college media
REVIEW

CMR

PREP COURSE:
Mentoring High School Staffs

- *College journalists, advisers can aid troubled scholastic programs*
- *Tips for assisting high school journalism staffs*
- *What H.S. advisers need from us*

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Editor's corner

A SLIVER OF A SILVER LINING

A resident of the Florida Panhandle once lamented after a broadcast report that his home was destroyed by an isolated tornado, "It ain't isolated when it's on top of you." That's the way advisers and staffs at a number of college publications must be feeling in the wake of having to make cuts in their programs or — in some cases — being forced to cease publication of their traditional print publications.

The news about the news business since last fall has been just about plain bad, full of layoffs, cutbacks, closures and Chapter 11s, and most of us are thankful that the overall hits on college campus have been relatively few. But since February there's been a noticeable shift in much of the news and commentary not towards how to increase web site ad revenue or to attract more clicks to news sites but to how newspapers might re-establish with the public the intrinsic and economic value of what's been given away online for years. And maybe that's a sliver of a silver lining in the overwhelmingly gloomy coverage of the economic free fall as far as the newspapers in particular and the news business in general go.

In February, former *Time* magazine managing editor Walter Isaacson's column ("How to Save Your Newspaper" *Time,* Feb. 16, 2009) challenged newspapers' brain trusts to re-establish the traditional economic foundations to make newspapers not only more profitable but also more responsive to readers. He likened the traditional newspaper economic model to a three-legged stool, with the newspapers supported not only by ad revenues but also income from subscriptions and sales, and he characterized the current focus on ad revenue at the expense of the others as tantamount to kicking out two legs of support out from under itself. To continue that thrust, he said, is to be "beholden to advertising" and self-defeating: "(E)ventually you will weaken your bond with your readers if you do not feel directly dependent on them for your revenue." Charging on exclusive content, he argued, "forces discipline on journalists" "They must produce things that people actually value," he concluded. To that end, Newsosaur.blogspot.com contributor Alan D. Mutter ("How to charge for online content) summed up what newspapers will have to offer readers that they can't get elsewhere: "original, authoritative reporting and the power of its brand."

On March 19, *New York Times* columnist Nicholas Kristof ("The Daily Me") warned what to expect if the traditional news media can't win that battle. That continued decline and the resulting increase of individuals as their own gatekeepers of information will result in an increase in the "polarization and intolerance" within our society because, Kristof suggests, "we really don't truly want good information — but rather information that confirms our prejudices. "And the potential consequences were addressed numerous print and online publications in March in covering a study by Princeton University economists that measured the civic impact on counties in northern Kentucky by the closing of the afternoon *Cincinnati Post.* The study's authors said the study revealed both a decline in political coverage — the *Cincinnati Enquirer* did not fill the void left by the *Post's* closing — and a decline in political participation as election voting numbers dropped significantly. Advantage, incumbents, wrote Marion Geiger in a March 2 entry on editors.weblog.org ("Princeton study shows the effect of newspapers on democracy"). The civic study, says Geiger, "helps to prove what other editors have been saying about newspapers being essential to the existence of democracy."

So what does this swing in the recent commentary potentially mean? Perhaps these recent salvos that have urged newspapers in one form or another to take back what once was their standing in the public's consciousness or have posed the possible consequences if they don't will chip away at the readers' general belief that the information they've valued in the past will always be there, and for free.

And hopefully — and that term can't be stressed enough — the course of these discussions will prompt constructive civic and professional dialogue and soul-searching about the renewed importance of authoritative journalism.

And if the upshot of that discussion trickles down or directly appeals to the sensibilities (or the consciences) of college administrators looking to cinch their economic belts, then the college journalism programs that are founded on preserving democratic principles will also benefit in the long run.

There are a lot of qualifiers there, but it's a sliver of promising news.

This summer issue of *CMR* offers some packages that illustrate how we can continue to building our student journalism programs both on our campuses and off. As advisers plan toward the coming year, Guilford College newspaper adviser Jim Jeske offers some strategies for recruiting the best student journalists for our publications and some tactics for keeping them on board once they're hooked. And Eastern Illinois University adviser Sally Turner takes a look at how college advisers, particularly in these uncertain times, can serve the cause in helping scholastic advisers prepare the student journalists who will be our future life blood.

—*Robert Bohler, Editor*

college media REVIEW

On Deck
THIS FALL

"The greatest irony among college media over the past two semesters: Even as they were succeeding, they were bleeding." That's one of the conclusions from college news media critic Daniel Reimold, who maintains the "College Media Matters" blog, in his review of the year that was in 2008-09 in our fall issue. And Humboldt State University professor and adviser Marcy Burstiner kicks off the new year with insights and information on how advisers can guide their newsrooms through the investigative reporting process.

No doubt, there are pockets of good high school journalism being practiced across the country, exemplified by the number of accolades and awards presented by national high school journalism groups such as the Journalism Education Association, the Columbia Scholastic Press Association and the National Scholastic Press Association.

BUT HIGH SCHOOL JOURNALISM IN THE UNITED STATES IS ALSO SUFFERING.

by Sally Turner

According to Esther Wojcicki, a journalism teacher in Palo Alto, Calif., "the education of future journalists is at stake." She argues in a *Huffington Post* article ("The Slow Death of High School Journalism" Dec. 15, 2007) that because of such programs as No Child Left Behind and the lack of support for journalism as an academic subject in the curriculum, more journalism classes are being cut than ever before. And with many schools struggling to maintain school discipline and order, it simply is "easier to cut the journalism program and administrators frequently find it less controversial not to have students voice their opinions."

In addition, many journalism or publications classes are taught or advised by teachers with little or no journalism training or education; teacher certification in journalism is rare.

For all these reasons, it's important that college media advisers and college journalists recognize these struggles and offer support. Advisers work on a regular basis with students who have graduated from these environments. They are not much older than the very students we need to target. College advisers and collegiate student journalists need to be part of the solution.

Most university journalism programs have someone on staff that is interested in high school journalism. Sometimes they work with their state's high school press association, or they invite high school journalists to attend guest lectures on campuses or to participate in journalism workshops or conferences. Sometimes they visit area high school journalism programs or teach courses in scholastic education. And sometimes they help high school teachers fight censorship battles. They view their work as a labor of love, with benefits. They inspire future generations of journalists and introduce students to their programs and universities. Those efforts to encourage the practice of journalism in high schools are vital to the future of the profession but also are immense help to the high school programs in the process.

In this day of dwindling trust in the media, cultivating the next generation of journalists and media consumers is vital, and it's a mission college media advisers and their students must undertake. College journalists, perhaps more than anyone, have the inside track to the minds of high school students. According to Linda Shockley, deputy director of the Dow Jones Newspaper Fund, an organization that funds high school journalism workshops at universities across the country, college journalists excel in relating to the high school journalists because the former know the latest media trends and technologies, and they all talk the same language.
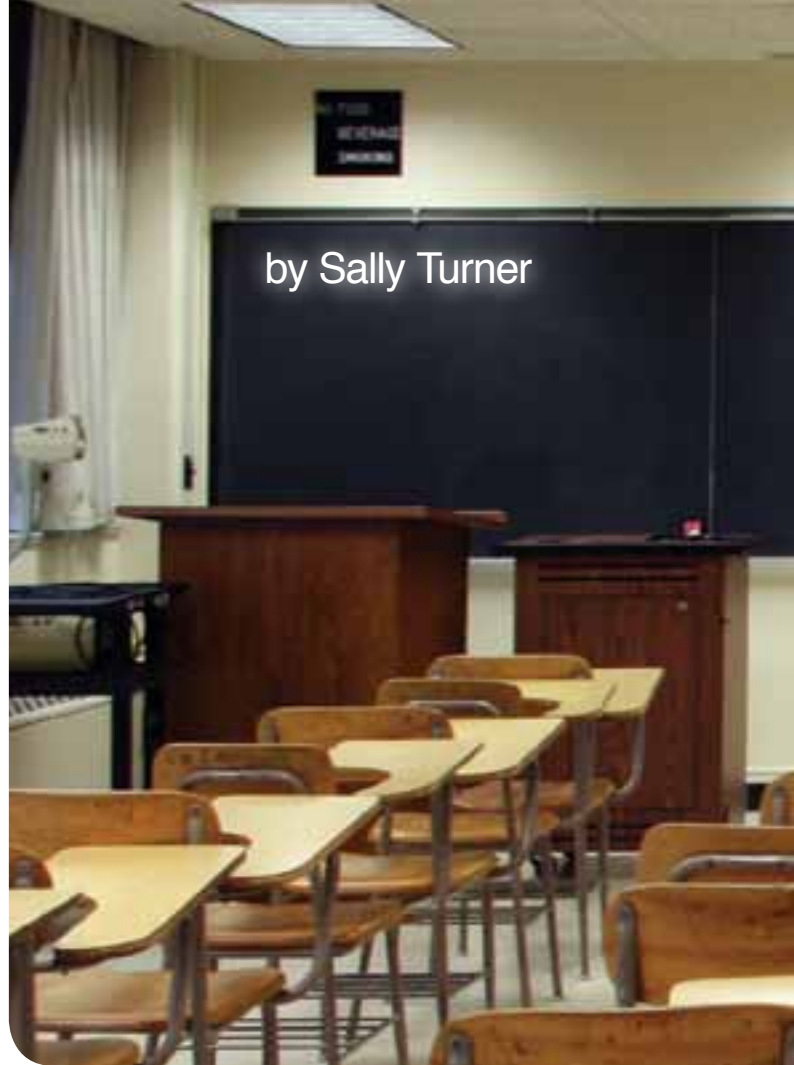
"When college students work with younger students, it goes a long way," she said. "It's the culture. The young people are more attuned to what's going on. They were in school not long ago. They remember what it was like." In fact, some college journalists return to their own high schools to help out. Vanessa Shelton, director of Quill & Scroll, a national scholastic journalism honor society, says many students return to their alma mater "to assist students currently working on the high school's media." She told of the two public high schools in Iowa City, Iowa, home to the Quill & Scroll headquarters, whose alumni return as student journalists from the University of Iowa to visit the classes to offer moral support, to provide training sessions on relevant topics and to critiquing the prep students' work.

Shockley endorses that strategy. "I have seen kids return to their own high schools (after going off to college) and help improve the quality of the program or paper," she said.

Many journalism or publications classes are taught or

NEEDS FOR PREP:
Greater college support would boost ailing high school programs

So what's it like for college media advisers may not have visited a public high school classroom in a few years to work with high school students in their own environment? A walk through the classroom door results in the immediate impression of the brightly colored posters and fliers of upcoming events that cover the walls. Assignments for that night may be hand-written on the board. Computers are stationed around the room. But mostly it's the noise that's most surprising: the loud, chaotic sounds that come from the hallway, the overlapping, non-stop conversations that seem to multiply in number. The teacher tries to talk over those conversations and the announcements broadcast over the public address system. In this environment, what can possibly get the students' attention—and keep it?

Well, journalism can. The promise of the excitement of telling the news of the day can capture these students' imagination and passion. And collegiate journalists are just the ones to spread that message.

One Illinois middle school language arts teacher thought it might be an interesting experiment to teach a unit in newspapers, but she did not have the training or skills to execute a complete unit for her students. She called the student newspaper office at her local university and asked if anyone from the campus newspaper staff would be willing to work with her students to help them produce a paper. From that phone call emerged a year-long program with college journalists. They taught the middle-schoolers about the departments of a newsroom, about news values and how to apply them to the issues important to the middle school community and, finally, how to plan and execute a newspaper, from news and art, to editing to design, to production and distribution. The experience was exciting for the middle school students, and it energized the college students in a way they did not expect. It challenged them to think about their industry holistically. It forced them to be articulate about the work they do to produce a publication. It exposed them a different aspect of their community and to the people who inhabit it.

Linda Puntney, director of the Journalism Education Association, the clearinghouse for high school journalism, recalls a similar situation when the publications staff at Cowley County Community College in Kansas worked with students from the Arkansas City High School. They taught workshops in the high school, such yearbook theme development, during school hours and in the afternoons after school. Many of these students decided to attend the community college after graduation and joined the very staff that had helped them.

Taking a journalism show on the road and into the schools is one way to provide support to area programs. Monica Hill, director of

advised by teachers with little or no journalism training.

the North Carolina Scholastic Media Association, says school media programs can serve as resources for area high school programs in other ways as well, including providing tours of media facilities and inviting them to watch work on productions and publications. "They enjoy seeing the students enjoy their work," she said.

It does not always work as envisioned, however. Some high schools are resistant to having visitors in their classrooms. Andrew Vogeney, who has been an officer of the Journalism & Communications Ambassadors program at the University of Florida, knows even the best of intentions to help local high school programs sometimes go unanswered. Two years ago his group offered workshops to area schools, but there were no takers. Vogeney speculates that a crowded curriculum and not enough time in the day or year may have been possible reasons.

The next year, the students decided to scale back the offer: a smaller and shorter presentation about college journalism opportunities in Florida. Again, no takers. A spouse of the professor eventually invited Vogeney to her broadcast classroom, where he observed a beginning class and an advanced class as it taped the following day's newscast. While it was a one-time experience, the teacher has expressed interest in having Vogeney return to work with her students or to take her students on a field trip to the television station on campus to see the equipment and meet the staff.

"The field trip can help them potentially see what might be in their future, what new equipment is available in the station," he said. But Vogeney's experience with teachers generally illustrates a problem many student journalists have–getting an inside track into the schools. Here is where a good adviser can come in, to make introductions, set parameters and prepare students for the college student-high school student interaction.

Dorothy Gillian, founder/director of the Prime Movers Media Program in Washington, D.C., and Philadelphia, works from her offices at George Washington University, and she knows the value of having the reputation of a university and a strong student media behind the program. It can open doors. Prime Movers, a program that places professional and college journalists in high school classrooms in an effort to revitalize those programs, makes the initial contacts with administrators and classroom teachers.

"The university comes in as the mother ship," says Gilliam, who notes that media advisers from an institution that is respected in the community can make contacts with area schools and administrators more easily than an individual student can. Once a relationship has been established between a high school and the university program, journalists are assigned to a specific school to with scholastic media staffs for a semester.

College students also can share their collegiate experiences with the high school students, telling them what to expect from college and helping with their preparation. After all, they're "accessible role models," Gilliam says, and the practical advice they give about college can be extremely meaningful. "It adds another voice to the mix of their own advisers and guidance counselors."

College media advisers can help their staffs make connections with their local younger counterparts in a variety of ways. But the college adviser can help pave the way by asking the high school teachers or advisers what their students want to know and what they most need help with. Perhaps it's basic instruction. Maybe it's help in planning a publication or figuring how to construct a budget. Maybe the high schoolers need training with equipment or software. And maybe they need help navigating the uncomfortable waters of censorship. Whatever the needs, college advisers can help their own students prepare activities, lessons and the templates for discussions for the upcoming sessions.

College media advisers can provide structure for their student volunteers, help them make connections with their local younger counterparts and prepare lessons and activities. To prepare in advance, the high school advisers ought to be asked in advance what their students want to know, what they most need help with. Perhaps they need basic instruction. Perhaps they need help planning a publication. Perhaps they need training with equipment or software. Perhaps they need help navigating the uncomfortable waters of censorship or figuring out how to construct a budget. (see sidebar)

And the college students can learn as much as the high school students. Vogeney, the JCA student from Florida, noted that he likes to work with new staff members on his college broadcast team, and he compares that to teaching high school students.

"I like being able to help people learn how operate the equipment or see the show runs," he said. "This is an extension of that experience."

Lois Page, who coordinates the D.C. area operations of Prime Movers, said her students have discovered that while the high school students may not know a lot about journalism, they do know things the college students do not know.

"(The high school) kids have life experiences our students know nothing about," Page said. "Our students can learn as much as they teach."

Gilliam says the experience of working with high schoolers is cited by collegiate journalists as one of the most important experiences of their college careers.

"It's a two-way street," she said. "It makes them better journalists. It can be a real strengthener for students, especially for those who are open to it."

Often there is an academic link, too. Some college journalists who enjoy their time in the classrooms become interested in teaching journalism as a career.

Shockley points out the experience also can reaffirm the college students' commitment to the field of journalism.

It does not always work as envisioned, however.

The View from the High School Adviser's Perspective

What high school advisers really need from us

Journalism education can be territorial. High school advisers have their own peer groups, college professors have theirs, and too often the twain don't meet. It is understandable. We are so busy trying to educate those folks right in front of us that sometimes that's all we have time for.

For college educators, we have responsibilities to prepare our student journalists for professional careers. But it is also our responsibility as educators to see our field as a bigger picture than the one right in front of us, to reach out to our future students and the teachers and advisers who urge them along.

And to save our industry, it is perhaps most important to cultivate, encourage and support high school programs. Our obligation is to find and inspire budding journalists, to nurture those in the early stages of their careers, to help train their teachers, and to continue to provide support where it is needed, especially at the secondary schools.

Linda Drake, a Chase County (Kan.) High School journalism teacher and longtime proponent of the high school-college relationship, offers some advice to her college counterparts, at all levels of higher education. The reality is that high school teachers are busy, especially those high school teachers who advise publications, and high school teachers would welcome some help.

Many journalism teachers have had no experience or educational training in journalism. Some are recruited from language arts, art, business and other departments. As a result, any training or knowledge sharing is helpful.

"In an ideal world, the relationship between the local universities and the area high schools would involve training and resources," she said.

Drake says several models for educating highschool journalism teachers work, including summer programs that can be taken for continuing education credit or graduate credit, workshops that focus on advising or specific elements of media such as writing, design and photography, and specialized training.

"Technology is a struggle," she said. "The changes are faster than we can keep up with. Even quick workshops to train us on new software would help."

Drake suggests hosting a conference for area teachers on a Saturday, perhaps providing a certificate for attendance and some professional development training credit in a controlled, comfortable environment. And keep the charge minimal. She remembers attending a one-day Illustrator workshop (donuts and lunch included) that cost $35.

"Anything they can give us is appreciated," she said.

Another service the area community college or university can provide is less definable but no less important: social networking.

Drake points out that too often journalism teachers and advisers are alone in their academic endeavors because of special curriculum needs and equipment concerns and challenges.

"And small schools don't have sophisticated journalism programs and they need help. They don't know where the resources are," Drake said. "Colleges could bring people together, help them network."

The idea of introducing media advisers and journalism teachers to one another may seem elementary, but it is rarely done.

"The social aspects, helping advisers know each other, would be helpful," Drake said.

The college media adviser would be the perfect liaison to initiate such meetings, inviting area advisers to campus for a meet-and-greet, perhaps coupled with a tour of the facilities, a quick lesson in some new technology or an overview of how to grade a news story or simply providing a time and place for an advisers' roundtable, so the teachers can talk about current issues of concern to them.

From these conversations, college media advisers will have a better understanding of the ways they can help the high school advisers in the future, whether it be by providing guest speakers for their classrooms, judging their publications, serving as resources or learning about the needs in the area.

And, Drake suggests a few other ways college media advisers might reach out to the local high school journalism programs and publications staffs:

• Exchange papers or yearbooks;

• Provide information about scholarships;

• Invite high schoolers to events and activities on your campus that would be of interest to journalists;

• Share College Day information;

• Make sure there is a personal contact from the university journalism program.

— Sally Turner

"It opens college students' eyes," Shockley said. "They have to be more professional. They have to anticipate questions and know the answers. High schoolers are good for calling you on inconsistencies."

And those authentic exchanges between volunteer and high school student have a power effect: Volunteers come away from the experience with a new understanding of their profession. "All teachers learn that way," Page said. "They learn by having to teach it."

Shockley also noted that students are often surprised to see how good high school and middle school students can be. "They are often blown away by the critical thinking skills of the students, how they fight for a story and to find information," she said.

Naturally, there is a payoff for this work, and it comes in the form of publicity for the participating college program. Kevin Schwartz, general manager of The *Daily Tar Heel* at the University of North Carolina at Chapel Hill, works with area scholastic advisers to develop a support network ahead of time, before advising becomes overwhelming. And he says the relationship pays off in recruiting and in good will for the Tar Heel.

"We want students who want to come to North Carolina," he said. "We want kids who have worked at their high school paper. … We're not waiting for them. We go out and get them."

Schwartz said the newspaper used to rely on junior print majors to staff the paper. However, with competing media opportunities and a recruiting pattern that leaves a skeletal crew putting out the paper in the first weeks of the semester, it is important to interact with high school students, to get them on campus early. His summer program invites local students to the campus two to three times a week and teaches them the basics of journalism to produce a weekly edition of the paper.

"This gives us some who can walk in the first week and work," Schwartz said. "It's an early-start program for us."

Schwartz also works closely with high schools advisers, who, as in many areas across the United States, have a high turnover rate. He meets with them once a year, and when "they call, we come to their school," he said. "We want to help them get better, to solve their problems," he said. And *Daily Tar Heel* editors even visit the middle school to talk about journalism.

The outreach pays off, and there is a nice correlation between this kind of outreach and university recruitment: history shows that many of the *Daily Tar Heel's* editors have come from area high schools.

The real motivation for bringing together college journalists and high school students is to make sure the next generation of journalists is excited about the field, Gilliam says. College media advisers can provide the resources and support high school advisers and teachers need to do their jobs better, and they can provide the framework for their students to showcase their talents, their media and their university programs to inspire future journalists.

"If you have a good person who is passionate about journalism to work with the students," Shockley says, "you have a prize and a wonderful advocate for journalism."

Of course, not everything is perfect when college students and advisers join hands in the scholastic newsrooms, but problems can be solved with less drama when media advisers prepare students for what they might encounter and share their expectations early in the volunteering process.

College journalists need to understand their role before they enter a high school classroom. They need to be aware they aren't coming is as an expert or to take over the classroom but are there as a resource for the teacher, even though the teacher may have less journalism experience than they do. Here are some guidelines on stepping through the potential minefield:

- **"College students have to have a certain amount of humility,"** said Lois Page, the Washington, D.C., coordinator for the Prime Movers revitalizational program that matches up professional and college journalists with high school newsrooms. "Even if the (college) students are highly accomplished, they have to know their role."

- **Students and advisers also have to understand the basic chain of command.** For example, in a public school classroom, if equipment doesn't work, teachers often have to take the initiative to fix it. Sometimes they lack basic supplies and functioning equipment. But the volunteer cannot "go leaping" over the chain of command, Page says.

- **No surprise, but sometimes personalities clash,** and volunteers may not get along with the classroom teacher or they may sympathize or side with the high school kids. To avoid these kinds of problems and to make corrections, it is a good idea for advisers to check on the students often. Although a formal update is conducted halfway through the semester with the Prime Movers program, Page stays in regular contact with the volunteers and occasionally visits to see how the experience is going. In doing so, she says she "can discover what's working and what's not" and is in a position to address potential problems.

- **In all these instances, the adviser should become the point person,** so to speak, given their background and authority to help resolve and fine-tune these situations in a timely manner.

Sally Turner

is the president-elect of College Media Advisers, for which she is also chair of the awards/adviser committee. She is an assistant professor and adviser of the *Warbler* yearbook at Eastern Illinois University, where she teaches print journalism courses, including News Writing and Feature Writing. She has been teaching journalism since 1986 and has degrees from the University of Missouri-Columbia, the University of Central Missouri, and Southern Illinois University at Carbondale.

Mentoring Scholastic Media Students

Some guidelines for college student journalists re-entering the high school classroom: by Lois Page

• ***It is important that the students know going in that they will be doing as much teaching and mentoring as they will be doing journalism.*** *It certainly can be a* selling point that you learn a tremendous amount about your subject matter by teaching it. Many of our students have had experiences teaching or mentoring younger children. Several have decided on teaching careers after their experience.

• ***Consider documenting the experience and celebrating the successes.*** We expect our students to be involved in a student-made product–such as excellent interviews, video clips or improved newspaper layout–by the end of their experience, which will be shown at our end-of-year celebration.

• ***Consider diversity.*** The racial make-up of the volunteers may be different than that of the students with whom they are working. We urge advisers to speak frankly about what works well with their students and what behaviors to avoid. Also, invite administrators to speak about their school cultures.

• ***Talk to students who have volunteered before.*** We invite a representative journalist, student and adviser from the previous year to talk about their experiences first hand and provide a Q&A opportunity.

• ***Because students will be acting in a quasi-teaching role, we talk about being a writing coach and not a critic.*** "The more red marks, the less they listen." Students are cautioned about their somewhat awkward status as somewhere between a full-fledged teacher and a "buddy." Yes, their language skills are more advanced than those of many of their students, but their job is to nudge the students toward discovering needed corrections themselves.

• ***Motivating students is essential.*** While the volunteers' knowledge of academic subjects and their experience of being a college student make them role models for our urban kids, they should make every effort to discover their students' needs and aspirations, to relate one-on-one and not look down on their very different life experiences. Again, they do not need to set out to be a buddy but an interested and sympathetic slightly older member of the same generation. Our students become a major source of encouragement for them to consider college or professional training.

• ***Students often ask us how they should dress.*** Again we tell them they don't want to dress too casually; they need to invite respect. "Business casual" may be about the closest term.

• ***Students are encouraged to negotiate a significant role with their teacher/adviser.*** Sometimes the teachers/advisers are so overwhelmed, they have little time to plan for the volunteer's role. Volunteers can offer to teach some mini-lessons, mentor a small group, take on a special project—whatever they see as a need.

Lois Page

spent more than 25 years teaching at the high school and college levels, served as a publication adviser and participated in scholastic journalism at the state and national levels. Now the director of the Washington, D.C.-based Prime Movers Media, a journalism outreach program headquartered at The George Washington University, she oversees its pairing of professional and collegiate journalists with area high school journalism programs.

FINDERS, KEEPERS:
Recruiting and Retaining the Best Students

by Jeff Jeske

Colin Donahue, the newspaper adviser to *The Pendulum* at Elon, compares the adviser's job to that of college basketball coach. Amid the hard work of melding varying talent into a successful team and keeping everyone working productively together, not to mention just keeping everyone, period, there's the year-to-year need to maintain recruiting momentum so the organization can do it all over again the next year.

"If you screw up one year, " Donahue says, "that could really drag the organization down for several more."

And after he congratulates each newly-crowned editor in chief, what's his first piece of advice? "I tell (them), 'You need to start thinking about who's going to replace you,'" he says.

For a new editor and the adviser, recruiting – and then retaining – a dynamic staff can provide their first and biggest challenge. And just being a student publication doesn't translate into drawing power. Given the well-publicized problems of print journalism, newspaper advisers may actually find themselves in an uphill battle when it comes to competing for staff with other student organizations. There will always be the true believers who see journalism as a future career. But there's too few of them to build a quality staff on—or to maintain it. As adviser Chuck Baldwin of the University of South Dakota's *Volante* cautions, core staffs can get burned out quickly. Besides that, he says, "stuff happens."

From interviews with veteran advisers, whose newspapers include those that won ACP Pacemaker and CMA Best of Show awards in 2008, here are some key principles to finding, forming and keeping the best publication staffs.

1. THE NEWSROOM WHERE EVERYBODY WANTS TO BE.

Organizational charisma helps. Some prospective student journalists will be like the Harvard *Crimson* recruit who, having been told working for the paper meant devoting every working hour to it, not leaving the newsroom until 2 a.m., not caring about sleep and putting class work at risk, responded, "Sign me up!" Not every campus can be Harvard, or even Harvard-like. But charisma can be created when advisers and staffs commit to excellence and the striving to be the best newspaper possible - and making that goal known.

Chris Evans, adviser of the University of Vermont *Cynic,* says his number one rule might have come from "The Natural" ("Improve the paper, and people will want to join you"), and his staff gets the message out early and often: they place special-issue copies in both student and every parent's packet during summer orientation sessions. And at Duke University, the Duke *Chronicle* sends a special summer issue as calling card to the home of every incoming first-year student.

Also everyone, especially late-comers, need to clearly understand what's expected of them. Says Jim Killam, adviser of the Northern Illinois University's *Northern Star,* "Those who fall through the cracks tend to do so because they felt almost unnoticed." And as Evans suggests, advisers should advise but leave actual managing to the students: "Students stay around when they feel a sense of ownership," he says.

Because most students do want to be challenged, challenge them. Appeal to their highest aspirations. Build toward competitions. And get the word out: your newspaper, or your magazine, or your web site, is *hot*.

2. SO WHAT'S WRONG WITH BEING SELFISH?

Newsrooms ought to appeal not only to prospective student journalists' highest aspirations but also to their self interests. So if most staffers won't go pro, what's their motivation to get and stay involved? Salary? Scholarship? Practicum credits? Free courses? A collegial, friendly environment? Well, get the word out.

And offer them the testimony of recent graduates, who frequently say that working for their college newspaper was one of the best things they did when they were in college.

So, why is that?

Staffers are not just learning to write – or copy-edit, or lay out, or take pictures or shoot video; they're learning to be information managers. And this, in our world of endlessly proliferating data, is vital.

The amount of information in the world is daunting. The explosion has overwhelmed us. Joseph Pelton tells us in "E-Sphere: The Rise of the World-Wide Mind," that in 2000, the world was annually generating two exabytes of data, or, two quintillion bytes of information – the equivalent of 250 books for every man, woman and child on earth. That's enormous, especially given that from the beginning of history to 2000, humanity had created only 12 exabytes. Now, that amount is being created every 2.5 years. How do we synthesize and present all this information? That's partly what journalists do and why they need to be the smartest people in our society. Not only the smartest, but the best communicators.

Jeff Jeske
serves as the Dana Professor of English at Guilford College and, in addition to journalism courses, teaches American literature and film. He also taught at the University of Akron, Clemson University and UCLA. He has advised *The Guilfordian* for past 23 years (or, in adviser years, 46 rounds of recruiting and retention.)

Those two skill sets — critical thinking and communication — are golden when job-seeking in any profession.

3. DON'T FORGET THEY'RE HERE TO LEARN.

What is the value added of your program? Working for the paper should involve more than just performing the same tasks every day or week just to get an issue out, and the pursuit of excellence means identifying the principles of excellence for each job, whether that of section editor or copy editor, layout designer or staff writer.

It means finding ways to import such expertise into the organization — via conventions, trade books, active study of gold-star publications — and using it to help everyone improve in their jobs.

It means regular critiques: finding ways to communicate both what people did well and what they could do better. At the University of Vermont, Evans has instituted a three-tiered weekly critique system consisting of:

- An upbeat e-mail to the entire staff that combines accolades for best stories and photos with general suggestions for improvement.

- An advisor's mark-up copy in the newsroom.

- A report to the top five editors listing 3-4 things to work on.

Critiques can also mean more specific, teaching-focused critiques within departments: the photo or layout editors leading sessions for their staffs, for example, and section editors leading section-specific critique discussions for their writers.

Bottom line, staffers who experience themselves improving are more likely to stay with the organization.

4. ATTENTION, EDITORS: REPORTERS ARE PEOPLE, TOO.

Editors, whether editors-in-chief or section editors, are managers. And although there is a wealth of literature on how to be a good manager — just browse the shelves at Barnes & Noble — few editors read it. This is unfortunate because, as Killam observes, the newspaper is a great place to learn management skills. "Particularly in a bad economy, what they learn here about leadership and responding to market pressures will place them miles ahead of their peers," Killam says.

At Guilford College, the new editors in chief of *The Guilfordian* are required to read *How to Win Friends & Influence People,* a classic in the field.

What's so special about it?

Dale Carnegie's book discusses universal principles for motivating people to act or change.

Strategies include how to emphasize appreciation, how to inspire the desire in others to improve, how to listen — *really* listen —, how to make the others feel important; all the abilities essential to good retention but also those not innate in most of us.

Most people are motivated by self interest. In order to motivate a group of self-interested people, one must suppress one's own self-interest and subliminally work with theirs. Sounds Machiavellian, doesn't it? Well, instead of Machiavelli, think Ben Franklin, who laid the foundations of Carnegie's method in his celebrated autobiography. Franklin, by the way, got his start as a journalist.

5. DIFFERENT STROKES FROM DIFFERENT FOLKS

The benefits of staff diversity should be self-evident. College newspapers increasingly represent diverse communities and should provide a festival of voices that celebrate that diversity. To accomplish such range, the staff should itself be diverse in race, culture, gender, and age.

When recruiting a staff, also seek diversity of academic interest. Don't confine yourself to the communication or English or journalism department. Recruit historians, social scientists, artists, management majors, scientists.

A breadth of ideas and abilities will leaven the product and also prepare students for teamwork in the professional world. To facilitate such teamwork, Duke University *Chronicle* general manager Jonathan Angier recommends assembling "a team of staffers that complement each other's skills — and don't all have the same skill."

It's important to identify all relevant populations where prospective staffers may be found and to pursue leads aggressively, and in person whenever possible. Human contact makes a difference. Also maintain that aggressiveness throughout the semester and year, and keep the newspaper space inviting and livable.

Perhaps best of all, staff breadth will counter the always dangerous public perception (and threat to recruitment) that the paper is, in Baldwin's words, "an exclusive club."

The result of smart recruitment and retention can be a system that motivates engages and rewards,…and regularly produces a superior product.

And the students need to remember that they're just that, offers Donahue.

"Too many times student journalists take on the personality of 30-year veterans, so they become curmudgeons and cantankerous," he says. "College journalists are too young to (to have to) be that irritable."

RECRUITING

RECRUITING

RECRUITING & RETENTION

TIPS

Depending on your publication's set-up, here's some advice on how to build and maintain your staff:

KEEP THEM COMING BACK FOR MORE!

- Make sure it's fun.

- Make sure you have specific job descriptions so that roles are clearly defined. When the jobs change, update the descriptions.

- Provide up-front training and workshops so your staffers can best meet their job descriptions. Boot camps before the start of publication are a great start. And assume nothing. When possible, schedule the local pros or faculty who can help your staff sharpen its skills.

- Institute a plan to monitor or evaluate your staff at mid-term and end of term with constructive criticism.

- Food: never underestimate its power to please, particularly on long nights. And get a refrigerator.

- Develop a mentor system to help writers or other staffers who may be struggling.

- Give weekly and/or monthly awards for reporting, writing, design, multimedia, etc.

- Maintain good communication so that problems can be targeted and dealt with early.

- Notify writers in advance when their stories are not going to run. Explain why, and the courtesy can go a long way to maintaining working relationships.

- Advisers should give journalists constructive criticism. And be honest about it.

- End of publication awards dinners are a great way to get the staff together as a whole, to recognize their efforts and to recognize your outstanding contributor.

RECRUITMENT STRATEGIES

- In the spring, get a list from the admission office of prospective students who have indicated an interest in journalism. Contact them immediately and enthusiastically.

- When the semester begins, establish a comprehensive list of prospects, new and returning, and track them down, delivering in-person invitations to join the newspaper.

- Get staffers to tell students who have no professional aspirations how they can benefit from working in student media. They may eventually become converts. Sometimes it's easy as saying, "Our newspaper is looking for (fill in the blank). See me after class."

- Keep track of potential leads; revisit the lists mid-semester. Often potential first-year staffers wait until they've adjusted to college life and know that they have time to commit.

- Contact the art department for names of students with graphic design skills, the management department for students interested in developing marketing/advertising experience, and the information technology department for students interested in working on the online edition.

- Find a way to participate in first-year orientation. Definitely plan to attend your school's club fair early in the semester. And be sure to set up a booth during Parents' Weekend.

- Talk with English faculty and their classes. Point out to liberal arts majors how a journalism background might prove useful in landing a job.

- Run ads soliciting staff in the newspaper. Consider other campus modes of communication as well: bulletin boards, radio station, online news outlets.

- When you see those well-articulated letters to the editor, invite those readers to join your staff.

- Reconnect with former contributors who have disappeared from your pages. Maybe they'd like to get back on them.

- And when someone comes into the office to inquire about joining up, drop everything.

COLLEGEMEDIA.ORG
EVOLUTION

by Bill Neville

The evolution of CMA's Web site over the last 15 years mirrors in many ways the development of electronic news sites, with all their many facets, in the communications industry at large.

CMA marketing & promotions director Bill Neville captures that history and offers a vision for its future.

The development of *CMAonline*, College Media Advisers' Web site, might be compared to a blindfolded group trying to assemble a puzzle.

This process has been made all the more challenging because the pieces of the puzzle have kept changing shape as the organization's leadership, all the while feeling its way along toward a possible puzzle solution, has also continued to change. To further complicate matters, there is no clear idea of what the finished product should look like other than the result is greater than the sum of its pieces.

One concept central to this confounded scenario that remains unchanged: solving the CMA electronic puzzle is a key to understanding the mediascape of the future, both for the organization and its constituents.

The evolution of CMA's web presence has followed a course of available technology. Starting around 1994, the Web site at CollegeMedia.org deployed what was considered cutting edge at that time — static, conventional web pages — placed in the realm of electronic ether at a time when most folks did not exactly know what to make of this new media. Nonetheless, CollegeMedia.org was the organization's first beacon on the Internet.

CMA's web presence became a reality in 1994 during the term of CMA President Ron Johnson, then the student media adviser at Kansas State University. "My students at K-State had launched the Electronic Collegian in July 1994, when only two other college papers were online," Johnson said. And Johnson used the long-proven CMA tactic to launch the site. He let students do the job.

"Like many of CMA advisers, I recruited good students, and they built CMA's first site," he said. "Our K-State pioneers were student journalists Mike Marlett and Kelly Campbell. Kelly Furnas, now the news adviser at Virginia Tech University, also gave us early online leadership."

Just launching a site was considered innovative 15 years ago but compared to contemporary standards was bare bones, a static site of published pages programmed with elementary HTML computer code. "I dabbled at HTML back then and was soon

overwhelmed," Johnson recalled. "The students' online skills far outshone mine, and CMA owes them its gratitude."

CMA in the 1990s was looking for volunteers to help with all facets of its operations, and hosting a Web site was no different. K-State student publications hosted the site until CMA set it on a journey toward a permanent home. "The site and the CMA discussion list helped the organization connect with members in new and interesting ways. What we did on the site back in the mid-1990s pales in comparison to the information offered today. People don't realize it, but we've come far," Johnson said.

As a quick aside, the discussion list Johnson mentioned — a lively forum of interchange among advisers — technically was not a part of the Web site but it quickly became a vital component of the organization's electronic presence. Credit for this innovation goes to Eddie Blick, recently retired from Louisiana Tech, whose vision in the mid-1990s was to create a discussion group, or "list-serv," primarily to satisfy his own curiosity about all things college media. Hosted gratis at Louisiana Tech, the discussion group to connected thousands of advisers over the next decade until the CMA launched its members discussion group in 2007, coinciding with Blick's retirement. As evidence of the progress of the power of the web today, the list today functions independently and is integrated into *CMAonline*, providing members alternate methods of connecting.

Back in 1999, though, the web presence was still evolving using the talents of students at K-State. "As I recall, Ron gave me a small sketch of what he envisioned, I came back with a prototype, he critiqued, and we repeated the process until the Web site was where we wanted it," Furnas said. "You have to remember that we were doing this before we had been exposed to content management systems, and before we had seen any good WYSIWYG (What You See Is What You Get) editors. This was good, old-fashioned, bare bones HTML. The site wasn't sexy, but it was smart and loaded with information"

Before high speed internet connectivity, the tortoise-like reality of dial-up telephone and modem connections was all that was available. So the realities of slower computers and sluggish internet service were in consideration. "Looking back, it's also interesting on how much our standards have changed," Furnas said. "We designed the site for very, very small screens, which were much more common back then. Also, we kept graphics to a minimum to account for slow Internet connections."

Over the next few years, CollegeMedia.Org continued to serve members. However, as a new century was celebrated the CMA site would soon find a new home.

The original CMA site hosted at Kansas State "remained the case when I became (CMA) president in 1999," said Chris Carroll of Vanderbilt, "though by then Kathy Menzie at Washburn University in Topeka had become the webmaster. Another person who was closely involved with all of this was my vice president at the time, Jim McKellar," who ultimately left advising to accept a position at Harvard University. "Still, the site was pretty rough, even by the standards of those days, so I made it one of our priorities to improve it," Carroll said.

During this time three companies — Campus Engine, College Publisher, and Digital Partners — were vying for the growing college market for hosting solutions, and Campus Engine won out. The agreement would provide technical support and hosting for the CMA site, while introducing a new concept to Web publishing in the use of an early content management system, which provided a dynamic approach to site management.

"Ultimately, we decided that CMA, with its limitations in resources and manpower, could benefit similarly to college newspapers by partnering with one of these companies." Carroll said. "We struck a deal with Campus Engine in June 2000 for hosting of the CMA site at no charge, and with no advertising permitted, except for the 'site sponsored by' logo."

In a CMS, the site webmasters manage a database with that content flowing into a fixed format. Gone were the days when each new item posted required the design of a separate static web page. Material now could be posted and scheduled. Such a system is faster for visitors and easier to manage. The CMS tools were powerful but represented a new approach to Web publishing. Unleashing the full power of such a content system — or even learning to appreciate its power — would still require more time.

When Campus Engine was acquired by College Publisher in 2001, CollegeMedia.org went along for the ride. The CP-based site was managed by organization volunteers when Bryan Murley, then at North Greenville College, became Webmaster in 2003 during Kathy Lawrence's term as president.

"Kathy sent an e-mail to the listserv asking for volunteers, and I sent back an e-mail saying something to the effect of 'I'm not really that good with HTML, but we do use College Publisher," said

Murley, now at Eastern Illinois University. "Apparently, I was the only person who responded. This is why you shouldn't respond to listserv e-mails asking for volunteers."

With Web operations on all fronts growing exponentially, the CMA site began to follow a more news-oriented approach. "Prior to that, the Web site was generally 'static,' in that it was infrequently updated, and (CMA's) mostly with convention info and the like," Murley said. "I tried to include some features that would get people coming back over time, like the teaching tips and other news items. I posted a Q&A with Kathy Lawrence, for example."

In 2004, a number of members suggested that CMA, which had been hosted at no charge, might be better served by going out on its own instead of continuing to partner with CP, "primarily," Murley said, "because of conflict of interest, but also for other reasons." The move to an independent web presence would cost the organization some money, but, Murley said, "by using online registration for conferences, for instance, there was a sense that there would be savings from other areas in the long run."

The goal was to get the site up and running in time for registration for the spring 2005 convention, Carroll said, and the relationship with CP ended "by mutual agreement," Lawrence said.

The upgrade promised to be a boon for managing the convention, said Jeff Breaux of Vanderbilt University, who worked with the registration efforts with the New York conventions from 2002-2005.

"I wanted to be able to have a place to post all relevant info about the convention in an organized manner," he said. "As part of the New York Convention planning team, we were hoping to be able to offer online registration…to increase attendance and offer the ability for attendees to register in a more efficient manner. Plus, having access to up-to-date registration data on-site in New York was a great improvement to the registration efforts."

For its initial CMS the development team picked software called Mambo, created in 2001 and the software "parent" of Joomla, both popular systems in wide use today. Mambo is what is called "open source" software, meaning that it is free. The concept of "free" in open source software, although enticing to many a cash-strapped developer, is really a misnomer. Unless a developer possesses the skills to program what is needed, skilled code writers generally have to be hired to take the basic web tools that come with a solu-

tion like Mambo and parse the software to achieve the desired functionality.

MapHosting, a web development company in Dallas, was tapped to produce a prototype site using a design — the color scheme and basic page geometry — created by Breaux, while Murley worked behind the curtain to provide content and day-to-day maintenance.

"Jeff was key in soliciting a proposal from MapHosting, which is co-owned by Mark Stephens, a Dallas attorney who attended undergraduate school with Jeff," Carroll said.

Mambo provided a "stronger backend system than College Publisher at the time," Murley said. "It wasn't 'issue-based.'" "And I could make one change and it would update the site without having to create new static pages or a new issue of the site," Murley said. "It also had lots of advanced features that we didn't use" like a members section that is a feature of today's *CMAonline*.

"CMA's foray into online registration, kicked off in 2005, and has been modified and tweaked since then. The site's initial developer, MapHosting, was called on again and provided the secure registration module used from 2005 through 2008.

The site has also been used more and more to provide convention goers with updated information on programming.

"I think the CMA Web site has been a valuable resource to those interested in attending" the spring convention, Breaux said. " I believe it has helped with the attendance numbers being so positive in many recent years. And, he added, it's also helped members who are also visiting New York City for the first time.

In addition to the business functions, new kinds of content and delivery — a breaking news area, a RSS (Really Simple Syndication) feed, early multimedia content featuring pictures and audio from conventions — were being featured online. "My main focus was more on fleshing out the parts of the site with useful info," Murley said. "For instance, we had the 'censured' section of the site which included information about all the schools that were censured by CMA. I also tried to post photos from the various conventions and develop a more dynamic web presence."

A significant contribution to the site, ultimately, was Murley's blog — an ongoing discussion of technology and its place in the

HTML Code

world of college media. The blog was called "Reinventing College Media."

The blog — with software that permitted ease of management and the ability to feature multiple authors — was created in late 2005 following the Kansas City Convention where a spontaneous "Reinventing College Media" discussion, led by Carroll and Ralph Braseth of the University of Mississippi, was a last-minute addition to the convention program and attracted more than 70 attendees. The thrust of the day's discussion was that electronic and internet publishing — what was being termed "new media" — soon would mainstream that college news media should take an aggressive approach toward becoming leaders in its development rather than followers. That impromptu convention program led to another conference, a New Media Summit at Ole Miss in February 2006, financially underwritten in part by CMA. This summit focused on the urgency of adopting a strategy in collegiate newsrooms that put development and deployment new media at heart of student media operations and how to best accomplish that objective.

"My famous last words to Chris and Ralph at the time (were): 'I'll set up the blog… but you have to provide the content,'" Murley said. "And you see how that worked out." How it worked out was that Murley provided the bulk of the "reinventing college media" content then and continues to do so today, albeit under the banner of the Center for Innovation in College Media, which Carroll, Braseth and Murley unveiled in the fall of 2006. Now in its third year, CICM, starting initially as a service group and expanding its scope in 2007 to solicit memberships, reports to the Vanderbilt Student Communications board of directors, under VSC's non-profit charter, to offer some consulting services and to provide periodic workshop opportunities.

Murley relinquished duties as CMA webmaster in the summer of 2007, passing those duties on to the headquarters staff. "I felt I couldn't do both CMA webmaster and CICM," Murley said. "It was one of the tougher decisions of my professional life to give up the webmaster position, because I always felt tied into what was

going on in all the arenas of CMA life. The one thing I do regret is that we never upgraded from Mambo to Joomla while I was web-master. Things that web users take for granted today were not on the playing field in 2005." Creating and publishing so-called multimedia content — like the results of convention shoot-out photo competitions coordinated by Bradley Wilson of North Carolina State — was still in primitive stages. "I did push for people to send me photos from the conventions, and posted some primitive photo galleries. Most readers won't understand the technical difficulties at that time, so a helpful pointer is to remember that then there was no YouTube," which was created in 2005.

As more and more web innovations were becoming commonplace, the CMA Board again looked to updating the site with an eye toward fulfilling the promise of what is called Web 2.0, part of which is the creation of a social or organizational network linking members. One of the key developments that propelled this initiative was the growing popularity and proliferation number of sites — Facebook, MySpace or LinkedIn — where the ebb and flow of exchanges among members would enhance the operations and its value to membership. In these sites, members take ownership for much of the content.

The board took a cue in 2006 from the need to migrate the CMA discussion group from the loaned servers at Louisiana Tech, where Blick was about to retire, no later than the summer of 2007 to a service that was paid for and operated by CMA, said then-president Lance Speere. After discussion and a polling of members, the plan to create a members-only discussion group was conceived. The conversion that took place in the summer of 2007 was not without a brief firestorm of technical glitches, though those fires were quickly extinguished.

Next on the agenda would be the member-driven Web site, CMA's first effort at providing a social/business network to link and serve members. The CMA board discussed this in 2007 and gave the green light to this project in 2008, Speere said.

"The CMA board had been discussing for some time the need to

CMA Web Site Chronology
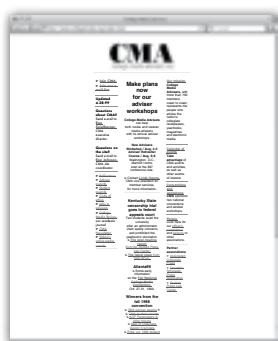
1999 **2000** **2002** **2004** **2006**

make our Web site more functional to better serve the membership," said Speere. "We especially wanted to create a membership database that would allow members to input and change information at will, rather than putting that burden on web managers. We also wanted to make more of our resources available to members.

"The content management system being used at the time didn't offer all of the options we wanted. We also needed someone who could devote a lot of time into maintaining the site and be able to put the research into developing it. Headquarters staff was not equipped to take on this task, and the board members were already swamped with their own projects and responsibilities," Speere explained.

In the spirit of full disclosure, and for better or worse, the board hired the author to supervise development of the new site.

A period of study and research into various content management systems, the cost of internet service providers to host the site and the availability of consultants to help with what would prove to be a task larger than what developers foresaw preceded the actual pick and shovel work on what would be renamed *CMAonline.*

The author, like Ron Johnson, turned to students past and present for their advice and expertise.

Work began in earnest in the summer of 2008. The development teams set up a test site and started work on the prototype. Adam Drew, production manager at the University of Texas at Arlington, who provided suggestions and encouragement via emails during this process, stressed that "acquiring a low-cost test site is essential to making a successful transition."

Creating an electronic "sand box" where software could be installed and tweaked and content delivery tested and retested was considered essential to a working out any trouble before taking a new site live. Drew had followed this process when UT-Arlington shifted its own its own Web site from a third-party to a home-grown solution powered by Joomla. As a graduate student at Georgia Southern University, Drew had earned a reputation as a technical wonk of the first magnitude, whose advice was thorough, logical, measured and up-to-date.

The team was inspired by the versatility of college sites like InsideVandy.com at Vanderbilt, and commercial ones like Savannahnow.com, the innovative site for the *Savannah Morning News* in Georgia, and others, all of which are powered by Drupal open source software. The development team decided *CMAonline*

"Back end" of a CMS

would use the same software under the hood. Drupal, like other open source software, is a set of tools, not a ready-to-go solution out of the box, so acquiring the services of a competent consultant is essential when seeking to modify open source software to custom craft it to meet the needs of a client.

After considering a number of options, the CMA selected QueCentric, a web services firm based in Birmingham, Ala., a decision based on the firm's track record and cost, as well as proximity to the author, who by then had relocated to start work in the student media program at the University of Alabama at Birmingham. QueCentric was founded by Colin Quarello, a young web entrepreneur who has carved out a dual role of running the company he founded as a student in 2005 while completing degree requirements at UAB, where his web work for student media has won honors and distinction. QueCentric has a strong track record, providing web development and e-commerce service for scores of clients.

While Quarello provided the expertise and skill in modifying the Drupal computer code needed for such a large undertaking, the pick and shovel work to convert as much of the content from the old system to the new one still had to be performed manually. At the time *CMAonline* was being developed, CollegeMedia.org was still serving members. For several months the process was mirrored. Content that was posted to the old site was also posted to the new one. Much of the work was tedious and time-consuming but necessary so that, when launched, the new site would pick up where the old one left off without skipping a beat. This is one reason why the summer of 2008 — when adviser activity, perhaps, is at low ebb — was selected a prime time for development.

A fully functional test site was unveiled to a group of beta testers in the late summer. Bugs were found, bugs were squashed. But in the development of a Web site from open source software, it's a good idea to keep the old slogan of New York's *Village Voice* newspaper in mind — "Expect the Unexpected."

The site went live about the time the fall term started for most schools in 2008, perhaps more to meet a deadline than to have all gremlins eliminated. Subsequently, the "unexpected" struck — more bugs were found, and more bugs were exterminated. Removing the infestation required some persistence but eventually, after this process was repeated for several weeks, the new site was stabilized and largely bug-free.
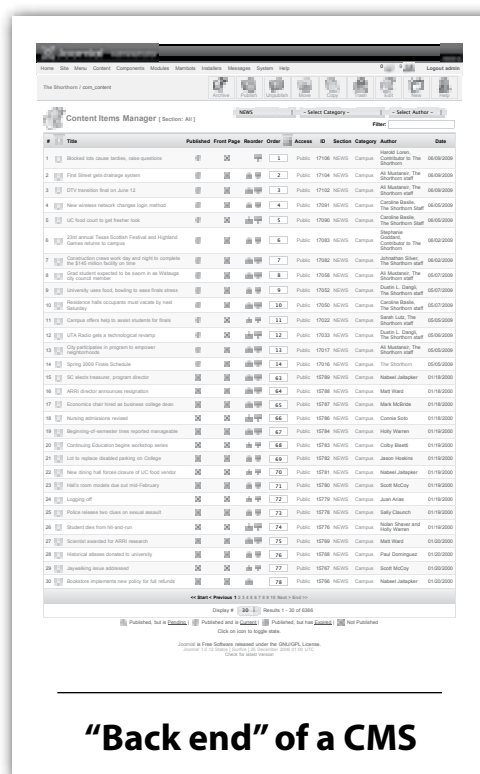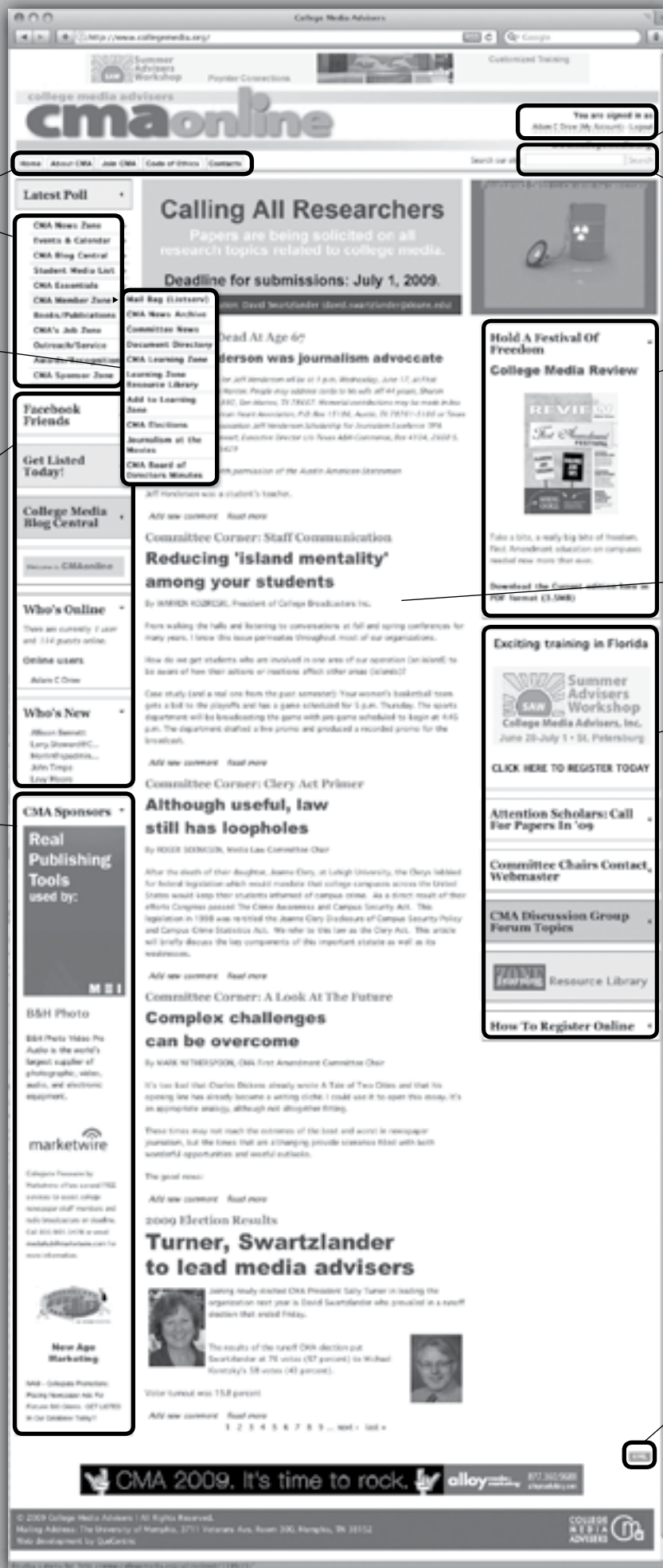
Navigation bars

Member area
(only displayed to logged-in members)

Social Networking

Sponsorship area

Member login

Site search

College Media Review

Content area

Promo spots

RSS Feed

CMAonline has a public and private face. Some content is posted for the world to see. Other content — publications archives, internal CMA documents, resource libraries and more — is accessible to members only after they have logged in. The concept here is empowerment. For example, a Job Zone opens the public side to students who want to upload resumes to be considered by recruiters; however, the private side restricts access to student resumes for students in the Job Fair to those CMA deems bona fide recruiters who are provided with a username and password. Unlike the previous system, this information can flow directly into the system without having to pass through a webmaster who in the old scheme would act as gatekeeper. In a few cases, it was obvious some were abusing this service by uploading bogus resumes, but, because these were not made public, steps could be taken to weed these out.

Another section under development is the Committee Zone, where it is hoped committee chairs will communicate and collaborate, sharing information necessary for them to do their jobs. Chairs will have access to a committee resource library where they can post and retrieve documents needed to do their jobs.

Drupal, the software used to provide a platform for *CMAonline,* is a large, flexible and powerful structure for delivery of web content to a community of users. However, its deployment requires a significant learning curve on behalf of developers and managers. Once deployed — with all the roles for users defined, permissions set and privileges assigned — the system empowers the user. As another example, Virginia Tech's Kelly Furnas, now the online editor, can file, schedule and post news stories online directly without having to involve the webmaster. As an editor, Furnas has the permissions needed to access to the tools under Drupal's hood that are needed to do the job independently.

Drupal is also meeting the needs of CMA's business functions. Using a module called Civic Customer Relations Manager, the new Web site is powering the registration process for the spring 2009 convention. CiviCRM gained its measure of success as the web engine that collected contributions to fund Howard Dean's bid for the Democratic Presidential nomination in 2004, where he heralded as the first to break through the web-barrier in reaching a new and unexpected demographic. In the Age of Barack Obama, that sort of web viability might seem like old hat, but at the time

Dean deployed it the success was stunning. This four-year leap from Dean to Obama underscores how quickly things measured in web years" zoom along.

QueCentric modified the CiviCRM module — or set of tools — to accommodate CMA's registration needs. In the future, another CiviCRM incarnation will empower CMA members to pay dues or purchase CMA products online.

Because of Drupal's complexity, at least one collegiate adopter of the Drupal solution — InsideVandy — is backing away from that selection in favor of a scheduled summer 2009 installation of WordPress, a blogging software that merged as a popular web platform. The decision at Vanderbilt is more based its needs to have a dynamic news delivery system, said Carroll. "What we learned was that Drupal is an incredibly robust and flexible platform, but it also is extremely complex and requires high-level expertise to make it do the kinds of things a dynamic news site would want. I suspect this is not the case for a more static account like CMA.

"Realistically, though, we've learned that the 2005-06 predicted trend of demand by users to create and share content on news sites was over-estimated — at least it never was fully realized at Vanderbilt. So, why be burdened maintaining a service that very few people ever use?"

As a scaled down solution for an organization like CMA, Drupal seems to provide a viable model. *CMAonline*, while is strives to provide news and content and otherwise serve a modestly sized social network of advisers rather than the much-larger group that might be served by a metropolitan daily or university-wide web network.

The process of evolution of CMA's presence online over the past 15 years is the result of thousands of hours of contributions by scores of members, contributors and technicians. Has the big web puzzle been solved? Probably not. The reality here is that, like so much else in life, it's not the destination that matters but the journey.

What *CMAonline* ultimately needs is for membership to buy into it. With members empowered to take control of the site themselves, for example, to upload materials — teaching tips, presentations, forms, training items and other things — that might be of interest to other CMA members, a resource library will grow and evolve for use to advisers now and in the future. The new site will be what the members make of it.

Bill Neville
is the production manager for student media at the University of Alabama at Birmingham and has been committing journalism in one form or another for 40 years. He worked as a cartoonist, graphic artist, magazine editor, and daily newspaper editor before becoming a teacher, and he was student media adviser at Georgia Southern University for more than two decades. A former treasurer of College Media Advisers, he now serves as CMA's director of marketing and promotions as well as its webmaster.

Selecting the Right

CMS

CONTENT MANAGEMENT SYSTEM

by Colin Quarello

A major challenge in developing a robust Web presence is the selection of the best Content Managment system. With a multitude of options available online, the decision process can lead to confusion and bewilderment, particularly for the latecomer to web technology.

To help along the way, here are some basic concepts and guides that may be useful to understand how to make a solid and successful decision. Be forewarned, what follows might at times seem like Alphabet Soup with acronyms in abundance. Using the web to follow up on defining these concepts as warranted will help you better understand them. And a list of web references is provided at the end of this article.

Three points are mission-critical for your success.

1. KNOW YOUR _PLATFORM_

The hardware and operating system that will be powering your new site. If your IT department primarily deals with Windows, your server will probably end up running an edition of the Windows Server operating system. CentOS Linux and Mac OS X Server are two other options, but the choice is really up to you and whoever is going to administer the machine. If you're hosting the site with a third-party provider such as GoDaddy.com, you'll want to review the available plans to see which platforms are available.

2. KNOW YOUR _SOFTWARE_

There are two giants in the web software world – PHP and ASP. PHP (a Hyper-text Preprocessor) is an open-source web programming language that can be installed on Windows, Linux, or Mac OS X systems. ASP (Active Server Page) is Microsoft's web language of choice and will come standard with a Windows server. Perl is another web language that's available for a wide variety of plat-forms, but has lost some popularity over the years.

3. KNOW YOUR _DATABASE_

The database will hold your site content including articles, comments, and more. MySQL (Structured Query Language) is a popular open-source database choice that can run on many platforms including Windows, Linux, and Mac. Microsoft SQL and PostgreSQL are two other common options.

The decision to create a new Web site can come with complex questions. Gone are the days of updating a static web page with Notepad. Today's web visitor expects an exciting site layout with fresh, up-to-date content. So how can your student media operation meet these demands while keeping site management simple? Simply put, use a content management system, or CMS for short. The largest commercial provider of hosting services for collegiate media, College Publisher, uses a custom designed CMS to serve clients with its turn-key ser-vice. Others install CMS functions on their own. What is important to know about this concept is that with a CMS you can install and configure your own CMS that will give your staff the flexibility to publish articles and upload photos without physically building each individual web page. The CMS is the heart of your site – creating web pages based on a pre-defined template and content that's uploaded via a secure administrative area.

CMS OPTIONS

These CMS options will help guide your operation to a CMS that will fit the bill. With a solid content management system, your site will have the foundation and power needed to serve visitors and your staff for years to come.

Since your CMS will likely dictate the direction of your Web site and its features, here is a list of a half dozen popular content management systems and with some highlights on each option.

1. COLLEGE PUBLISHER

The turn-key system popular for many schools around the country. That's because CP not only hosts your site but also provides its own CMS designed specifically for student media operations. While the initial setup of your site is handled by College Media Network, CP's parent company, your staff will still be responsible for uploading new site content including articles and photos. There's been a lot of talk about College Publisher across the CMA listserv, so if you have any questions on the system, I'd recommend posting a question to the community.

Pros:	Free (ad space is shared), provides complete turn-key hosting and content management solution
Cons:	Site features are ultimately controlled by College Publisher
Software needed:	None (self-hosted)
Who uses it?	More than 600 collegiate clients at the last counting, reported CP.

2. DRUPAL

The CMS behind CMAonline, the reinvented College Media Advisers Web site. Think of Drupal as the framework for your site – the plumbing that will hold various bits of content together. Unlike a conventional closed-architecture CMS that does one function such as publish articles, Drupal is build around expandability and the use of modules to create varying forms of content. In Drupal, the administration of the site is interactive. An administrator with the correct permissions can edit and change content as it is displayed without having to access it from "behind a curtain." Drupal comes pre-loaded with the standard features you'd expect – such as blogging, comments and user registration – but a quick glance on the project's Web site will net thousands of additional modules to add functionality to your Web site.

However, there is one caveat that comes with all this flexibility. Upgrading Drupal to the latest version can easily break custom modules and leave site administrators digging through code and online forums to find a workaround. One way around these compatibility issues is to only apply necessary security patches and have a solid plan in place before migrating to a new version.

Pros:	Free (open-source), flexible, thousands of modules available online, easy to theme
Cons:	Major version releases can break outdated modules and themes, and large Web sites will need to tweak resource usage settings to get the best balance of speed and features
Software needed:	PHP and MySQL
Who uses it?	CMAonline, Savannahnow.com, Amnesty International, The Onion, Greenpeace and others.

3. MOVABLE TYPE

This CMS is a heavyweight in the blogosphere, powering popular Web sites such as Boing Boing and Barack Obama's campaign. Movable Type was originally developed as a simple blogging platform but has matured over the years to become, in its own words, "powerful enough for building blogs, Web sites or social networks on a single platform." Based on the Perl programming language (an alternative to PHP and ASP), Movable Type excels in the way it handles publishing of content. Rather than dynamically pulling articles or comments from a database upon every page request, Movable Type physically creates a static HTML file for each page. On busy Web sites, this method greatly decreases page load times and resource usage since the visitor is pulling static content from the server and not querying the database.

However, this publishing method does have a couple downsides. First, plugins and additional features are not as plentiful due to the limitations of how content can be displayed. Second, the physical process of rebuilding a site can take a substantial amount of time. If an editor adds a breaking news story, the content may not be available until the home page, archives, categories, and the physical article page is built. To help speed up the page building process, Movable Type allows administrators to only replace modified pages. Large sites will want to ensure they have a robust infrastructure to handle the publishing process.

Pros:	Open-source edition is free, publishes static HTML pages, fast on high traffic sites, robust administrative area
Cons:	Commercial sites may need to pay for a professional license, building of static content can take awhile, addons are limited
Software needed:	Perl and MySQL
Who uses it?	Barack Obama Campaign, Washington Post, National Public Radio

4. WORDPRESS

Another blog-centric content management system that has risen in its capabilities to power numerous types of Web sites is WordPress. Fans of WordPress' hosted service will love the fact that the same features available on WordPress.com are integrated in the open-source project that's available for download and installation on your own Web site. Unlike Movable Type, WordPress doesn't physically publish a static page for each bit of content. This allows the system to support a wide range of plugins and user contributed hacks to extend the functionality and look of site pages. WordPress has one of the easiest publishing interfaces around, and continues to improve the administrative area's look and feel. Recent versions of WordPress feature integration with Google Gears, a Firefox and Internet Explorer extension that saves common site elements to your browser for faster page loading times. This thoughtful addition makes the administration area load lightning fast compared to other content management systems. In a busy newsroom, this feature will help make the site feel more like a desktop application for editors rather than a hosted service.

Mobile publishing is available through a free iPhone application, which allows reporters to immediately post news (and photos) from anywhere. WordPress also has a very devoted community and hosts local WordCamp events throughout the world. WordPress developers and evangelists share their ideas with other WordPress users during these free workshops that are open to the public.

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Pros:	Free (open-source), large community of users, popular platform for bloggers, Google Gears integration with administration area, iPhone support
Cons:	Large Web sites may need fine tuning to achieve peak performance
Software needed:	PHP and MySQL
Who uses it?	NASA, The New York Times, TechCrunch

5. JOOMLA

Another popular open-source content management system that's designed to act as a framework for various modules. These modules, which provide expandability to web functions, are known in the Joomla world as extensions. Joomla was originally developed as a fork of the Mambo CMS project (what was used on the CMA site prior to the installation of Drupal), and that heritage shows in the administrative side of the system. Unlike Drupal, Joomla includes a dedicated administrative area where editors can upload site content and modify extensions without working in the same "public" template that regular visitors see. This "walled garden" system may make it easier for novices to find the tasks they're looking for, since the navigation options reflect only the necessary choices for the user. Extensions are also version sensitive, so major version upgrades must be planned carefully.

Pros:	Free (open-source), scalable, 4000+ extensions available online, administrative area is separated from the public side
Cons:	Extensions and major version upgrades need to be planned carefully: Mambo add-ons are not always compatible.
Software needed:	PHP and MySQL
Who uses it?	IHOP, United Nations, Harvard University and many more.

6. ROLL YOUR OWN

While it's not a physical product, "rolling your own" CMS might be an effective way to create a very customized site if you have the programming gurus on staff to build the system. Many schools have created their own CMS from scratch, but if you do, be sure to chain the programmers to their desks until they can provide you with the necessary documentation on how to update and manage the system. Joking aside, even the best in-house systems can quickly turn to a nightmare if only one person knows how the magic works behind the curtain.

Pros:	It's designed specifically for you.
Cons:	It's designed specifically for you.

Referenced Web Sites

PostgreSQL	www.postgresql.org
MySQL	www.mysql.org
Windows Server 2008	www.microsoft.com/windowsserver2008
OS X Server	www.apple.com/server/macosx
CentOS Linux	www.centos.org
PHP	www.php.net
ASP	www.asp.net
Perl	www.perl.org
Movable Type	www.movabletype.org
WordPress	www.wordpress.org
Drupal	www.drupal.org
Joomla	www.joomla.org
College Media Network	www.collegemedianetwork.com

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2009 Study of Advisers Shows Improvements, Causes for Concern

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*(**Editor's note:** This is the first in a two-part series on college media advising. This first article discusses the role of the adviser, salary/compensation packages and job characteristics. The second article, which will be published in the fall issue, discusses the financial picture of college student publications.)*

The world of college student media today is evolving. Technology is providing a challenge to all media, and colleges and universities are experimenting with new ways to capture and keep their audiences.

Leadership in that evolution is provided by college media advisers — who, through the teaching and mentoring process, guide students to produce the best media possible, and the advising process itself has also evolved.

To trace that progress, over the last 25 years College Media Advisers has regularly surveyed its membership to provide longitudinal data on the role, responsibilities, working conditions, compensation and status of college and university student media advisers in the U.S. Information is requested about the media operations they advise as well. This is the seventh survey in that series; the first was in 1984, followed by replications in 1987, 1991, 1995, 2001, 2005, and now in 2009.

Since the last survey in 2005, the length of time advisers are remaining in the profession and the number of those who have spent 20 or more years in their jobs have remained constant.

However, there are several areas of concern. Slightly more advisers report in 2009 that they are in positions leading to tenure, but fewer have achieved tenure. In addition, compensation for full-time advisers tops out at lower levels than in 2005, with the exception of those at public four-year universities. Also, fewer advisers have formal provisions for salary increases in 2009, and there has been an increase in student affairs areas supervising advisers, especially those who are full-time, and writing their job descriptions as well.

As for the student media operations themselves, fewer list their status as independent, with more being assigned to student affairs.

There has, however, been a general decrease in teaching loads of advisers who also have classroom responsibilities, and more advisers report having written job descriptions, even though fewer are crafting these documents themselves. Advisers should be doing that to ensure their rights and responsibilities and to continue the evolution of advising as a career path and profession.

METHODOLOGY

In late October 2008, surveys were sent via Survey Monkey to the 719 active members of College Media Advisers at that time. A total of 227 were returned, for a response rate of 30.2 percent. Respondents represented all 50 states, with Texas having the largest percentage of returns (10.1 percent), followed by North Carolina (6.6 percent), Ohio (5.7 percent), Georgia (5.3 percent) and Missouri and Pennsylvania (4.8 percent each).

The 68 questions on the survey were designed to elicit information on a broad range of topics, including the role and responsibilities of the adviser, as well as education, tenure, salary and other compensation, reporting responsibility, titles and rank. The first 31 questions related to advising and the subsequent 37 to media advised.

The questions also sought information on the newspapers, both print and online, yearbooks, magazines and radio and television operations advised by respondents, including financial, organizational and demographic data.

Frequencies were run on all questions, as well as cross tabulations on selected questions to ascertain trends and specific demographic profiles of advisers and the media with which they work.

PROFILE OF RESPONDENTS

Nearly half the respondents (48.9 percent) advise newspapers only. The next largest group (18.7 percent) advises all media. That is followed by 9.3 percent who advise newspaper and yearbook; 6.7 percent, newspaper, yearbook and magazine; 6.7 percent, radio; 4.4 percent, radio and TV; 2.7 percent, yearbook; 1.3 percent, magazine; and 1.3 percent, TV. The broad range of combinations of media advised illustrates just how diverse advising models and student media operations are across the country.

Of those who advise newspapers, more than three-fourths (78 percent) advise all areas; 9.4 percent supervise editorial and

production; 6.3 percent, business /advertising and production; 4.2 percent, editorial only, and 2.1 percent, business/advertising.

Nearly all advisers (91.1 percent) have had some professional media experience, up from 86.9 percent in 2005. One-fourth (25.8 percent) of respondents report between one and three years. However, nearly half (44.9 percent) have nine or more years experience, and 17.3 percent report 18 or more years working in the media before becoming advisers; 8.4 percent have 23 or more years professional experience.

Nearly one-third (31.6 percent) of advisers have been in their positions four or fewer years, comparable to 2005. Of those, 5.8 percent are in their first year of advising, a decrease from 8.8 percent in 2005. Slightly more than one fourth (28.4 percent) have been advising for 15 or more years, a decrease from 32 percent in 2005. Of those, 17.8 percent have advised for 20 or more years, a slight decrease from 18.6 percent in 2005.

As far as their current jobs are concerned, more advisers (30.2 percent) have been in their positions for two to four years than any other length of time; that was true in 2005 as well. The number of advisers with 15 or more years in their current position (22.2 percent) has remained constant from 2005; 11.1 percent are in their current jobs 20 or more years. Only 10.2 percent were in their first year.

More than half the respondents (54.2 percent) work at four-year public colleges and universities; nearly one-third (30.8 percent) are at four-year private schools, followed by 15 percent at two-year public colleges. There were no respondents from two-year private institutions.

As far as enrollments are concerned, more advisers (39.6 percent) represent institutions with 7,500 or fewer students than any other size; another 22.7 percent work at colleges and universities with 7,501 to 15,000 students, 12.4 percent at those with 15,001 to 20,000, 5.8 percent at those with 20,001 to 25,000, and 19.6 percent are at schools with enrollments exceeding 25,000.

THE ADVISER'S POSITION

More advisers (28.3 percent) hold the title of publications/media director than any other, an increase from 19.8 percent in 2005. The next most common designation is publications/media adviser (26.4 percent), a decrease from 32.2 percent in 2005; 15.8 percent are general managers, a decrease from 16.9 percent in 2005, 8.7 percent are media supervisors/coordinators, and 5.9 percent are editorial advisers.

Others with smaller percentages include director/assistant director of student activities/affairs/life (5.9 percent), associate/assistant director of student media/publications (2.6 percent), and ad/production manager (3.2 percent). Other titles reported by one or two individuals include such diversity as follows: associate director of marketing and media, assistant general manager and coordinator of broadcast journalism.

More than half (56.1 percent) the advisers have master's degrees, the same as in 2005; 20.6 percent hold the doctorate, also equal to 2005.

Only 29.6 percent of advisers have both faculty rank and staff title, a decrease from 38.6 percent in 2005. Of those with faculty status, more are assistant professors (29.3 percent) than any other rank, an increase from 24.1 percent in 2005 when instructors were the majority with 38.6 percent. Instructors follow with 24.8 percent, down significantly from 2005, followed by associate professors with 21.1 percent, comparable to 2005, and professors, with 15 percent, a decrease from 16.1 percent in 2005. Lecturers stand at 9.8 percent.

When rank is broken down by type of institution, there are more instructors at four-year public colleges (31.7 percent) and more assistant professors at four-year private institutions (44.4 percent) than other ranks. Both are increases from 2005. Assistant professors follow at four-year public colleges with 23.3 percent, then professors with 13.3 percent. At four-year private institutions, 31.1 percent are associate professors and another 13.3 percent instructors; 8.9 percent are professors. Instructors and professors predominate at two-year public schools (28.6 percent each), followed by associate professors with 25 percent and assistant professors with 17.9 percent.

TENURE

Achieving tenure continues to be a problem for college media advisers; nearly half (47.6 percent) the respondents indicate that their advising position does not lead to tenure, a slight decrease from 49.3 percent in 2005. This situation is not positive for the advising profession, especially in light of the fact that of those positions that do lead to tenure, only 38.9 percent of the advisers are tenured. This is a sharp decrease from the 50 percent in 2005 who reported having tenure.

More than half (59 percent) the advisers at four-year public colleges and universities are in positions that do not lead to tenure; this is a slight decrease from 61.8 percent in 2005. At four-year private schools, 37.7 percent are in positions not leading to tenure, a substantial decrease from 45.8 percent in 2005. Two-year public institutions have the smallest percentage of advisers tenured, (26.5 percent).

Of those advisers in positions that lead to tenure, 68 percent of respondents at two-year public institutions are tenured, the highest of any type of college, and a decrease from 77.5 percent in 2005. Only slightly more than one fourth (28 percent) of the advisers at four-year public colleges are in positions that lead to tenure, a sharp decrease from 47.3 percent in 2005. At four-year private schools, 37.2 percent of those are tenured, an increase from 34.5 percent in 2005.

More general managers are in positions not leading to tenure than any other job title (75 percent). They are followed closely by publications/media directors (72.1 percent), editorial advisers (66.7 percent), and publications/media advisers (46.5 percent).

More than half (52 percent) the publications/media advisers who are in positions leading to tenure are tenured, a significant decrease from 70.6 percent in 2005, as are 16.7 percent of general managers (a decrease from 30.8 percent in 2005), 25 percent of publications/media directors (a decrease from 27.5 percent in 2005) and none of the editorial advisers (a decrease from 25 percent in 2005).

ASSIGNMENTS

Nearly half the advisers (45.7 percent) are on 12-month contracts; 30.6 percent have nine-month contracts. Another 9.1 percent are on 10-month contracts, and 10.5 percent state they have no contract. Nearly all (93.3 percent) are on the semester system. Most have a nine-month teaching load of 12 semester hours (42.3 percent); 15 semester hours is the next most common load (16.7 percent), followed by 18 semester hours (9.6 percent), 24 semester hours (5.8 percent), 12 quarter hours (6.4 percent), and 24 quarter hours (4.5 percent). All percentages show a decrease in teaching loads from 2005.

More than half the advisers (59.4 percent) are regular faculty and are assigned to a department; the majority (62.1 percent) are found in journalism/communications, while 18.5 percent are English faculty. University unions account for 4.8 percent, arts/humanities, 3.2 percent and business communication, 1.6 percent. Figures are comparable to 2005.

Of those who do not have faculty rank but do teach, 82 percent, a sharp increase from 61 percent in 2005, instruct journalism/communications classes, while 8 percent teach English, a decrease from 13.6 percent in 2005.

Of those advisers who are regular faculty, more than two-thirds (69.8 percent) at four-year public colleges, (72.2 percent in 2005), and more than two-thirds (67.5 percent) at four-year private schools (comparable to 2005) are assigned to journalism/communications units; 9.4 percent at the former and 18.6 percent at the latter report to English. More than one third (39.3 percent) of those at two-year public colleges also are assigned to journalism/communications and another one third (35.7 percent) teach English. These totals are comparable to 2005 figures.

More than one-third (40.6 percent) of advisers are full time and have no direct classroom assignment, an increase from 34.3 percent in 2005. This model is more common at four-year public colleges, where more than half (54.1 percent) the advisers do not teach; 27.5 percent of advisers at four-year private schools and 18.2 percent of those at two-year public institutions also fall into this category, an increase from 2005 percentages.

Of those who are not full-time advisers, 46.4 percent spend 25 percent or less of their work assignment in advising, an increase from 36.1 percent in 2005; 34.8 percent spend half their time advising, and 18.7 percent spend 75 percent.

At four-year public colleges, nearly half (43.3 percent) said they advise full time, comparable to 2005; only 15.7 percent of those at four-year private institutions, a decrease from 23.1 percent in 2005, and 6.7 percent of advisers at two-year public schools, comparable to 2005, are full-time advisers.

Of those who are not full-time advisers, more than half (59.3 percent) at four-year private colleges and universities spend 25 percent or less of their work assignment advising; so do 46.4 percent of those at two-year public schools, and 35.3 percent of those at four-year public colleges.

One third of advisers report spending more than 40 hours a week doing student media work, while 16.8 percent spend only one to 10 hours; the former is an increase from 22.3 percent in 2005 and the latter is a decrease from 20.3 percent. Another 22.1 percent spend 11 to 20 hours a week advising; 15.5 percent spend 21 to 30 hours and 11.9 percent spend 31 to 40 hours advising.

With regard to responsibility for their advising role, nearly one-fourth (24.3 percent) of respondents report to a department chair, a slight decrease from 26 percent in 2005. Those reporting to a student affairs dean/vice president decreased to 18 percent from 19.4 in 2005, and the percentage of advisers reporting to an academic affairs dean/vice president (11.7 percent) was also a slight decrease from 14.1 percent in 2005.

Respondents reporting to a student activities/student life director increased to 17.1 percent from 12.8 percent in 2005, while those reporting to a student media/publications board or chair remained similar at 12.2 percent. The percentage of advisers reporting to a publications/media director or general manager decreased to 4.5 percent from 7.6 percent in 2005.

Other areas to which advisers are responsible were small but include a board of directors, 3.2 percent; public relations dean/vice president, 1.4 percent; president, 1.8 percent; and student government, 2.3 percent.

With regard to full-time media advisers, more than half (53.3 percent) report to student affairs personnel; 31.1 percent report to a student activities/student life director, while nearly one-fourth (22.2 percent) report to a student affairs dean/vice president. The former is a sharp increase from 18.4 percent in 2005 and the latter a slight decrease from 25.2 percent in 2005.

Only 13.3 percent of full-time advisers are responsible to a publications/media board or its chair, a decrease from 21.4 percent in 2005. Responsibility to a department chair increased to 6.7 percent from 5.8 percent. Other areas of reporting include publications/media director or general manager (6.7 percent), a decrease from 15.6 percent in 2005, academic dean or vice president (4.4 percent), a board of directors (6.6 percent), and a public relations dean/vice president (1.1 percent).

At four-year public colleges more advisers are directly responsible to a department chair or a student affairs dean or vice president than any other area (20.8 percent each), a slight decrease from 22.4 percent for the former and comparable to 2005 for the latter. Publications/media boards or chairs supervise 10.8 percent of advisers, a decrease from 14 percent in 2005; student activities/student life directors, 20 percent, an increase from 12.6 percent; and publications/media directors or general managers 5.8 percent, a decrease from 14.9 percent in 2005.

At four-year private institutions, department chairs also supervise most advisers (27.5 percent); other areas include student affairs deans/vice presidents (17.4 percent), academic deans/vice presidents (14.5 percent), publications/media boards (15.9 percent), and student activities/student life directors (8.7 percent).

Most advisers at two-year public schools report to a department chair (30.3 percent), followed by the student activities/student life director (24.2 percent), the academic dean/vice president (23.1 percent), and student affairs dean/vice president (9.1 percent).

Most student media operations are assigned to either student affairs (45.2 percent), an increase from 39.3 percent in 2005, or to communications/journalism (32.9 percent), a decline from 35.6 percent in 2005.

Advisers listing their media operations as independent account for 11.9 percent, down slightly from 12.5 percent in 2005. Other areas of assignment are minimal: student government (3.7 percent), a slight increase from 3.3 percent in 2005, and the president, 1.4 percent. Two or fewer operations report to public relations, arts/humanities/liberal arts, English, continuing education, and media board.

Student media are assigned to departments of communications/journalism more frequently than any other unit at four-year private colleges (44.1 percent), a slight decrease from 45.8 percent in 2005. At two-year public colleges (45.2 percent), and four-year public colleges (55.8 percent), more media operations are responsible to student affairs. At both, communications/journalism is second, 38.7 percent and 25 percent, respectively.

Independent media comprise 11.7 percent of operations at four-year public colleges, 17.6 percent of those at four-year private schools and none of those at two-year public institutions. Two media operations reporting to the president's office are at four- year public colleges, and one at a two-year public institution; the one assigned to public relations is at a four-year private college. See Table 1.

More than two-thirds (68.9 percent) of the student media with full-time advisers are assigned to student affairs, a substantial increase from 56.3 percent in 2005; 17.8 percent list their operations as independent, a decrease from 22.3 percent in 2005, while communications/journalism is listed by only 7.8 percent of respondents, comparable to 2005. Student government is responsible for 2.2 percent and one reports to the president, one to public relations and one to continuing education.

With regard to the issue of who is publisher of the student media operation, respondents most frequently listed the publications/media board (22.7 percent); other areas included the newspaper editor (19.3 percent), the president (7.7 percent), the adviser (7.2 percent), the

college/university (7.2 percent), editorial/management board (4.4 percent), student affairs dean/vice president/director (3.9 percent), journalism/communications (5.8 percent), student government (1.9 percent), and board of trustees/regents, 1.4 percent. Independence was listed by 17.4 percent of respondents.

At four-year public colleges, the publications/media board is most frequently listed as publisher (34.5 percent), while the newspaper editor is mentioned most frequently at two-year public schools (32.3 percent). At four-year private colleges, the college/university is most frequently listed as publisher (15.2 percent), although at the latter independence has the highest percentage (27.3 percent). See Table 2.

Nearly three-fourths of advisers (71.4 percent) supervise full-time, three-fourths-time or half-time employees, a decrease from 81.9 percent in 2005; 47.5 percent supervise 1 to 2; 16.7 percent, 3 to 5; 15.4 percent, 6 to 11; 20.4 percent, 12 or more; and 10.5 percent, 21 or more.

JOB DESCRIPTIONS

The job of the college or university media adviser is that of a teacher – a mentor – a guide – and not that of an editor, or a censor. The adviser does not write copy or act as an assignment editor, but, indeed, teaches students the rights and responsibilities of a free press and upholds those rights with administrators and others who would abridge them.

Therefore, one of the most important documents that an adviser can have to ensure and protect his or her rights as an adviser is a written job description. In 2009, nearly two-thirds (69.1 percent) of advisers have written job descriptions, an increase from 59.8 percent in 2005 and 54.8 percent in 2001.

Publications/media directors have the highest percentage of job descriptions (88.9 percent), followed by general managers (78.3 percent), editorial advisers (77.8 percent), and publications/media advisers (69.2 percent). Of those with titles for which six or fewer individuals responded, all the media supervisors/coordinators, assistant/associate directors of student publications and assistant directors of student activities/affairs/life have job descriptions.

Table 1: Areas of Assignment for Student Media (in %)			
Area	4-year Public	4-year Private	2-year Public
Communications/Journalism	25.0	44	38.7
Student Affairs	55.8	27.9	45.2
Independent	11.7	17.6	0
President	1.7	0	3.2
Public Relations	0	1.5	0
Student Government	2.5	4.4	6.5
Academic Affairs/Provost	0.8	1.5	0
Arts/humanities/liberal arts	0.8	0	3.2
Media Board	0	1.5	0
English	0	1.5	3.2
Continuing Education	0.8	0	0

Table 2: Who is Publisher? (in %)			
Area	4-year Public	4-year Private	2-year public
Publications/Media Board	34.5	12.1	3.2
Independent	14.5	27.3	6.5
Journalism/Communications	7.3	4.5	6.5
Newspaper Editor	20.9	10.6	32.3
Student Affairs Dean/VP/Director	0.9	4.5	12.9
Editorial/Managing Board	2.7	4.5	6.5
College/University	3.6	15.2	3.2
President	5.5	13.6	3.2
Adviser	6.4	1.5	25.8
Student Government	1.8	3.0	0
Board of Trustees/Regents	0.9	3.0	0

With regard to areas advised, most (80.5 percent) of those advising all media have written job descriptions, followed by 75 percent of those advising newspaper and yearbook, 73.3 percent of those advising newspaper, yearbook and magazine, 70 percent of those advising radio and TV, 54.1 percent of those advising newspapers, 53.5 percent of those advising radio and one third of each of the following: television, yearbook and magazine.

More than half (53.6 percent) the full-time advisers have written job descriptions, a sharp decline from 90 percent in 2005.

Most advisers (70 percent) reporting to publications directors/ general managers have written job descriptions, as do 71.8 percent of those reporting to student affairs deans/vice presidents, 73.7 percent of those responsible to student activities directors, all of those responsible to public relations deans/vice presidents, 56.5 percent of those responsible to publications/media boards, 42.3 percent of those reporting to academic deans/vice presidents, 51.9 percent of those reporting to department chairs, two-thirds of those reporting to presidents, and 80 percent of those responsible to student governments.

Nearly three-fourths (68.3 percent) of advisers at four-year public colleges have written job descriptions, a decrease from 72.9 percent in 2005. At two-year public schools, 55.9 percent have descriptions, an increase from 53.8 percent in 2005; and at four-year private colleges, advisers having written job descriptions increased to 53.6 percent from 46.7 percent in 2005.

In most instances, advisers themselves are responsible for writing their own job descriptions (22.7 percent), a slight decrease from 24.8 percent in 2005. This is followed by student affairs deans/ vice presidents (20 percent), an increase from 17.8 percent in 2005; publications/media boards or chairs (14.7 percent), a decrease from 16.7 percent; department chairs (14.2 percent), a decrease from 16 percent; academic deans/vice presidents (8.4 percent), a decrease from 11.5 percent; student activities/student life directors (4.7 percent); media/publications board chair, 4.2 percent, media/ publications director/ general manager, 3.7 percent; president and student government, 1.1 percent each.

At four-year public colleges and universities, most job descriptions are written by student affairs deans/vice presidents (29.8 percent), a substantial increase from 18.8 percent in 2005 when most job descriptions were written by advisers themselves (23.4 percent). In 2009, 22.1 percent are written by advisers; publications/media boards follow with 16.3 percent, a slight decrease from 15.6 in 2005, and department chairs write 13.5 percent.

Nearly one-fourth (20.7 percent) of advisers at four-year private institutions write their own job descriptions, a decrease from 23.2 percent in 2005; publications/media boards and student affairs rank next both with 19 percent, and both slight decreases from 21 and 20 percent in 2005.

At two-year public colleges, 35.7 percent of advisers write their own job descriptions, an increase from 28.9 percent in 2005; 14.3 percent are written by academic affairs deans/vice presidents, a contrast to 17.8 percent in 2005, and 28.6 percent are completed by department chairs.

With regard to publications/media advisers, 29.2 percent write their own job descriptions, a decrease from one third in 2005. In more than one third (38.6 percent) of the cases, descriptions are written by student affairs, a sharp increase from 24.6 percent in 2005, and by department chairs/academic deans/vice presidents in 16.7 percent of the cases. Only 8.1 percent of publications/media boards write descriptions for these individuals, a slight increase from 3.1 percent, as do 8.3 percent of academic deans/vice presidents. The role of student affairs in writing job descriptions for media advisers has increased significantly, while academic areas have decreased.

Only 18.2 percent of publications/media directors write their own job descriptions, a decrease from 26.3 percent in 2005. Student affairs, however, authors more of these descriptions (42.4 percent), an increase from 36.8 percent in 2005; 18.2 percent are completed by publications/media boards/board chairs, an increase from 15.8 percent in 2005, while 6.1 percent are written by department chairs and 6.1 percent by media/publication board chairs. These figures also show an increase in student affairs involvement.

In the case of general managers, more than one-third (34.8 percent) write their own job descriptions, an increase from 25.6 percent in 2005, and department chairs, academic deans and publications/ media boards each write 13 percent of job descriptions. Half the editorial advisers have job descriptions written by department chairs, while one-fourth are composed by media/publications boards.

The fact that slightly less than one-fourth of advisers write their own job descriptions, a decrease from 2005, which was a decrease from 2001, is not a positive trend. College Media Advisers has a Code of Ethical Standards for Advisers and a Code of Professional Standards for Advisers, both of which speak to the job of adviser as a professional journalist, a professional educator and a professional manager. These codes set out a definition of the job of the adviser. Those who work with student media would not consider having students work without defining their job responsibilities. The same principle is even more vital for advisers to protect their rights and define their professional responsibilities to administrators, colleagues, staff and students. By taking the initiative to craft these documents themselves, advisers are ensuring that the responsibilities delineated in the position description are those that are appropriate to the job.

COMPENSATION

Advisers receive a broad variety of compensation packages. Of those who are not full-time advisers, 58.8 percent have a reduced load, while advising counts as one or more courses (up from 50.9 percent in 2005). However, 20.2 percent receive no released time or extra compensation for advising, a decrease from 26.3 percent in 2005.

Another model includes advisers who carry a regular teaching load and are paid extra for advising (15.1 percent, comparable to 2005). Others have a reduced teaching load, where advising counts as one or more courses, and are paid extra (5.9 percent, down slightly from 6.9 percent in 2005).

Three-fourths are not paid directly for their advising responsibilities, but their duties are part of their teaching or administrative

assignment; this percentage is comparable to 2005. At four-year private colleges, 73.3 percent follow this model, down slightly from 77.3 percent in 2005; at four-year public schools, 81.3 percent fall into this category, comparable to 2005. At two-year public institutions, the percentage decreased to half from 56.6 percent in 2005.

Broken down by student media operations, those not paid directly for advising include all yearbook and television advisers, followed by advisers to all media (96 percent), radio advisers (88.9 percent), advisers to radio and TV (75 percent), advisers to newspapers and yearbooks (73.3 percent), advisers to newspapers, yearbooks and magazines (71.4 percent), newspaper advisers (63.8 percent) and magazine advisers (50 percent).

Table 3: Compensation for Full-Time Advisers (in %)

Salary Range	4-year Public	4-year Private	2-year Public
$10,001 – $15,000	1.7	0	0
$15,001 – $20,000	0	0	0
$20,001 – $25,000	3.3	0	0
$25,001 – $30,000	3.3	8.3	0
$30,001 – $35,000	3.3	12.5	33.3
$35,001 – $40,000	13.3	16.7	50
$40,001 – $45,000	16.7	25.0	0
$45,001 – $50,000	16.7	12.5	16.7
$50,001 – $55,000	13.3	8.3	0
$55,001 – $60,000	3.3	8.3	0
$60,001 – $65,000	10.0	0	0
$65,001 or more	15.0	8.3	0

Table 4: Compensation for Full-Time Advisers by Position Title (in %)

Salary Range	Publications or Media Director	Publications or Media Adviser	Editorial Adviser	General Manager	Associate/ Assistant Media Director
$10,001 – $15,000	0	0	20.0	0	0
$15,001 – $20,000	0	0	0	0	0
$20,001 – $25,000	0	18.2	0	0	0
$25,001 – $30,000	0	9.1	0	7.1	0
$30,001 – $35,000	9.1	9.1	0	0	25.0
$35,001 – $40,000	9.1	27.3	0	7.1	0
$40,001 – $45,000	22.7	18.2	0	14.3	50.0
$45,001 – $50,000	22.7	9.1	0	14.3	0
$50,001 – $55,000	13.6	0	60.0	14.3	0
$55,001 – $60,000	9.1	0	0	0	0
$60,001 – $65,000	9.1	0	0	7.1	25.0
$65,001 or more	4.5	9.1	20	35.7	0

Of the one-fourth who receive partial remuneration for advising, half (51.3 percent) are paid $5,000 or less, a decrease from 64.5 percent in 2005, while 23.1 percent receive $5,001 to $10,000, and 25.6 percent are paid more than $10,000, the latter an increase from 12.5 percent in 2005.

By media operations, of those receiving partial remuneration, 41.4 percent of newspaper advisers receive more than $5,000, as do all of those who advise all media, all of those advising radio and television, radio alone, and newspaper, yearbook and magazine. Those receiving more than $15,000 include advisers to radio and TV, all media, radio and 10 percent of those advising newspapers.

At four-year public colleges, nearly three-fourths (71.4 percent) of the advisers receiving partial compensation are paid more than $5,000, up significantly from 28.6 percent in 2005; at four-year private schools, the percentage is lower, 25 percent, a decrease from 28.6 percent in 2005. At two-year public institutions the percentage increased to 46.2 percent from 40 percent in 2005.

Salaries for full-time advisers (40.6 percent of respondents) cover a broad range. Only 15.4 percent are paid $35,000 or less; that is progress over 2005 when 21.1 percent earned that amount. More than two thirds (67.8 percent) are compensated at a level of more than $40,000, an increase over 63.3 in 2005, while 34.4 percent make more than $50,000, a decrease from 43.3 percent in 2005. In fact, 18.9 percent earn more than $60,000, and 12.2 percent more than $65,000. Both the latter are less than 2005 when 23.8 percent earned more than $60,000 and 12.2 percent more than $65,000.

By media advised, more than three-fourths (70.3 percent) of those working with newspapers receive more than $40,000; 40.7 percent receive more than $50,000, and 29.6 percent are paid more than $60,000. Of those working with newspapers and yearbooks, 80 percent are paid more than $40,000; 30 percent receive more than $50,000, and none more than $60,000. Of those advising all media, nearly two-thirds (61.9 percent) earn more than $40,000; 30.9 percent earn more than $50,000, and 13.7 percent more than $60,000. Two-thirds of radio station advisers earn more than $40,000.

Only full-time advisers at four-year public colleges and universities made salary gains since 2005.

More than half (58.3 percent) the full-time advisers in four-year public colleges earn more than $45,000, an increase from 55.8 percent in 2005, while 25 percent are paid more than $60,000, and 15 percent, more than $65,000. At four-year private institutions, figures are lower; 37.4 percent receive more than $45,000, a decrease from 47.9 percent in 2005, while 8.3 percent are paid more than $65,000.

At two-year public colleges, only 16.7 percent earn more than $45,000, a decrease from 60 percent in 2005; none receive more than $50,000. See Table 3.

Most (81.7 percent) of the full-time advisers with the title of publications/media director earn more than $40,000, while 36.3 percent exceed $50,000, and 45 percent make more than $65,000. Percentages are

higher for all salary levels from 2005 except for those advisers whose salaries exceed $65,000. There were fewer individuals in this category.

Of those with the title of publications/media adviser, 36.4 percent earn more than $40,000; only 9.1 percent earn in excess of $50,000.

Of the general managers responding, more than half (57.1 percent) earn more than $50,000; 42.8 percent earn more than $60,000, and 35.7 percent are paid more than $65,000. The latter two are higher than 2005.

More than one-third (40.1 percent) of advisers who receive compensation for their role in working with student media have no formal provision for how frequently they are granted salary increases; this is an increase from 36.4 percent in 2005.

One-third (36.4 percent) of advisers have annual salary reviews, comparable to 2005; 17.3 percent receive automatic annual increases, down from 20.1 percent in 2005.

Student affairs deans/vice presidents or directors most frequently determine advisers' raises (36.8 percent), an increase from 34 percent in 2005. Academic affairs deans/vice presidents or department chairs grant raises in more than one-fourth (29.1 percent) of the cases, up from 25.7 percent in 2005. Publications/media boards or their chairs perform this function in 13.2 percent, an increase from 9.4 percent in 2005. Contracts determine increases for 7.6 percent of advisers; 5.6 percent receive raises from the president, and 1.4 percent from student government. Four individuals responded that raises are determined by a corporate board or board of directors.

CONCLUSIONS

Evolution is a key factor in media today, from uses of technology to social media to multimedia storytelling to changing delivery systems. Over the last 25 years student media have evolved with the recognition that they have the same rights and responsibilities of their commercial counterparts. Buoyed by court decisions upholding the rights of student editors to free expression, student media have become successful multimedia operations.

Each of these challenges has also been a part of the evolving role of the college media adviser. Over the last 25 years, advising has also matured into a profession. The importance of the role of the adviser has also been recognized and more clearly defined. This study has traced the changes in the roles and positions of advisers from 2005 to ascertain their status today.

Recognition in the form of adequate compensation packages is always important for longevity in a position. Pay scales for full-time advisers have improved, although those earning salaries at the top levels have declined in number. For those who are not full-time advisers, teaching loads have been reduced and partial compensation rates for advising have increased. In addition, those who report receiving no released time or extra compensation are fewer in 2009 than in 2005.

Longevity in positions has also remained constant since 2005.

Less than positive has been the fact that 40 percent of advisers who are compensated for advising have no formal provisions for how frequently they are granted salary increases; that is up from 36.4 percent in 2005. Only one-third have annual salary reviews. There has been no progress on that level since 2005.

Professionalism also demands stability in job expectations and responsibilities. On the positive side, there has been a steady increase in the number of advisers with written job descriptions in this decade, from 54.8 percent in 2001 to 59.8 percent in 2005 to 61.9 percent in 2009. However, slightly fewer than one-fourth write their own job descriptions, and increasingly in 2009, more were written by student affairs individuals than in 2005 when more were the responsibility of academic affairs and the advisers themselves. At that time, more were the responsibility of academic affairs (27.5 percent) than today (22.6 percent).

In addition, advisers reporting to student affairs increased from 43.6 percent in 2005 to 53.3 percent in 2009, more than half. There has also been an increase in student media operations assigned to student affairs areas (39.3 percent in 2005 to 45.2 percent in 2009), and we see slightly fewer operations listed as independent in 2009.

Another indicator of stability is tenure. In 2009, slightly more advisers are in positions leading to tenure than in 2005; however, fewer advisers have tenure. In 2009, 39.8 percent of those in tenurable positions achieved that status, down from half in 2005.

As we approach the end of the first decade of the 21st century, college media advisers have made some progress as professionals. But there are still a number of areas to which advisers need to pay attention.

More advisers need to work toward guaranteeing their roles as adviser as ones who carry out what the word denotes – advising – by crafting their own job descriptions that set out the role of the adviser as reflected in CMA's codes of Ethical Standards for Advisers and Professional Standards for Advisers. Both can be found on CMA's Web site (www.collegemedia.org).

The increasing involvement of student affairs in writing job descriptions and having reporting responsibilities for advisers and student media serves to remove both from journalism/communication areas where there should be greater recognition and support for these operations. Obviously, working to build as much independence as possible into student media is the preferable organizational model.

These data illustrate that advisers still have goals to reach to maximize their own situations and ensure optimal operation of their student media.

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college media
REVIEW

College Media Review is the flagship journal of College Media Advisers, Inc.

It is the leading academic journal on advising collegiate media, both print and electronic.
It is an all-encompassing journal that serves collegiate media advisers.

MISSION

- It educates and informs advisers on how to teach, advise and produce collegiate media.

- Its refereed section quantifies trends, documents theories, identifies characteristics and disseminates research and information for and about collegiate media and advising.

- Its non-refereed section offers essential information on all facets of collegiate media advising - teaching, training, recruiting, diversifying, motivating and challenging students to media excellence.

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- Our audience is primarily faculty and staff engaged in college media advising. Content is tightly focused to the concerns of college media.

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- Style: Text for non-refereed articles follows Associated Press style; text for refereed manuscripts follows Chicago style.

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  - *College Media Review* will consider articles for publication; a query is suggested. CMR prints first-time material, unless the material has been specifically requested from another publication.

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  - Articles must be submitted electronically, in either Microsoft Word or basic text format. E-mail articles as attachments to Robert Bohler (r.bohler@tcu.edu). Include a 60-word biography that includes current position, media advised, and key prior experience.

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