

# spig news

Fall 2004

## SPIG is relevant, no matter the size 'Voices' Explores Past, Charts Future for SPIG



By Jack Zibluk  
SPIG vice head

When I discussed my involvement in the Small Programs Interest Group, an upper-level administrator who shall remain nameless sighed and questioned my participation.

"We're middle-sized ... We're almost a big school," he said at the Toronto convention. Arkansas State University has 10,000 students, more than 300 of whom are in communications.

"But we have a four-course teaching load. And we're not (place big-school name here)," I responded. "The issues we face are more like those of smaller schools."

In subsequent conversations I have had with faculty from large schools and small, I found that the issues we address – balancing teaching, service and research, motivating students, bridging the gap between the working media environment and the academic world – are pretty universal. Several of my friends at the bigger schools face many of the same issues.

At SPIG, however, these kinds of issues are at the forefront. In many of the larger schools and larger AEJ divisions, the issues seem -- to me, anyway -- to be more than a little esoteric. I don't recall discussing applying advanced non-linear-regression models and six-way-ANOVAS as they apply to gender perception among Uzbeki metrosexuals with SPIG members. I haven't used the terms "pedagogy" or "epistemology" in casual conversation with SPIGsters, though the issues have indeed come up in more accessible terms.

SPIG head James Simon says he finds that most of the other AEJ interest groups and

divisions seem less enthusiastic about teaching panels than we are. Yet, as the huge (50-plus turnout) at the "reducing the paperwork" teaching panel shows, there is a huge interest in teaching among large schools and small ones.

Nature abhors a vacuum, and we're in a perfect position to fill one in journalism education. Depending on how you define small programs, there may be as many students in communications served by SPIG-type schools as large programs. And there may be as many faculty in smaller programs, too. Certainly, the issues we face don't get the attention of the issues defined by larger programs.

So let's use the San Antonio convention to come up with some ideas for panels that will address some under-served issues universal to journalism and mass communication educators in all programs. Let's talk about the difficulties we have in recruiting and retaining good students for media careers; let's talk about campus politics and funding; let's talk about teaching. Under Professional Freedom and Responsibility, let's talk about our responsibility to remain relevant to the industries that we study and teach about. Let's talk about new issues in technology and law and ethics. And let's talk about diversity, not just racial, ethnic and gender diversity, but the diversity of ideas and the diversity of interests.

As a group representing a major segment of journalism education, we are contributing to diversity by bringing our perspectives to the forefront of AEJ.

Sure, let's talk. But let's do more than that. Let's be heard.

*Jack Zibluk is associate professor of journalism at Arkansas State University and SPIG vice head.*

## 'Voices' Explores Past, Charts Future for SPIG

By Kim Landon, Utica

The Small Programs Interest Group (SPIG) is "where teachers talk about teaching." SPIG is "home."

SPIG "plays a role in the survival of small programs."

SPIG "made me feel as if I had a place in AEJMC."

Those comments as well as many others contributed to the spirited discussion on Aug. 5 in Toronto when SPIG hosted the panel discussion "*Voices in the Wilderness Revisited: How Are Small Programs Greeting the Teaching Challenges of the Future?*"

Held in the boardroom of Canwest, one of Canada's largest integrated media marketing companies, the session ignited what SPIG members have been thinking. Overlooking downtown Toronto, the 27th-floor location provided a spectacular setting for a panel of former SPIG heads, and an audience of SPIG members and members-to-be to debate the role SPIG currently plays in AEJMC, and the role it should play in the future.

Moderated by Terry Dalton of McDaniel College, the panel also included Donna Bertazzoni, Hood; Cathy Johnson, Angelo State; Kim Landon, Utica; James Simon, Fairfield; James Stewart, Nicholls State; and John Lofflin, Park.

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Oct. 1, 2004  
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2005 Panels:

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Teaching Panels  
James Stewart  
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Research Panels  
Kim Landon  
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## Anxiety, inflation and dread – Grading Panel Draws Crowd at AEJMC

By John Hanc  
New York Institute of Technology

Less fun than a curriculum committee meeting, more painful than tenure review and murkier than the AEJ convention chip selection process, grading is truly the great bugaboo for those of who teach journalistic writing courses.

How do you grade? What criteria do you use? How do you explain your grading policies to your students? Is it consistent, logical and defensible? To help answer those and other thorny questions, SPIG co-sponsored a panel with the Magazine division at the AEJ convention in Toronto this past August: "Who, What, Where, When and Why Didn't I Get An A: Grading the Journalistic Writing Process," obviously struck a responsive chord, as a SPIG writing-panel record 55 attendees took part in the session, which featured a distinguished group of speakers, including three SPIG members: Kim Landon of Utica, Terry Dalton of McDaniel, David Weinstock of Central Michigan, as well as the University of Alaska-Anchorage's Carole Rich.

The panelists shared case studies, statistics and their own common anxieties, one of which is a fear of changing our existing rules and criteria for grading writing assignments. Citing an experimental class she taught at Utica with great success, Landon encouraged the audience to "take risks. Don't be afraid to take the lid off your rules." Personal involvement—by both the faculty member and students—is also a key. "Place some responsibility on (the students), as well," she urged.

Weinstock then shared his model for grading success—and made no bones about his underlying philosophy. "I am a really tough grader," he said, maintaining that this is a necessity if educators are serious about preparing students for the "real world" of journalism, where time-pressed editors and cranky copy desks are waiting for them.

"We have to get (students) ready for the onslaught of criticism," he said. To those who might object that strict grading can hamper an academic career (if students perceive the class as "hard," fewer students will take it, and declining enroll-

ment makes for unhappy deans), Weinstock argued that students will respect you if they perceive you as being tough but fair, noting that despite his reputation for being a hard grader, his student evaluations have been consistently high.

No discussion of grading would be complete without the well-publicized issue of grade inflation, and Dalton was up for the task, as he both appalled and amused the audience with statistics and trends on grade inflation, as well as his own experiences with its byproduct—inflated students, like the English major who, when Dalton gave her a B-, protested, saying that she had never gotten less than an A minus in her entire academic career.

Dalton underscored the problem by citing a study predicting that if grade inflation continues at its present rate (and we're paraphrasing here), by mid-century virtually every college student not in jail or rehab will have a 4.0 g.p.a.

Rich concluded the panel presentations by asking those in attendance a few questions about their own grading policies ("Do you give an F for misspelled name? Do you give an F for a factual error? Do you allow rewrites?") As the audience of professors squirmed like undergraduates themselves about to be graded, Rich essentially told them to relax, telling them of her own trials and tribulations with grading. While she is known as a proponent of portfolio grading—which Rich defines as an approach that uses personal conferences and coaching of students to improve their work by stressing rewrites, not grades—she said that, after 19 years of teaching, she has come to the conclusion that, "there is no one right method. You need to do what fits your personality."

Given her stature as the author of one of the best-selling reporting and writing textbooks in the country, Rich's half-joking admission that "I have no idea" about what really works in grading seemed to come as a welcome relief to the audience, who responded to her invitation to share their own success and failure's, do's and don'ts of grading with a vociferous discussion that took up nearly the final 25 minutes of the 90-minute session—and seemed to suggest that the issue will resurface in future panels.



Terry Dalton looks on as Kim Landon makes a point at the "Voices in the Wilderness" session.

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Lack of resources and heavy teaching loads generally come up when faculty from small programs get together. This time, however, the two-hour conversation delved deeper into the issues facing those employed at small colleges, or at small programs within larger universities.

Participants raised myriad concerns on topics such as seeking accreditation, competing with large universities for students and donors, and advising the student newspaper. Much of the discussion focused on the "best practices" for small programs, including how to make a small program distinctive, and how not to "sell out" in order to attract students.

"It was a rare meeting in that it both celebrated the best practices of what we do, and it also gave us many ideas for improving how SPIG operates in the future," said James Simon of Fairfield, who was elected SPIG chair for 2004-05.

Additional discussion and concerns included:

\*How do you get the word out that you have a good program when you are in the shadow of the behemoths?

\*How can small programs build relationships with high schools?

\*How do small programs build relationships with professionals in their areas?

\*What role should the student newspaper adviser take regarding previewing copy, especially in an era of public relations-sensitive administrations?

\*What niches are best for small programs? Should a Journalism program always include a Public Relations component?

\*What experiences have faculty at small programs had in affiliating with other departments, such as history, English and political science, for resources and teaching?

\*How do students at small programs compete for internships on a national level?

Contributors to the lively discussion likely left with more questions than answers. What they gained, however, was the knowledge that within SPIG there are others struggling with the same questions.

Simon said SPIG would work hard to include these ideas on the many panels it sponsors at the 2005 San Antonio convention.

He also vowed to recruit three or four potential future chairs of SPIG and have them serve in a variety of positions in an effort to create a baseball-style farm system that would identify future talent and leaders for the organization as it heads into its second decade.

## Spotlight on SPIG Members

Raymond Ankney, an assistant journalism professor at Indiana University of Pennsylvania, recently published *The Influence of Communication Technologies on Political Participation and Social Interaction*. This study, using a new theoretical approach called cultural catalysis theory, argues that it was the diffusion of many communication technologies—not solely television—that contributed to a decline in Localism (participating in local political issues) and Cosmopolitanism (interest in presidential campaign). The book is available through Edwin Mellen Press.

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Cecilia Friend, director of the Department of Communication of Utica College of Syracuse University, recently co-authored the second edition of *Contemporary Editing*. The McGraw-Hill publication is leaner, yet offers more voices and updated examples from today's newsroom. In addition, a Web site with exercises replaces the former workbook (available at [www.mhhe.com/friend](http://www.mhhe.com/friend)).

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Mike Longinow, of Asbury College, was approved for a Lilly Endowment mini-grant in March to research experiential education and notion of calling. Mike is applying that research toward a revamping of the Journalism Internship course at Asbury in ways that guide students into more intentional planning of, and reflection on, their learning experience before, during, and after their required internship. The research Mike has begun -- which included visits to New York and Washington, D.C. this summer -- examined the learning expectations for interns, and the learning devices implemented by, such organizations as the Dow Jones Newspaper Fund, the *New York Times*, and Gannett.

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Richard Puffer, assistant professor of communications at Coker College (Hartsville, S.C.), was named Master Professor by the 2004 senior graduating class. The Coker College Master Professor is nominated by students at the college and finalists are voted on by the graduating senior class.

Check the GIFT Web site at  
[www.geocities.com/aejmcgift](http://www.geocities.com/aejmcgift)

## Adventures in Convergent Media Education, Part I

By Pam Parry  
Belmont University

The closer journalism professors come to teaching true convergence the farther away they are from their areas of expertise. Trained to do one thing well – either print or broadcast news – they are now being asked to teach across multi-media platforms.

That was one message I heard at an AEJMC panel discussion in Toronto this summer, and being a lifelong Southern Baptist, I mouthed a silent “Amen.” The tough thing about convergence is it takes us out of our comfort zones, and that reality is even stronger for small programs.

A private, liberal arts school in Nashville, Belmont University has been teaching print journalism since 1985. Last year, we launched The New Century Journalism Program, sporting a newly designed convergence curriculum. Our journalism faculty has three print professors and one broadcast professor, and we are striving to bring a converged world into our classrooms. I offer this brief column as two lessons learned over the past year.

First, the more things change, the more they need to stay the same. Faculty and students will be learning new technologies and how to tailor messages for a variety of mediums. While learning Dreamweaver, for instance, it is easy to get lost in the confusion of the software and miss the point – the technology is simply a different delivery system for the message. Story telling is still the bottom line when teaching media convergence. The time-honored tradition of seeking the truth and reporting it remain the most important things we teach. New technologies can distract us from this purpose if we let them.

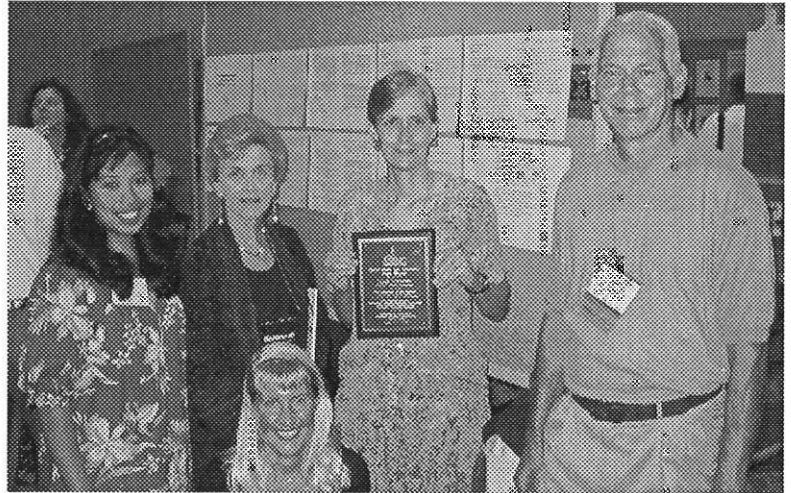
One way we've stayed rooted in traditional journalism at Belmont is by having a commitment to teach ethics across the curriculum. To be honest, we are still figuring out how to do that, but it is a core component of our program and we are working on it.

Second, professors need time to build new areas of expertise, and departments have to find ways to reduce faculty loads so they can train. For small programs, this is virtually impossible. The Belmont faculty has received some training, but we have not been able to reduce our course loads to allow us to hone these skills and seek additional instruction. We really cannot reduce our course loads because of the size of our department, as most of you can understand.

So, we are tapping into the expertise we need through team teaching and adjunct professors. We are teaching Introduction to Media Technology this semester, and while our department chair is the lead faculty member, two other members of our faculty and staff are lending their specialized skill to the class. All three of them are teaching a different proficiency.

In other words, you don't have to master all of the technologies at the start of your program – you just have to find ways to tap into them and perhaps even be patient enough to phase them in. In small journalism programs, resilience, creativity and hard work are keys to convergence.

*Pam Parry is assistant professor of journalism at Belmont University and she directs the public relations program.*



### GIFT gives a prize

(L to R): Edna Bautista (GIFT Coordinator), Arlene Scadron (CCJA President), Carol Schwalbe (GIFT 2004 Winner) and John Hudnall (Scholastic Journalism Division Head).  
(Kneeling): Kim Wilmot Voss (SPIG Head).

## Schwalbe Wins GIFT 2004 Grand Prize in Toronto

Carol B. Schwalbe of Arizona State University was chosen as the Great Ideas For Teachers grand prize winner at the recent AEJMC convention in Toronto, Canada. Her GIFT is entitled “The Language of the Senses: How To Use Your Five Senses to Add Color and Detail To Feature Stories.”

Schwalbe received a plaque and a \$100 check from the GIFT sponsors: Community College Journalism Association, Small Programs Interest Group and Scholastic Journalism Division. Her GIFT and 24 other great ideas for teachers are included in a souvenir publication. Copies of the 2004 GIFT edition are still on sale for \$10US, or three for \$25US (plus \$3 each to cover postage and envelope). Limited copies of the 2003 GIFT publication are also available for \$5US. To order the GIFT publications, send requests to [aejmcgift@yahoo.com](mailto:aejmcgift@yahoo.com).

The non-profit GIFT program celebrated its 5th anniversary this year with nearly 60 submissions in the spring; 25 were chosen to participate in the poster session at the summer convention with Schwalbe being judged as the top GIFT scholar.

NEW in 2004: GIFT photos from Toronto can be viewed on a public album at <http://photos.yahoo.com/aejmcgift>.

More information about the GIFT program is on the Web site at <http://www.geocities.com/aejmcgift>.



## Wilkes University Professor Named National Journalism Teacher of the Year for 2003-04



SPIG Teacher of the Year Andrea Frantz

She teaches a wide range of communication courses, earning high marks from students and administrators alike. She runs a regional conference for promising high school journalists. She had led the effort in her department to develop a code of academic honesty and integrity.

In recognition of her efforts, Andrea Frantz of the Department of Communication Studies at Wilkes University in Wilkes-Barre, Pa., has been named Teacher of the Year by the Small Programs Interest Group.

"We were impressed by her creativity, her passion for journalism, and the high ethical standards she brings to her work," said James Simon, SPIG's vice head for the 2003-2004 term.

The group announced the choice of Dr. Frantz for the 2003-04 SPIG Teacher of the Year at the AEJMC conference in Toronto, Canada, in August 2004.

Frantz later said that the award was especially meaningful because it validated the importance of teaching, which she described as the "heart and soul" of her professional identity.

"One of the things this award rightly recognizes is that some of the most important innovations in the field are happening in the small colleges across the nation," Frantz said. "We have the luxury in smaller programs to know our students and work closely with them to achieve their goals, and it is through that closeness that truly exciting, creative things can happen in the classroom."

Frantz earned high praise from her students, colleagues, and the SPIG judges for her work on journalism ethics. It was a theme that ran through the material submitted on her behalf.

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**"We were impressed by her creativity, her passion for journalism, and the high ethical standards she brings to her work."**

**-James Simon**

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One of her peers said Frantz is "the best role model I have worked with in my 30 years of teaching at the university level because she enacts the highest ethical standards of her profession. She lives ethical journalism. She respects our students and their points of view. In a profession that is much maligned at present, our students are proud to be journalists, which is what sets our students apart from other graduates of smaller colleges.

"The teacher is committed to helping them go beyond writing skills to develop a life-long system of values including ethics, fairness and responsibility."

Frantz has swept many of the teaching awards at her school, including awards from the student government, from the teacher recognition committee, and the provost's award for excellence

One student wrote that Frantz "has helped me learn the often less talked about sides of journalism, like how to handle managing a staff of writers and how to work best under pressure. She has done all this by letting me make mistakes, and then helping me learn from them. ... She has taught me that journalism isn't just about getting facts, it's really about getting to know people, serving the public but more purely, about the art of good story telling. ... She has helped me become a better student, journalist and human being."

In the past four years alone, Frantz has taught nine courses, ranging from news writing to visual rhetoric and design, senior seminar in communication ethics and communication research methods.

One judge noted the syllabi for those courses were "infused with the passion, creativity and connectedness she seems to encourage in her students."

# Getting Your Plane in the Air: Coping Tips for Journalism Faculty

By Mike Longinow  
Asbury College

The opening of any semester can be compared with the physics of taking a jumbo jetliner off the runway and up to cruising altitude. When it works, few notice. When it doesn't, it's apparent to everyone. Most of us try to avoid the bumpy ride and these tips could help as you start the year:

Get the big picture. Before you walk in the classroom, maybe before you print out those syllabi, lean back in the chair, take a deep breath, and think about why you're doing all this. What got you into teaching? Do you feel called to the teaching process? Not all of us use that term, but it's one that clergy and more than a few working journalists use. Get in touch with someone who really loves the teaching process and absorb some of their excitement.

Run your syllabi past a mentor on or even outside your campus. Attachments in email make this easy. Get that trusted person's criticism and maybe some encouragement, too. If it's vague to them, it will be to your students. Put your syllabi side by side on a big table and plan out when things are due across all your classes. Be sure you're not piling grading on yourself from two or three classes in one weekend.

Let students know you like them and are approachable for them to get to like you. The old adage about not smiling until Christmas works for elementary school (maybe). But in today's classrooms, your students need to know you're excited not only about the discipline, but about the prospect of getting to know them. It matters all through the term, but especially when a student didn't quite meet the expectation on a big assignment, test or project. And yes, you can do this even with massive lecture sections or big classes - though it will require creativity on your part. A short note of encouragement even on the most abysmal work does wonders.

When they show up at your office to complain, chat a bit first. Don't assume you're under attack, and even if you are, be kind. If you can give a little without selling the farm, do it. Little things mean a lot and students have a way of putting your acts of mercy (or perceived cruelty) on the grapevine in ways that can spell success or doom for the atmosphere of your semester.

Make time for people outside your immediate circle. Friendships take time. They wither when you're too busy. And faculty at small programs are notoriously overbooked. Whether you believe it or not, you need friends on the faculty - sometimes at unexpected crisis moments. If you were there for somebody else, they'll be there for you. Find a reason to drop in on colleagues in your department, even with an email or note of encouragement on something you saw that they did. Invisibility can be your enemy, but...

Close your door and turn off the e-mail when dead-

lines are looming. Students and colleagues will respect your need for privacy if you make it clear, when the door's open, that you're glad they're around. You'll feel better later if you can block out knocks on the door (with a smile and suggestion about later), ignore ringing phones, and turn off dingy emails. There's urgent and then there's urgent. Most things can wait a few hours while you get done what's due soon. If genuine emergencies come up, tackle them quickly and get back to work.

Write now. Your creative juices will kick in when you least expect it. Busy journalism faculty in teaching-oriented programs are still required to publish in trade journals and scholarly publications. And ideas are all around you. Jot them down in a notebook you carry in a pocket. Put that idea into a lead or an outline within a half-hour after it hits you, and make sure you put it in a place you can find it. Craft it into a paragraph and pitch it to an editor with whom you've been keeping in touch. Keep in touch with your colleagues' research interests and when an idea hits you, think about how you might collaborate with one of those colleagues. Don't be discouraged if they can't buy in immediately. Think about how you could try it together later. Set deadlines weekly for moving an article from rough to finished draft form.

Avoid the fights. As the semester and school year roll on, you'll find plenty of chances to jump into the fray. Turf wars, ideological battles, political tussles, funding feuds - all will invite you to take that jab verbally, in an e-mail, in a comment that might get back to the person or group with whom you're in conflict. Most of it's not worth pursuing. There are ways to answer attacks or moves that are directly threatening to you, your program, or your future. But most of them can be done with deliberation, patience, and through channels. When direct confrontation has to happen, plan it. Call someone outside your campus who can help you get perspective. When the confrontation happens, make sure you have witnesses with you, take plenty of notes, and find a way to compromise on a solution.

Toot the horn. The success of your latest project, the publication of your latest stuff, the wonders of your students' work will not get out unless you put it into a form that will be read by people outside your classroom and department. Let the Provost or Dean know. Put out press releases to your college or department publicist. If necessary, contact area media directly.

Is this grandstanding? Not if you do it in a way that informs in ways that aren't frothy and misleading.

Schedule time away. You've been teaching long enough that you know that midterm and the end of the semester are times of exhaustion. Look at your syllabi, see when you have some breathing space, and treat yourself to some time away from campus - perhaps some distance away - where you can relax with some friends or your spouse.

# SPIG Minutes, 2004 Edition

Small Programs Interest Group of AEJMC  
Minutes – August 6, 2004, Business Meeting  
2004 National Convention, Toronto

The Small Programs Interest Group of AEJMC gathered for its official business meeting at 6:45 p.m. Friday, August 6, 2004, in Conference Room C of the Sheraton Centre in Toronto. Jim Simon of Fairfield University presided.

## I. Welcome and Introduction

Small Programs Vice Head Jim Simon called the meeting to order at 6:55 p.m. SPIG Head Kim Voss was ill and could not attend. A total of 18 members were in attendance. Introductions were made.

## II. Approval of 2003 Minutes

Ginger Carter (Georgia College and State University) made a motion to approve the 2003 minutes of the business meeting in Kansas City. Ken Rosenauer (Missouri Western State University) seconded the motion. Motion carried.

## III. Reports

A. Membership: Kim Landon (Utica College) reported there are 107 members in SPIG. She is composing a master list of small colleges who are not in SPIG and will invite them to join before next year's conference. She will also send reminders prior to the convention. She also urged members to invite others to join.

B. Finances: Simon did not have a financial report, but he estimated SPIG had about \$500. He explained how SPIG spends its money. \$250 can go to the head and vice head each to help pay for their travel to the mid-winter meeting. Some goes for the Teacher of the Year plaque and some goes for labels.

C. Division of Councils: no report

## D. Programming

Simon reported that SPIG sponsored or co-sponsored six events in Toronto, and he commended outgoing SPIG Chair Kim Voss for her efforts at the chip auction. He congratulated the membership for its efforts and noted there was especially good attendance at the panel on grading and the Voices from the Wilderness program. People seemed to like the panel topics. He will prepare a master list of all sessions for new vice head.

## IV. 2004-5 plans

A. Election of officers. All nominations were passed by unanimous vote.

1. Chairman: Jim Simon
2. Vice Chair: Jack Zibluk (Arkansas State)
3. Secretary: Sally Turner (Eastern Illinois)
4. Newsletter Editor: John Jenks (Dominican University)
5. Chair-Teaching: James Stewart (Nicholls State)
6. Chair-PF&R: Rachele Kanigel (San Francisco State)
7. Membership: Margo Wilson (California University of Pennsylvania)
8. Webmaster: Cathy Johnson (Angelo State)
9. Listserv Administration: Brian Steffen (Simpson College)
10. Liaison to the Committee on the Status of Women: Tracy Standley (McNeese State)
11. Liaison to the Commission on the Status of Minorities: Vivian Martin (Central Connecticut State)
12. Research Chairs: Ginger Carter and Kim Landon later agreed to serve as co-Research Chairs.)

B. There was much discussion of whether to revive the research competition.

Former SPIG Head Jim Sernoe gave some history. Carter suggested an invited research session. SPIG would send out a general topic and a call for papers. The topic would be general but one SPIG members care about, like teaching. We could also publish in the newsletter either abstracts of the papers or articles about them. Rosenauer said he and colleague Ann Thorne are working on a research project they could submit next year. Johnson suggested SPIG publicize teaching as a research topic. Pam Parry (Belmont) suggested how you teach convergence in a small program as a general topic. It was decided "Challenges and Strategies for Teaching in Small Programs" would be the title for the general call for papers. Fliers also will be sent out. Carter and Landon are co-research chairs. Rosenauer and Thorne both said because so many small schools are requiring faculty to do research, we need to help colleagues get started. Landon suggested a panel for San Antonio on helping people do research.

C. There was some discussion of whether the newsletter should go online, in addition to having the print edition. No decisions were made, although many thought an online version would be good. Jenks reported three issues of the SPIG newsletter were printed last year. He wants to do four this year. The newsletter goes to 107 members and about 60 other people within AEJMC. Jenks called for more stories from members. The financing of the newsletter is paid by Dominican University. It was suggested a thank you be sent to the school on behalf of SPIG. Back issues will be online.

## D. Teacher of the Year

Simon, who won the award in 2003, coordinated this year's award with past winners. All nominees were women. He said he thought the winner should be notified prior to the meeting. This year's winner is Andrea Breemer Frantz (Wilkes University). She was unable to attend. Simon read a lengthy statement and noted her strong teaching of ethics and devotion to her students. Those at the meeting applauded her choice.

## E. Dues

Simon asked whether dues should be raised to \$7.50 to increase SPIG revenue, but members thought it was \$7.50 already, so nothing was decided. The discussion was tabled until a thorough look at finances was available.

## IV. The meeting was adjourned at 7:45 p.m.

Some members went to dinner in Chinatown for a social evening.

## Attendees, SPIG Business Meeting

### Name School

1. Kim Landon klandon@utica.edu Utica
2. E.J. Comzols comzolsj@morrisville.edu Morrisville
3. Margo Wilson Wilson\_m@cup.edu Calif. Of PA
4. Tracy Standley tstandley@mail.mcneese.edu McNeese State
5. Vivian Martin martinv@ccsu.edu Central Connecticut State Univ.
6. Bruce Dorries bdorries@mbe.edu Mary Baldwin College
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