

spig news

Newsletter of AEJMC's Small Programs Interest Group

Summer 2015

Join us in August in San Francisco

Panels eye digital age, publication advising, social media, religion

Compiled by Doug Mendenhall and Pam Parry, Co-Vice Heads

Digital concerns are reflected in three panels of programs sponsored by the Small Programs Interest Group at AEJMC's Aug. 5-9 meeting in San Francisco.

Those panels attempt to build skills in multimedia storytelling, migrating courses online and teaching the

professional application of social media.

Other SPIG panels will address traditional concerns, such as ethics, advising student media, how to optimize service-learning opportunities and how to improve religion reporting.

Folowing is a tentative schedule of the panels, times, and topics:

**WEDNESDAY, Aug. 5
(Pre-Conference)**

1-2:30 p.m. "More Than a Good Story – Methods for Teaching Digital Storytelling." Submitted by: Dawn Francis, Cabrini College.

A good story grabs attention. A good multimedia story does more than that. It uses a cohesive mix of multiple media to bring audiences into the setting, journey with the story characters, and feel a

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HEAD NOTES

Do you 'like' our level of engagement?

By Wallis C. Metts Jr.

According to our social media manager, Carolyn Kim, our Facebook "likes" are up a whopping 17 percent. Of course, it's easy when the number are so small — from 58 last year to 68 this year. We also have 99 followers on Twitter—and 188 people



METTS

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Students help African-American seniors tell stories of 'Great Migration' to North

By Maureen Boyle

The project concept was simple: Students in the Advanced Newswriting course at Stonehill College would document the stories of African-American senior citizens from a nearby city who came north in the later years of the "Great Migration."

The idea was to memorialize the stories of average people from one of the oldest African-American churches in Brockton, Mass., in print, online and on video for the community. I hoped students would better



STUDENTS interview members of the Jackson family in the Stonehill College studio.

understand the historical context of racial issues by hearing first-hand the seniors' experiences.

The 11 students in the course were assigned two stories: a historical

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background piece on the Great Migration in Brockton and a profile on a senior citizen from Messiah Baptist Church who came north.

With the help of Stonehill librarian Patricia McPherson, a former newspaper reporter, lists of background material, sources and links to resources on the Great Migration were posted to the course Learning Management System to help students develop the historic stories and find experts to interview. Students were also required to read "The Warmth of Other Suns" by Isabel Wilkerson.

Originally, I planned to assign students a specific person to interview first at the church, then at seniors' homes. The interviews would be done early in the semester to allow for multiple rewrites and the eventual callbacks to fill holes in the stories.

That was the plan.

It didn't quite work out that way. There was one big snowstorm. Then another. Then a third. And then even more snow. We lost track of the amounts. Many classes were canceled. I was assigning other, non-project related work via email so we wouldn't fall behind. We also knew the seniors couldn't get to church due to the snow, which seemed always to start on a Sunday.

We didn't get to the church for the initial interview until Sunday March 1, one week before spring break and six weeks before the end of the semester. Church leaders from the pulpit and earlier by phone encouraged people to meet the students and share their stories that day. We weren't sure how many, if any, would show up. We

let everyone know we would also be bringing in food from a local restaurant.

Dozens of seniors showed up. Students were enthralled with the stories they heard. Seniors told what it was like to first see snow, to begin to feel comfortable on the street and to drive back South to visit family without stopping, fearing what may happen if they did. They shared stories of getting an education, making sure their own children went to college, getting passed over for promotions, dealing with racial slurs and succeeding in the community despite obstacles.

More than three hours later, the last student and senior left the church.

Two weeks later, again on a Sunday, the seniors came to the Stonehill College studio after church for a formal on-camera interviews with students. Additional information gleaned from those interviews was added to the stories.

All of the stories were later posted by students in class to a Google blog, <http://brocktonsgreatmigration.blogspot.com>. The studio interviews and other student created videos were posted to a class YouTube channel linked to the blog. A second Wordpress blog, <https://brocktongreatmigration.wordpress.com> mirroring the Google blog was also created, but not all stories were placed there. Students were told to post to Wordpress on their own.

With iPads loaned to the class for the semester, each student shot and edited video using the iMovie app, and created eBooks using the Book Creator app by Red Jumper Limited. PDFs of the eBooks were compiled, printed and bound for the seniors. DVDs of the interviews were also sent to them.

The college's Office of Community Based Learning helped us strengthen the bond with the church. The college library provided additional research resources. The Office of Intercultural Affairs helped pay for the food. Informational Technology provided post-production support. The Center for Teaching and Learning helped with funding and support for printing.

The project was the major assignment for the course but not the sole one. Other, unrelated assignments

included covering events, deadline writing, man-on-the-street stories, shooting video news stories on the iPad and social media story telling.

Students later said interviewing the seniors was a wonderful and enlightening experience. They only knew about the Jim Crow South from books; hearing the stories first hand changed their perspectives. A few students also went to the Baptist services before the first interview session and said, even though the services were two hours long, it was the most fun they ever had going to church. It was very different from Catholic Mass, one student told the Messiah Baptist Church pastor.

Maureen Boyle is the director of the journalism program at Stonehill College, a Catholic college in Easton, Mass.

"Students later said interviewing the seniors was a wonderful and enlightening experience."

Mia Moody-Ramirez studies racial profiling

What is your current primary job title and employer and what subjects do you teach?

American Studies program director, associate professor and graduate program director, Baylor University. I teach research methods, theory and PR programming.

Tell me an interesting fact about you.

I was elected president of my sophomore and junior classes, and then was the first Student Body President of Bryan High School (first African-American female each time).

What was your first job?

I had a newspaper route in my neighborhood when I was 12. Each morning, I threw newspapers on the doorsteps of homeowners in a two-block radius in my neighborhood. I quit after it became too difficult to collect money from them. My next job was working for JC Penney at a local mall. My first professional job was writing for the *Waco Tribune-Herald*.

Tell me about your education.

I earned a doctorate from the University of Texas, two master's degrees from Baylor University and a bachelor's degree from Texas A&M University. I graduated from Bryan High School.

What was your dissertation topic and what is your current research focus?

My topic was "Racial Profiling in the Black and Mainstream Media: Before and After September 11." The study offered an in-depth overview of the evolution of racial profiling in the United States throughout these diverse periods in history such as the Jim Crow Era and the War on Drugs. It specifically offered an in-depth examination of how mainstream and

SPIG PROFILE



MOODY-RAMIREZ

Black press newspapers framed the phenomena of racial profiling three years before and after the September 11 terrorist attacks. I later had a book published on the topic.

Current research topics include new media and framing of women, people

"(My mother) was a dream maker who made sure each of her four children reached their own goals in life"

of color and other marginalized groups. Recent papers focus on Facebook hate groups, stereotypes of President Barack and Michelle Obama, male and female rappers' differing views on the "independent woman" and coverage of missing women.

What do you like about your job

and your workplace?

Favorite Thing about Teaching: I like serving as a mentor to students and helping them reach their full potential.

Favorite Thing about Baylor: I like the collegiality of our department. We all get along well and enjoy working together. I also enjoy working in Waco. It is just the right size for my family — not too small or too big — and it is centrally located. in Texas.

Tell me something about your personal life.

I am the mother of three children, Heidi, 23, Timothy, 10, and Bill, 12, and the wife of Augustine Ramirez, whom I met in junior high school and later reconnected with via Facebook. He is an electrician and deejay.

What piqued your interest in journalism?

My parents instilled in me at an early age the importance of hard work. I consider my mother, who is also a published author. She was a dream maker who made sure that each of her four children, reached their own goals in life. My father, a successful entrepreneur, made sure we watched the evening news each night. My awareness of media inequalities in the news later led to my life-long work in media studies centering on portrayals of women, people of color and other marginalized groups.

What leadership roles have you had in the AEJMC and the Small Programs Interest Group?

Research co-chair for the AEJMC conference.

What goal do you have for SPIG?

To see it continue to grow.

If you had to describe yourself briefly, what words would you use?

Outgoing and ambitious.

SAN FRANCISCO, from page 1

range of emotions. Can students learn how to produce these compelling stories in a semester's timeframe? This session will examine methods for effectively instructing hands-on courses on digital storytelling. How do we prepare students to be digital storytellers? How do we blend foundational principles of good storytelling with instruction on using new technologies to capture and tell them? What is the process for moving students from idea to digital story?

Panelists:

Dawn Francis, Cabrini College (Moderator)
Kathleen Webber, The College of New Jersey
Jill Van Wyke, Drake University
Cathy Yungmann, Cabrini College
Jack Zibluk, Southeast Missouri State University

2:30-3 p.m. Break

3-4:30 p.m. "Tips for Putting Your Courses — and Programs — Online." Submitted by: Wally Metts, Spring Arbor University.

In an increasingly competitive market, small programs are getting pressure from administrators to cut costs AND launch new programs. This means online offerings are getting a second and third look. Why would you want to put courses online? Why wouldn't you? This panel is a primer for going online.

Panelists:

Wally Metts, Spring Arbor University (Moderator)
Lisa DeFaria, Significant Systems
Michael Clifford, Philanthropist Entrepreneur
Brian Newberry, California State University (San Bernardino)

**THURSDAY, Aug. 6
(Conference)**

8:15-9:45 a.m. "Advising Student Media: The Rewards and the Pitfalls." Submitted by: James Simon, Fairfield. Co-Sponsor: CCJA.

What are the most frequent problems that advisers face? What resources are out there to help? What do you know now, as an adviser, that you wish you had known when you started? What should the role of adviser be? How to get publications out of advising. How to get tenure while irritating the administration. In an age of convergence, why are you advising just a newspaper ... or TV station ... or radio station or yearbook? The panel will cover these issues and more.

Panelists:

James Simon, Fairfield (Moderator)
Toni Albertson, Mt. San Antonio College
Bruce Depyssler, North Carolina Central University
Cindy Simoneau, Southern Connecticut

10-11:30 a.m. "Going Pro: Teaching Students to Use

Social Media as Professional Communicators." Submitted by: Lisa Weidman, Linfield College. Co-Sponsor: MAGD

As social media plays an ever-increasing role in the fields of journalism, public relations and advertising, mass communication faculty must offer curricula to teach our students how to use these newer media channels as professionals. This session will offer ideas, tips and "lessons learned" from faculty who have developed and taught courses or units on how to transform students from casual users of social media into professional communicators on these sites.

Panelists:

Lisa Weidman, Linfield College (Moderator)
Kathy Keltner-Previs, Eastern Kentucky
Darren Sweeney, Central Connecticut
Yumi Wilson, San Francisco State
Carol Zuegner, Creighton

FRIDAY, Aug. 7

11:45 a.m.-1:15 p.m. "Forget Independence — Collaboration Is the New Buzzword." Submitted by: Toni Albertson, Mt. San Antonio College. Co-Sponsor: CCJA.

Student media newsrooms are structured in a way that student reporters are expected to turn in their work by deadline, edit, and move on. But what happens when students are encouraged to collaborate? This panel will discuss a new way of advising student media staffs, where collaboration, analytics and competition are encouraged. The results might surprise you.

Panelists:

Toni Albertson, Mt. San Antonio College (Moderator)
Ed Madison, Oregon
Dan Reimold, St. Joseph
James Simon, Fairfield
Mary Spillman, Ball State

1:30-3 p.m. SPIG Luncheon (Farmer Brown, 25 Mason Street). Presentation of the Ginger Rudeseal Carter Miller 2015 Teacher of the Year. Moderator: Wally Metts, Spring Arbor University.

5-6:30 p.m. "Hot Topics: When the Tap Runs Dry: Covering the California Drought." Submitted by: John Jenks. Co-Sponsor: ETHC.

For details, see article on page 7.

8:30-10 p.m. SPIG Members' Business Meeting. Moderating/Presiding: Wally Metts, Spring Arbor University.

SATURDAY, Aug. 8

1:45- 3:15 p.m. "High Impact Practices & Experiential Learning: Maximizing Students' Education." Submitted by: Carolyn Mae Kim, Biola University. Co-Sponsor: CCSD.

This panel will address practical ways that faculty can

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SAN FRANCISCO, from page 4

purposefully use experiential learning to broaden students' learning with high impact practices. Practically identifying ways to integrate these strategies into curriculum, the panel will present specific assignments, projects and exercises that have proven track records of success.

Panelists:

Michael Longinow, Biola (Moderator)
Ed Madison, University of Oregon
Greg Adamo, Morgan State
Michael Ray Smith, Palm Beach Atlantic University
Tamara Welter, Biola

Respondent: Michael Longinow, Biola

3:30 p.m. to 5 p.m. Scholar-to-Scholar — SPIG, History and Public Relations Divisions refereed paper presentations.

SPIG Papers are scheduled to go after the History Division and the Public Relations Division. The six accepted SPIG papers include:

1st Place Paper: "You Can, 2, Fix Stupid: Improving on a Novel Experiment to Teach a Need for News." Kelly Kaufhold, Texas State University.

2nd Place Paper: "Best Practices for Student Learning Assessment in Smaller-Sized Undergraduate Mass Communication Programs." Douglas Swanson, California State University, Fullerton

3rd Place Paper: "Getting it Write: Strengthening Basic Grammar Skills Through Collaborative Efforts." Michael Drager, Shippensburg University; Holly Ott, The Pennsylvania State University, and Carrie Sipes and Karen Johnson,

What's the penalty for a late assignment?

Liz Atwood (Hood) asked:

I've been wrestling for some time with the question of how much to penalize students who turn in late assignments and/or stories with factual errors, such as misspelled names. I know some schools give a 0 for late work and an F for papers with factual errors. I wanted to see how common this is and what, if any, accommodation you give for work that is late because a student was ill.

Liz Birge (William Patterson) answered:

I don't accept late papers, unless there are some extraordinary circumstances (hospitalizations, etc.) For a factual error involving anything but a proper noun I take off 5 points for each. For errors in

Shippensburg University.

Others (alphabetical by title):

"Collaborating Across Boundaries to Engage Journalism Students in Computational Thinking," Kim Pearson, Diane Bates and Sarah Pulimood, all of The College of New Jersey.

"External Resources Use for Undergraduates Learning Coding in Communication Classes." Amanda Sturgill, Ben Hannam and Brian Walsh, all of Elon University.

"Instructional Videos Snubbed by Online Students -- Reliance on Videos Re-Evaluated." Catherine Strong, Massey University. Discussant: Mia Moody-Ramirez, Baylor University.

SUNDAY, Aug. 9

11 a.m. – 12:30 p.m. "Putting Religion into the Nut Graph: Ideas on Transforming Religion News into Vital News in the Small Journalism Program." Submitted by: Michael Ray Smith, West Palm Beach. Co-Sponsored by: RMIG.

Hard news often includes a religion element but often this angle isn't explored well and part of the fault isn't in the stars but in the sage on the stage who does a poor job of teaching strategies for including this essential element as part of the news narrative.

Panelists:

Michael Ray Smith, West Palm Beach (Moderator)
Julia C. Duin, University of Alaska Fairbanks
Michael A. Longinow, Biola
Wally Metts, Spring Arbor University
Stephen D. Perry, Regent University

SPIG LIST Q&A

the spelling of proper nouns I take off 10 points each. If someone has been really sloppy in writing the paper the grade plummets. Regarding documentation (of illnesses), I tell students to notify the Dean of Students, he collects the documentation and sends a note out to all faculty who have that student.

Doug Mendenhall (Abilene Christian) added:

In a beginning news writing class, I deduct about 10 to 15 percent for a factual error or misspelled name. I am gentler on deadlines missed because of illness and other legitimate woes,

because that's more realistic in the professional world — yes, you're driven to get the story, but a manager who harasses or fires you for getting the flu is a jerk. Or, maybe I'm just soft.

Donna Harrington-Lueker (Salve Regina) commented:

I just got tired of having to be the judge of what was a reasonable reason to cut students some slack and what wasn't. So I typically give everyone ONE 48-hour extension on one assignment during the term. They can use that for whatever they want — no questions asked; if it's late after that, it's a zero for the assignment. It seems to work and I don't feel too badly about it (that is, I don't feel that I'm being too easy; stuff happens).

Sonya DiPalma named SPIG 'Teacher of the Year'

Sonya DiPalma, assistant professor in the Department of Mass Communication at University of North Carolina in Asheville, is the 2015 Ginger Rudeseal Carter Miller Teacher of the Year.

Elizabeth Atwood, co-chair, made the announcement May 2 on behalf of the Teaching Committee of the Small Programs Interest Group.

In recognizing her work, the judges noted the innovative ways DiPalma has combined experiential learning with community service. She and her students collaborated with the North Carolina Center for Health and Wellness to have students produce YouTube videos, slide shows, articles and live tweets for the center's events.

The Ginger Rudeseal Carter Miller Teacher of the Year award recognizes



DI PALMA

a SPIG member who has demonstrated excellence in teaching and advising.

DiPalma will be recognized at a luncheon during the AEJMC annual convention in San Francisco this August.

Responding to the announcement, DiPalma gave credit to her fellow teachers and to Professor Miller for encouraging her

to become a part of the Small Programs Interest Group.

"My SPIG colleagues have been a source of encouragement, advice, and a solid sounding board for research and panel collaborations," said DiPalma. "Your willingness to share your teaching and advising experience has not only aided my transition into higher education from the business world, but also helped me to become a better teacher and advisor."

DiPalma earned her Ph.D. in mass communication in 2010 from the College of Communication at Penn State University. She earned a Master of Science degree in journalism in 1991 from the Perley Isaac Reed School of Journalism at West Virginia State University and a Bachelor of Arts degree in education, speech, theatre

and journalism in 1989 from Fairmont State College. She has been teaching at UNC Asheville since 2009.

Beyond social media monitoring, her primary research interests include framing theory, particularly shifts in the framing of an issue, and the use and effects of convergence and social interactive media within public relations.

DiPalma is one of 5,000 accredited public relations practitioners in the United States. Before transitioning into academia, her professional career included public relations positions in state government, a Fortune 500 energy company, and higher education administration.

She is currently the adviser for PRADA, the student run Public Relations & Advertising Association on campus.

Author Pam Parry discusses her book on C-SPAN

Pam Parry, Ph.D., associate professor of communication at Eastern Kentucky University and SPIG Co-Vice Head, spoke March 31 at the Dwight D. Eisenhower Presidential Library about her book, *Eisenhower: The Public Relations President*. The discussion was taped and later aired on C-SPAN 3.



PARRY

public relations president – not because he was the best practitioner of it, but because he did more to advance the profession of public relations than any other U.S. president.

It can be viewed at https://archive.org/details/CSPAN3_20150425_151600_Discussion_on_President_Dwight_Eisenhower_and_Public_Relations.

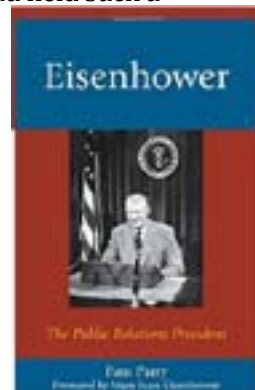
Parry's book was published in October 2014 by Lexington Books, a subsidiary of Rowman & Littlefield. In it, she asserts that Eisenhower was this nation's greatest

Among other achievements, he empowered the office of the presidential press secretary, placed the presidential news conference on the record, and created the U.S. Information Agency, Parry said.

He also appointed a woman as an associate press secretary – the first time a woman had held such a position.

Parry is working on a second book titled, *Eisenhower and Gender: Changing the Face of Politics*, which has an anticipated release date of 2018.

It will be part of a book series titled, *Women in American Political History*, which she is co-editing with Dr. David R. Davies of the University of Southern Mississippi.



SPIG 's conference Hot Topic: When the Tap Runs Dry

By John Jenks

Sometimes a dramatic story comes from a clear blue sky.

For four years, the rains have been lighter, the Sierra Nevada snowpack thinner and reservoirs lower in California. And the result has been a steadily mounting disaster as crops wither, wells dry up and the government mandates conservation measures.

It's more than a few brown lawns and jokes about missing showers, as California struggles with the thirst of 39 million people and a \$50 billion agricultural industry that feeds the country.

For the Hot Topics panel this year, SPIG and Media Ethics have brought together four top journalists who have been covering the story with different media and different angles.

Dennis Dimick has been in charge of many *National Geographic* projects on the environment, water and drought, including "If You Think the Water Crisis Can't Get Worse, Wait Until the Aquifers Are Drained"; "Storms Get Headlines, but Drought Is a Sneaky, Devastating Game-Changer," and the 2010 interactive project "Water: A Special Issue."

Diana Marcum won the 2015 Pulitzer Prize for feature writing for her narrative portraits of the toll the drought has exacted on the people of California's Central Valley. The Pulitzer judges praised her work in "Scenes from California's Dust Bowl" for "offering nuanced portraits of lives affected by the state's drought, bringing an original and empathic perspective to the story."

Kate Galbraith has been covering environment for *The New York Times*, *The Economist* and most recently the *Texas Tribune*. She is now a reporter with an innovative Sacramento politics and policy venture, CALmatters, that is slated to start publication this July. She also surveyed the state of water coverage for the Columbia Journalism Review.

David Siders covers California's Gov. Jerry Brown for the *Sacramento Bee*, giving him a ring-side seat to the daily water wars in the Capitol.

So, mark your calendars for 5 p.m. Friday, Aug. 7, and fill up your water jugs for San Francisco.

SPIG member **John Jenks**, who teaches at Chicago's Dominican University, will moderate the panel along with **Jack Breslin** of Iona College, New York.

Cabrini capstone class produces website on hunger

My senior capstone class produced a website focused on hunger in America. ServingFoodSolutions.com looks at food insecurity from three directions: a description of why so many Americans go hungry, the consequences of being food-insecure, and innovative solutions to this national issue.

The students decided to tell the story of hunger through the eyes of people personally affected by food-insecurity, advocates for the hungry, policy experts, food businesses, medical professionals and more. They conducted more than 60 interviews resulting in more than 90 pieces of media. Every student had both project management and media creation roles in the project.

This is the tenth year that I've taught a class with the goal of creating a multimedia website about a social justice issue (remember .swf Flash files?). Past projects are listed at www.cabrini.edu/convergence.

And here's a shameless plug for the AEJMC pre-conference panel presentation in San Francisco organized by Dawn Francis: Wednesday, Aug. 5 from 1 to 3 p.m.

"More Than A Good Story: Methods for Teaching Digital Storytelling — (Part One)."

Cathy Yungmann, Cabrini College, Radnor, Pa.

cathy.yungmann@cabrini.edu



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viewed our profile around #newsengagementday in October.

These numbers are so small that SPIG Facebook posts are unlikely to even show up in our newsfeeds. And on Twitter we are in no danger of going viral. This raises questions for us as an organization. And it raises questions for us as individuals as well.

As an organization we have to decide if this matters at all. Perhaps we don't need a social media manager at all. Perhaps this is not the right platform for us. After all, our listserv is fairly active. Our social media stats may not mean we are not engaged with each other — just that we are engaged in other ways.

I certainly check my email more than I check my Facebook site. And even though more interaction

with group members was part of my "platform" as head, I confess my contribution to the social media conversations has been insubstantial.

So, as an organization, this just may not be a good fit. Just move along. There is nothing to see here. Closing it down may be better than looking anemic. We have many things that work well for us — a journal, a newsletter, a listserv.

But we also have to ask what it says about us as professionals. Are we using the tools our students are using? Are we figuring this thing out? Are we staying current? If the world is getting news pushed to it through social media and we are waiting for an email or the morning paper, do we understand the challenges facing our students in an experiential way?

I can't answer those questions for you, of course.

Our listserv allows us to interact in substantial ways—some things cannot be said in 140 characters. But social media have other strengths, such as easily sharing links to resources we have found helpful and telling us more about our colleagues than what pedagogical puzzle they are pondering.

If you think the effort to engage through social media is worthwhile, then "like" our Facebook page or follow us on Twitter. You can find this article on Facebook — make a comment. Share a link on Twitter using #SPIG. Do something.

Or not.

Wallis C. Metts Jr., Ph.D., is director of graduate studies in communication at Spring Arbor University, Spring Arbor, Mich. His email address is wally.metts@springarbor.edu.

EARLY BIRD RATES

Register for the AEJMC Conference in San Francisco, Calif., by July 8 to receive "Early Bird" discounted rates.

DO NOT send registration forms to the AEJMC office after July 8. Registration forms forwarded to AEJMC after July 8 may not be processed.

* Member Rate \$175 (USD)

The Member Rate is for current AEJMC members. It includes conference registration only. Certain workshop and tours require additional fees.

* Non-Member Rate *\$290 (USD)

*The Non-Member Rate is for non-AEJMC members. It includes conference registration and one year of membership with AEJMC - Division and Interest Group fees are additional cost.

Conference is a chance to recharge

I hope you are looking forward to San Francisco as much as I am.

Here are a couple of things to keep in mind:

1) There is no registration fee for the pre-conference on Wednesday, but it will help a lot if you register. You can do this online <<https://aejmc2.wufoo.com/forms/2015-small-programs-interest-group-workshop/>> .

There are two workshops planned: Methods for Teaching Digital Storytelling and Tips for Putting your Courses Online. Let us know if you will be there Wednesday for one or both of these events.

2) The Teacher of the Year luncheon will be at Farmer Brown <<http://www.farmerbrownfs.com/>> on Friday, Aug. 7 from 1:30 to 3 p.m. The meal is a buffet, and we have a sponsor to subsidize it so your cost will be \$15. We will need a head count, so watch the listserv for information about making your reservation for this luncheon.

For most of us, the academic year is winding down. I hope you find some way to refresh in the days ahead. The convention will be a great opportunity to recharge.

Be well.

Wallis C. Metts Jr., Ph.D, SPIG Head

Connecticut SPJ honors Cindy Simoneau

Cindy Simoneau, associate professor of journalism and chair of the Journalism Department at Southern Connecticut State University, was inducted this year into the Connecticut Journalism Hall of Fame.

Her lasting impact on the Connecticut journalism industry is measured by her work as a reporter, editor, teacher and mentor over the past 30 years.



SIMONEAU

Simoneau started in Connecticut journalism in 1980 as a town news reporter for the *Newtown Bee*. In 1982, she moved to the *Connecticut Post* as a reporter, then bureau chief. She founded the Post's WomanWise section in 1991 and was named the paper's assistant managing editor in 1997.

Also in 1991, Simoneau began working as an adjunct professor, teaching at Quinnipiac University, Fairfield University and Southern Connecticut State University – often all three in the same semester. In 2007, she was hired full-time as a professor in the journalism department at Southern Connecticut State University.

MEMBER MILESTONES

Simoneau founded and has served as adviser for CTTeens, a program for high school student journalists at the *Connecticut Post*, which is now in its 16th year and continuing through Southern Connecticut State University. Many of the program's graduates have gone on to careers in journalism, business communication, publishing and teaching.

Her reach into the Connecticut journalism industry also includes more than three decades of service to the Connecticut SPJ chapter and its board of directors. She has served three terms as president, more than a decade as the board's treasurer, and as a member of various committees, including nominations, finance, bylaws, scholarship and contest.

Educator of the Year

Michael Longinow was named Journalism Educator of the Year among four-year universities, on Feb. 28, by the California Journalism Educators Coalition.

Cal-JEC is a nine-member collection of journalism education groups and trade associations. The award highlights excellence in teaching, research, media advising, and involvement in the wider journalism community.

Longinow received the award as a participant in the California College Media Association Spring awards event.



LONGINOW

He has been advising campus media since 1989, when he left newspaper reporting to begin teaching journalism at Asbury University in Kentucky.

Media advising has been a key element of Longinow's co-curricular pedagogical approach ever since. Prior to moving to California in 2005, he and his students were active in the Kentucky Intercollegiate Press Association.

Longinow is a professor of Journalism & Integrated Media at Biola University in La Mirada. He was notified in May of having been granted tenure at Biola, where he has been teaching since 2005. He had earlier achieved tenure at Asbury.

OPPORTUNITIES

Sernoe, Chair of Search Committee, Mass Communication Department, Midwestern State University, Wichita Falls, Texas, 76308. jim.sernoe@mwsu.edu. For full consideration, send materials by June 11.

Georgia College is seeking applicants for a limited term lecturer in Mass Communication, specializing in writing, to teach advanced strategic

writing and professional media writing. The 10-month appointment begins Aug. 1. Industry and teaching experience is desired. A master's degree is required with 18 graduate hours related to the teaching discipline. Ph.D. or terminal degree in mass communication or related field is preferred.

Applicants are required to submit a cover letter, vita, and contact information for three references to Maryjean.land@gcsu.edu.

Midwestern State University's Mass Communication Department needs a full-time lecturer to begin in Fall 2015. Requires a master's degree in mass communication, speech communication or related to teach intro to mass communication and speech communication core courses.

Send letter, vitae, philosophy of teaching, unofficial transcripts and list of three references (with contact information) to Dr. Jim

Should we require only terminal degrees?

Mary Jean Land (Georgia College) asked:

Our university is now requiring that if we hire a lecturer he/she must have a terminal degree. If we want to hire a lecturer without a terminal degree, we have to make an argument for why we should be allowed to do so. I know that hiring faculty with a master's and experience in the industry is a common practice in mass communication and I believe there are even a few schools that have hired deans without a terminal degree. Does anyone have any information that I can include in my argument for why we should be able to hire a lecturer without a terminal degree?

Brian Steffen (Simpson) answered:

We'd love to hire Ph.Ds. for our tenure-track positions. But the market is not in our favor on this. Our pay is low, our teaching load high, our financial and release support for the research culture that is bred in mass comm Ph.D. programs is scant.

We've hired two Ph.Ds. in recent years. Both left well before coming up for tenure for research universities with larger paychecks, lower teaching loads, etc.

I'm not even aware of terminally degreed individuals living in our market who would be available to teach for us as adjuncts. If there are people living in the Des Moines area with terminal degrees in our field, they're already employed on the tenure track at other institutions.

I will go to my grave insisting that there is no necessary link between one's advanced degree and one's ability to teach journalism and public relations to undergraduate students. I know that runs counter to the beliefs of many

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administrators, who insist that you need Ph.Ds. in order to recruit students. (That's fundamentally untrue, by the way, at least among my students. Most of them couldn't tell you what degrees we have on the faculty.) I'm the only Ph.D. now on my faculty, and the remainder of our roster of full time and adjunct M.As. plus significant professional experience, forms a great team.

James Simon (Fairfield) added:

I do favor hiring instructors with a terminal degree because most of my students do NOT go into journalism, and those with a higher degree tend to teach more broadly and be less reliant on anecdotes. We mandate the terminal degree for graduate courses, but require only a master's for an undergraduate course.

We consider an M.F.A. (in creative writing) to be a terminal degree, and there is a glut of people here who have journalism or mag experience and then complete an M.F.A. in creative non-fiction. They work well in the classroom.

Mary Alice Basconi (East Tennessee) responded:

Are your professors on tenure track? Are your lecturers? Is there a large difference between salaries for lecturers and professors? If lecturers earn considerably less, or can't get tenure/promotion, as is often the case, it seems you're really limiting your pool of applicants — not to mention setting yourselves up for lecturer morale problems once the joy of landing a job wears off. The people who take your lecturer spots may stay just long enough to get experience, then find a place that gives them more. It should be easy to make a case for accepting a non-terminal-degree candidate with

professional experience.

Mary Jean Land (Georgia College) replied:

Professors are on tenure track; not lecturers. We do have a senior lecturer rank though. There is a significant difference in salary between lecturer and assistant professor but we are improving the lecturer salary slowly but surely. Yes, it does create morale problems.

The idea of a lecturer being required to have a terminal degree at our institution was just implemented this semester.

Vivian Martin (Central Connecticut) added:

I agree with Jim. I think the terminal degree is also important for our program's overall standing on campus. Being able to link journalism to other disciplines and knowledge will be more and more important as the field changes, and faculty involved with scholarly work are more readily positioned to do that. That said, we have opted for a mix of M.A. and Ph.Ds. rather than filling the department with terminal degrees completely. We have people with the MA, and two of us will be Ph.Ds. as of fall when a new hire starts. I do have some adjuncts with just a BA, but they bring years of experience.

Our support for the hires without the terminal degree came from AEJMC. When we developed the major we brought Suzanne Shaw and Trevor Brown in to consult. They told the dean some practitioners were desirable, and the dean used this discussion when we argued for a tenure-track hire with just the M.A. but ongoing work in broadcast journalism. We will replace a tenure-track person who had the M.A. in the next year. My

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assumption is that we will be able to hire someone with just the MA, but the ad will read something like "MA/MS required Ph.D. preferred." Even with the extra points for the doctorate, a Ph.D. would still need a minimum of seven years or so in the field, which tends to knock a lot of them out of contention.

I think there are a number of professor of practice-type positions that do not require a terminal degree.

Kay Colley (Texas Wesleyan) contributed:

We are in a search, about to be two, right now, and we are requiring the Ph.D., Ed.D. or J.D., no MFAs. We are in a great market but have still found it difficult to find these types of folks with the practical experience we need.

It seems the current trend for MCO deans, at least in our area, is retired or bought-out-of-industry folks, some only have a bachelor's degree, a few with MBAs. To say they have been shaking things up would be accurate, but assessing those shake-ups as either good or bad would be difficult.

When I was on the job market a few years ago, I interviewed at a small, research university and a very large one. From comments I heard in the interview process, the small research university had the same issue, getting Ph.Ds., with practical experience, who were qualified. They also had high research expectations, not much less in the line of teaching expectations, and pay wasn't competitive. The very large one, not so much. They had several qualified applicants; however, they were tops in their specialty. I think it's just difficult to find people with the right combination of experience and credentials.

Ralph Hanson (Nebraska at

Kearney) replied:

We require terminal degrees for tenure-track professors at UNK. This is not always the case in the whole University of Nebraska system. We can hire lecturers with any college degree, though we strongly prefer a master's degree. We treat an MFA and JD as appropriate terminal degrees. We would not be able to staff our basic public speaking classes if everyone who taught for us had to have terminal degrees.

The question was raised about deans without terminal degrees: Maryanne Reed is the long-time dean of the Reed School of Media (formerly the P.I. Reed School of Journalism) at West Virginia University with a master's degree from Northwestern. She is now the acting dean of the College of Arts and Sciences.

Vivian Martin (Central Connecticut) added:

I do not have an official form; it varies with each search and has more to do with how we categorize candidates. It is just that a person with a preference (say Ph.D., a certain specialty) gets higher consideration under our school's hiring plan. Think of it as extra credit. We have to justify dropping them from the pool if they meet everything required and have one or more preference attributes. Our EVO people always try to chop off the number of years of practical experience we require along with the Ph.D. Last time they brought it down to five. It can waste time because the doctoral people with less than five years have often not worked at significant publications for any length of time. I agree with others who say it can be difficult to get good experience and the doctorate.

John McClelland (Roosevelt) added:

One of our most productive 1990s faculty was an M.F.A. adjunct

(all adjuncts here are part-time, per-course, master's or higher). We managed to hire him full-time, and then got him renewed and tenured despite recurring noise by uninformed or obstreperous dinosaurs in other departments. He is now associate dean of the college, which also includes those departments, and is widely respected in his field and as an effective administrator.

One of the most successful full-timers from the late 1980s get-go was an experienced editor with a Medill master's degree. She led us in real growth and is now associate provost for undergraduate programs university wide.

Once a new provost began pushing, we had to hire only Ph.Ds. until we had a few (all on tenure track) to balance the handful of us with master's plus SHK (School of Hard Knocks). Our urbane urban environment and reputation partly overcame our weak salary offerings, but hiring docs who could do what we needed was always difficult.

Last time I was involved, all full-time slots had the same seven-year limit as tenure track, with one shining exception: The growth leader negotiated a policy allowing professional schools to hire a tiny fraction (two of about nine in our case) of the full-time slots as non-tenure-track visiting or special faculty. A particularly stellar non-Ph.D. candidate is appointed as "presidential journalist in residence" in a non-tenure line. Both who have held these slots have performed admirably. One, arriving at mid-career, enhanced our diversity and has a high public profile related to our social-justice mission; the other, early retired, has done several books and is an internal advocate for hardball journalism. But above all, both teach well from real-world experience.

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My recommendation obviously is: Strike a synergistic balance. Perhaps showing why each candidate is a good fit is not so unreasonable. But if the process is being used either as a Catch-22 barrier, or as a rubber-stamp routine, it is a sham in need of fixing.

Jack Zibluk (Southeast Missouri State) summed it up:

A few years ago, the Chronicle of Higher Ed published a piece about the "Colin Powell Syndrome," so named because Colin Powell is the perfect college president or board member: well-connected, personable, (and) from a diverse background, and he's a money magnet. But he's pretty booked already. So every other candidate is third-tier compared to him.

Administrators increasingly want the faculty version of Colin Powell. But the Colin Powells of the academic world are increasingly

rare. And we're not making any more of him.

It's a real issue at teaching-oriented colleges. The candidates with professional experience AND Ph.D. research chops are in high demand, and they are being trained for research-intensive institutions. A former mentee of mine was an instructor with professional broadcasting experience. He went to a good Ph.D. program and just took a job that offered him a total salary of \$78,000, including relocation money, a summer research stipend, and other perks along with the two-course teaching load.

I have not worked at an institution that can come close to matching such an offer, yet that's the world for which Ph.D. programs prepare candidates. Too often, administrators from more purely academic fields view media programs as they do history or sociology and they don't understand

the professional and technological components of our field.

So searches are getting harder and it's harder to find a good fit for smaller programs especially. ... I wonder what Colin Powell is up to these days.

Want to join these discussions? Add the Small Programs Interest Group (SPIG) to your AEJMC membership and send an email message to spig@simpson.edu. Leave the subject line blank. Click "off" any automatic signature lines you append to your mail messages. Write in the body of the message "subscribe spig" (without the quote marks). That should do it. If you don't receive a confirmation message back in a few minutes, drop a line to Brian Steffen, the list administrator, at brian.steffen@simpson.edu.

For more information about the discussion list, point your browser to <http://aejmc.us/spig/listserv/>

SPIG seeking new officers

At our business meeting in San Francisco (8:30 to 10 p.m. Friday) we will be presenting a slate of officers.

The current list, with a couple of corrections that need to be made, can be seen here:

<http://aejmc.us/spig/contact/>

We will be proposing that Pam Parry becomes head, of course, with Doug Mendenhall becoming the vice chair for programs.

I already know of a couple of areas we will need to fill:

* A new co-chair, to hang out with Doug and Pam with a view toward moving up to head over the next two years.

* Someone to manage our social media.

* Someone to help with GIFT.

Of course you are free to help in any area, and to nominate (or self nominate) for any position. And let me know if you are serving but will not be able to in the future.

I'd love to hear from any of you about your interest in helping out, either formally or informally.

Thanks.

Wallis C. Metts Jr., SPIG Head

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The Small Programs Interest Group is a group in the Association for Education in Journalism and Mass Communication. For more information about AEJMC, go to <http://www.aejmc.org/>