involvement. Networking allows faculty from each campus to share information regarding courses, administration, accountability, budgeting and personnel issues. OBEA has served as a conduit for comparing program reviews and outcomes assessment tolls across the State broadcasting curricula. When assessment became an issue, OBEA scheduled special meetings devoted to assessing student outcomes and developing instruments/criteria for evaluating broadcast education.

Typical Annual Calendar

JANUARY

The first week in January OBEA holds a regular business meeting. This meeting is usually held in conjunction with the submission of student competition tapes where the tapes are separated according to category and remanded to the Competition Committee for judging. The meeting is usually held at the university hosting the judging for that year.

FEBRUARY

The second Friday in February the OBEA holds a regular business meeting in conjunction with the OAB Winter Convention. Winning entries in the student competition are announced and new officers for OBEA are elected. This meeting is held either in Tulsa or Oklahoma City.

APRIL

The third or fourth week in April OBEA holds a regular business meeting. This meeting is usually held on the campus of the newly elected President.

JULY

The second weekend in July the OBEA holds a regular business meeting in conjunction with the OAB Summer Meeting. This meeting is usually held at a resort in Oklahoma. As of Fall 2000, the OAB had suspended the Summer Meeting indefinitely.

SEPTEMBER

The second Saturday in September the OBEA holds a regular business meeting in conjunction with the Oklahoma Speech, Theatre, Communication Association. This meeting is followed by a faculty development seminar for OBEA members, which is moderated by the Immediate Past President. OBEA members also offer panel sessions and workshops to OSTCA members.

OCTOBER

The third Wednesday in October the OBEA holds a regular business meeting in conjunction with the OETA/OBEA Student Seminar. OBEA members also moderate several panels during the seminar. This seminar is organized by the Vice-President.

Conclusion

The Oklahoma Broadcast Education Association has become a valuable resource for professional development. With few exceptions, every college in the State, which offers a program in broadcasting, participates fully as an institutional member. OBEA fulfills a role which BEA, a national organization, cannot. It provides an organization of geographical proximity, more opportunities to meet, greater personal identity for members, a framework for involvement with media professionals and a forum for issues of mutual concern.

Developing A Relationship With The Industry

Working with the professionals

The development of a partnership between a state broadcast education association and a state broadcast association is one that is beneficial to both parties. It is a bridge between the industry and those charged with the responsibility of preparing young people for a career in that industry. It enables educators to stay abreast of the constant changes in industry philosophies brought about by many factors such as ownership changes, financial expectations, programming, technological advances and personnel needs. The partnership provides the broadcaster with the opportunity to work and develop relationships with educators assuring there is an on-going awareness of industry needs.

It is a bridge between the broadcasting industry and those charged with preparing young people to enter that industry

The state BEA should be the initiating party in establishing this relationship. The key person in this process is the Executive Director of the state broadcasters association. This person must be sold on the partnership, since they are the person who will be responsible for presenting the proposal in a positive manner to the association governing body. So, you're not only selling them, but also soliciting their support for presenting the partnership to their board.

Presenting Your Proposal

A well-planned presentation to the Executive Director of your state broadcasters association should be put together outlining the objectives and benefits to both parties. Your state education association should be well organized and active before approaching the industry association. You can't expect them to be the driving force behind the development of an effective broadcast education association. In addition, your presentation should not overwhelm the Executive Director. Remember, this is a busy person, you need to pitch the idea and highlight the relevant points and leave time for any questions. Some of the points you may consider incorporating into your pitch are: A relationship of this nature benefits both groups.

- This will help schools wishing to establish advisory councils for broadcasting programs.
- It can provide a clearinghouse for internships, shadowing programs for students and faculty and could enhance the potential employee pool.

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- A member of each organization could serve as a non-voting member of the other organization.
- This could provide a pool of speakers for broadcasting classes.
- Faculty and students would have the opportunity to participate in industry seminars.
- The time and finances required of the broadcasters would be minimal, but the potential benefits would be great.

The presentation should also include information about what your association is prepared to do in the way of assisting in the dissemination of information, coordination and execution of programs, supply of speakers and moderators for workshops and seminars and whatever else you may have to offer. The point you need to make is that you aren't looking for a free ride on the broadcasters dime. Make sure the Executive Director understands that your association is willing and able to contribute to making this relationship work.

Future Considerations

As the relationship grows, the possibility for expansion of interaction also grows. Opportunities for broadcast association scholarships through the state BEA, summer faculty grant and internship programs, student day seminars and financial assistance programs for broadcast students are just some of the areas that could be explored.

At association meetings and through the association office, the relationship between educators and broadcasters can be expanded to a multitude of contacts. Large and small market radio and television managers, programmers, news and sales personnel become accessible to the educators. The pool of available resources is greatly expanded for industry information, on-campus visits by broadcasters, and student trips to broadcast facilities. The benefits, however, depend upon the faculty and their commitment to develop and maintain these relationships. Faculty need to cultivate these relationships in order to enjoy the maximum benefits.

Broadcasters will, in turn, become knowledgeable about and involved in the educational process. They learn the positive aspects of particular programs and can assist in course and curriculum development. Broadcasters can provide positive and constructive input for the program and in return develop a new appreciation for the rigors of modern broadcast education. Finally, their participation in the educational process provides input into training and educating applicants for future job openings.

A Final Thought

This partnership can only be successful if both parties are open and willing to learn from each other. The educator must not be threatened by what may be construed as an intrusion and the broadcaster must not assume the role of restructuring education to fit their particular vision. This can and should be a learning process for everyone involved and will be enjoyed most when shared in an environment of equality and shared goals.

Organizing Your Association

Introduction

There seems to be agreement among everyone concerned that a close relationship between broadcast educators and industry professionals is necessary in order to provide realistic and professionally grounded educations for those seeking a career in broadcast related fields. The question then is: “How can we develop, cultivate, and maintain these relationships?” The partial answer is: “There is no single right way”. Factors such as pre-existing organizations, collegial relationship, and academy-industry networks will influence the development of any state association. However, there are some areas of consideration that can apply to any attempt to start a state BEA. What follows is a guide to organizing your state organization. It should be helpful in laying the groundwork for an active and effective association.

Developing Relationships

The responsibility for getting a state broadcast education association off the ground lies with the educators. While it is a way to interface with the professionals in your state, it is primarily an association for education. That means we have to engage educators from across the state in a dialogue about the need for such an organization.

The first step in organizing an association is to find out who’s teaching broadcasting and where. BEA headquarters in Washington, D.C. will be able to provide a list of colleges and universities in your state with broadcasting programs. It may be helpful to cross-reference that list with the BEA Membership Directory so you have names to go with programs. Since some of the broadcasting programs in your state may not be BEA members, you may also need to search university web sites for information about programs and faculty. Remember, it’s the face-to-face contact that will enable you to overcome the obstacles you will certainly encounter.

The second step is to contact your colleagues and let them know what you’re trying to do and why. Solicit their input and support. Some talking points may be:

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- A state BEA provides an organization of geographical proximity and identity.
- A state BEA provides more opportunities to meet professionally.
- A state BEA provides greater personal identity among broadcast educators.
- A state BEA provides a framework for involvement with professionals.
- A state BEA provides a forum for the discussion of issues of mutual concern.

In addition a state broadcast education association offers an organizational structure necessary to centralizing student development activities. More efficient than every college inviting broadcasters to speak on campus is extending invitations to student from every college to hear the presentation at a central location. Annual seminars attended by students from all member institutions, lead by a team of broadcast professionals on topics of mutual interest can carry a significant impact.

Some other state broadcast education association activities which result in benefits to educators and students are:

- Student and faculty development activities.
- A network for sharing common concerns such as courses, administration, budget, personnel and assessment.
- A state directory for anyone interested in learning more about broadcast education programs.
- State conferences and electronic media student production competitions.
- Recognition of faculty for exemplary service to broadcast education in the state.

Once you have solidified support of your proposal with a core group of educators you are ready to move forward.

The third step in the process is to meet with those faculty who are interested in exploring the possibility of creating a state association. Before that meeting takes place, it would be beneficial to talk to the Executive Director of the state broadcasters association. This person can fill you in on what that organization is currently doing to support broadcast education in your state. This information will be helpful when you begin discussions of ways to dovetail with existing programs

This first meeting will probably be a bit tentative. There are obstacles that will have to be overcome before many faculty will feel comfortable cooperating on a joint venture. There may be a concern over “turf” and “recruiting” students. There may be a keen sense of competition among some faculty for money, equipment and support. These are important concerns and part

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of the first meeting should be set aside to address these and other issues faculty may bring up. While competition is a real hurdle, it is surmountable. The Oklahoma Model suggests that the interpersonal relationships developed as a result of a cooperative mindset are the most significant contributors to minimizing anxiety among members. Getting to know your colleagues personally is an important step in developing a strong and effective association.

Over the past several years, OBEA has been a resource for those interested in forming a state association. Many of the questions your colleagues will have are the same as those we have answered. What follows is a series of questions and answers developed to assist start-up associations following the formation of OBEA.

Q: What were the biggest obstacles you had to overcome to form the ONEA?

A: Trying to arrive at a common goal which didn't duplicate something already in place through other organizations. Even though we patterned our structure after the TABE, there was still some question about how and why we should function. After we identified student development as the common goal, Oklahoma's colleges and universities became eager to participate.

Q: What do you consider to be the principal advantages of OBEA membership?

A: Student development opportunities, networking with broadcast professionals, networking with broadcast educators.

Q: How many members does the OBEA have?

A: Approximately 18 institutional members, 5 corporate members and 25 individual members.

Q: What inspired you to create a state association?

A: There was a void in broadcast education that other organizations weren't filling. The Executive Directors of the OAB and OETA met with educators and indicated a willingness to forge a partnership to address the issue of properly preparing our students for a career in broadcasting.

Q: Does OBEA help with student scholarships?

A: Only as a clearinghouse for those state organizations who provide the scholarships. Both OETA and OAB offer scholarships to students of OBEA member institutions only. We solicit applications from qualified students and OAB and OETA select the recipients based on their criteria and the student's qualifications.

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Q: Do you have a student competition and how is it conducted?

A: OBEA has a set of established categories and rules for our student production competition. The Competition Committee administers the selection of judges (broadcast and production professionals) and the presentation of awards. The OAB sponsors the Awards Banquet each year at their Winter Convention, In 2001 there were nearly 225 entries in 25 radio and television categories.

Q: Who attends the meetings, how often, where, and what are membership dues?

A: We meet 5-6 times per year, usually on college campuses, or at OETA or OAB meeting sites. About 20 members are in attendance at each meeting and the dues are \$10.00 per year for individual members and \$50.00 per year for institutional members. Membership in BEA is not required for membership in OBEA, but it is encouraged.

Q: How are officers elected?

A: The Nominating Committee (the three most recent Presidents) solicits nominations for Secretary-Treasurer candidates. After being elected, the Secretary-Treasurer usually moves up to Vice-president and then to President.

Q: What has been the reaction of professional broadcasters to the OBEA?

A: We have more interaction across our state among broadcasters and educators than we had before OBEA. Many barriers have been broken down and communication has been improves, especially since the OBEA President sits on the OAB Board of Directors as an ex-officio member. This means that the educators are as aware of current issues in the broadcast industry as the broadcasters are. We have also been able to conduct research in association with individual broadcast stations, place faculty in internships at radio and TV stations, shadow managers for 2-3 days and participate in a variety of seminars aimed at professional broadcasters.

Q: How are your students involved?

A: There are two major conferences each year, to which 125 students (each) are invited to attend. Each institutional member is allotted a specific number of seats based on program size and past participation. In addition OAB sponsors several workshops each year which OBEA students are invited to attend at reduced cost.

Q: How are the administrative functions of OBEA fulfilled?

A: At first the officers did everything. Now, through our agreement with OAB, most of the mailings, record keeping, billing, etc., are done by the OAB secretary. OBEA negotiated an agreement with OAB whereby we pay one OAB institutional membership fee that covers all OBEA member schools and allows us to participate in all OAB activities at the regular member rate.

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In addition to answering the above questions, OBEA members were asked to respond to a question on advice for starting a state association. Each member answered that question and those answers are listed below. These may be helpful points of discussion in your first meeting.

Q: What one bit of advice would you give for setting up and maintaining a successful state broadcast education association?

Answers:

- You need commitment from faculty for such an organization. You must set aside personal/institutional interests for the good of the student's educational interest. Commitment from professional broadcasters helps too.
- Get every possible school involved and be sure you tie into your state broadcasters as tightly as possible.
- Remember to put the students first. Commit yourselves to rotating meeting sites, responsibilities, etc., rather than letting one institution handle the majority of the responsibility. Create close, but not dependant ties with state broadcasters.
- Be sure you're financially independent of all other state organizations. The broadcasters should never think you're looking for a partnership because you're looking for a handout.
- Have solid support from the state broadcasters association.
- Consistent communication with all members. Keep up-to-date with what's happening within the organization and with the professional broadcasters. Also show the students the organization is dedicated to them by having seminars and events for them.
- The President should maintain personal communication with individual school members throughout the school year. This helps keep members motivated to work with the organization.
- Keep information coming to schools even if they haven't been active members. New faculty will see it and perhaps join in.
- Regular meetings and regular state-wide events. Get the members together to know each other in a personal, relaxed, and informal setting at a time other than a business meeting.
- Remember that you're here to serve the students. Get involved with the broadcasters too.

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- Get as many institutions involved as possible and don't let petty differences between schools get in the way.
- Find a core group of really committed individuals willing to carry the ball for the first few years.

You will need to have several meetings to address all the issues that may need to be discussed, but you will find that laying the groundwork for a successful association now will have significant dividends later.

The fourth step is to draft a constitution and by-laws for the association. A copy of OBEA's constitution and by-laws is included in this guide. They can be used as a starting place for your organization. One of the most significant aspects of the OBEA constitution is the "one vote per institution" concept. If your association is going to represent all broadcasting programs in higher education in the state, it is important that all institutions represented have an equal voice in the governance of the association. OBEA requires each member institution to appoint only one representative and only the representative can vote or hold office. This assures smaller programs will have the same opportunity to influence the association as schools with several faculty members.

Once the constitution and by-laws have been formally adopted, the association should elect officers. This puts the structure in place to begin developing relationships with other organizations that will enhance the ability of your association to meet its goals.

The fifth step is to have the President of the association meet with the Executive Director of your state broadcasters association. This is when you will pitch the idea of a cooperative partnership with the professionals. Most professionals have some interest in broadcast education because they know these are the people they will be hiring. Expect to be questioned however, about the motives of your association in initiating this partnership. This is why it is so important to be sure you have a well-defined mission statement, a carefully crafted constitution, and working organizational structure. This allows you to assure the broadcasters that you are looking for ways to better prepare your students for broadcasting careers and not for a free ride on the state broadcasters backs.

With declining membership in state broadcast associations, the opportunity to interface with educators may be more attractive to broadcasters than ever before. Be sure to identify what your association brings to the table to enhance the profession and demonstrate a willingness to work with broadcasters to achieve mutual goals. Remember that your product, well-educated and prepared students, is what they need. By including the professionals in the educational process you indicate an understanding of their needs and an appreciation for their input into the process.

You may want to establish advisory boards of professionals at each member institution. Extend an ex-officio board membership to the Executive Director of the association. Suggest ways to bring professionals into contact with large groups of students. Identify possible student and faculty development opportunities.

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Ultimately, it is best if the educators and broadcasters can develop a mutually beneficial relationship. The benefits to each organization and the students are significant. But the broadcasters may be hesitant to enter into this relationship. In that case, be prepared to go it alone for a while. Perhaps after a year or two, the broadcasters may see how committed you are to enhancing the professional development of your students and will be more agreeable to a working partnership.



The Constitution and Bylaws of the OBEA

An organizational model

ARTICLE I: Name

1.1 The name of this organization shall be: The Oklahoma Broadcast Education Association (OBEA)

1.2 Official use of the organization's name shall be made only through the authority of the Association.

ARTICLE II: Purposes and Objectives

2.1 The purpose of the Oklahoma Broadcast Education Association is to promote the recognition, welfare and progress of education in broadcasting and electronic communication in the State of Oklahoma. The objectives are:

- A. To work cooperatively toward strengthening broadcast education in the State of Oklahoma.
- B. To encourage interest of professional broadcasters and other telecommunication groups and individuals in broadcast education, with particular emphasis upon expanded financial support for programs and students.
- C. To establish a channel for the exchange of information and ideas among the various institutions in the State of Oklahoma concerned with electronic communication.

ARTICLE III: Membership

Institutional Membership

3.1 The Oklahoma Broadcast Education Association shall consist of two-year and four-year institutions of higher education in the State of Oklahoma offering programs of study in broadcast, electronic communication, and/or film (hereafter referred to as program). (Amended 5/15/94 to delete "areas" at the end of the sentence.)

3.1.1A Each member institution must have a program which develops radio and/or television skills and courses which are academically transferable to an accredited (North Central Association of Secondary and Post-secondary Schools) senior college or university.

3.1.1B A two-year institution must have a program which culminates in an Associate degree in the field. (Amended 9/23/88 to delete "of Art's" between the words Associate and degree.)

3.1.1C A four-year institution must have a program which culminates in a Bachelor's degree in the field.

3.1.2 Each institutional member must offer at least twelve (12) hours in its program. (Amended 5/15/94 to delete "major" and add program.)

3.1.3 Each institutional member must have the technical capacity (production equipment) for developing skills in broadcast, film and/ or related areas.)

3.1.4 Each institutional member must have at least one (1) academically qualified faculty member with full-time duties in the broadcast program.

3.1.5 Each institutional member will either appoint/elect or by some other means, select a person to be the institutional representative to the Association.

3.1.6 Each institutional member will have one vote to be cast by the institutional representative.

3.1.7 Proxy votes are permitted only when the institutional member issues a written proxy statement declaring the person authorized to vote the proxy.

Individual Membership

3.2 The Oklahoma Broadcast Education Association shall also consist of individual faculty members employed in member institutions.

3.2.1 Each individual member must be a faculty member in a department of an institutional member college or university.

3.2.2 Individual members have no voting rights in the Association.

Associate Membership

3.3 Associate members shall consist of any individual interested in the goals and objectives of the Oklahoma Broadcast Education Association. Student Membership (Section 3.4 added by Amendment 1/08/93)

3.4 Student membership shall be limited to students currently enrolled at a member institution of OBEA.

3.4.1 Membership in this class will allow students to attend meetings, participate in contests, join local chapters and engage in other such activities as the OBEA may institute.

3.4.2 Student members have no voting rights in the association.

Corporate Membership

3.5 Corporate membership shall consist of any corporation interested in the goals and objectives of the Oklahoma Broadcast Education Association.

3.5.1 Each corporate member shall appoint an individual from the corporation to attend meetings and engage in OBEA activities.

3.5.2 Corporate members shall have no voting rights in the Association.

ARTICLE IV: Officers

4.1 The officers of the Oklahoma Broadcast Education Association shall be President, Vice-President, and Secretary-Treasurer.

4.2 The president shall preside over meeting of the Association, assist in the achievement of the organization's goals, and may appoint committees to assist him/her in the achievement of these goals. He/she shall serve as the official representative of the organization whenever the need arises.

4.3 The Vice-President shall preside and exercise the powers of the President in his/her absence, and shall succeed the presidency to fill the un-expired term upon the death or resignation of the President.

4.4 The Secretary-Treasurer shall keep the minutes of the meeting and all records of the organization. In addition, this position shall be responsible for all financial affairs of the organization, including making deposits and issuing checks or vouchers.

4.5 The President shall serve for one year. The Vice-President shall succeed to the presidency. At each Winter meeting, a new Vice-President shall be elected.

4.6 The Secretary-Treasurer shall be elected at the Winter meeting.

4.7 All officers shall assume office at the conclusion of the Winter meeting.

4.8 An officer may be removed from office by a two-thirds vote of the voting membership.

ARTICLE V: Meetings

5.1 Regular meetings of the Oklahoma Broadcast Education Association shall be held at least two times each year. The time and place of the Winter meeting shall be designated by the President in conjunction with the meeting of the Oklahoma Association of Broadcasters, if possible. The time

and place of the second meeting shall be determined by the Executive Committee and announced to the general membership. If possible, this meeting should be held during the fall and can be held in conjunction with other organizations with mutual interest.

5.2 Special meetings of the Association may be called by the President or the Executive Committee with at least ten days written notice.

5.3 A quorum for transacting regular business shall consist of those institutional members present at a regularly scheduled or called meeting.

ARTICLE VI: Executive Committee

6.1 The Executive Committee shall consist of the President, Vice-President, Secretary-Treasurer, and Past President.

6.2 The Executive Committee shall have the power to conduct the business of the Association between regular meetings. The Executive Committee shall be responsible to the members of the Association and it shall report its actions at the next regular meeting.

ARTICLE VII: Parliamentary Procedures

7.1 In the absence of any provision to the contrary in this Constitution, or in the By-Laws, all business meetings of the Oklahoma Broadcast Education Association, of the Executive Committee and the Association Committees shall be governed by the parliamentary rules and usages contained in the current edition of Robert's Rules of Order, Revised.

ARTICLE VIII: Amendment

8.1 Amendment of the Constitution or By-Laws may be initiated by any member of the Oklahoma Broadcast Education Association.

8.2 Any proposed change in the Constitution or By-Laws must be circulated by mail to all voting members of the Association at least twenty (20) days prior to the next regularly scheduled meeting.

8.3 Changes proposed in the Constitution or By-Laws may be adopted, amended, or rejected by the affirmative vote of three-fourths (for a Constitutional change) and two-thirds (for a By-Law change) of the members in attendance at any meeting where the proposed changes have had prior circulation.

ARTICLE IX: Adoption

9.1 Adoption of this Constitution shall be by majority vote of the original institutional representatives appointed during the Winter 1988 meeting of the Oklahoma Association of Broadcasters. That ad hoc committee was charged by the institutions present at that meeting, to form a permanent organization.

9.2 Upon the adoption of this constitution, the ad hoc committee will have completed its business and is therefore automatically dissolved.

9.3 The Constitution shall take effect immediately upon adoption.

Approved and adopted this 16th day of April 1988 by a Majority of the Ad Hoc Committee charged with forming the Oklahoma Broadcast Education Association.

AD HOC COMMITTEE Institutional Representatives

Jack Deskin, Chair, Central State University

James Baum, Rogers State College

Jerry Emmert, Northern Oklahoma College

Roger Hadley, Oklahoma Baptist University

Karlie Harmon, Oklahoma City University

Bruce Hinson, University of Oklahoma

Mark Norman, Cameron University

Bill Rugg, Oklahoma State University

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ASSOCIATION**

Initial Installment of Officers

1.1 Because the organization was formed during the middle of a year, the first set of officers will serve from election date through the Winter meeting of 1990. After that date, all officers will serve according to Sections 4.5 and 4.7 of the Constitution.

Dues

2.1 Dues are fifty dollars (\$50) per year for institutional membership. This includes membership dues for the institutional representative. These dues are payable after the beginning of the fiscal year (July 1) and before the fall meeting of the Association.

2.2 Dues are ten dollars (\$10) per year for individual and/or associate membership. These dues are payable after the beginning of the fiscal year (July 1) and before the fall meeting of the Association.

2.3 The Executive Committee shall be empowered to establish student membership dues as it deems necessary. (Added by Amendment 1/08/93)

2.3.1 Local chapters may establish local membership dues as the local chapter deems necessary. (Added by Amendment 1/08/93)

2.4 Corporate dues are fifty dollars (\$50.00) per year, payable at the beginning of the fiscal year (July 1).

Definition of Membership (Added by Amendment 3/05/90)

3.1 In addition to the Institutional Membership defined in Article III of the Constitution, members must also be considered 'In Good Standing'.

3.1.1A In Good Standing is defined as having met all financial obligations to the Association including, but not limited to yearly dues assessment.

3.1.1B Members not In Good Standing shall be defined as institutions not having met all financial obligations by the date prescribed in Article 2.1 of the By-Laws. These members will continue to be carried as members of the Association, but will be designated as Members in Delinquent Standing. This status will not allow (1) casting of votes, or (2) Participation in Association programs and Activities.

3.1.1C Members in Delinquent Standing will be removed from the membership roster if all financial obligations have not been met by January 30.

4.1 Only Institutional Representatives of Member Institutions in Good standing are eligible to hold office. (Added by Amendment 3/05/90)

Standing Committees (Added by Amendment 1/08/93)

5.1 Members of the Standing Committees must be OBEA institutional Representatives, individual members, or associate members.

5.2 The Nominating Committee shall nominate a vice-president and a Secretary/treasurer for the election of officers held at the winter meeting.

5.2.1 The members of the Nominating Committee shall be the three most recent past-presidents of the organization.

5.3 The Student Competition Committee shall conduct competitions for students of the OBEA member institutions including, but not limited to, determining the rules, categories, judging and deadlines as well as arranging for the awards and serving as a conduit for the entry fees.

5.3.1 The members of the Student Competition Committee shall be appointed by the president in the spring.

5.4 The Faculty Development Committee is responsible for planning a workshop, seminar, symposium or other such event for the advancement of the membership. This event is usually, but not limited to, the fall semester.

5.4.1 The members of the Faculty Development Committee shall be appointed by the president in the spring with the immediate past-president serving as chairperson.

Conclusion

The Significance of State Associations

As you begin the process of organizing a state broadcast education association, you will be faced with many obstacles. In some instances, colleagues may resist because they are uncertain of the benefits or are concerned with cooperating with those they have been in competition with. Some institutions may refuse to join, perhaps because they don't feel the benefits are significant enough for them. You may find resistance within the broadcasting community. Professional broadcasters may be wary of educators approaching them with a proposal for partnership. This guide should provide a starting place for countering the objections you might encounter.

The benefits of a state association far outweigh the difficulties in organizing one. Elsewhere in this guide you can find objective reasons for pursuing this goal, but perhaps it is the subjective reasons that argue most effectively.

Those of us who have been long-time members of OBEA have had the privilege of working with some of the most respected colleagues in the country. We have participated in cooperative ventures that have strengthened all of our programs. We have seen small broadcasting programs grow and mature into significant training grounds for aspiring broadcasters. We are able to attract students of the highest caliber to the state. Broadcasters across the state, and across the country know that our students are professionally trained and highly motivated. We produce, co-operatively, better-trained, better-educated, more professional-minded students than we could individually. In addition to all of this, there is a compelling side benefit to being a member of a state association. We have rejoiced in the birth of our colleague's children. We have grieved with them when they lost a loved one. We have encouraged and celebrated them in the pursuit of their educational goals. We have watched their children grow up and go off to college themselves. We have honored them in retirement. We have mourned their passing. Of course these things are not quantifiable and they can't really be used to persuade anyone else to join your association. However, many of us in OBEA would cite these relationships as a real benefit and powerful argument for taking on the difficult task of organizing a state association.

We wish you success.