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## Leadership theories and practices to strengthen student activities: A case study of the University of Northern Iowa English Club

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Leadership Theories and Practices  
to Strengthen Student Activities:  
A Case Study of the University of Northern Iowa English Club

A Senior Thesis Project  
In Fulfillment of the  
University of Northern Iowa  
Presidential Scholar's Program


Written by  
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English, B.A., 1990

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University of Northern Iowa

Submitted April 11, 1990

**ENGLISH CLUB MANUAL**

January 1990  
Compiled by Deborah Hoepner  
1990 Graduate, English B. A.  
In Fulfillment of the Presidential Scholarship Program



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**SENIOR THESIS PROJECT OUTLINE**  
**Deborah Lyn Hoepner**  
**August, 1989, to May, 1990**

**A. Internship--**

1. Create a timeline for project completion
2. Meet regularly with program advisor, Dr. Grace Ann Hovet
3. Complete research paper dealing with leadership within the English Club
4. Keep a work log
5. Keep copies of all work done for documentation
6. Serve in any negotiated capacity for the English Club and/or English Department

**B. English Club--**

1. Design paperwork to be used as a yearly framework
  - a. newsletters
  - b. contracts
  - c. posters
  - d. memos
  - e. applications
2. Organize past records
3. Meet with club president, Suzanne Guinn, to discuss upcoming activities and plan for these activities as well as bi-monthly meetings
4. Create a list of possible activities by combining personal thoughts as well as club response
  - a. workshops
  - b. speakers/subjects
  - c. fundraisers
  - d. trips
5. Act as club secretary/treasurer until December, 1989
6. Design a logo for the club
7. Provide a list of resources (people and goods) and their location.
8. Outline job descriptions for officers
9. Design master membership card
10. Create system for recognition of outstanding work
11. Aid in the distribution of information (posters, newsletters, etc.)
12. Design membership drive strategies
13. Create a system of networking/tracking graduates

**C. Inner Weather (UNI's creative writing journal)--**

1. Organize a video reflecting the 1988-89 publication
  - a. Invite readers
  - b. Set date/time with Education Center
  - c. Organize video's presentation during Parent's Weekend at the Hearst Center
2. Create a manual to be used by editors including information concerning:

- a. Objectives
  - b. Selection process for editors
  - c. Editor's duties
  - d. Submissions
  - e. Selection
  - f. Editing
  - g. Creation of a timeline
  - h. Printing
  - i. Distribution
  - j. Reception planning
  - k. Possible changes in staff organization
  - l. Possible additions to the journal
  - m. History of the journal
3. Act as Editor-in-Chief of the journal, 1988-1990
- a. Select editors
  - b. Train editors
  - c. Solicit submissions
  - d. Handle selection process
  - e. Organize lay-out
  - f. Write acceptance/rejection letters
  - g. Do typing
  - h. Arrange printing
  - i. Plan reception
  - j. Submit copyright
- D. **Sigma Tau Delta (national English honor society)--**
1. Act as student aid and record keeper
- E. **Student As Critic Conference (annual state-wide essay competition held on campus)--**
1. Meet with past organizer, Nancy Anton
  2. Act as student organizer
    - a. Prepare student groups to work
      1. Check-in
      2. Tours
    - b. Organize a student panel to answer questions concerning UNI and the English major at UNI

***PRESIDENTIAL SCHOLARSHIP THESIS PROJECT:  
INTERNSHIP FOR THE UNI DEPARTMENT OF ENGLISH***

. . . the proposed perspective assumes that in order for an individual to function as a "medium," she or he must not only know what is hindering a group and how this can be overcome, but must also be able to offer explanations to the group so that mutual understanding and acceptance of the problem(s) may be reached by group members. (Barge and Hirokawa 172)

As a senior at the University of Northern Iowa (UNI), my project to fulfill a segment of my Presidential Scholarship is to plan and propose a structure change for leadership within the UNI English Club. Currently, I am acting as an intern for the English Department. For my internship, I act as the student contact for the four student organizations/activities within the department: English Club, Inner Weather, Sigma Tau Delta, and The Student As Critic Conference (an annual, state wide essay competition held on campus).

The written components of my project consist of a paper dealing with a proposal for a new leadership structure for the English Club and two manuals, one for the English Club and the other an organizational guide for editors of Inner Weather, UNI's student creative writing journal. My project

stems from my experiences not only as an English major but as a member of the English Club, executive editor of Inner Weather (a project supported by the English Club), and a member of Sigma Tau Delta (National English Honor Society).

Along with my personal assessment from involvement in campus activities, many of the sections of my proposed leadership model were suggested by Drs. Grace Ann and Theodore Hovet, English Club advisors attempting to lead the club in the right direction. I must admit that my experience within the English Club initially caused me to be a bit pessimistic for the organization's future due to diminishing membership and lacking desire upon the part of some members. But through examination of the different theories of leadership and of the many directions the club could go, my outlook has changed.

There is the possibility of greater success for the club if a few changes are made, many of which are listed in my paper and many more to be instigated by creative and knowledgeable students and faculty. The ultimate peak is strong leadership. Strong leadership has the potential to make a group's success unlimited.

But, many people argue that theory only looks good on paper and cannot sustain a real situation. To this, I cannot answer. I only had the opportunity to participate in the club for two years, but I hope the English Club will continue the long established tradition on the UNI campus as an outlet



for student creativity. The English Club is a vital link between not only the classroom and career, but between humans learning to live with and understand one another.

My intentions are for the manuals for the club and Inner Weather to support the leadership process suggested in my paper by providing a base for members to build upon not only currently but in the following years. The club is a vital link in a student's life which can be strengthened by strong leadership.

**Leadership Theories to Strengthen  
The University of Northern Iowa English Club**

The University of Northern Iowa English Club is a vital link between classroom and career. The club motto for 1989-1990 is "A Bridge to the Professions." Not only an outlet for personal expression, the club strengthens career potential by adding new skills to the techniques and base knowledge learned in the classroom. Besides adding to the store of personal knowledge, according to the original club constitution, the purpose of the club is to "stimulate an interest in literature and ideas; to encourage creative writing; to advance the professional objectives of its members; and to provide social activities" (Supplement 1).

But apathy toward leadership is present in the English Club. Bi-monthly meetings currently draw less than 25 percent of paid members. Elections for new officers draw uncontested candidates. Activities, though, such as workshops (for example: resume writing techniques and graduate school application procedures) and read-ins (gatherings where students and faculty read their works or works by other artists) draw greater numbers of members, around 50 percent. Many of the members who attend club activities never attend the committee meetings designed to bring together the officers and the executive committee, a group within the club which is composed of any members interested in assuming a "leadership" role.

A possible explanation of why members do not seem

interested in assuming a leadership role within the club can be attributed to the ambiguity of the concepts and practices involved with the word "leadership." James McGregor Burns, in his 1978 Pulitzer Prize winning book, Leadership, writes "leadership is one of the most observed and least understood phenomena on earth" (2). Even an all-encompassing definition of "leadership" cannot be agreed upon; over 130 definitions of "leadership" were found in one study (Burns 2). The concept of "leadership," however, is strengthened by summarizing the bulk of definitions into three premises which project successful leadership: (1) Everyone involved must share mutually the vision of success as determined by set group goals; (2) Everyone involved must benefit from the union; (3) Everyone involved must be active in the pursuit of the envisioned success.

Reflected in the current literature, not only is the word "leadership" ambiguous, but theories expressing leadership methods are just as numerous and varied. Theory concerning leadership progressed from its origins in leadership as purely a result of biology (1900s), to leadership potential originating from contingency models (1940s), to when the emphasis fell on leader/ follower relations and satisfaction (1950s), to use of the situational theory (1970s), to the present where the experts seem to agree there are potentially many valid theories concerning leadership (Edwards, Roe, and Ayman 172; House

321; Christiano and Robinson 520).

Acceptance and testing of many differing theories stems from the current strain of thought which emphasizes personal leadership ability and the ability to adhere to others' leadership style. This current strain of thought is dependent upon cognitive styles. Daniel J. Christiano, Jr., Dean of Students Office, Arizona State University, and Sharon E. Robinson, Department of Counselor Education, Arizona State University, refer to Hill's (1971) definition of cognitive styles as "the way individuals take note of their surroundings, how they seek meaning, and how they become informed" (520). The striking emphasis here is upon the individual and the problem with many theories concerning leadership is the lack of acceptance of the importance of the individual as well as cohesion uniting individuals.

Current studies focus more on the individual, emphasizing such ideals as motivation, intent, and expectations (Tetrick; Deci, Connell, and Ryan; Mink, Rogers, and Watkins; Mullen et al). Because the range of studies and theories is so broad, most agree one style of leadership may be suitable for one or two people, but the others will not find satisfaction confined to a certain style.

Although several different leadership theories exist, according to Robert Terry, Education for Reflective Leadership Program of the Humphrey Institute, the six major concept groups are ethical assessment, organizational, power,

situational, trait, and vision (2-7). Each theory is briefly outlined and evaluated in Supplement 2. In essence, the ethical assessment, power, and trait theories are weakened because they do not focus on uniting the group. The focus of these three theories is upon the leader and less upon the needed dimension of group dynamics. This narrow focus does not fulfill the premises set forth for projecting successful leadership. The other three theories (organizational, situational, and vision) each have specific values applicable to the system of leadership needed in the English Club to satisfy the premises set forth for projecting successful leadership.

The use of three leadership theories within the confines of one group is comparable to William E. Halal's presentation of an integrated theoretical framework for which

the question of effective leadership is thereby framed in a conceptual structure encompassing three independent variables which are defined as follows: leadership style is the type of working relationship between subordinates and superior; task technology is the type of work which subordinates perform; and subordinate motivation is the type of interests and values which characterize subordinate perceptions and behavior. (403)

Although Halal's framework is composed of the variables of style, technology, and motivation, these variables relate aspects of the English Club: style to leaders, technology to followers, and motivation to interest and values of both leaders and followers. These three areas focus on the two physical components of a group, leaders and followers, and provide a necessary component, motivation, to bring the two physical components together. Halal's theory is a plausible framework for structuring club leadership. Halal recognizes the need for varying leadership roles within a group as well as the encompassing measure of motivation and interest for all of those involved. Although he does not suggest specific methods for achieving such success through the use of supporting leadership theories, he lays the framework.

According to Halal, "as a result of this (modern) accumulation of evidence, it is now fairly well recognized that any single form of leadership may be effective for only a limited range of subordinate and task characteristics" (402). Applying Halal's theory, three leadership theories are applicable for reorganizing the leadership within the UNI English Club, each theory having specific relevance for each of three major club groupings: leaders (organizational theory), executive committee (situational theory), and the whole group (vision theory). So by using Halal's framework and combining the three leadership theories, organizational, situational, and vision, instead of adhering to only one



theory, the components within the framework foster special individual attention while not affecting group unity.

The base of the club framework is composed of the club officers whose duties are developed following the organizational theory of leadership where "leadership is a function of position and role in a hierarchical organization" (Terry 3). Weakened due to leadership changes every year, the English Club could be strengthened using the organizational theory which proposes a hierarchical form of leadership with identified, static roles. A definite outline for officers' duties, as designed in the proposed amended version of the constitution, eliminates the awkward stage of trying to establish duties annually and also allows prospective officer candidates to preview the expectations of the position. Set roles are approved by Lois E. Tetrick, Department of Psychology, Wayne State University, who states, "This increased understanding of what needs to be done will increase perceptions of self-competence and, subsequently, increase one's intrinsic motivation" (948).

Once this outline for the officers duties is created, the followers must assume the role of pulling together all aspects necessary to facilitate activities for the club, as decided upon by all members, and to assure the activities are completed. In essence, the followers become a task group. J. Kevin Barge, Baylor University, and Randy Y. Hirokawa, University of Iowa, attribute to Weick (1978) that

task groups are usually faced with a variety of task and interpersonal problems that must be effectively overcome in order for them to be successful. Among these problems is the need to reduce complex and equivocal informational inputs to a manageable level of understanding and action. (172)

For each specific activity, a different member among the executive committee/task group (comprised of any interested, non-officer persons interested in fulfilling a leadership role within the club) may provide the necessary leadership to ensure a successful activity. Such a change in leadership according to the activity is the basis of the situational theory. Aptly named, situational theory is needed to establish leadership among those desiring a leadership experience within the club even though they are not officers (executive committee).

The two pools of student leadership within the club, officers and the executive committee, cannot act totally independent, though, if the whole group, including the remaining members, is to succeed. Oscar Mink, Renee Rogers, and Karen Watkins, all from the University of Texas at Austin, assert "the dynamics of creativity and leadership are dependent upon the whole situation in which human action occurs" (228). Therefore, the vision theory of leadership must be adhered to by all to provide methods the club can



follow to achieve group success through uniting the officers, the executive committee, and the members.

Group success using the vision theory is dependent upon the activities selected by the executive committee using the situational theory of leadership, yet club movement before and after these activities is guided by the officers who follow the organizational theory; "the basic function of leadership is to assist the group in creating this organizing system, as well as in overcoming other existing barriers to successful goal achievement" (Barge and Hirokawa 172). Thus, the vision theory unites the organizational and situational theories: unification of a stronger English Club using defined leadership techniques for every segment of the group.

**LEADERSHIP THEORY IMPLEMENTATION SPECIFICS  
WITHIN THE ENGLISH CLUB**

In the past, according to Article III of the constitution, the hierarchical framework of the UNI English Club was composed of two officers and the club's governing body called the executive committee. The original club constitution called for two officers: a facilitator to act as the spokesperson and chair of meetings and the treasurer who was to "record the minutes of the meetings, collect dues and special assessments, and chair meetings when the facilitator is unable" (Constitution 1). These two officers were appointed by the executive committee, but the constitution failed to define any specifics as to the committee's composition or means of existence.

Currently, with a small group of people interested in leading the club, amendments to the constitution are in order to effectively web the hierarchy of leaders and followers closer together. To act as student leaders, the old constitution called an executive committee along with two officers. If implemented now, this body of leaders could account for untold numbers of needed members, depending upon the size of the executive committee, when usual meetings draw less than eight members. Presently, due to low membership (twenty-seven paid members in 1989 out of 261 English majors and minors) there could conceivably be all leaders and no followers. So, using the organization theory of leadership,

Article III of the original constitution pertaining to officers should be amended to specify the duties of only two officers elected by a blind vote after self nomination or peer nomination instead of being put into office by a select group. The focus of the amended constitution is on defining roles within a hierarchy according to position (Supplement 3).

Incorporating an organization leadership theory into the amended constitution, the top of the club hierarchy becomes the president, a term replacing "facilitator" to conform to current language terminology. The president must be more than simply a token "spokesperson for the club," although he/she must fulfill the role of spokesperson so concise, consistent information can reach others. Tetrick states, "the function of the leader is to provide information . . . in a participatory fashion, providing the individual with information which clarifies what needs to be done without necessarily attempting to coerce behavior" (948).

As the focal point of the club, the president must be actively involved with framing the inner workings of the club while condensing the information to be relayed. The president frames the inner workings of the club by setting time lines, presiding over meetings, and enforcing rules and duties as established in the amended constitution. The president also must be a resource individual providing ideas and suggestions to guide the group toward the established

goal(s). Utilizing the theory of organizational leadership, in essence, the president occupies the highest level in the hierarchy due to precisely defined roles and a position as a focal point of leadership for others to aspire towards.

Aiding the president, the treasurer specifically oversees the acquisition of and accounts for necessary materials so the president can adequately frame functions of the club. The treasurer's duties range from soliciting and tracking monetary funds to organizing membership drives and alerting members of meeting/activity times and locations. In the absence of the president, the treasurer must be capable of moving up the hierarchical ladder to assume the leadership duties of the president.

The success of such a move to a higher leadership position is possible only if the person previously occupying the higher position adequately expresses his/her leadership. "To define the skills and responsibilities for each level in the hierarchy and teach those skills at the level above a person's current position so the person is prepared for promotion" is a characteristic of the organizational theory (Terry 3). If this premise of organizational leadership theory is met, the two officers are equipped to work individually or together to perform the functions necessary to firmly secure the established framework.

Once the framework is in place, leaders must "affirm to those they want to lead that they possess the characteristics

that qualify them for the leader role" (Leary et al 742). The skills and talents necessary to be a leader are broad, yet at the University of Northern Iowa students can participate in courses of varying lengths dealing with the aspects and conditions of being a leader. Short, one-day courses on different subjects are presented during the Monday Afternoon Pathways to Success (MAPS). Semester courses and related activities concerning leadership are in the implementation stage at UNI. An entire leadership block of courses is open to students (Supplement Four).

English Club student leaders or any member should utilize these classes to learn leadership skills to strengthen the self, as well as being able to provide others with knowledge acquired so each person can experience leadership and aid in the pursuit of group goals. "Roughly speaking, leader behavior may be classified into two major functions: facilitating accomplishment of group goals and maintaining positive relationships among group members" (Leary et al 743). Adding to this statement, Brian Mullen, Department of Psychology, Syracuse University, et al, propose that "as the leader engages in more leadership behaviors. . . subordinates are more likely to be satisfied" (155). Tetrick builds further by projecting how leadership skills can be used by stating, "if the event is perceived as informational, it influences one's perception of self-competence which in turn influences one's intrinsic

motivation" (947).

Not only do the student officers provide leadership for the group, but a faculty advisor(s), required by university policy for any campus organization, also adds to the learning and leadership processes. He/she adds to this organizational leadership by fulfilling another hierarchical level which fluctuates either equal to that of the officers, or in rare cases above the role of the president. The faculty advisor(s) oversees club happenings not only to thwart mishaps but to provide insight and instruction to the club. This addition strengthens the organizational model of leadership as the advisor(s) teaches skills applicable to achieving a successful leadership process: an established hierarchy and framework sustained by skillful people, both students and faculty. This type of hierarchy is vital to activities such as clubs as measured by Steve Kozlowski and Mary L. Doherty, both from Michigan State University, who found that "leadership assumptions, and the consequent processes, were primary determinants of the climate of the organization and, hence, a basis for the social and motivational processes affecting individual behavior" (546).

Once the officers and advisor(s) have established duties and roles within the organizational structure of the club, they must have followers to lead. Since the dynamics of the group are designed so all involved benefit by membership in the club, all members must feel they are a needed part of the

system and have an equal say in the workings of the club. These major aspects of group dynamics are achieved by implementation of the situational method of leadership concerning the executive committee which consists of all those non-officer, active members interested in a leadership role within the club.

Unlike the original constitution, in the amended version the executive committee does not elect the club officers; officers are elected through a process of self nomination or peer nomination followed by a blind vote election. In the amended constitution, the role of the executive committee is to implement club activities. According to the situational method of leadership, leadership within groups shifts to best utilize an individual's qualities or characteristics which positively relate to the task at hand. So, after each activity is selected by the officers and the executive committee, subsequent duties associated with each activity are defined and delegated by the executive committee which elects a committee member(s) to head the activity including during the bi-monthly meetings and also during any necessary outside work.

By electing one person from a group, a focus is established as well as providing a person accountable for the group's decisions. According to Christiano and Robinson, "the most relevant decision making influence is the individual" (523). Pertaining to this statement, the

situational theory recognizes that each person has leadership ability in certain situations. This method of leadership gives all executive committee members the chance to act in a leadership position should the need arise.

Given the chance to experience leadership, not only is the pool of prospective officer candidates increased, but the experience will lead to better self-awareness and awareness of other's needs. Edward L. Deci, James P. Connell, and Richard M. Ryan, all from the University of Rochester, conclude that

promoting self-determination requires that the significant others in a target person's context (e.g., parents, managers, teachers) take that person's frame of reference. They must understand and acknowledge his or her needs, feelings, and attitudes with respect to the issue or situation at hand. (581)

Such opportunity for leadership where not only is the individual strengthened, but also his/her perception of others, is a vital learning experience in group dynamics and leadership skills, also fulfilling the third premise set forth for effective leadership: "Everyone involved must be active in the pursuit of the envisioned success."

"Envisioned success" can only be secured if all of the members are focused on the same goal(s). Vision theory is a uniting method bringing together various segments, such as



leaders and followers within the club, in the creation of a whole. According to Terry, vision theory leadership "articulates directions for human action. . . . scans current trends and points people toward a meaningful future" (5). To aid in the development of goals which correctly reflect the intentions of all club members, the vision theory of leadership is used to encase the organizational theory outlining the officers' roles and the situational theory used with the executive committee.

In the club, vision theory can be implemented through verbal and written communication to fulfill the established group goals. Barge and Hirokawa point out that the exercise of leadership is dependent upon communication skills (172). Communication is the cornerstone of establishing group vision since agreement and understanding of others arise through communication. Most often groups function on verbal communication, but some people feel more comfortable with written communication. Following the second premise for defining "leadership" (everyone involved must benefit from the union), whatever means necessary should be available to convey ideas as to how members can best be served.

Strengthening this notion, "research on goal setting has shown that performance feedback is a necessary condition for goal setting to work and feedback combined with goals to affect performance" (Podsakoff and Farah 46). Without feedback, members would not know if their actions were

creating the impact desired. This point has been lax in the English Club as once an activity is complete the members go on to another without evaluating the past. Evaluating past performances could best be accomplished at the bi-monthly meetings. Generally, club meetings focus on a verbal synthesis of information on current or future ideas/events, but feedback could easily be an added section of the meeting. Verbal communication is quick and can elicit an immediate response, generally advancing activities and ideas or evaluating past functions and ideas.

But written communication can also take place in the leadership process as a way to initiate ideas or further progress. One such source is the newsletter. Newsletters function as a written forum to introduce club activities not only to members but to others as well who are possibly vital links in the leadership chain who have yet to be tapped. Also as a source for printing career, contest, or other information, newsletters may contain information of interest to the entire group. Possibly this information does not merit the entire group's attention for its presentation, such arrangement into an activity. Especially for the English Club, the newsletter also functions as an outlet for using written skills, both informative and creative, which are the backbone of the English major. The written newsletter also can function as a source for feedback.

Club vision through feedback also is achieved through

the implementation of a merit system which is currently in the planning stages (Supplement Five). Operating on a point scale, the merit system combines both the organizational and situational theories by enforcing a specific set of guidelines (reaching a specific point total), but allowing each individual to select areas of personal interest while fulfilling the guidelines. The merit system acts as a positive source of feedback rewarding members who actively participate within the club framework, advancing group vision without repressing individuality. According to Philip M. Podsakoff, Indiana University, and Jiing-Lih Farah, Louisiana State University, "individuals who receive positive feedback are more satisfied" (46).

Vision leadership is an encompassing theory which incorporates the organizational and situational theories proposed to structure the club. The organizational and situational theories of leadership provide the framework holding the club together, but the vision theory acts as the filling portion which brings the skeleton to life. Application of these three theories and the supporting activities for the UNI English Club will strengthen a club which currently is experiencing a lag in leadership. With a little reorganizing and defining of duties, the UNI English Club can strengthen leadership, which in turn will focus and advance group goals.

*Supplement 1*

**ENGLISH CLUB CONSTITUTION**

ARTICLE I

Name and Purpose:

1. Name: The name of this organization shall be the English Club.
2. Purpose: The purpose of the English Club shall be to stimulate an interest in literature and ideas; to encourage creative writing; to advance the professional objectives of its members; and to provide social activities for the English student.

ARTICLE II

Membership and Financial Support:

1. Membership: All currently registered students and UNI faculty in the English Department or related areas are eligible to join. All fee paying members shall be referred to as the membership.
2. a. Financial support will come from dues, UNISA allocations, and fund raising events.  
b. All monies collected from dues, fund raising events, or UNISA allocations shall be designated for the following purposes:
  1. honorariums for guest lecturers
  2. food and beverages for receptions for visiting faculty and notaries
  3. food and beverages for social events sponsored by the club
  4. operational costs of the club
  5. any purpose agreed upon by majority vote during a regular or special meeting

ARTICLE III

Officers:

1. Officers: This club shall be administered by an Executive Committee. The Executive Committee will select a club facilitator and a treasurer.
2. Election: Election of the Executive Committee will be held in the first weeks the Fall Semester.
3. Terms: The terms of the office shall be one calendar year.
4. Powers: The facilitator shall be the spokesperson for the Club and the Executive Committee and shall chair the

meetings. The Treasurer shall record the minutes of the meetings, collect dues and special assessments, and chair meetings when the facilitator is unable. Arrangements and publicizing of all meetings will be made by the facilitator. All other duties will be divided by the Executive Committee as they see fit.

ARTICLE IV

Meetings:

1. Time: The first meeting of the academic year may be called by a member of the Executive Committee or by the faculty sponsor. Special meetings can be called by any member in consultation and with the approval of the facilitator.
2. Quorum: A quorum will be seven fee-paying members, not counting the officers.

ARTICLE V

Amendments:

1. Initiation: An amendment to the constitution may be initiated by a petition of at least 25% of the membership.
2. Approval: A vote to approve the amendment may be taken upon presentation at the next regular meeting. Voting may be open, and a two-thirds majority in favor of the amendment shall constitute adoption.

## *Supplement 2*

Following are the six major leadership theory groups as described by Robert Terry in Leadership Education '87-A Source Book. Additional information concerning strengths and weaknesses are personal assessments except as noted.

### 1. **ETHICAL ASSESSMENT:**

In this view, leadership is not only dependent upon group vision, but the actions stemming from the leadership necessary to create group vision and the leadership itself must be based in ethical reflection. The biggest proponent of this theory was James MacGregor Burns who focuses the theory by positioning leadership as a subset of power. Due to different kinds of power, either negative or positive ramifications can be caused. To Burns, positive leadership arose from positive power which was classified as leading to the fulfillment of group goals while adhering to ethical rules.

**STRENGTHS:** This theory focuses on achieving group vision.

**WEAKNESSES:** Ethics are purely personal rules which can not be taught and no two people will have exactly the same ethical make-up. This makes basing leadership in ethics an impossible task for more than the individual. According to Deci, Connell, and Ryan, "promoting self-determination requires that the significant others in a target person's context (e.g. parents, managers, teachers) take the person's frame of reference" (581).

### 2. **ORGANIZATIONAL:**

Leadership is a function of position according to this theory. At every level of a hierarchy within a group, precisely defined duties are established and the person who fills this level only concentrates on these established duties. There is the possibility for advancement in this system only if the level above needs to be filled.

**STRENGTHS:** This system is a way to achieve stability within a group. Precisely defined duties can be geared toward achieving group unity. Each person is aware of the expectations of his/her position.

**WEAKNESSES:** There is only one level on the top of the hierarchy, and this person is expected to be the best leader for all situations. No person is capable of being the best at everything, so certain actions of the top person must not be the best actions. Leary, et al, state, "Contrary to popular views of impression management, people do not generally behave as social



chameleons, indiscriminately changing their social identities purely as a function of the immediate social setting" (743). The hierarchy is so structured that movement upwards is possible only if the next position is available. Barge and Hirokawa state, "the major problem with the functional view is its inability to specify a limited set of functions that are uniquely related to leadership and that contribute directly to the effective group performance" (170).

### 3. **POWER:**

In this theory, power is the essence of leadership, whether this leadership is positional or not. Goals are the only set expectation of a group and each person tries in his/her own way to achieve these goals.

**STRENGTHS:** Each person can take part in the leadership process. Goals are firmly established.

**WEAKNESSES:** Duties are not defined so there is no structure within in the group. Tetrick states, "controlling behavior tends to reduce one's perception of role clarity" (955). Each person may be doing the same task while other necessary tasks go unattended due to this lack of structure. Such a system is overly competitive on a person basis and this may overtake the goals established for group vision. "Thus precise assessments of the effects of different leadership styles on group performance are made difficult (if not impossible) because those styles being compared are usually characterized by both behavioral differences and similarities" (Barge and Hirokawa 169).

### 4. **SITUATIONAL:**

For every situation facing one particular group, a different person within the group may more capable of lending leadership to make the situation a success. This theory goes against the system whereby one person is the leader in all activities. Focusing on the uniqueness of each person, this theory allows every person the opportunity to lead if the person has the necessary knowledge to complete the activity at hand better than any other person.

**STRENGTHS:** This theory utilizes all people involved while assessing each situation to select the best person to lead the group. Each situation becomes a learning experience to acquire a broader base of knowledge possibly applicable to a future situation. "The data supported the hypothesis that leaders of small, ad hoc groups would manage their impressions to group members in a manner consistent with the requirements of their role

as leader only in regard to task-relevant self-presentations" (Leary et al 745). Leary et al also found "the overall pattern of results showed that subjects conveyed the impression that they were the right kind of person in the role of leader given the nature of the group situation" (747).

**WEAKNESSES:** This theory also may cause competition within the group to occupy the leadership role. Also, this theory may take more time in the beginning as the situation is assessed as well as leadership potential assessment of each member relative to the task at hand. "The situational approach exposes the oversimplification of the trait and style approaches, and forces us to acknowledge the enormous complexity of the leadership process" (Barge and Hirokawa 170).

#### 5. **TRAIT:**

This theory asserts that leadership is determined by biology. Either a person is born a leader, or he/she is not. To discover who is and who is not biologically a leaders, individual traits are detected in each person and checked against a master list of traits of leaders. If enough traits match the master list, the person is a leader and is treated as such.

**STRENGTHS:** This theory assess previous leaders and tries to find commonalties among them.

**WEAKNESSES:** Commonalties among prior leaders not only is dependent upon personal decisions as to who actually occupy(ied) leadership positions but also is dependent upon trying to get inside the person's mind to find out their traits other than physical ones. Most recognize every person is unique, so finding commonalties is superficial at best. Barge and Hirokawa state, "the trait approach . . . fails to provide us with a suitable theoretical mechanism for linking leadership behaviors to group performance outcomes" (169). Edwards, Rode, and Ayman add, "Although trait research identified some characteristics of leaders, reviewers (e.g. Bass, 1960; Stogdill, 1974) generally have agreed that only a few traits were slightly more descriptive of leaders than followers" (172).

#### 6. **VISION:**

Although power may have a place in any leadership process, this theory maintains the most vital element of leadership is vision. Group vision acts as a directional force to move the group towards common goals.

**STRENGTHS:** The group is focused and personal conflicts



are down-played in favor of working together. Such a theory not only allows individuals to advance, but an entire group. Tetrick asserts, "leaders who provide information to their subordinates rather than exerting control will be more effective in increasing intrinsic motivation" (956).

**WEAKNESSES:** Defining goals may be difficult since every person may have different intentions. There is no implicit hierarchy within the group to assure movement is possible. "As the size of the other subgroup becomes larger, the individual is less likely to become aware of members of that subgroup as distinct individuals" (Mullen et al 156).

*Supplement 3*

**ENGLISH CLUB CONSTITUTION  
PROPOSED AMENDED VERSION**

**ARTICLE I**

**Name and Purpose:**

1. **Name:** The name of this organization shall be the English Club.
2. **Purpose:** The purpose of the English Club shall be to stimulate an interest in literature and ideas; to encourage creative writing; to advance the professional objectives of its members; and to provide social activities for the English student.

**ARTICLE II**

**Membership and Financial Support:**

1. **Membership:** All currently registered students and UNI faculty in the English Department or related areas are eligible to join. All fee paying members shall be referred to as the membership.
2. **Financial Support:** Financial support shall come from dues, UNISA allocations, fund raising events, and donations. All monies collected from dues, UNISA allocations, fund raising events, or donations shall be designated for the following purposes:
  1. honorariums for guest lecturers
  2. food and beverages for receptions for visiting faculty and notaries
  3. food and beverages for social events sponsored by the club
  4. operational costs of the club
  5. any purpose agreed upon by majority vote during a regular or special meeting

**ARTICLE III**

**Officers:**

1. **Officers:** The officers of the club shall be: president and treasurer. An executive committee shall consist of any non-officer members interested in assuming a leadership role within the club, although none will be

classified as officers.

2. **Duties:**

a. The duties of the president shall be to:

1. Preside over all meetings.
2. Create a time line for the year's activities.
3. Create a list of possible activities for the club.
4. Arrange regular meetings with the treasurer and executive committee chair to discuss upcoming events and meetings.
5. Contact and arrange for speakers.
6. Attend UNISA hearing to request money for the next year's club.
7. Meet regularly with club advisor(s) to discuss activities.
8. Act as the spokesperson for the club.
9. Act as newsletter editor and possibly arrange a staff from the executive committee to assist.
10. Keep faculty aware of club happenings through memos or attending faculty/department meetings.
11. Attend all club activities and take an active role.
12. Effectively communicate with students, faculty, and community.

b. The duties of the treasurer shall be to:

1. Arrange all preliminary needs for meetings: room space, posters, refreshments, and handouts.
2. Account for all club money in the three accounts.
3. Handle the transfer of money for club needs.
4. Head membership drives: dues collection and recording.
5. Give current report of financial status at meetings.
6. Transcribe all happenings at meetings and activities.
7. Give past report of activities at meetings.
8. Keep track of member participation at activities: names and amount of time worked (if necessary).
9. Step in as president in president's absence.
10. Attend all meetings and take an active role.
11. Effectively communicate with students, faculty, and community.

3. **Election:** Election of officers will be held at the end of the Fall Semester. The elections shall consist of self-nomination and the determining factor for election shall be through a blind, written vote counted by each officer and the faculty advisor.

4. **Terms:** The terms of the office shall be one calendar year.

**ARTICLE IV**

**Meetings:**

1. **Time:** The first meeting of the academic year shall be called by the president or faculty sponsor. Special meetings can be called by any member in consultation and with the approval of the president.
2. **Quorum:** A quorum will be seven fee-paying members, not counting the officers.

**ARTICLE V**

**Amendments:**

1. **Initiation:** An amendment to the constitution may be initiated by a petition of at least 25% of the membership.
2. **Approval:** A vote to approve the amendment may be taken upon presentation at the next regular meeting. Voting may be open, and a two-thirds majority (of voters present) in favor of the amendment shall constitute adoption.

**Supplement Four**

*Following is a draft of components in the University of Northern Iowa Leadership Program.*

**Leadership: Action through Vision and Communication**

**ADVISORY BOARD, STUDIES IN LEADERSHIP DEVELOPMENT:**

A thirty person advisory board assumes the responsibility for contributing to the growth, development, implementation, and evaluation of the comprehensive program. The board includes state leaders, representing diverse fields such as business, finance, government, education, and non-profit organizations; faculty representing the liberal arts and sciences; professional staff representing student services and public relations; and students representing student organizations and interest groups.

**CERTIFICATE PROGRAM:**

A 16 hour academic program leading to a program certificate is being developed. Some courses are already in place; others are being developed and evaluated. The certificate program included courses in personal skill development and leadership theory and practice as well as a practicum and exit seminar.

**CO-CURRICULAR RECORD:**

A service offered by the Maucker Union Program Activities Office, the co-curricular record provides participating students with a documented and verified account of their leadership activities.

**CONFERENCE ON LEADERSHIP:**

Beginning in 1990 an annual university-wide conference on leadership will take place spring semester. Designed by and focused on students, the conference offers organizers and participants the opportunity to study the dynamics of leadership and witness how positive actions stem from vision and communication.

**EVALUATION:**

Advisory board members as well as outside consultants monitor the effectiveness of program components by evaluating them in terms of student and staff satisfaction, outcomes, and overall contribution to the learning environment.

**INTERNSHIP PROGRAM:**

The Internship Program (Leadership Practicum) extends theory into practice by providing students with work place experience in leadership activities. The internships emphasize the importance of a service ethic in leadership development and can be arranged either on or off campus on a

credit or non-credit basis.

**LEADERSHIP: CAREER DEVELOPMENT:**

A one-to-two hour credit course, Leadership: Career Development, uses case studies, interviews, and research to explore leadership issues that cut across most professions and also to examine ethical issues that characterize specific careers. The course also addresses ways in which students can incorporate their leadership skills into career plans and resumes.

**LEADERSHIP: CONCEPTS AND PRACTICE:**

A three-credit-hour intermediary course, "Leadership: Concept and Practice" probes the relationship between leadership and the liberal arts and sciences. It provides an historical and philosophical framework for the comprehensive leadership program by identifying leadership issues and ethical concerns from the viewpoint of a variety of disciplines and perspectives.

**LEADERS IN RESIDENCE:**

A program designed to give students immediate access to the state's leaders, Leaders in Residence brings leading members of the Iowa community to the campus for a day and a half meeting. The stay includes meeting with members of the Leadership Advisory Board, and informal reception with student leaders, dinner in the residence hall dining center, evening activities (and stay-over) in a residence hall, and morning sessions designed to meet the guest's interests.

**LUX MEDALLION:**

An award which recognizes outstanding leadership and service to the community, the Lux Medallion is awarded on a competitive basis. This well-established award is given at a special homecoming ceremony.

**MAPS (MONDAY AFTERNOON PATHWAYS TO SUCCESS):**

As part of the introductory program, MAPS offers workshops on topics relating to leadership four to six times at the beginning of each semester. Some of the workshops introduce students to strategies for becoming effective leaders, such as growing in self-understanding, building psychological strength and demystifying worry. Others deal with the nature of conflict and hidden bias that affect leadership of the group.

**MENTOR PROGRAM:**

Students meet at least twice a semester with university and community leaders to review leadership issues and analyze progress in leadership development. By facilitating a non-graded discussion, mentors are able to provide support and offer insights while students are free to raise questions

and discuss concerns. A short training session and reception for both mentors and students initiates the annual program.

**RETREAT:**

Students, faculty, and staff on the Leadership Steering Committee as well as new board members, meet for a day-long retreat once a year. Guest speakers and consultants are invited in to participate in the review, evaluation, and planning sessions. In 1989 the Director of the University of Minnesota's Student Leadership Program, Kathleen Rice, commended the UNI Leadership Program Committee for their deliberative approach, blend of experimental and reflective activities, and commitment to the study and practice of ethics and service.

**TOMORROW'S LEADERS:**

A three-credit-hour, introductory course, "Tomorrow's Leaders" begins with a personal assessment of leadership styles and focuses on the development of skills and understanding of leadership practice in the hometown, university, and minority communities.



**Supplement 5**

**Recognition System**

All participation in English Club events will be verified and each member will be awarded points in accordance with the work accomplished. At the end of each year, if a member has accumulated 10 points or more, he/she will be awarded as follows:

One year of service: Certificate  
Two years of service: Certificate, UNI key ring/pin  
Three years of service: Certificate, graduation cord  
Four years of service: Certificate, engraved pen

Points per involvement are as follows:

**1 point:**

Attend a meeting  
Attend workshops or activities

**2 points:**

Read at a read-in  
Submit an essay to The Student As Critic Conference  
Participate on a student panel at The Student As Critic Conference  
Submit work to *Inner Weather*  
Act as a greeter/worker at Student As Critic Conference  
Act as a greeter/worker at Parents' Day Activities

**3 points:**

Participate for one year on the executive committee  
Present papers or participate in conferences within the department

**5 points:**

Serve for one year as leader of the executive committee

**6 points:**

Hold a position as an officer  
Be an *Inner Weather* editor



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## ENGLISH CLUB ORGANIZATIONAL MANUAL

The University of Northern Iowa English Club has a long history on campus. In an effort to organize and strengthen the club, this manual has been created to act as an example of the duties and rewards associated with participating in the club. The manual is broken down into four areas which when combined organize the English Club: foundation, planning the year, getting and keeping members, and securing finances.

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## ENGLISH CLUB FOUNDATION

The human aspect of the English Club's foundation is composed of the officers and faculty advisor(s). These people adhere to and administer the English Club constitution, the material aspect of the foundation. The constitution acts as a written outline for the club which defines duties and regulations. The officers and the advisor(s) use the constitution as a tool with which to run the club.

The original constitution seemingly leaves many openings which lead to unanswered questions and speculation. Not only is the language usage in need of refurbishing, but the openings closed. Currently, a proposed, amended version of the constitution has been drawn-up and is being considered for adoption. This new constitution re-organizes the structure of the club officers and defines their roles within the club more clearly. Also, the language is current and other aspects of the constitution more tightly set.

Along with the revision in the constitution, an application for officer candidates has been created. The application is another way of establishing criteria for officers, as well as acting as a written response for members to view before elections. Combined with a verbal "application," such as a speech, the written application is another way of recording the actions within the club.

## ENGLISH CLUB CONSTITUTION

### ARTICLE I

#### Name and Purpose:

1. Name: The name of this organization shall be the English Club.
2. Purpose: The purpose of the English Club shall be to stimulate an interest in literature and ideas; to encourage creative writing; to advance the professional objectives of its members; and to provide social activities for the English student.

### ARTICLE II

#### Membership and Financial Support:

1. Membership: All currently registered students and UNI faculty in the English Department or related areas are eligible to join. All fee paying members shall be referred to as the membership.
2. a. Financial support will come from dues, UNISA allocations, and fund raising events.  
b. All monies collected from dues, fund raising events, or UNISA allocations shall be designated for the following purposes:
  1. honorariums for guest lecturers
  2. food and beverages for receptions for visiting faculty and notaries
  3. food and beverages for social events sponsored by the club
  4. operational costs of the club
  5. any purpose agreed upon by majority vote during a regular or special meeting

### ARTICLE III

#### Officers:

1. Officers: This club shall be administered by an Executive Committee. The Executive Committee will select a club facilitator and a treasurer.
2. Election: Election of the Executive Committee will be held in the first weeks the Fall Semester.
3. Terms: The terms of the office shall be one calendar year.
4. Powers: The facilitator shall be the spokesperson for the Club and the Executive Committee and shall chair the meetings. The Treasurer shall record the minutes of the

meetings, collect dues and special assessments, and chair meetings when the facilitator is unable. Arrangements and publicizing of all meetings will be made by the facilitator. All other duties will be divided by the Executive Committee as they see fit.

ARTICLE IV

Meetings:

1. Time: The first meeting of the academic year may be called by a member of the Executive Committee or by the faculty sponsor. Special meetings can be called by any member in consultation and with the approval of the facilitator.
2. Quorum: A quorum will be seven fee-paying members, not counting the officers.

ARTICLE V

Amendments:

1. Initiation: An amendment to the constitution may be initiated by a petition of at least 25% of the membership.
2. Approval: A vote to approve the amendment may be taken upon presentation at the next regular meeting. Voting may be open, and a two-thirds majority in favor of the amendment shall constitute adoption.

ENGLISH CLUB CONSTITUTION  
PROPOSED AMENDED VERSION

ARTICLE I

**Name and Purpose:**

1. **Name:** The name of this organization shall be the English Club.
2. **Purpose:** The purpose of the English Club shall be to stimulate an interest in literature and ideas; to encourage creative writing; to advance the professional objectives of its members; and to provide social activities for the English student.

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**Membership and Financial Support:**

1. **Membership:** All currently registered students and UNI faculty in the English Department or related areas are eligible to join. All fee paying members shall be referred to as the membership.
2. **Financial Support:** Financial support shall come from dues, UNISA allocations, fund raising events, and donations. All monies collected from dues, UNISA allocations, fund raising events, or donations shall be designated for the following purposes:
  1. honorariums for guest lecturers
  2. food and beverages for receptions for visiting faculty and notaries
  3. food and beverages for social events sponsored by the club
  4. operational costs of the club
  5. any purpose agreed upon by majority vote during a regular or special meeting

ARTICLE III

**Officers:**

1. **Officers:** The officers of the club shall be: president and treasurer. An executive committee shall consist of any non-officer members interested in assuming a leadership role within the club, although none will be classified as officers.
2. **Duties:**



a. The duties of the president shall be to:

1. Preside over all meetings.
2. Create a time line for the year's activities.
3. Create a list of possible activities for the club.
4. Arrange regular meetings with the treasurer and executive committee chair to discuss upcoming events and meetings.
5. Contact and arrange for speakers.
6. Attend UNISA hearing to request money for the next year's club.
7. Meet regularly with club advisor(s) to discuss activities.
8. Act as the spokesperson for the club.
9. Act as newsletter editor and possibly arrange a staff from the executive committee to assist.
10. Keep faculty aware of club happenings through memos or attending faculty/department meetings.
11. Attend all club activities and take an active role.
12. Effectively communicate with students, faculty, and community.

b. The duties of the treasurer shall be to:

1. Arrange all preliminary needs for meetings: room space, posters, refreshments, and handouts.
2. Account for all club money in the three accounts.
3. Handle the transfer of money for club needs.
4. Head membership drives: dues collection and recording.
5. Give current report of financial status at meetings.
6. Transcribe all happenings at meetings and activities.
7. Give past report of activities at meetings.
8. Keep track of member participation at activities: names and amount of time worked (if necessary).
9. Step in as president in president's absence.
10. Attend all meetings and take an active role.
11. Effectively communicate with students, faculty, and community.

3. **Election:** Election of officers will be held at the end of the Fall Semester. The elections shall consist of self-nomination and the determining factor for election shall be through a blind, written vote counted by each officer and the faculty advisor.

4. **Terms:** The terms of the office shall be one calendar year.

**ARTICLE IV**

**Meetings:**

1. **Time:** The first meeting of the academic year shall be called by the president. Special meetings can be called by any member in consultation and with the approval of the president.
2. **Quorum:** A quorum will be seven fee-paying members, not counting the officers.

**ARTICLE V**

**Amendments:**

1. **Initiation:** An amendment to the constitution may be initiated by a petition of at least 25% of the membership.
2. **Approval:** A vote to approve the amendment may be taken upon presentation at the next regular meeting. Voting may be open, and a two-thirds majority in favor of the amendment shall constitute adoption.

**OFFICER APPLICATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Classification \_\_\_\_\_

What position are you applying for? \_\_\_\_\_

List current and previous positions held which relate to the position you are applying for: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What skills can you contribute to the position applied for? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What skills do you hope to gain from this position if you are elected? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What one thing do you like about the English Club? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you hope to change in the club? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will you student teach during the next year? \_\_\_\_\_

Please put your current schedule including times for school, work, and other activities on the back of this sheet.

## PLANNING THE YEAR

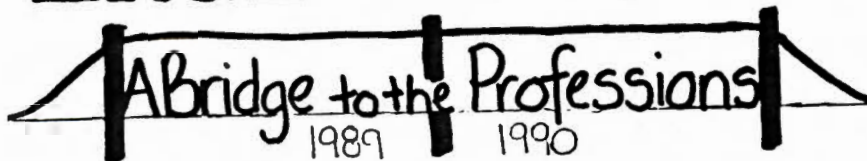
Once the officers are elected and become acquainted with the constitution, the next step is to plan the upcoming year. Since the elections are held in December, the officers from the previous term, if courteous to the incoming officers, will have already made arrangements for activities occurring from December to May, even though they are no longer officers. Without this help, the new officers would have very little time to arrange activities. So, too, the new officers should arrange activities extending past their term to help the future officers. This does not mean every detail is worked through, only that the sketch is laid for activities. The new officers, though, may choose to do all their own work, but such help by previous officers is always appreciated.

The first step is to create a time line of proposed activities through consultation with faculty and members. The first events to be scheduled should be meetings. Meetings should be planned every two to three weeks and carefully scheduled (consult the schedule of classes to see when the least number of English classes are scheduled). The meetings act as a time when new information as well as feedback can be expressed. But mainly, the meetings should allow work on upcoming events to be planned or completed.

Planning events is difficult because every person will have a different idea of what the club should do. Since the club is relatively small, the door is open for numerous activities, some ranging from one or two members to the entire group. Knowledge of past events and the success rate of such endeavors is highly recommended. Read-ins generally are encouraged because they bring together students and faculty. Other such ideas have great potential, such as workshops. When the activity is complete, an officer(s) should write down responses to the activity as well as the content. This information can be kept from year to year and possibly used to evaluate the validity of proposed events.

For many activities, space will be a problem. There are many places on and off campus available to rent (many are free of charge), but often the competition for these spaces is heavy. By planning in advance, accommodations are easier to arrange, as well as catering if necessary. There are many contacts useful to know when planning events, many of whom you will meet on your own.

# ENGLISH CLUB



ONGOING

Meet Your Faculty Interview and Discussion Sessions

## FALL SEMESTER 1989

- 8/29-30 English Club sign up  
First floor Auditorium
- Sept. 5 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Sept. 19 \*RESUME WRITING WORKSHOP  
7:00-9:30 p.m. Ambassador/Union
- Oct. 3 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Oct. 17 \*READ IN  
time & place tba
- Nov. 7 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Nov. 14 \*GRADUATE SCHOOL APPLICATION  
WORKSHOP  
7:00-9:30 p.m. Ambassador/Union.
- Dec. 1 Deadline for submission to  
Inner Weather  
Deadline for application for  
Sigma Tau Delta
- Dec. 5 Steering Committee Meeting  
6:00 p.m. Ambassador/Union

## SPRING SEMESTER 1990

- Jan.-Feb. English Club ELECTIONS
- Feb. 6 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Feb. Deadline for submission to  
Student as Critic
- Feb. 20 \*SIGMA TAU DELTA INITIATION & RECEPTION  
time & place tba
- Mar. 6 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Mar. 20 INNER WEATHER READING & RECEPTION  
time and place tba
- Apr. 3 Steering Committee Meeting  
6:00 p.m. Ambassador/Union
- Apr. \*STUDENT AS CRITIC
- May 1 Steering Committee Meeting  
6:00 p.m. Ambassador/Union

### THE ENGLISH CLUB: A BRIDGE TO THE PROFESSIONS

STEERING COMMITTEE Meetings: EClub work sessions are held the first Tuesday of each month at 6:00 p.m. Officers and committee chairpersons comprise the steering committee and are expected to attend; all other members are encouraged to attend.

\*RESUME WRITING WORKSHOP: an introduction to resume writing, including 1) an overview of materials to be included in the resume, 2) identification of major skills and competencies associated with the English major, and 3) practice in writing a functional skills resume. Held before UNI Job Fair. [Follow-up option: interviewing strategies.]

\*READ IN: an open invitation to creative writers and essayists across campus to read from their works in a public forum. Selections may be submitted to INNER WEATHER and will be given first consideration among entries for publication.

\*GRADUATE SCHOOL APPLICATION WORKSHOP: a "how to" workshop geared to answer practical questions about applying to graduate schools. Materials include how to locate guides to graduate schools, how to read entrance requirements and evaluate programs, and how to prepare for the Graduate Entrance Exams (GREs).

\*SIGMA TAU DELTA INITIATION and RECEPTION: Sigma Tau Delta is an international English honor society which recognizes students for their academic achievement. The initiation honors those at UNI who qualify for membership, that is, English students who have a "B" average in English courses, rank in the top 35% of their class, and have completed three or more college semesters. The event is open to all Sigma Tau alumni and English Club members.

INNER WEATHER READING and RECEPTION: the Inner Weather reading and reception in the Spring honors students and staff who contributed to this UNI student literary publication. Note that fiction, nonfiction, and poetry to be considered for publication must be submitted to the editor of Inner Weather, no later than December 1, 1989.

STUDENT AS CRITIC CONFERENCE: designed to help college and high school writers improve their skills in critical analysis and essay writing, this conference features a day-long series of workshops, discussions, and presentations along with an awards banquet and keynote speaker. Members of the UNI English Department and Writing Across the Curriculum committee participate in small group sessions with students. Certificates and awards are given by divisions, which include undergraduates, graduates, high school students, and high school teachers. English Club members monitor and host many of the events of the day. Note that the deadline for submission of essays for review and awards is in February.

## Ideas for Future English Club Activities

### WORKSHOPS--

1. Resume writing
2. Graduate school application
3. How to get published
4. Finding internships/COOP jobs during college
5. Preparing for the GRE, general and literature tests
6. Interviewing strategies
  - a. for jobs
  - b. to interview others for stories
7. Editing skills
8. Poetry, fiction, or non-fiction writing (small group with a faculty)

### LECTURES/SPEAKER TOPICS--

1. Liable
2. Copyright
3. Leadership
4. Good minors, courses to take with English major
5. English as a career
  - a. Journalist
  - b. Book Critic
  - c. Editor
  - d. Speech writer
  - e. Lawyer
  - f. Broadcaster

### READ-INS--

1. Student/faculty, own works
2. Student/faculty, certain author's work (ex. Frost)
3. Student/faculty, theme

### TRIPS--

1. To a theatre (UNI, Iowa City, Chicago, Minneapolis)
2. To a publisher (W. C. Brown, Dubuque)
3. To a workshop

### STUDENT AS CRITIC--

1. Preparation for writing
2. Giving campus tours
3. Speaking on behalf of UNI English Department

Resume Writing Workshop  
Sponsored by the English Club  
Given by Dr. Donna Vinton, Director of Career Planning

September 19, 1989  
15 members in attendance  
Held in Ambassador Room/Union  
7:00 to 9:30 p.m.

To begin, Dr. Vinton gave five major rules to follow while in college, as reported in a study done by Harvard graduates, to aid in preparing for the perfect career:

1. Major in a subject which interests you
2. Add related course work to your studies
3. Join extra-curricular activities
4. Spend summers working in related areas and/or participate in internships and co-ops
5. Work for awhile before considering graduate school

But before you can get a job, some necessary "paperwork" must be completed. Most importantly, a resume must be created. You may ask, "**What is a resume?**" Dr. Vinton said a resume is like a sonnet. The resume must follow specific rules, be understandable, follow specific space guidelines, and define a specific image to the reader. A resume also is like a commercial because the information is confined to a short space and time (employers spend an average of 15 seconds reading each resume they get!), must grab the reader and keep his/her attention, and is used to sell an item (or person).

**Now that I know what a resume is, how do I start?**

In starting a resume, three main points must be followed:

1. Write to an audience
2. Use language capable of creating reality (action verbs)
3. Remember that language has multiple interpretations

Also, several concepts must be kept in mind:

1. When writing your resume, write from the employer's point of view. You will be hired to fill a void as determined by the employer, so your resume must fit the vacancy in the employer's eyes.
2. Employers look for:
  1. Education
  2. Experience
  3. Intelligence/aptitude
  4. Personality/values
3. In using language, two rules pertaining to how to arrange information are used: write most recent to least recent



- and/or most important to least important.
4. Proofread! Proofread! Proofread!
  5. Have others read your resume. The resume takes on the aura of a masterpiece to many, but objective readers (not the writer!) may help find rough spots.
  6. The only link between employer and job-seeker is the resume. If the resume does not pass the test and make it into the "I think I'll interview these people," then YOU have no chance for the job. Your resume does the talking for you!
  7. NEVER lie or extend information on the resume--this should be a given.
  8. There is always a better resume waiting to be written. All resumes can use revision and updating.
  9. Resume writing is a time consuming, tough process. Give yourself time to write and consult others before going to the final printing.
  10. After all the work of writing, do not down-play your work by having your resume printed on poor quality paper or by having poor resolution.

### **Let's write!**

Now, to get to the actual writing of the resume. There are three major forms of resumes: chronological, functional, and combo.

### **But how do I arrange my data?**

#### *CHRONOLOGICAL RESUME*

The chronological resume emphasizes experience, paid and volunteer. This type of resume is designed for people who have worked in areas relating to the career objective. For example, an English major who has worked for a newspaper, the yearbook, and edited several newsletters and pamphlets would probably use a chronological resume, as opposed to a person who has been employed as a mechanic and a Burger King cook. The chronological resume follows an order similar to:

Objective  
Education  
Experience  
Honors  
Interests  
References

#### *FUNCTIONAL RESUME*

A second resume style is the functional design which is written around a skill area, de-emphasizing lacking work history. With this resume, skill areas are selected which reflect coursework, honors, or specialties gained. A list of such areas is included. A few of the favorites are

leadership, office skills, and public relations. In this resume, the form follows something like this:

Objective  
Skill areas  
Education  
Honors  
Interests  
Work experience

#### *COMBO RESUME*

The third form, "combo", is exactly as implied: a combination of the chronological and functional resumes. Generally, this form varies from person to person.

#### **Now that I know the options, what do I do?**

After deciding which form best suits your needs, follow five main steps to producing a quality resume which talks eloquently in your absence.

1. Analyze your experiences and pull out ones to be showcased.
2. Gather complete data (dates, addresses, references, etc.).
3. Experiment in writing different forms to see which one best displays the qualities you desire the employer to see.
4. Draft a final copy. **PROOFREAD!**
5. Print.

After finishing her dialogue, Dr. Vinton allowed students to ask questions. Following are the questions and the responses.

#### **1. What about paper color for printing the resume?**

Use traditional conservative colors like white, eggshell, or grey. Many employers do not like flashy resumes done in red, green or neon yellow. Although many people use colored paper to make their resume stand out from the rest, many times the color takes full attention and disqualifies the applicant before any of the information is read. Do not eliminate yourself with you paper color.

#### **2. What about different font styles and/or pictures on the resume?**

Once again, use the conservative form. A few different styles and sizes of lettering may emphasize your resume and improve it, but too many different ones clutters a resume. Use fonts sparingly.

As to pictures, designs set upon the background of the resume are a new style, and as of yet are not totally accepted, just as colored paper and many font sizes are not totally accepted.

A second kind of picture is your personal picture. Dr. Vinton said she does not believe personal statistic data should be included in most resume. Such data includes your height, weight, picture, etc. Generally, employers want to know what you have done with your life, not how you look.

### **3. Do I include high school data?**

High school data can be included if it is relevant to your style of resume and to your job objectives. Generally, high school data only is used right out of college to get your first job, and then such data becomes obsolete. For the first resume, if one were concentrating on communication skills and had been an exchange student to a foreign country and president of the French Club in high school, such information is okay to include. Just as when you decide what college information to use, sort through high school data to find only the most relevant.

### **4. Do I include grade point?**

Reporting grade point is totally up to the individual. Generally, a GPA over 3.00 is considered good and is included. Many people separate GPA and include both a cumulative and a major(s) section to report progress.

### **5. Do I include the courses I have taken?**

If certain courses are particularly relevant to the position sought, then, yes, do include mention of them. Generally, at the bottom of the resume a line is added saying "References available upon request" and many times also includes a tag saying transcripts also available upon request. Once again, if GPA is over 3.00, a copy of the transcript can be included with the resume to show work accomplished.

### **6. Is just one resume good enough for all positions?**

No! A resume is like a garment and must be fitted to the position being sought. Every job has specific requirements for employment. Although the resume is not expected to be re-written for each job applied for, categories of jobs may require different resumes. For example feature writing for newspapers and pamphlet writing are both journalism related, but would require slightly different skills. The major rule is "don't be lazy!" Resume writing is hard and takes time. Don't go about it haphazardly or hurriedly. The outcome of

your resume may determine whether or not you get that job.

**7. Can I have someone else write my resume?**

Yes and no, generally no. Many companies offer a service where they write your resume for you after you fill out a form giving your data. Then they add a few stock phrases, and "Whala!" You get a "canned" resume just like everyone else. We must remember that one of the three major rules of resume writing is to "use language capable of creating reality." A resume sells a product, you, and no one knows you better than you. You can best judge what to put in the resume, what has meaning for you. You will know how to group your work and emphasize the best traits. You will spend time re-working your resume because you know how important a good resume is. Someone you hire will try to get your resume done in the least amount of time with the least effort, and charge you an arm and a leg for it.

Sometimes others can help you with the writing, but the bulk should be done by you.

For any questions, contact the Placement Center.

## GETTING AND KEEPING MEMBERS

Without members, where would the club be? Membership drive strategies and advertising techniques are easy enough to describe, but accomplishing the tasks always seems to bring problems. The most effort must be concentrated in the membership sector. Members are attracted due to activities planned or because they know others in the club. Many join because they just want to be a part of a group. No matter why people join, getting them to actually join is the task.

Once members are attracted, they must be kept well informed of the activities planned and also on the outcome of activities if they were unable to attend. Not only is the bulletin board on the first floor, North side, of the Auditorium a good place for such information, but also a newsletter acts as a great information source. At only two cents per page (if printed at UNI Print Services), the newsletter not only allows students to use their written skills, but keeps them better aware of the club. Also, not only should members be kept aware of club activities, but also faculty and the campus at large. Faculty support is always desired and there are potentially others out there who may want to be members.

Service to the club should never go unnoticed. A recognition system allows for students to be formally thanked for their efforts and may prompt others to do more work to obtain the awards given. Besides the recognition system, once members graduate, they should not be totally detached from the club. Not only are alumni a great financial source for the club, but they act as vital contacts to the "real outside world." Many have jobs or experiences of interest to members. By beginning a networking system for alumni, this potential can be tapped. The networking system is still in the beginning stages, but appears to be a useful way of keeping in contact with past UNI members.



## Membership Drive Strategies

The first part of the year is vital to the English Club: membership drives. The structure of the English Club is based on membership. Obviously, without members there would be no club. The membership drive must be strong at the beginning to attract new members and re-establish former members. If the club is weak at the beginning, people tend to think this weakness will remain. There are several ways to get membership drives going strong. Following are a few ideas on how to start a successful year.

1. Over the summer, use last year's membership list and update it. Eliminate graduates and then design a reminder to be mailed to students when the year begins. Have them all addressed with last year's addresses and mail them the first day of the school year. Even though the addresses will be old, several people will live at the same address or if they are on campus, the dorm system will correct the address and get the memo to the right person. Hopefully, the post office will do its best to find the right person.
2. During summer orientation, have a table set up for freshmen and transfers to register for the club. Many organizations do this because new students are eager to be involved but once school starts they become too engrossed in school to think about joining. By signing up during the summer, students have a chance to organize their time to fit club activities in. Also, many times parents attending orientation will encourage sons/daughters to be involved.
3. The first two days of school, have a table set up in the Auditorium for registration. Generally everyone will have class these first days and are likely to register. Remember that the first few days of classes the class time is shorter so have someone watching the table at all times.
4. Freshman orientation is usually the first week of school and is held in the auditorium. Have a table set up outside to attract new members.
5. Also, a list of all English majors and minors can be obtained from the Registrar's Office. Flyers can be sent out to all to invite them to join the English Club.
6. A new idea to try is having a faculty/student get together during the first or second week of school. A wine/cheese or punch/cookie reception can help to bring faculty and students together and strengthen the image of the English Club as a bridge between the academic setting and careers.

## Advertising Techniques

- Posters, flyers:** Generally these are limited to the size of regular typing paper or smaller. They can be posted anywhere the campus permits signs (bulletin boards in classrooms and hallways, but not on doors, chalk boards, or windows). The most useful places are in the Auditorium, Education Center, Sabin Hall, and the Union. The least expensive place to have them duplicated is at Print Services where colored paper is free and turn-around time is usually about two days, although some are made while you wait.
- Memos:** These are little reminders put in the professors' boxes in the English Department Mail Room in Baker 108. Many times two or three memos can fit on one page and be cut apart to keep photocopying expenses down. Always begin the memo "Dear Faculty" and end with "Sincerely". Always list a name and a phone number of a contact for more information. Be brief and to the point. Many times the exact wording will be read to the class or the memo will be passed around in class.
- Personal Contact:** Talking to students or professors first hand is the best means of selling an idea. You have their attention and can answer any questions they have without them having to take the time to contact you, which most would not do even if they did have a question. Be open and available to all and let people know you are interested in hearing what they have to say. Also, before a class, ask your professor if you could say a few words about upcoming activities -- BRIEFLY! Also, put events on the department meeting agenda where many professors will hear of events.
- Northern Iowan:** The UNI campus newspaper is read by just about everybody. Ways to utilize this source include using the classified ads, taking out ad space, ALWAYS use the "What's Up Column", and possibly even suggesting to the staff a news/feature article on the progress/completion of a project. Be advised they run on strict deadlines.
- Dorms:** The best way to reach new students is through the dorms since most live on campus for a year or two. Flyers can be posted or put in campus mail boxes only if they contain the Department of Residence (DOR) stamp which shows that the poster/flyer has been approved. This approval is needed from DOR which is located in Redeker Center and must be put on the master before duplication. Campus mail is free as opposed to mailing off campus and a great way to reach all majors.
- Nine Lives:** This dorm publication can be a showcase for upcoming or past events.



A BRIDGE TO THE PROFESSIONS

1989

1990

You are cordially invited to join the UNI English Club. We are a small, but growing, club which meet in the appreciation of human creativity. The club is responsible for publishing the only student run creative writing journal on campus, *Inner Weather*, as well as taking an active role in the Iowa Student As Critic Conference held on campus each year to unite high school and college students in an essay competition and workshop series. Also, the English Club yearly identifies outstanding students who are initiated into Sigma Tau Delta, the national English honor society.

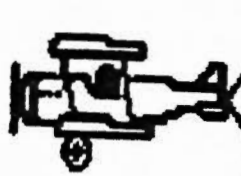
We invite all students to join the English Club, no matter what classification or major. Our yearly dues are only \$5. Contact Debbi or Suzanne to find out more information or pay dues.

- \*\*October 10 --  
*Sigma Tau Delta meeting, 6:15 p.m., Union Station.*
- \*\*October 17 --  
*Read-in in Georgian Lounge, Commons, at 7 p.m. All students and faculty welcome to read or just listen. Refreshments will be served.*
- \*\*November 7 --  
*Meeting at 6 p.m. in Ambassador Room, Union.*
- \*\*November 14 --  
*Graduate school application workshop from 7 to 9:30 p.m. in the Ambassador Room, Union.*
- \*\*December 1 --  
*Deadline for Inner Weather submissions, 3 p.m. in Baker 115.*
- \*\*December 5 --  
*Meeting at 6 p.m. in Ambassador Room, Union.*

READ-IN  
Georgian Lounge  
October 17  
7:00 p.m.



Bring your best work (poetry, fiction, or non-fiction) or your favorite author's work to the read-in, Tuesday, Oct. 17, in the Georgian Lounge, Commons. The read-in will begin at 7 p.m. and refreshments will be served as faculty and students enjoy the fireside reading. Please bring a friend, spouse, or date along. If you would like to read, please contact Suzanne Guinn by Oct. 13. Even if you care not to read, please join us for a pleasant evening. This is a great way to meet fellow students and faculty and to hear the latest in literature. Also, those reading will have first consideration for publication in this year's *Inner Weather*.



Welcome to the English Club!

\*\*\*\*\*

The English Club is considering starting a recognition system where points are awarded for participation in club activities. Once a person accumulates the needed amount of points, he/she is awarded. We need input on whether you think this system would increase participation and, if so, what (reasonable) awards should we offer? Certificates? Cords for graduation? Pins?

### Input, please

**T**he English Club would appreciate any input on activities members wish to participate in, such as theatre trips, workshops, or speaking engagements. This year is a re-building year for the English Club, so any and all information given is helpful. We want to create a club which fulfills the needs of its members. Talk to Debbi or Suzanne or leave a note in the English Club mailbox in Baker 108. Thanks!

\*\*\*\*\*

### Senator Needed

The English Department still needs an undergraduate to take part in the department senate meetings on the second and fourth Wednesdays of the month at 3:00 p.m. This is a great opportunity to meet the faculty and see/experience meetings concerning the English, TESOL, Journalism, and Education departments. Also, possibly the experience as a student senator could be incorporated into a modified internship for career development -- this is a true "bridge to the professions" experience. Contact Dr. Grace Ann Hovet for more information.

### Graduate School Info

Dr. Theodore Hovet will lead a workshop on applying for graduate school. The workshop will be in the Ambassador Room, Union, on Tuesday, Nov. 14, from 7 to 9:30 p.m. This workshop will prepare students, especially sophomores and juniors, for the application process to graduate school as well as providing some insight into what graduate schools expect of students enrolled. The application process is long and tedious, so this special workshop will be exceptionally helpful as an organizational tool. Plan to attend and bring any questions.

**Congratulations!**

AMY WASKOWIAK is the new English Club undergraduate officer intern.

\*\*\*\*\*

For more information, contact Suzanne Guinn at 266-3251 or Debbi Hoepner at 273-6740.

\*\*\*\*\*



Submissions are now being accepted for the 1989-1990 issue of *Inner Weather* in the areas of poetry, fiction, and non-fiction. All entries must follow the submission guidelines listed below and be turned in by December 1 at 3 p.m. in Baker 115.

*Inner Weather* is a student run creative writing journal published yearly. The journal acts as an outlet for student creativity and also allows students to experience the "behind the scenes" areas of publication, design, and sales.

All undergraduate and graduate students are encouraged to submit work. There will be a first, second, and third place winner selected in each of the three categories. These students will be honored at the *Inner Weather* reception and read-in which will be held March 20.

## Inner Weather Submission Policies, 1989-1990

1. All submissions must:
  - be typed, double-spaced
  - have title and page numbers on each page
2. All submissions must have a title page including:
  - title
  - name
  - address
  - phone number
  - total number of pages
  - category to be entered
3. Submissions will be read blindly, so the author's name can appear **ONLY** on the title page.
4. One author may submit up to three works **TOTAL**.
5. Revisions will not be accepted once a work is submitted.
6. A self-addressed stamped envelope must be included for **EACH** work to be returned. Returned works may have editing marks.
7. Keep a copy of all work submitted.
8. Each work must be submitted individually.
9. Works can not be more than seven typed pages.
10. The publication is open to all part and full time undergraduate and graduate students, including December graduates.
11. All submissions must be in the *Inner Weather* box in Baker 115 by 3:00 p.m. December 1, 1989.

We proudly announce the editors for the 1989-1990 issue of *Inner Weather*:

SARAH LUTKENHAUS, Fiction Editor  
T. A. SANDBERG, Poetry Editor  
JASON STREED, Non-fiction Editor

English

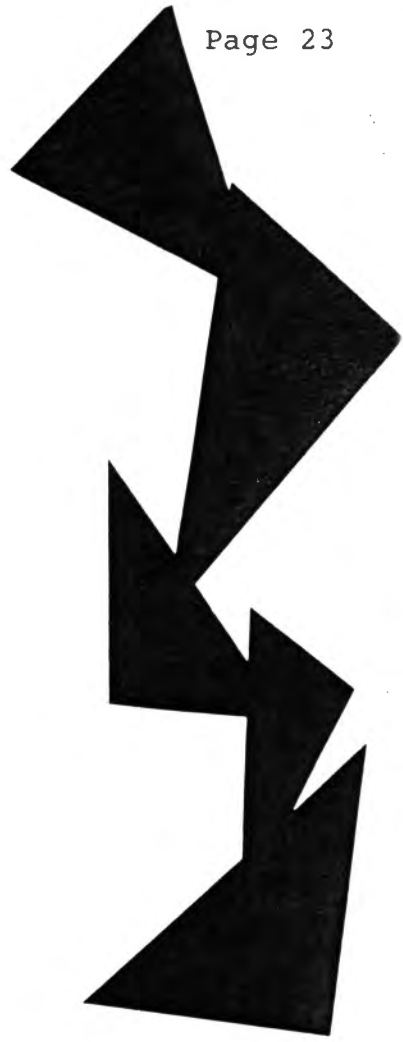
Club

Meeting

□ p.m.

12/7/89

△ Ambassador Room □ Union



University of Northern Iowa  
English Club  
1989-1990

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
President's Signature

University of Northern Iowa  
English Club  
1989-1990

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University of Northern Iowa  
English Club  
1989-1990

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English Club  
1989-1990

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(Name)

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President's Signature

### Recognition System

All participation in English Club events will be verified and each member will be awarded points in accordance with the work accomplished. At the end of each year, if a member has accumulated 10 points or more, he/she will be awarded as follows:

One year of service: Certificate  
Two years of service: Certificate, UNI key ring/pin  
Three years of service: Certificate, graduation cord  
Four years of service: Certificate, engraved pen

Points per involvement are as follows:

**1 point:**

Attend a meeting  
Attend workshops or activities

**2 points:**

Read at a read-in  
Submit an essay to The Student As Critic Conference  
Participate on a student panel at The Student As Critic Conference  
Submit work to *Inner Weather*  
Act as a greeter/worker at Student As Critic Conference  
Act as a greeter/worker at Parents' Day Activities

**3 points:**

Participate for one year on the executive committee  
Present papers or participate in conferences within the department

**5 points:**

Serve for one year as leader of the executive committee

**6 points:**

Hold a position as an officer  
Be an *Inner Weather* editor

**UNI English Alumni Networking System**

Name (maiden, married) \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone( ) \_\_\_\_\_ Graduation Date \_\_\_\_\_  
Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_  
Current Career:  
Job title \_\_\_\_\_  
Company \_\_\_\_\_  
Job description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think was the most valuable aspect of college?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you be willing to be contacted by a UNI student? \_\_\_\_\_  
When is the best time to reach you? \_\_\_\_\_

**UNI English Alumni Networking System**

Name (maiden, married) \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone( ) \_\_\_\_\_ Graduation Date \_\_\_\_\_  
Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_  
Current Career:  
Job title \_\_\_\_\_  
Company \_\_\_\_\_  
Job description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think was the most valuable aspect of college?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you be willing to be contacted by a UNI student? \_\_\_\_\_  
When is the best time to reach you? \_\_\_\_\_



### SECURING FUNDS

Although many hate to admit it, funds play a major role in the planning and success of events. The English Club is fortunate to have three funding accounts for use with club activities. Although each account is specific as to use, fundraisers are usually a great way to raise extra money, but be sure the fundraiser is actually going to create extra funds. All should be aware of the limitations of money when planning activities.

## Fundraisers

Money is always an important factor in club activities. The English Club being no exception, the need for raising money surfaces every year. Naturally, the club turns to fundraisers. In the past, fundraisers have left much to be desired for the English Club due to lack of participation in either the fundraiser set-up or in interest in buying the product for sale. The major factor which hinders successful fundraising is organization of the process: the round-up of interested students willing to help, a sellable product, and the selling itself.

The easiest way to begin a fundraiser is to create a list of possible products/services to be sold along with the potential value of the sale versus the cost of acquiring the product (remember to include postage, gas mileage, time needed, phone costs, etc. when calculating the cost of the product). After this list of several possible fundraisers has been created, "test market" the ideas with others to see if anyone would be willing to actually buy the product if the club went to all the trouble to promote it. From the advice received, choose one fundraiser to focus on or scrap the whole idea if none of the ideas seem potentially successful.

When a fundraiser is selected, begin as soon as possible to organize the project. Take into consideration the appeal of the product (the audience to buy it) and take advantage of special campus activities which may help to promote the product (such as special table space during Funion, the Christmas display in the Union, etc.). Many times the advantage of going along with other groups to promote a product/service may be great, but also remember that too many other diversions may hinder sales. One example is trying to pull off a fundraiser at Christmas when everyone else is trying to do the same and all are competing with the tradition of spending money on family. Consider all outlets before planning an exact event.

A successful fundraiser can boost club funds, but a failed fundraiser can actually cost money if the initial investment into the fundraiser is more than the return. Be cautious about fundraising and use your instinct before planning one.

A few ideas for fundraisers are as follows:

1. Bake Sale. This is usually successful if done in the Union with small items or pieces (such as a piece of pie, not the whole pie). Many times club members can donate baked goods to be sold so almost all the profit goes to the club (and left-overs are no problem!)
2. Raffles. If the item is appealing enough to warrant \$1 tickets, usually this will work. Many times donated items are not large enough to act as the only prize, then

group a bunch of items together as one prize. If a prize must be bought by the club to raffle off, consider the cost in great detail before beginning. For example, what if a T.V. were purchased to raffle off at a cost of \$200 and then only 10 \$1 tickets were sold?

3. Phone-a-thons are notorious campus ploys to raise money. Generally, this fundraiser will generate a little income, but remember that you are competing with all of the other campus organizations and the university itself to get alumni donations. Many alumni become angry with always being asked to donate because they do not receive anything for giving money. Also, here you are running up phone bills (mostly long distance).
4. One way to raise more money is to up membership fees. Many clubs and organizations on campus charge five to eight times as much as the \$5 English Club membership fee. In fact, the English Club could be the least expensive club at UNI. This may be the best idea for a year. After then, raising membership dues may only harm membership.

## English Club Finances

The English Club has three different UNI accounts. The first is for club activities, the second for Inner Weather, and the third is from UNISA to be used only as allocated.

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### 1. **CLUB ACTIVITIES ACCOUNT:**

This account is handled through the Controller's Office in Gilcrest. Every deposit and withdrawal must be done through the Gilcrest cashier. Activity in this account is due to deposits by dues or donations and withdrawals for expenses (food, printing, room costs, etc.). Also, this account has a five digit access number which can be used across campus to charge items/services to the account. The club advisor and president and/or treasurer ONLY should have this account number. All expenses must be accompanied by receipts or they can not be reimbursed to individuals.

**DEPOSITS:** The cashier will issue a receipt for all deposits (checks must be made out to the English Club).

**WITHDRAWALS:** A voucher must be obtained from the club advisor or the department head. This voucher is filled out by the president or treasurer and must be signed by the club advisor. The voucher is very specific and must contain the social security number of an individual if the money goes to a specific person. The controller's office will issue a check for the expense only if a receipt is available to verify the expense.

-----

### 2. **INNER WEATHER FOUNDATION ACCOUNT:**

The *Inner Weather* Foundation account is accumulated through donations by UNI alumni. The account description says the money shall be used for a student literary publication **and/or** student scholarships. So, this money must be allocated by the head of the English Department. The executive editor must meet with the department head to set up an allowance of how much of the money can be used for *Inner Weather*.

**DEPOSITS:** Money can not be deposited here except by donation.

**WITHDRAWALS:** Must be made through the Foundation Controller in the Controller's Office (located directly behind the cashier's window). A form must be obtained from the department head and filled out and signed by him/her.

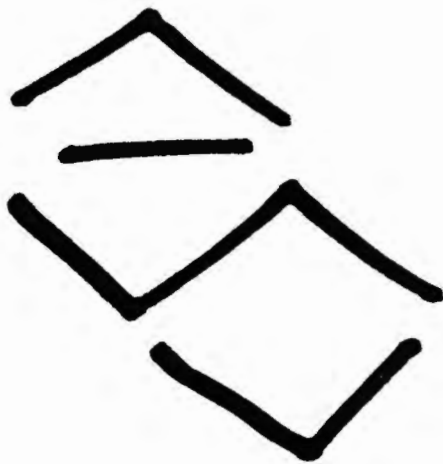
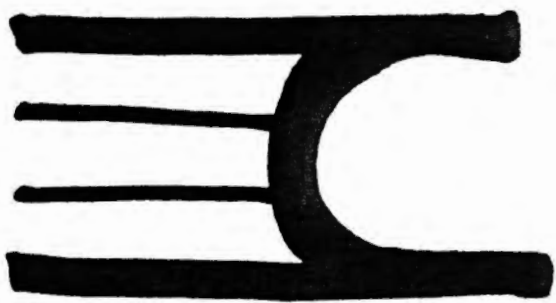
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3. **UNISA ALLOCATIONS:**

In January or February of each year, a hearing is held to allocate UNISA funds. A representative from each club must be present at the hearing in order to get any funds. A proposal must be prepared on how the money is to be used and if money is awarded, the money can only be used in specific ways as outlined by UNISA. A notice will be sent after the hearing if money was awarded. At the end of June, if any money is remaining in the funds allocated by UNISA, this money is returned to UNISA and can not be claimed by the club. Generally, money for the English Club goes to fund *Inner Weather* and/or speakers.

**DEPOSITS:** Money can not be deposited into this account except by UNISA.

**WITHDRAWALS:** Money can be taken out of this fund only for the intended use as stated by UNISA. To receive this money, requests must be made at the Student's Organization Center in the basement of the Union. Talk to Claudia Meyer.



Handwritten cursive letters: 'e', 'f', 'g'.

Handwritten cursive letters: 'h', 'i', 'j', 'k'.

Handwritten cursive letters: 'l', 'm', 'n', 'o'.

Handwritten cursive letters: 'p', 'q', 'r'.



**INNER WEATHER MANUAL**

January 1990  
Compiled by Deborah Hoepner  
1990 Graduate, English B. A.  
In Fulfillment of the Presidential Scholarship Program

## INNER WEATHER ORGANIZATIONAL MANUAL

*Inner Weather*, the University of Northern Iowa's only student organized creative writing journal, provides an outlet for the creative expression of talent that otherwise may have gone unnoticed. Currently, the journal is composed of poetry, fiction, and non-fiction, although in the past artwork and photography were also included. The administrative elements of the journal's publication are handled by members selected from the English Club, even though the journal is designed to showcase work from all UNI students. The journal is published annually.

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## GETTING STARTED

*Inner Weather* can be made as large as the staff desires, or as small. Either way, the journal acts as an outlet for student creative writing. To begin, an executive editor is selected from the English Club. Beforehand, this person must be made aware of the responsibilities and duties of the position. After accepting the position and signing the contract, the executive editor must design a time line, taking into consideration the Student As Critic Conference held at UNI annually. The journal is generally sold at the conference, therefore, a reception where the journal is shown for the first time must precede the conference.

Once the time line is established, the executive editor must select section editors, generally one per section, who are able to work within the confines of the time line. Section editors are very vital to the journal's publication. The section editor is responsible for selecting not only material to be published in his/her section, but also first, second, and third place winners.

### INNER WEATHER OBJECTIVES

1. To publish student works in a quality journal
2. To allow students the opportunity to participate in the managerial side of publishing
3. To increase student/faculty (eventually community) awareness of other's work
4. To act as a forum for expression
5. To be fair and accurate
6. To stabilize funds for further issues
7. To publish a sellable amount and sell them
8. To publish one or more quality issues per year
9. To strive for more diversification with each issue
10. To exercise creativity
11. To learn communication

### **INNER WEATHER EXECUTIVE EDITORIAL DUTIES**

As the executive editor of *Inner Weather*, you act as the pivotal force in the journal's publication. Every aspect of publication is ultimately your responsibility and the final project will reflect back on you primarily. The journal is as good as the executive editor wants it to be; you are the motivating and controlling force.

All of this seems a great amount of responsibility, and it is, but the benefits you receive will not only be personal satisfaction, but potentially *Inner Weather* can act as a career stepping stone. The position of executive editor utilizes skills of leadership and communication, both written and oral, which are vital in today's business world.

The position of executive editor must always remain flexible to conform to the needs at hand, but, in general, the following are the primary duties:

1. Create a time line to cover the entire publication process. Generally, this is done over the summer.
2. Reproduce or create posters, flyers, memos, and applications to alert students of the opportunity to become section editors.
3. Accept applications and select editors.
4. Train editors.
5. Accept submissions and log them.
6. Distribute submissions to the correct editor.
7. Handle typing or typing arrangements for the final pages.
8. Proofread final pages.
9. Design and send acceptance/rejection letters.
10. Contact a printer and make all necessary arrangements.
11. Arrange a reception and invite readers.
12. Organize the selling of the journal.
13. File for copyright.

**Inner Weather Executive Editorial Application**

(Please use the back for extra space)

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Classification \_\_\_\_\_

What courses have you taken which you feel would help with being Executive Editor?

What work have you done which would qualify you for this position?

What do you feel the purpose of *Inner Weather* should be?

How do you see the journal changing in the future?

Will you student teach during this year? \_\_\_\_\_ When? \_\_\_\_\_

Any additional information you feel is relevant.

On the back of this sheet, please give your current schedule including times for school, work, and extra-curricular activities.

***Inner Weather* Editorial Contract  
Executive Editor**

As the *Inner Weather* executive editor, the following duties will be completed:

1. Design and display all public relation materials relating to *Inner Weather*.
2. Hire and train staff members.
3. Organize submission process including logging submissions and preparing them for editing by section editors.
4. Arrange and run all staff meetings.
5. Handle typing of all final selections.
6. Write and distribute acceptance/rejection letters.
7. Arrange for printing and get manuscripts to printer.
8. Organize reception.
9. Oversee selling of the journal.
10. Write all thank-you notes.
11. Apply for copyright.
12. Handle the return of requested submissions.
13. Keep accurate records of all transactions relating to the journal for future use.
14. Work with English Club president and club advisor to secure funding.
15. Work in any needed capacity to ensure a successful journal publication.

---

Executive Editor

---

Date



### Inner Weather Time Line for 1989-1990

- September 22 -- Last day to accept editor applications  
-- Selection of editors
- September 29 -- Editors notified of selection
- October 4 -- Meeting of all editors  
-- Regular meeting days/times set up  
-- Begin recruitment for submissions
- October 17 -- Read-in
- ONGOING* -- Submissions accepted  
-- Executive editor logs submissions and gives  
to section editors
- December 1 -- Deadline for submissions
- December 2 -- Executive editor gives all remaining  
submissions to section editors
- ONGOING* -- Section editors read and evaluate submissions  
and make final choices
- January 15 -- All decisions final and accepted manuscripts  
given to executive editor
- Jan. 15  
thru Feb 15 -- Typing of pages and writing of  
acceptance/rejection letters
- February 16 -- Acceptance/rejection letters sent out
- February 19 -- All pages sent to printer
- April 1 -- Reception and unveiling of journal,  
Royal Oak Dining Room/Union  
2 to 5 p.m.
- April 1  
thru May 16 -- Selling of journal

## Selection of Section Editors "The Best Quality is Desire"

One of the first duties of the executive editor is to select editors. The selected editors will be the cement which holds together the foundation of *Inner Weather*. They must be reliable, knowledgeable, and committed.

An important criteria for selection is class work and/or experience related to selecting writing. High school experience on newspapers, yearbooks, or creative writing journals are relevant, as well as classes attended in high school or college. Many applicants will have some experience, but as executive editor you must decide how to handle editing and work selection and inform the editors; therefore, look for people who are trainable and seem willing to learn new ways or sharpen old skills.

Although skill in editing and selection is most vital, a major part of the selection process must include availability for meetings, selection, and editing. *Inner Weather* requires a lot of time right around the holidays and finals which many people are reluctant to donate. Class schedules also must work so that a specific time can be arranged where all editors can meet as a group. This time factor must be considered during selection. The editors must be able to give adequate time to the entire yearly process. Also, many times student teachers wish to be editors, but remember they will be gone for an entire semester. You must ask whether applicants intend on student teaching during the year, and if so, explain to them the time involved. Do not eliminate them completely due to student teaching, but tell them you have other necessary jobs which they are more than welcome to help with, such as advertising, editing. . . All help is welcome especially since the positions are non-paying.

Overall, look for applicants who express a desire to work with student writing even if their skills as editors may not be excellent. Remember that one of the major functions of *Inner Weather* is to act as an outlet for student writing and participation in the managerial side of publishing. This is a student publication, and although a professional looking journal is expected, the journal still is to be looked at as a learning process. Everyone can benefit and learn from working on the journal. The only ingredient necessary is desire.

**Editorial Information Sheet**  
Section Editors  
(Poetry, Fiction, and Non-fiction)

**DESCRIPTION:**

Solicit submissions; choose submissions worthy of publication; work with the editorial staff to format the journal and revise journal policies; edit section works; proofread final pages; help in selling the journal; help organize and attend the reception; attend scheduled meetings

A few specifics:

1. There is no pay involved except for a free issue of the journal. Satisfaction, recognition, and experience are invaluable!
2. You make the choices for your section, but the executive editor will review your selections and reserves the right to reject selections if they are inappropriate.
3. You may edit works only to eliminate punctuation, spelling, and usage errors as long as this editing does not in any way change the style of the piece (i.e. some people intentionally write "creatively" using inappropriate spelling, etc. There must be justification for deviations). If you have questions concerning editing, talk with the executive editor. Please use the editing marks on the page provided.
4. Section editors may ask other section editors, the executive editor, or the advisor for help/advise, but not others. Keep the works confidential and do not discuss with friends or in a public place where you may be overheard.
5. You must meet all deadlines and work with the other editors to get the complete journal ready for publication.
6. Also, you must select a first, second, and third place winner in your section.

**Inner Weather Editorial Application**

(Please use the back for extra space)

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Classification \_\_\_\_\_

Do you have a section preference (poetry, fiction, or non-fiction)? If so, which one and why?

What courses have you taken which you feel would help with being an editor?

What work have you done which would qualify you for this position?

What do you feel the purpose of *Inner Weather* should be?

Will you student teach during this year? \_\_\_\_\_ When? \_\_\_\_\_

Any additional information you feel is relevant.

On the back of this sheet, please give your current schedule including times for school, work, and extra-curricular activities.

***Inner Weather* Editorial Contract**

As a section editor of UNI's creative writing journal, *Inner Weather*, each person signing this contract agrees to perform the following duties:

1. Meet at regularly scheduled times to work as a group or, if scheduling problems arise, arrange to meet in smaller groups which will report to the group as a whole at subsequent meetings.
2. Solicit submissions through various means, such as poster, flyers, phone calls, personal meetings, and/or group addresses.
3. Fairly evaluate blind submissions for style, content, clarity, creativity, and overall nature.
4. State briefly in writing the positive and negative qualities of each work submitted to clearly stress why a work is rejected or selected.
5. Perform minimal revisions on selected works, not to alter content, creativity, or style, but to strengthen clarity.
6. Solicit funds to help the production of the journal.
7. Select first, second, and third place winners in each category.
8. Help in the selling of the journal either through subscriptions and/or table/classroom sales.
9. Work with all editors, faculty, staff, and students to produce the best *Inner Weather* in print.

\_\_\_\_\_  
Poetry Editor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Fiction Editor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Non-fiction Editor

\_\_\_\_\_  
Date

## SUBMISSIONS, SELECTION, AND EDITING

Once the staff is selected, the first order of business is to call for submissions. There should be a lengthy time in which submissions can be submitted, taking into consideration the other work students are doing and the creative nature of the submissions. But, the length must be specified and the deadline should never be extended, not for anyone. Until the last two weeks, submissions will be few and far between, but watch out during the last weeks. Do not get discouraged about a lack of material -- there will be enough. Be sure there is a specific place for submissions where they are safe and out of the way of others. The executive editor is responsible for these submissions, logging them in and turning them over to the appropriate section editor. Also, the executive editor is the only person who knows the identity of each author.

Once all of the submissions are in and to the appropriate editor, the task of selection falls into this editor's hands. The executive editor should only enter the selection process if a problem arises. The section editors should select the works and edit them after selection. There should be a editorial meeting to discuss editing, since this can be a touchy area.



### Inner Weather Submission Policies

1. All submissions must:
  - be typed, double-spaced
  - have title and page numbers on each page
2. All submissions must have a title page including:
  - title
  - name
  - address
  - phone number
  - total number of pages
  - category to be entered
3. Submissions will be read blindly, so the author's name can appear ONLY on the title page.
4. One author may submit up to three works TOTAL.
5. Revisions will not be accepted once a work is submitted.
6. A self-addressed stamped envelope must be included for EACH work to be returned. Returned works may have editing marks.
7. Keep a copy of all work submitted.
8. Each work must be submitted individually.
9. Works can not be more than seven typed pages.
10. The publication is open to all part and full time undergraduate and graduate students, including December graduates.
11. All submissions must be in the *Inner Weather* box in Baker \_\_\_ by \_\_\_ p.m., \_\_\_\_\_, 199\_.

### Submission Changes for *Inner Weather*

Over the past few years, *Inner Weather* has changed considerably. The journal began as a showcase of student work in all areas (photography, artwork, and writing) and from a variety of people, but then took the form of a stylized journal featuring a few artists and authors.

Since the bulk of the publication is done by the English Department, the editors from 1988-89 chose to make the journal's focus solely writing. The editors from this time period decided the journal was best utilized in showcasing many artists and many types of written works. Since the journal is a local campus publication run by students, for students, a policy of limited submissions has been adopted. Submissions are limited to three works per author in total. Also, only one work may be printed by any author in each of the three sections of poetry, fiction, and non-fiction. Therefore, if an author submits three poems, only one poem could be published, but if he/she submitted one work in each category and these works met with the editors' approval, all three could be published since they each would appear in a different section.

This new policy keeps *Inner Weather* from being too narrowly focused on certain writers, even though the editors acknowledge that certain authors are gifted and deserve to have all of their works published. By limiting submissions and publication, many people are allowed to be published. We hope this "restriction" acts more as a berth by which budding artists will continue to write either for themselves or for publication, while those artists strongly grounded in their work also receive recognition and publication. *Inner Weather* is a training ground for writers and editors, an experience which many should be allowed to participate in.

Although this system by no means allows for every author submitting work to be published, many are published. In 1988-89, sixty-five percent of submitting authors were published. We feel these numbers reflect positively on the experience gained through the creation of *Inner Weather*. Although the executive editor has power to change *Inner Weather* policies, we hope the need for this submission/publication policy will be seen and objectively evaluated by future editors.

## Inner Weather Selection Process

The selection process is done by the section editor. There are no concrete rules on good writing (some would differ!); one work will totally thrill one person and disgust another. The section editor must be aware of common grammatical rules and then rely on instinct and observation of audience appeal. The audience for *Inner Weather* will be other students and faculty on campus, as well as students and teachers attending the Student As Critic Conference. Oh yes, not to forget parents! Generally, though, the journal does not venture off campus very far.

Although the selection is mainly done by one person's individual tastes, there are a few rules to follow:

1. Be cautious of works filled with profanity. A little profanity which is justified is okay, but the extreme forms may not be greeted with smiles by others. *Inner Weather* does not intend to be a conservative journal, but there is a time and place for everything.
2. Since the selection process will weed out individuals, try to stay with those individuals which followed the few directions for submission that were outlined. Every year works are submitted hand written or lacking information requested such as address. In the past, editors have disqualified authors on the basis of not following directions. Although the work may be excellent, time is limited, so editors, spend time on those works which conform to the rules of common courtesy. This could be a basis for denial or consideration.
3. For the overall journal, try to balance the types of works included: eighteen doggie stories will not go over well. Many people fall into the trap of trying to select varying subjects or certain styles of writing, forgetting to mix the works by content, style, theme, presentation. . .

## Editing

Editing is a touchy subject. Since *Inner Weather* is a student publication, the validity of editing is sometimes questioned. The best way to handle this situation is to set up a policy of limited editing to handle grammatical errors or space requirements. Editing should not in any way harm the clarity or intention of the author. Poems are very difficult to edit because they are so concise and limited. Fiction and non-fiction are a little easier to handle. If any questions concerning editing arise, remember you are on a university campus with many talented and highly capable professors who can assist you. The journal advisor is there to help in cases just like this. If you are unsure of editing a certain piece, ask.

Editing techniques are a different story. All editors should be familiarized with editing symbols and procedures prior to receiving materials to edit. A small handout outlining basic editing skills is included. A short lecture on editing skills and procedures should be included in the first editorial meeting.

Be especially careful to edit the pages after typing. Usually, many errors are done during the typing. Here, proficient editing skills are a must. Each section editor should edit his/her own section, as well as the executive editor editing all sections. This is one of the most vital parts of publishing -- typos are unprofessional and present the journal in a bad light. They are so easy to correct if enough time is given to the matter.

For more editing information, contact a journalism professor or editing manual.

### Editing Symbols

The correct sentence:  
The girl ran to the bus.

INSERT/ADD

The girl <sup>ran</sup> to the bus.  
^

DELETE

The girl ran to the bus ~~and then back again~~  
^

CAPITALIZE

the girl ran to the bus.

LOWER CASE

~~THE~~ girl ~~R~~an to the ~~B~~us.

TRANSPOSE

The (ran girl) to the bus.

CLOSE WORDS/LEAVE A SPACE

The          girl ran to the bus.

CLOSE SPACE ENTIRELY

The g(irl ran t o the bus.

ADD SPACE

The|girl ran tothe bus.

INDENT

LThe girl ran to the bus.

NEW PARAGRAPH

#The girl ran to the bus.

## PUBLISHING

In previous years, *Inner Weather* has been published by off campus firms who bid to complete the project. Around 1,500 copies were printed at a time, at a cost around \$2,000. But about half of the copies still remain in the original boxes in the basement of Baker, and no telling where others may be hiding.

In 1988-89, the printing was done by UNI Print Services. The typesetting and layout were completed by the executive editor on a personal computer and the finished pages were sent to Print Services where they were duplicated and placed in plastic binders. For 150 copies the cost was around \$250. Because of this kind of "homemade" publication, artwork and photography were very limited to non-existent. But reflecting back, the editors found having the journal all written work allowed for more writers to be published. Also, this kind of publishing was quick (about 12 days turn-around) and by limiting the number of copies produced, none were left over.

When deciding upon a publisher or publishing style, consult the budget (monies from UNISA and foundation account) and re-evaluate the objectives set forth. There are many cost effective methods, but decide early enough to ask for bids if necessary. When a publisher is brought in, many times great bulks of time and skill are necessary to finish the job. In all truthfulness, the staffs in 1988-89 and 1989-90 were all English majors with little experience in publishing, so by using the "homemade" version, the job was completed, hopefully with satisfaction, without great difficulty. Each staff must make its own evaluations and decisions, but be aware of all the options that exist.



## PROMOTION

No matter how good the material or final product, without promotion, the journal would be a failure. There are many more people interested in submitting work to and purchasing a copy of *Inner Weather* than may be expected. The faculty are interested in seeing what students are doing outside of class and many times they will help encourage students to submit materials to the journal as well as purchase the final copy even if they were not included in the list of authors. Besides faculty, posters and flyers across campus will help advertise the journal.

It seems as though when the journal is finally published the work is done, but it is only beginning. Now the editors become salespeople, trying to interest others in purchasing a copy. Not only are the finances taken care of by selling the journal, but others become exposed to the creative people on campus and possibly some will read the journal and then decide to submit something themselves the next year. Also, the journal is shown at the Iowa Student As Critic Conference held on the UNI campus every year. Hundreds of high school students come to have papers critiqued and hear lectures, and by having *Inner Weather* available, high school students are able to see what a college journal looks like.

A new additive to the promotion strategies is the use of video. In 1988-89, seven students who were published in that year's *Inner Weather* were asked to read their published works for a video tape which was shown at the Hearst Center for the Arts for parents' day. Also, the video is to be shown at the 1990 Student As Critic. This new source for promotion should be continued from year to year to serve as a visual support to the written work of the journal.

# Inner Weather

*GET PUBLISHED BEFORE YOU GRADUATE!*

FIRST PRIZE IN EACH CATEGORY IS \$25. FIRST, SECOND AND THIRD PLACES IN EACH CATEGORY WILL RECEIVE CERTIFICATES.

Submissions of poetry, fiction and non-fiction will be accepted until December 1 in the English Club box in the English Office, Baker 115.

All submissions must . . .

- 1) be double-spaced
- 2) be submitted individually
- 3) have a cover sheet which includes name, address, phone number, title and total number of pages
- 4) have only the title and page number on each subsequent page after the cover sheet
- 5) include a self-addressed stamped envelope if you would like your work returned
- 6) be no more than 8 typed pages

Inner  
Weather

1989

1990

Inner  
Weather



Inner Weather!

Inner Weather!

Inner Weather!

Inner Weather!

Inner Weather,

UNI's student creative writing journal, is now on sale!

Copies are \$1 each and may be purchased between noon and

5 p.m. at the reception desk of the Student Services Center

(SSC), east end of Bartlett Hall, entrance facing campus.



Dear Faculty,

Please announce to your classes that UNI's creative writing journal, *Inner Weather*, is accepting submission of poetry, fiction, and non-fiction through 3:00 p.m. December 1, 1989, for the March issue. All undergraduate and graduate students are encouraged to submit up to three works.

Each work must be typed, double-spaced. The works will be reviewed blindly, so the author's name can appear only on the title page, along with address, title, phone number, and category (poetry, fiction, non-fiction). Each subsequent page must have the title and page number in the upper right hand corner. Works may not exceed seven typed pages. Submissions can be placed in the *Inner Weather* box in Baker 115.

More information will be on posters in the Aud. or contact Debbi Hoepner at 273-6740.

Sincerely,



Debbi Hoepner  
Executive Editor, *Inner Weather*

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More information will be on posters in the Aud. or contact Debbi Hoepner at 273-6740.

Sincerely,



Debbi Hoepner  
Executive Editor, *Inner Weather*

TO: UNI Faculty

FROM: Inner Weather Editors

Inner Weather, UNI's only student creative writing journal, is accepting all poetry, fiction and non-fiction through December 1, 1989. Submissions must be turned in by 3 p.m. to Baker 115. Prizes will be awarded in March when the journal is published. ***Please encourage your students to submit their work.*** If any questions arise, please call Deb at 273-6740.

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## VIDEO

The 1988-89 video of students reading their works from *Inner Weather* was completed at the Education Center video lab in the basement of the building. For a setting fee and purchasing fee per tape, the experience was a success and serves as a lasting representation of the work of UNI students. Such a visual representation is a great addition to the written journal and has many uses such as for freshman groups, transfer students, or classes. The work involved in arranging the taping was small, but the rewards were great. Feedback on the idea was all positive.

September 11, 1989

Dear *Inner Weather* Contributor:

The English Department has requested a video tape dealing with *Inner Weather* to be shown at the Hearst Center for parents' weekend and also for the Student As Critic Conference. You are being asked to take part in the filming by reading your work which appeared in last year's *Inner Weather*.

The taping will take place Thursday, September 14, at 10:15 a.m. in the Education Center. I ask that you be at the Ed. Center at 10:00 and meet me in the lobby so we can go as a group to the studio. We will be finished by 11:00.

As for the tape, I will do a short introduction covering *Inner Weather* as a whole and then I will say, ". . . and here are a few examples of the work which appeared in last year's *Inner Weather*." I would like you to introduce yourself (name only) and give the title of the piece you are going to read.

A few notes:

1. Dress is casual, but remember who will be viewing the tape.
2. I will provide a copy of *Inner Weather* for you to read from.
3. Please try to look at the camera sometimes while you read.

If you have any questions at all, just give me a call at 273-6740.

Thanks,



Debbi Hoepner



### Video Introduction

Hello! My name is Debbi Hoepner and I am the executive editor of *Inner Weather*. Published yearly, *Inner Weather* is the University of Northern Iowa's student literary journal, a showcase for undergraduate and graduate students' creative work in the areas of poetry, fiction, and non-fiction.

*Inner Weather* began in the 1960s, evolving as an integral part of the English Club and the English Department. The journal is headed by volunteer student editors selected from the English Club and a faculty representative from the English Department.

A tradition at UNI, the journal has undergone many changes since the first issue. The title has been changed several times, including *Seven Magazine*, *The Dead Letter*, and finally settling on *Inner Weather*. The size has also varied. Over the years, the journal has been a forum for artwork and photography as well as writing, but the 1988-89 issue was focused on writing solely as no other campus publication centers on creative writing done by students of all classifications and majors.

The publication process begins in August when editors are selected. Submissions are thereafter accepted through Dec. 1. Then, the selection for publication is made through a blind review of the works; thus, every author is accorded a fair reading by eliminating personal biases which may

otherwise hinder publication. The editors handle the typesetting, design, and layout of the journal, as well as designing promotional ways to sell and distribute the final product.

In each category of poetry, fiction, and non-fiction, first, second, and third place winners are selected and printed in the opening pages of the journal which is published in March. The authors of winning works receive certificates of merit at the read-in reception held in March to celebrate the journal's publication. The reception allows students and faculty a time to become acquainted and discuss the works in an atmosphere other than the classroom setting.

Although the journal generally is circulated only across campus, *Inner Weather* is shown at the Iowa Student As Critic Conference which unites high school and college students from the region. We hope *Inner Weather* acts as a focal point of the English Department at UNI by serving as an outlet for student work and an incentive to communicate.

To illustrate the work included in the journal, the following students will read their works which were published in the 1988-89 issue of *Inner Weather*:

Tony Newton  
John Fink  
Barb Agan  
Susan Capron  
Rich Campbell  
Suzanne Guinn  
Becky Halm





Handwritten cursive letters: 'i', 'w', 's'.

Handwritten cursive letters: 'e', 'c'.

Handwritten cursive letters: 'n', 'x'.