

spig news

Newsletter of AEJMC's Small Programs Interest Group

Winter 2009

Survey helps SPIG improve programs

First up: Convergence workshop in Boston Aug. 4

By Vivian B. Martin

Nearly 72 percent of the members of the Small Programs Interest Group participated in the group's first formal survey, a robust response not typical of online surveys. The information contained in the survey has already helped officers better align programming with members' needs.

When SPIG officers learned that all SPIG members who responded to the

Special paper call, page 9
Standard paper call, page 11
Convention rates page 12

survey indicated an interest in panels and other activities to help them teach multimedia and convergence skills, they used that data to shape programming for the 2009 AEJMC convention in Boston. The result: On Aug. 4, 2009, SPIG will offer its first

pre-conference, "Best Convergence Practices for Small Programs" (see article on Convention). The Community College Journalism Association (CCJA) is co-sponsoring.

"In the past we've often made programming decisions based on some rough-and-ready indicators -- traffic on the listserv, ideas floated at the business meetings and an

See **SURVEY**, page 2

Head notes...

A Boston bonus

By John Jenks

SPIG Head

Hi fellow SPIGsters...

SPIG's programming at the Boston AEJMC convention will give us a good combination of nuts and bolts and big picture panels that have been our group's trademark.

For those not familiar with the inner machinations of the AEJMC, it's important to note that all the programming came out of the byzantine "chip auction" at the Louisville winter meeting. Representatives of all the divisions and interest groups sat in a giant horseshoe formation, and took turns staking out desirable time slots.

This year, as in the past, SPIG was allotted 3.5

See **BOSTON**, page 12



JENKS

SPIG profile

John Jenks studies propaganda, worked as a reporter after college

This is a new feature in the newsletter – a Q&A profile of a Small Programs Interest Group leader. If you'd like to nominate someone for the next edition, send a note to the editor, Dr. Richard Hendrickson, at newsprof@mac.com.

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

I'm a professor in the communications department at Dominican University in suburban Chicago, and teach at some point or another just about everything – news writing, reporting, media law, media history, global media, etc.

Tell me an interesting fact about you.

I lived in communes and hitchhiked around the country several times during my college years.

What was your first job?

My first REAL job with payroll deduction was as a busboy

See **PROFILE**, page 4

Member response rate was a remarkable 72 percent

SURVEY, from page 1

intuitive sense of what SPIG was about,” said John Jenks, SPIG head. “While those indicators are still important, we now have some hard data that tells us where SPIG members are coming from, and what the majority of our group thinks and wants.”

What quickly emerges from the survey is that SPIG plays a distinct role within AEJMC. “It (SPIG) is the only group that treats teaching seriously and not as a necessary evil,” wrote one respondent, reflecting a sentiment expressed throughout the open-ended comments. “It provides a place for faculty from similar institutions to share ideas, support and just fellowship,” wrote another. Through their responses to open-ended questions, members made it clear that members are proud of SPIG’s mission.

SPIGsters probably didn’t need a survey to orient them toward its mission, but seeing it affirmed is important for future planning for the group. Vivian Martin, co-vice head, reached out to members on the listserv to solicit questions for the survey. With input from the executive officers, she developed and administered the survey through SurveyMonkey, Sept. 25 to Oct. 9, 2008. A steady string of reminders to the membership resulted in responses from 64, or 71.9 percent of the 89 members who got links to the survey (several of the original 96 e-mails messages with the links bounced back). The resulting data, while not calling for a change in direction,

provided guidance on several issues, including whether SPIG should publish the newsletter online only and move toward division status.

Programming

Convention planning was a major concern in the survey, as it is presently SPIG’s main activity. The survey asked members to rank their interest in each of 10 topics: Assessment, Convergence, Multimedia, Curriculum Development, Industry/Professional Outreach, Internationalizing the Curriculum, Scholarship on Teaching and Learning, Running a Program on

“It (SPIG) is the only group that treats teaching seriously and not as a necessary evil.”

a Shoestring, Survival in Academia, Teaching Specific Courses, and Writing.

Programming on convergence and multimedia received the most interest, which probably doesn’t surprise anyone. Responding to a question that asked members about the major issues facing small programs, members often spoke of the challenges posed by new media. “The need to enhance both curriculum and programming to meet the challenges of new media and convergent journalism,” was how one respondent described the major challenges. Another wrote: “Trying to prepare students for the multimedia world without a lot of resources and while keeping the focus on the basics of journalism.” And another: “The need to teach so

many different skills (ethics, editing, video, law, audio, mass comm, writing, etc.) with a small faculty.”

Not only did 81.4 percent of survey respondents say they were “most” or “very” interested in panels and other activities on teaching convergence and multimedia, but also all respondents expressed some interest in programming on the subject. Curriculum Development received the second most interest, with Running a Program on a Shoestring and the Scholarship on Teaching and Learning receiving close to the same level of interest. SPIG members’ desire for programming around STOL may reflect the increased focus on research and outcomes in some universities and might suggest future paths for SPIG as it seeks to heighten its profile as a group that supports teaching, a goal suggested by some members.

Importantly, all the surveyed topics have blocs of support, reminding SPIG of its need to accommodate different segments of its membership with its programming. While Survival in Academia attracted less enthusiasm than any other topic, this might be due to the fact that most of the survey respondents, 73 percent, were tenured faculty

Is Bigger Better?

There are clearly some small differences of opinion in what direction SPIG should take. As he left office last year, former Head Ron Hollander of Montclair State University suggested SPIG might look into becoming a division, a move that would bring both more

See **SURVEY**, page 14

Have ethics rules changed for online journalism?

Here's what members said in January on the SPIG discussion list

The following exchange was taken from messages posted to the SPIG discussion list.

Vivian Martin: Sometime back in December I asked what traditional journalism rules you were prepared to loosen up on or drop. The question was inspired by an item **Margo Wilson** posted about students' response on an exam, particularly a question about whether they would go to jail before revealing a confidential source. As I recall, Margo's students were more hesitant or gave more qualified answers than traditional journalism indoctrination would normally allow. It made me think about all the changes we're incorporating, including pushbacks to some of the professional ideology.

Then **Romenesko** posted a link to an [Online Journalism Review](#) article in which **Robert Niles** discusses the ethical adjustment print journalists need to make to transition to the online world. Do you agree with this new world order for journalism? Are there other rules you'd throw out? It might spark an interesting discussion about how we are processing change in the classroom.

1. **The old rule:** You can't cover something in which you are personally involved.

The new rule: Tell your readers how you are involved and how that's shaped your reporting.

2. **The old rule:** You must present all sides of a story, being fair to each.

The new rule: Report the truth and debunk the lies.

3. **The old rule:** There must be a wall between advertising and editorial.

The new rule: Sell ads into ad space and report news in editorial

Winter Q&A

space. And make sure to show the reader the difference.

Here's the link to the Niles article: <http://www.ojr.org/ojr/people/robert/200901/1623/>

Brian Steffen: I was back teaching Beginning Newswriting and Reporting this past fall for the first time in four years and note that few of my students seem inspired by the traditional credos of journalism. I show them video from the PBS documentary "News Wars" in which Josh Wolf goes to jail for 200+ days for refusing to turn over video of a SF riot to the feds, and nearly all of them think him a fool for being so intransigent. (After all, my students seem to believe, if the video includes no incriminating evidence, then why doesn't Wolf just turn it over?)

There are a number of reason for this that aren't necessarily related to the advent of online journalism: Few of my journalism majors are really interested in journalism as a career (though some are); they have unbelievable levels of debt when they get out of school, and the thought of fighting the system through journalistic civil disobedience isn't nearly as important as figuring out how make their \$1,000 a month loan payments; and, of course, there's the fact that journalism is hardly perceived as the good-guy profession that it was when I was an undergrad 30 years ago.

I agree that this would be a good program for the 2010 convention in Denver. If someone's got an old convention program to check, I seem to remember a session 2-3 years ago titled something like "Teaching

Journalism to Students Who Don't Care About Journalism". SPIG might even have tossed in half a chip on it.

John Jenks: This brings up a few random thoughts...

1. It's always easier to start with high standards and then compromise, than to start with low ones and try to build them up on the fly in real time. (I've seen it when I was in the newsroom, and it was usually embarrassing and ugly.)

2. On the other hand I think that in previous decades media ethics had often calcified around a specifically mid-20th century American, newspaper monopoly point of view. Looking at good British journalism, which is always competitive and usually has a point of view (left-wing Guardian v. right-wing Telegraph, for instance), could illuminate where there is room for change while maintaining good journalistic standards. Also, the immediacy of on-line journalism makes an even stronger case for hard-wiring some ethical standards as early as possible so they can think a few seconds before they post.

3. A lot of standards are there for good reasons that still stand. One way I've dealt with it at Dominican is to give examples of why it's useful to have all sides: When I was an amped-up 22-year-old reporter I was often convinced that I had the only true take on a situation and that the other sides in a dispute were crooks or fools, only to learn later that I was very wrong. Having to be fair and include all sides is not only a smart way to quickly get at a larger truth, but a good exercise in humility. For the whole advertising-v-editorial side you can use analogies. While students' eyes roll back into

See **ETHICS**, page 7

SPIG officers for 2008-2009

Head – **John Jenks**
Sr. Co-Vice Head – **Vivian Martin**
Co-Vice Head – **Ann Colbert**

Research Chairs
Carol Dykers
Teresa Housel

PF&R (professional freedom
and responsibility)
Dave Weinstock
Mike Longinow

Teaching Chairs
Cheryl Bacon
Mary Carmen Caputo

Newsletter
Dick Hendrickson

WebMaster
Susan Lewis

Secretary
Susan Lewis

Membership
Margo Wilson

Hot Topics
Kim Landon

Liason to Commission
Minorities
Open

Liason to Commission on the
Status of Women
Kim Landon

PROFILE, from page 1

at Nino's Steakhouse in La Crosse, WI, back in 1978 for \$2.65 an hour. Time does fly.

Tell me about your education.

After Catholic high school and a few aimless semesters at UW-Madison I chose warm weather and a good, inexpensive journalism education at UT-Austin. During the next 11 years I finished the bachelor's, reported for the Wichita Eagle and Sarasota Herald-Tribune and indulged in a "premature midlife crisis" that involved 18 months in Europe and Asia (and a master's from the London School of Economics). Later I earned a doctorate in Modern European History at UC-Berkeley.

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

I dug into the archives to write about British propaganda operations and their influence on the news media during the early Cold War. I published a substantially revised version as a book, "British Propaganda and News Media in the Cold War," with Edinburgh University Press in 2006. I'm now working on propaganda, foreign aid and news media structures in Africa and South Asia during the "decolonization" era of the early 1960s.

What do you like about your job and your workplace?

Collegiality, independence, a sense of mission, and a near total lack of turf battles.

Tell me something about your personal life.

My wife, Jennifer, had also been a journalist but decided to switch to one of the few careers with more stress and lower salaries than journalism – social work. We have two children – 10 and 14 – who read the newspapers. (There is hope for the next generation.)

What other significant achievements have you had?

I've won a few awards for papers and conference presentations, written a lot of reviews, influenced some students and earned tenure.

What are your personal or professional goals now?

Write another book, grow my department and keep up with the changing media technology.

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

I've been PF&R chair, newsletter editor and vice head for SPIG.

What goal do you have for SPIG?

I want to build on previous successes and continue to explore new ways SPIG can be a problem-solving forum, information clearinghouse and overall good-vibe network – so all us SPIG-anistas don't have to constantly reinvent the wheel on our own.

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

Multi-tasker, subject to distraction.

To contribute to spig news, contact Dr. Richard Hendrickson, John Carroll University, Cleveland
newsprof@mac.com, 440-570-2779

Photographer from a small program finds big success

By David Blow

He was just finishing his shift when the scanner barked out something about an overturned boat on Lake George – ‘three people in the water.’ Then the voice from the speaker said “six people” -- then “16” -- then “19.”

Photographer Thomas “T.J.” Hooker knew his shift wasn’t over. He snagged a reporter and his 300mm lens and took off on the 18-mile drive to the lake.

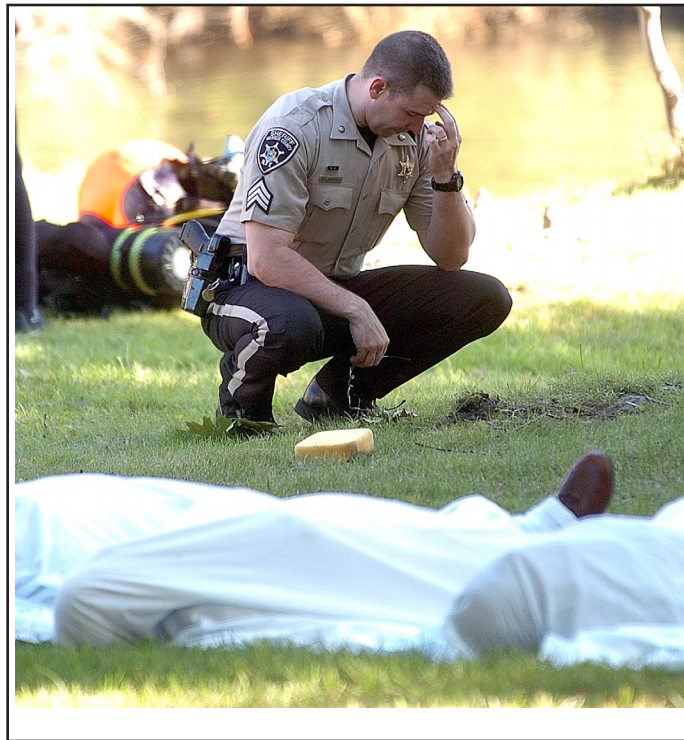
“It sounded odd enough that I had to grab my stuff and go,” the Rutland, VT, native said in an interview later.

It was a decision that would generate accolades and awards for the 2004 Castleton State College graduate – but also foster a little bit of remorse.

Hooker’s photos of the aftermath of the Ethan Allen tour boat sinking – including a haunting shot of a police officer overcome with grief kneeling by some of the 20 sheet-covered elderly victims – literally went global from *The Post-Star* daily in tiny Glens Falls, N.Y.

His photos gripped readers from Los Angeles to Germany and landed him the prestigious Associated Press’ Cromie Award for news photography.

Reliving the incident



T.J. Hooker’s award-winning photo.

later, Hooker told of walking down to the lake that Oct. 2, 2005, evening and first seeing rescue workers, ambulances and some of the 27 survivors milling about.

“It was there I got the shot of the woman wrapped in a blanket telling rescuers ‘I don’t know where my husband is,’” he recalled.

He then walked along a driveway closer to the lake and that’s when he saw the sheet-covered bodies.

“It felt like someone punched me in the

stomach,” he said.

He initially turned around, in part to collect himself, but also to change lenses.

His camera now ready, he quickly went back and that’s when he saw the officer kneeling at the shoe-covered feet of the bodies.

“I took two shots, and someone asked me to leave, and I did,” he said, his tone emphasizing that it was simply the right thing to do.

Those pictures, the now 27-year-old said, validated him as a news

photographer. Until then, as only a part-timer right out of school, he questioned his abilities. But that day his instincts were right to go to the scene and his ability once there created dynamic shots that no one else got.

But the awards were bittersweet, he said.

“I wasn’t jumping up and down because it was tempered by, “OK, 20 people died and I got an award,” he said.

His work and the awards weren’t lost among professors and administrators at the 2,000-student Castleton State, where Hooker studied communication and Spanish and graduated with a degree by contract he created that focused heavily on photography.

“It’s gratifying to see T.J. doing so well out in the field,” said Professor Robert Gershon, chair of the Communication Department at Castleton. “I never had any doubt he had the talent, skills and drive, but I guess you also need some luck. I’m glad he’s had that so far. Of course the upsetting thing is that in order for him to have the luck to get so well-noticed there had to be a tragedy.”

Castleton President Dave Wolk lauded Hooker as a hard worker who was

See **SUCCESS**, page 6



HOOKER

AEJMC wants your “Great Ideas for Teachers”

The Community College Journalism Association (CCJA), Small Programs Interest Group (SPIG), the Scholastic Journalism Division and the Graduate Education Interest Group of the Association for Education in Journalism and Mass Communication (AEJMC) are seeking Great Ideas For Teachers (GIFT) for a mega-poster session at the AEJMC convention on Wednesday, Aug. 5, 3:15 p.m. in Boston, MA.

The program will showcase 25 of the year’s most innovative teaching tips from the world’s best journalism and mass communication educators -- just in time for the new academic year!

All AEJMC members are eligible to submit one GIFT for blind peer review; graduate teaching assistants are also encouraged to participate in this opportunity to share their innovative teaching tips. GIFT finalists/scholars will be selected for inclusion in the poster session, a GIFT publication, the AEJMC program listing and GIFT scholar Web page index.

Moreover, finalists/scholars are eligible to win a \$100 grand prize and commemorative plaque to be awarded at the convention. All receive a souvenir certificate for their teaching portfolios as well.

Teaching tips wanted include but are not limited to the following courses: advertising, broadcast journalism, general or introductory mass communications, ethics, history, international/multicultural communication, law, public relations, research, technology and new media, visual communication and writing.

Those who are interested in sharing their GIFT must describe their teaching idea in proper format and submit it via e-mail (preferred) to the GIFT coordinator at aejmccgift@yahoo.com.

The form template is downloadable at <http://www.geocities.com/aejmccgift/GIFTform.html>.

All entries must be received (not postmarked) by April 1, 2009, and will be reviewed by a panel of eight judges based on originality, creativity, practicality, adaptability and impact. Submissions will be acknowledged but not returned. GIFT finalists only will be notified of their status after May 15.

The top winner will be recognized at the GIFT poster session, Wednesday, Aug. 5, at the AEJMC Convention. Highlights and photos of the poster session and the winning GIFT will be posted on the GIFT web site.

SUCCESS. from page 3

always “mature, responsible and driven and someone who benefited from the TLC Castleton provides.”

He said seeing his photograph from the tragedy, although troubling, made him proud of Hooker.

“But it made me especially proud of the professor who gave him the experience and confidence to excel on what became a global scale,” he said.

Hooker heaped praise on the small school with only about 125 communication students. He said the small size and flexibility allowed him to be ‘intense in what I really wanted to do.’

“And getting a job right out of college because one of my professors pointed out my senior show to a photo editor and got him to attend and got on (me) to apply, that just doesn’t happen,” he said.

Hooker was recently hired as a full-time photographer at *The Post-Star*. He has won a total of seven AP awards including two first-place awards this year for sports and online photography.

David Blow is an assistant professor of communication at Vermont’s Castleton State College and a 1989 graduate of the school. He was a journalist for 19 years, including 15 as a reporter and assistant city editor of Glens Falls, NY, Post-Star.

Talk about this!

In a recent post on the SPIG discussion list, **Terry Dalton** of McDaniel College, Westminster, MD, called our attention to a proposal in Connecticut to use state funds to bail out two dailies, the Journal Register Co. papers in Bristol and New Britain. Dalton asked: “Is it just me, or are there others out there who quiver at the thought of who (or what) will do the work of newspapers when there are no more of them left? Is the answer the Internet? I hope not.”

What do you say? *Get in on the discussion by subscribing to the SPIG listserv. Send a message to spig@simpson.edu. Leave the subject line blank. Click “off” any automatic sig line you append to your emails. Then write in the body of the message: *subscribe spig**

Is the only real ethic in journalism the fear of litigation?

ETHICS. from page 3

their heads if I try to talk about the LA Times - Staples Center mess from a few years ago, when I talk about payola and music/restaurant and other reviews they get the point. Closer to home, they snap to attention when going over the whole attempt of soon-to-be-impeached Gov. Rod Blagojevich's attempt to "clean house" at the Chicago Trib's editorial board in exchange for some tax breaks for the Cubs baseball team. (Especially the White Sox fans.)

4. Finally If someone is studying journalism and not caring about it, we've got problems. It's like teaching theology to atheists -- maybe an interesting intellectual exercise, but ultimately pointless. Why do they take it?

Michael A. Longinow: John raises excellent points here.

I agree with him that there is a new way to look at ethics. It's not really new, but the application has to be fresh or our students won't stay awake. And the best way to keep them awake, of course, is the wake-up call of hitting the wall of retribution. An editor asked me recently if I thought the only real ethic in the journalism industry was one of litigation avoidance. For some, that's it — and maybe always has been.

Operative questions for our most intensely pragmatic students are: "Why should I do the right thing?" followed closely by "What will happen to me if I do what you say is so bad?"

To respond to John's idea about seminary, we have to see many of our students as sort-of agnostics to the truths of excellence and the high road in journalism practice. They want

to believe. They just hear too much resistance from voices that are either jaded or don't care.

I see our job to convince them. It's a slow persuasion for some. Some will come back years later to tell us they finally got it — maybe after being slapped with a lawsuit (or barely dodging the bullet.)

But we keep at it.

We're teaching them to think, but

"One of our most passionate j grads from last year graduated \$98K in the hole." -- Brian Steffin

also to BE ethical.

I loved John's way of putting it — think just a minute before hitting send.

Brian Steffin (responding to John's fourth point) I don't know that the journalism students who wind up not going into journalism don't care about it. They do. It's just that they're not likely to go into the field when the pay is low and their debt is high. More than anything, they want a job that's going to pay — and they're not likely to find one in the traditional practice of journalism (at least not in Iowa).

Most of our students come from Iowa — solidly middle class and many of them first-generation learners. They and their families borrow huge amounts of money to attend our college. One of our most passionate j grads from last year graduated \$98K in the hole. That's (thankfully) much more than most, but she isn't going to be taking a \$20K (tops for Iowa) entry-level reporting job. Not much chance that she's going to face any questions on

whether to cooperate with a subpoena demanding that she give up her sources.

She's working now for a financial-planning firm that liked her writing skills. And making much better money doing it than she would in a newsroom.

That's why, in my experience, most journalism students take journalism. I personally couldn't see myself anywhere other than a newsroom when I was in my 20s, but changed realities keep a number of my students from feeling the same way.

Don't get me wrong: Studying the ethics and law of journalism is

important for students — all of them, not just the journalism majors. But I think there's a realization among a lot of our students that they're not likely to have to wrestle in real life with many of the questions we pose in the classroom.

Still, I'm still going to raise them.

David Weinstock: For those of you who don't know me, I am a technology geek who is pretty thoroughly old-school when it comes to teaching journalism and adhering to its ethics. And I'm sorry, but I just don't buy into these "trade-offs" Romensko advocates.

<< "The old rule: You can't cover something in which you are personally involved.

"The new rule: Tell your readers how you are involved and how that's shaped your reporting."

To me, this says, "I can't be fair and honest about this subject, owing to some close relationship or personal bias I have about it (or the sources I'm using), but that's OK, because I'll

See **ETHICS**, page 10

Redesigning news writing and reporting courses?

By Vivian Martin

In light of all the redesigns going on in the industry -- you've probably heard that the *Hartford Courant* moved its nameplate (with an added .com) from the top of the paper to a vertical placement on the left side of the paper -- it's a good time to talk about how you are redesigning certain courses to fuse print and digital. The discussion can help us think about programming for the convention and our efforts to build a best practices initiative.

Here's a question to throw out there: How soon are you fusing multimedia training into the traditional news writing course, which in most cases has been all about print? My colleagues and I have taken a look at some arrangements where students take Media Writing (or Intro to Journalism), then move into a multimedia news writing or reporting course. We assume these schools must have students who are stronger writers and thinkers than our students. We fear what the results would be. For our new major, we're debating how soon/how much. Our gateway is an Intro to Journalism,

Discussion starter

mainly populated by Gen Ed students and is mainly an introduction to journalism's role in society, its principles, and basic writing (sort of like Media Writing in some places, but focused on journalism). The majors and minors then move to News writing and Reporting I and II.

As you can imagine, faculty have different views on how much multimedia should be in News Writing & Reporting I and News Writing and Reporting II. When we had some representations from ACEJMC visit last spring, they suggested we might adopt a format that called for a broad media writing course for everyone, then a move into news writing and reporting for journalism students that would introduce more multimedia right away; PR and others would move into their own track. Because we're headed into a Department of Journalism that will just include journalism (public relations will not join us initially due to a turf war, though PR students will continue to come to us for the minor), we didn't go the Media Writing route. We'll

start with Intro to Journalism, which will include a small dose of writing across platform (a week or two). We know we need to do more in the next two News Writing & Reporting courses, which the major and minors take. But like most of you, we have a situation where some people are more ready than others. And, of course, there are questions like: Do we need to schedule something other than our typical twice-a-week, 75-minute-a-pop course? I am sure you're experiencing something similar, and some may have more of a challenge because you aren't able to run a three-course writing/reporting sequence AND have a separate Web Journalism course. So what are you doing?

In the meantime:

Here's an image of the redesigned Courant

<http://www.visualeditors.com/apple/2008/09/hartford-courant-redesign-launched-today/>

Dr. Vivian B. Martin of Central Connecticut University is Small Programs Interest Group co-vice head. This commentary was posted Oct. 6, 2008, to the SPIG e-mail discussion list.

SPIG officer Longinow named chair at the World Journalism Institute

Dr. Michael Longinow, a professor of journalism at Biola University, La Mirada, CA, was named John McCandish Phillips Chair of Journalism at the [World Journalism Institute](http://www.worldjournalism.org/) for the 2008-2009. He is continuing to teach and chair the Department of Journalism at Biola during the WJI appointment, which was announced Jan. 12. Longinow is chair of Professional Freedom and Responsibility for the AEJMC Small Programs Interest Group.

The World Journalism Institute, based in New York, seeks to equip, place and encourage Christians in the mainstream newsrooms of America. It holds conferences

and workshops, with college-level and multi-week courses. Additionally, WJI prints and distributes a series of essays dealing with the intersection of Christianity and journalism.

Longinow earned his Bachelor of Arts degree from Wheaton College, a graduate degree in news-editorial journalism from the University of Illinois and a Ph.D. from the University of Kentucky. He has written for the Chicago Tribune and Sun-Times and other Illinois newspapers and was a columnist for the Lexington Herald-Leader. He taught at Asbury College beginning in 1989 and moved to Biola in 2005.

Special Research Paper Call

Small Programs Interest Group

Proposal for Competition in Creative Scholarship of Application

The Small Programs Interest Group will recognize at the 2009 AEJMC Convention faculty excellence in two categories of “professional” research or creative work done by full-time faculty members during the 2008 calendar year. The work must be related to and contribute to the faculty member’s expertise in her/his teaching areas. Judges will take note of community service aspects of OR professional recognition of OR awards for the projects submitted. (Mention of awards should be made in the description and copies of certificates or award proclamations or award notices must be included in the entry packet.)

2 Categories

1. **Print writing** (newspaper, magazine or public relations)

2. **Electronic media** (TV/film/documentary visual or radio or web convergent production that mixes at least two content forms – such as written word, still images, video and/or audio)

Contest Rules

Only first-place winners will be honored in each category. This year, the competition is open only to full-time faculty members and only to those who are members of the Small Programs Interest Group (SPIG); no graduate students nor adjunct, part-time faculty (full-time adjunct faculty are included).

Entries should be mailed to: Dr. Carol Dykers, Salem College, P.O. Box 10548, Winston-Salem, NC 27108. The entry packet must include **(a)** the piece (as tearsheet or DVD), **(b)** a vita for primary author, **(c)** a statement by submitter’s department chair (or a senior colleague) that the work was done by a full-time faculty member at the designated institution, **(d)** a brief letter (500 words maximum) explaining how what the author/creator did is an outgrowth of what they teach regularly or periodically and why it’s a good illustration of expertise in that teaching area; **(e)** the submitter’s professional and personal e-mail addresses and a preferred telephone number to use in the event that e-mail notice is undeliverable.

The deadline is a **postmark by midnight on April 1, 2009**. The packet should include entries or work completed the previous calendar year or, in other words, in Spring, Summer, or Fall 2008.

Submitters must include their actual completed

projects in the packet described above:

1. **For print projects:** Hard copy of a single published **feature** or **investigative** or **documentary** project (the actual clip in a *tearsheet* from a publication) **OR** all planning and creative pieces for a single Public Relations campaign (including, for example, a SWOT analysis, then a series of *news releases* on an agency’s or organization’s letterhead **and** a brochure or other creative materials that execute a solution to a PR problem and that were created for any organization – for profit or not-for-profit)

2. **For electronic media:** Playable DVD containing the electronic media project done for a media organization or as community service for an academic organization.

SPIG research chairs will combine the two categories if one category produces substantially fewer entries than the other. We will announce winner(s) by email on **May 15, 2009**. No plaque(s) will be mailed after the 2009 AEJMC Convention. Winners must pick them up at the SPIG luncheon or business meeting (or arrange for a colleague to pick up the plaque in the case of illness or injury).

Authors/creators may NOT submit multiple entries across categories.

Winners in each category will be listed on the SPIG Web site with examples of their work.

For more information, contact the SPIG Research Co-Chairs: Carol Dykers (dykers@salem.edu) or cell: 919-548-5583) OR Teresa Heinz Housel (housel@hope.edu) or office phone: 616-395-7268).

Southeast Missouri State seeks chair

Southeast Missouri State University is searching for a chair of its Department of Mass Communication with a rank of associate or full professor, starting July 1. An earned doctorate in mass communication, administrative experience, and evidence of scholarship and teaching excellence are required. The department has 12 full-time faculty and 500 majors. Send a letter, resume, transcripts, contact information and three reference letters to Lynn Moore, College of Liberal Arts – MS 7900, Southeast Missouri State University, Cape Girardeau, Missouri 63701-4799. For more information, call 573-651-2154 or write lrmoore@semo.edu.

The new rule: Report the truth and debunk the lies

ETHICS, from page 7

tell you which part of my story should be discounted.”

Huh?

The other part about why this is utterly unacceptable is that when reporters have conflicts of interest, they drag their publications/networks/web sites and their co-workers into their conflicts of interest, too. Aren't they trading on the integrity of the news organization and their co-workers' every time they dish up a flawed (excuse the bias) news story like this?

From an audience perspective, wouldn't this complicate the job of reading the news, forcing yet another task on a reading/viewing audience that already has a diminishing interest in the news?

<< “The old rule: You must present all sides of a story, being fair to each.

“The new rule: Report the truth and debunk the lies.”

Let's not forget that gatekeeping means reporters decide which sources are included in the story and which are not. Under this new model, in the absence of fairness, reporters would be free to construct whatever version of “truth” they desired, as long as they had the sources for it.

Perhaps one good thing about this is that we'd not need spin doctors anymore because we would add that function to our own job descriptions (excuse the cynicism here).

<< “The old rule: There must be a wall between advertising and editorial.

“The new rule: Sell ads into ad space and report news in editorial space. And make sure to show the reader the difference.”

OK, this is where I can bring experiences from my own checkered past into play. Unlike the bulk of you

folks, my professional experience was in the magazine business... more specifically, I was in the trade magazine business. I worked for a chain of state farm magazines.

I can tell you with a degree of certainty that advertorials are a direct result of the rule Romenesko suggests. And yes, if approached ethically, varying fonts, leading and clearly labeling it as advertorial is the way it can be done without compromising editorial integrity (i.e., fooling readers into thinking this stuff is just another bunch of articles in the issue).

Sadly, that presupposes that all publishers and media execs are ethical in the first place. The magazine business is a great example of a continuum of ethical editorial/advertising practices.

The chain I worked for had a credo management passed around for us to post right over our computers: “We serve our advertisers best by serving our readers first.”

Words to live by ... and we were fundamentalists. One of the reasons why our paginators sometimes hated their jobs was that no display ad (non-classified) could appear within four pages of a story with similar subject matter. For example, an ad for a Harvestore silo couldn't be placed within four pages of any story that dealt with beef or dairy cattle because beef and dairy farmers use those structures quite extensively.

And yet, a number of other magazines, especially the nationals, routinely placed complementary copy right across the gutter from ads placed by companies whose employees were used as sources in those stories. Sometimes there were even product-mentions in that copy, too!

This is one example where a nice high wall is a good thing.

My two cents.

Ann Colbert: Actually, the facts that newspapers are being tanked and the images of reporters in movies and on TV are not particularly flattering must be related to a general lack of interest and respect in journalism. Another thought relates to high school curriculum. I've seen studies (years ago) that suggest that a solid high school background in journalism/newspaper is the greatest predictor of success for college journalism students in professional programs.

Another concern is that high school journalism teachers are also being eliminated as irrelevant, at least in many of our area schools. The notion that anyone teaching English could teach journalism adds to the trouble we face. Many of these teachers resent the extra work of teaching these classes and make their annoyance clear. Many are also condescending in their attitudes toward journalists' work and it comes through to what ought to be our best prospects.

On a more positive note: If you take a look at the web pages of radio and television stations, you can see the real importance of journalistic training--not only for reporting and writing, but also for ethics.

*Want to add your thoughts to this conversation? Go to the Small Programs Interest Group listserv. Send a message to spig@simpson.edu. Leave the subject line blank. Click “off” any automatic sig line you append to your emails. Then write in the body of the message: *subscribe spig**

For more information about SPIG, go to the group's web site: <https://webfiles.acu.edu/users/lewiss/web/spig/home.html>

Standard Research Paper Call

Small Programs Interest Group

For AEJMC 2009 Convention in Boston

The following SPIG traditional paper call encourages research that focuses particularly on the relationship between teaching and research. We invite members of all divisions and interest groups to contribute research papers – using any methodology, whether quantitative or qualitative – that focus on research about teaching, especially including how teaching about changing media, including convergence, can be accomplished without major financial resources. For example, how can visual editing be taught with free tools or web tools?

For more information, contact the SPIG Research Co-Chairs: **Carol Dykers** (dykers@salem.edu or cell: 919-548-5583) or **Teresa Heinz Housel** (housel@hope.edu or office phone: 616-395-7268).

GUIDELINES: See the AEJMC General Paper Call for instructions to upload to All-Academic Site

1. The competition is open to faculty and to graduate students; no separate student competition is held

2. The paper must be uploaded to the AEJMC ALL-Academic server no later than 11:59 p.m. (Central Daylight Time) on Wednesday, April 1, 2009

3. Format must be WORD or PDF

4. Researchers also must upload an ABSTRACT of no more than 75 words

5. Authors must completely fill out the online submission form, including author's name, affiliation, mailing address, phone numbers (academic, home and cell), and preferred email address

6. The title must be on the first page of the manuscript and on the running heads on every page. However DO NOT INCLUDE author's name or affiliation within the running heads or

any pop-up options that may be contained in PDF submissions

7. Papers are accepted for peer review with the understanding that they are NOT under review (or being submitted during the AEJMC review period) to a second division or interest group OR to a journal or other publication

8. Papers submitted to the 2009 convention should NOT have been presented to another convention and neither should they have been published or be in the publication process BEFORE the date of the 2009 Convention in August

9. **By May 15, 2009**, all authors will be notified as to whether their papers have been accepted; **authors will be notified by email** – therefore, an appropriate email address must be provided by the author(s)

10. Authors will retain the copyright to their paper(s) and are free to submit them for publication during or after the Convention

11. SPIG requests a paper length of NO MORE than 25 pages (excluding references) and the document must be double-spaced and typed in 11-point Arial font or Times Roman font – and follow APA style guidelines

12. **Authors also must heed the AEJMC general paper call regulations.** For example, papers submitted to the wrong division or that do not meet ALL the above guidelines will not be reviewed (for example, submission of an abstract by the deadline but a paper AFTER the deadline, will result in the paper NOT being accepted). However, SPIG research co-chairs will make every effort to contact authors who do not meet guidelines so that they will be aware as early as possible that their paper has not been accepted and the reasons why.

BOSTON. from page 1

“chips.” We could use a whole chip to sole sponsor a panel, or co-sponsor with another group and each use a half a chip. We chose to stretch our chips and reached out to other divisions to co-sponsor seven panels – the maximum.

The biggest – and newest – development is a pre-conference workshop on best practices for convergent education in small programs. We had heard loud and clear from the fall survey that the membership wanted more convergence than anything else. So we’re drawing together and building on a number of proposals on the subject.

We’ll start with a discussion on how overstretched faculty at small institutions can fit in new technology without skimping on already heavy teaching, advising and research demands. Then we’ll move on to innovative ways to fit convergence into the curriculum, and how to fit convergence into traditional introductory classes.

The workshop will run 1-5 p.m. on Tuesday Aug. 4. If you’re interested in convergence, watch the listserv for details, and make plans to be in Boston on Aug. 4.

We’ll continue with our ever-popular “Hot Topics” panel (11:45 a.m. Thursday), bringing in professionals to discuss a big story that breaks in the spring. And SPIG is continuing its support of CCJA’s Great Ideas for Teachers (GIFT) session, which will be marking its 10th year in Boston (3:15 p.m. Wednesday).

Other panels will highlight:

* How advisory boards can help create networks for curriculum development, internships, job placement and the spread of new technology. 10 a.m., Wednesday.

* How theory can enrich journalism skills classrooms, and how journalism can enrich critical thinking. 1:30 p.m. Wednesday.

* How to approach new and innovative ways to teach writing. 3:15 p.m. Thursday.

* How to administer a small program – from chairing the department to recruiting the faculty. 3:30 p.m. Friday

* How women journalists’ professional organizations have enriched both the profession and the academy.

Because the first off-site awards luncheon in Chicago was a success, we decided to continue it, and expand it, for Boston. We’re scheduled for 12:15 p.m. on Friday and will have not only lunch and awards, but also short presentations by the award-winners.

Finally, we helped the History Division out of a bind at Louisville; they gave us a chip and we sponsored one of their panels. This didn’t shortchange any of our proposals going into or out of the chip auction.

See you in Boston!

Register early, save \$50 on Aug. 5-8 convention at Boston’s Sheraton

For details, see:

http://aejmc.org/_events/convention/index.php

Early Bird Registration (by July 10)

AEJMC Member: \$135

Non-AEJMC Member: \$240*

AEJMC Student Member: \$60

Non-AEJMC Student Member: \$105*

Retired AEJMC Member: \$60

Onsite Rates (after July 10, 2009)

AEJMC Member: \$185

Non-AEJMC Member: \$290*

AEJMC Student Member: \$75

Non-AEJMC Student Member: \$120*

Retired AEJMC Member: \$75

*Only non-member rates include AEJMC member dues.

Registration forms and online registration will be available in April 2009.

Convention Hotel Rates

Sheraton Boston Hotel ,39 Dalton Street, Boston, MA 02199

Phone: 617-236-2000

Standard Room

\$168 single / \$195 double / \$218 triple / \$242 quad

*Student Block

\$135 single / \$156 double / \$174 triple / \$193 quad

A special link for booking hotel rooms at the student block rate will be e-mailed to AEJMC graduate student members at a later date

Club Room

\$215 single / \$242 double / \$266 triple / \$289 quad

Current taxes are 12.45%

Subject to change without notice (10/08)

More teaching ideas competitions

Law and Policy Division

The AEJMC Law and Policy Division will sponsor a teaching ideas competition, seeking the best and most innovative ideas for teaching communication law and policy. Submissions could include an innovative assignment, activity, or lesson plan -- or a particularly original approach to teaching the subject in general.

Winning submissions will receive a certificate and a cash prize -- \$100 for first prize, \$75 for second and \$50 for third. Winners will also present their ideas to division members during the AEJMC convention business meeting, and the winning ideas will be showcased on the division Web site and newsletter.

All submissions must be received by Wednesday, April 1, 2009.

Submissions should be sent as an e-mail attachment to **Dan Kozlowski** at dkozlows@slu.edu (please mention "teaching ideas competition" in the subject line of your submission). Submitters need not be Law and Policy Division members. Both faculty and graduate students are welcome to submit.

Submissions should follow these guidelines:

(1) The first page of your submission should be a cover sheet that includes your name, affiliation, contact information, and the title of your teaching idea. Please do not include author name or identifying information anywhere else in your submission.

(2) You should then describe your teaching idea in no more than two pages according to the following format: title; an introduction; your rationale for the idea; an explanation of how you implement the teaching idea; and student learning outcomes.

Judges will blind-review each submission based on idea's creativity, innovation, practicality, and its overall value in teaching communication law and policy. Your submission will be acknowledged but not returned. Winners will be notified by May 8.

Please direct any questions to Dan Kozlowski, the Law and Policy Division's teaching standards chair.

Newspaper Division

Deadline: 11:59 p.m. EST, Sunday, March 1

What is the best way to introduce students to the craft of writing, reporting or editing? The

Newspaper Division of the Association for Education in Journalism and Mass Communication is looking for your ideas.

This spring the division is launching a new online competition -- **Teaching News Terrifically in the 21st Century, or TNT21** -- designed to reward and publicly acknowledge full-time faculty members, adjunct professors and graduate student instructors for their good ideas for teaching foundational journalism courses.

AWARDS/ELIGIBILITY

Three \$100 prizes will be offered for the best idea, one from each of the following entrants' categories:

- Full-time faculty members
- Adjunct or part-time professors
- Graduate students

To facilitate participation by adjunct faculty and graduate students who are not able to attend AEJMC's annual convention in Boston, where most other Newspaper Division awards will be given, the competition will be held completely online. Top entries will be published in a downloadable PDF booklet available on the AEJMC Newspaper Division website.

Teaching tips should be suitable for use in newswriting, reporting or editing courses, though they might be tailored for specific versions of those courses.

To enter, download and fill out the entry form posted at <http://tinyurl.com/dmcu65> or

<http://rci.rutgers.edu/~susank/NWSP/TNT21.html>. Then send the completed form and any supporting materials to the teaching competition coordinators, **Susan Keith** of Rutgers University and Andrea Frantz of Wilkes University, at 21stcenturyteachingtips@gmail.com. The deadline for entries is 11:59 p.m. Eastern Standard Time March 1, 2009.

All entries should reflect original teaching ideas that have not been published elsewhere and have not been finalists on display in other teaching awards competitions.

Winners will be announced on the Newspaper Division Web site about April 15. If you have questions about the competition or would like to serve as a judge, please e-mail Susan Keith at susank@scils.rutgers.edu or call her at 732-932-7500, ext. 8235.

70 percent of members agree newsletter should be online only

SURVEY. from page 6

opportunities and responsibilities. Members aren't ready for this, however. A plurality of 31 rejected the idea; only 12 supported it. Another 21 people indicated they were unsure. The comments from those who oppose division status are represented by a member who wrote, "With the division requirements, SPIG will no longer be SPIG. It will be a pale version of other divisions. It will be more constrained in what it can do and will be forced to 'swim with the sharks,' not value true higher ed and teaching."

Some members argued that they have other research outlets within AEJMC and do not need SPIG to become a larger research-oriented group. Responses to other questions did indicate that many members regularly present at sessions hosted by other AEJMC groups, as well as conferences of other learned associations such as the International Communication Association (ICA) and National Communication Association (NCA). Opposition to

Division Status was strongly voiced by faculty who teach in small liberal arts colleges. Fifteen of the 26 people who identified themselves as teaching in such institutions opposed the change in SPIG status, the largest bloc with a definite stand on the decision. However, there are some inconsistencies around how people identified their type of institutions, signaling the need for caution about reading too much in the patterns.

The desire by some members to expand SPIG's role might be met if the group gets involved with the regional winter conferences, which provides an opportunity to present research and take part in other AEJMC activities. Right now just about 30 percent of those responding support SPIG's participation in the regional conferences; 53 percent just aren't sure, with some noting the extra work involved for the small number of SPIG volunteers.

SPIG members do support some changes: 70 percent agreed that the newsletter should be online only.

The survey also supplied a few

details about the face of SPIG: 56.1 percent of respondents were female; people in communication and/or mass communication departments formed the largest segment of respondents (38.6 percent); 66.7 percent said their principal area is journalism (8.8 percent public relations and 1.6 advertising). Most (94.7 percent) are fulltime, and there appeared to be a balance between private and public schools.

Aside from some calls for more inclusiveness on panels and reminders that SPIG works best when it is focused on nuts and bolts, members' comments showed they think SPIG is necessary and meets their needs. "Don't change too much with SPIG," wrote a member. "It's a nice place to feel comfortable within AEJMC."

The survey contents will be available on the SPIG website

Associate Professor Vivian B. Martin teaches journalism at Central Connecticut State University. She is co-vice head of the Small Programs Interest Group.