

»INSIDE: **COLLABORATION BETWEEN COLLEGE
& PROFESSIONAL NEWSPAPERS**



college media **REVIEW**

THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC.

WINTER 2008 • VOL. 45, NO. 3

Editor in Chief **101**

- **Choosing the best**
- **Relationship tips**
- **Leadership qualities**

ALSO: **HOW ADVISERS AND PRO EDITORS REALLY
VIEW THEIR NEWSPAPERS' COUNTERPARTS**

Editor's Corner

When a campus official at our fair university gave a reporter the boot for asking what must have been some mighty annoying questions at a Greek rush fandango ("So, why do you want to go Tri Delt?"), it didn't conjure visions of Col. Travis, sword in hand, drawing a line in the sand at the Alamo."

Then, two coaches of minor sports concluded that their considerable coverage wasn't "supportive" enough, a spokesman said, and they cut off all access for interviews. Then another flack refused on his own to allow interviews with the soccer coach and players after what he described as "a tough loss." And that didn't even address the head football coach's on-going refusal to discuss issues surrounding his recruits whose criminal charges in the last year include sexual assault, wife beating, and other legal scrapes.

Mark Witherspoon, the newspaper adviser at Iowa State University who chairs the CMA First Amendment Committee, sees the struggle over access as part of a larger trend.

"We're seeing a huge effort at all levels (high school, college and the pros) where they want so badly to control information, they're essentially working against...access," Witherspoon said. "They want to be able to make money doing their own publicity."

The conflict partly stems, he says, from a public relations shift away from hiring former journalists and toward hiring SIDs whose philosophies run counter to the objectives of the press.

"When you've had journalists who are PR people, by and large, they understand," he said. "Then, it works."

The news from the CMA listserv has been more bizarre. Heard the one about the administrator who responds to interview questions by turning to his keyboard? Or the college that requires low-level admins to kick reporters' questions upstairs for approval? Or the president who blames the enthusiasm of young reporters in his threat to fire an editor if he dares publish online before the weekly paper hit the stands (God forbid, it should try to go daily)?

In this era of instantaneous communication, a constituency can mobilize electronically with the deftness of a herd of gazelles, and accountable sources should certainly take care with what they say, not to mention how it's played.

But even former scribes who have gone over to the dark side agree that the appreciation of journalism is critical for both sides. Margo Mateas, the president of Public Relations Training Company and author of the "Media Relations Maven" column in PRSA's "PR Tactics" newspaper, says the conflict results from the breach in philosophy and approach between a PR culture that sprung out of journalism and a more adversarial form that has emerged from a marketing model of information flow.

Mateas, who makes her living finding ways for clients to develop successful relationships with news media, says the common thread that often binds high-profile coaches, CEOs, and, yes, even some college administrators is that they're control freaks by nature. The marketing model is more likely to produce decision-makers who "think they can control the message like they do an ad," she said. And in athletics, she said, "The coach is king and used to having absolute control."

Bottom line? "Many media sources...are under the mistaken illusion that by stonewalling the media (they can) create a favorable impression," a method and the objective that "are incompatible," she said. And she said it violates the prime directive of traditional public relations philosophy to facilitate the flow of information. She says flatly, "It's our obligation to be a resource for reporters and a resource for reliable information. If you want to have (media) presence, there's no excuse not to develop a working relationship."

I'm sold. Maybe our SIDs will start picking up "PR Tactics."

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When you pick up this issue, we hope the information flow from Kelly Messenger and Sally Turner, with the help from some long-time advisers, will benefit you when new editors are being hired this spring. Read all about it. And Kelly Furnas reports on how college newspapers and their pro counterparts view their competitive and collaborative relationships. Also, if you want to learn more about how journalists can make a difference in the lives of their readers, check out our book review of Kathleen Wickham's take on how the *Clarion-Ledger* newspaper in Jackson, Miss., remade itself as a champion of equal rights in public education and won a Pulitzer prize in the process.

 Robert Bohler, Editor

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Editor in Chief

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Cherry-Picking the Editor

Two seasoned advisers offer tips on how to find the best fit editor for your publication. Find tips on what to look for, who to listen to and how to cultivate working relationships with editors.

Kelly Messinger and Sally Turner

Relationships with Editors

Not every editor will become a friend for life, but when all the pieces fall into place, watching students grow and develop can be the most rewarding part of advising.

Sally Turner



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Friend or Foe: Collaboration and competition between college and professional newspapers

Refereed Article

An in-depth look at how college newspapers and their professional counterparts view their mutual relationships. The researcher explores to what degree the students and professionals compete for coverage, advertising and readers and also how they contribute to each others' endeavours.

Kelly Furnas

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Advisers' Perspectives about the Benefits of Campus Newspapers

Refereed Article

A veteran adviser asks current advisers about why they continue to work in the field despite the pressures and dangers of their jobs.

Wanda Brandon, Ph.D.

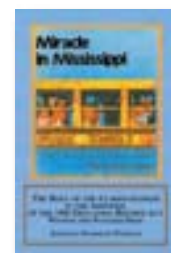
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Cover to Cover

Book Review: Miracle in Mississippi

Kathleen Woodruff Wickham chronicles how the *Clarion-Ledger* newspaper reinvented itself as an advocate for civil rights.

Dr. John Tisdale



**On
Deck**
 THIS SPRING

Think you know where campus newspapers are headed online? Daniel Reimold's article on online-exclusive college publications in the Spring CMR may open your eyes a little wider. And a financial review by Lillian Kopenhaver and Ron Spielberger will show you where the money's coming and going when it comes to ad revenues and editor salaries.

Picking the Best

Editor in Chief

by Kelly Messinger & Sally Turner

You can already hear, or at least imagine, the questions buzzing in the newsroom when the selection time for editors comes around: “Who is applying for editor for next semester?” “If *he* applies, I don’t think I will work for him.” “Should I apply? And am I good enough?” “Can I handle the pressure?” “Will the others work for me?”

Choosing an editor is one of the hardest jobs an adviser, publications board or committee has. An editor sets the tone for newsroom, has his own expectations and sometimes his own agenda. And often the best candidate for the position is not the most obvious. Sometimes the future editor has not yet emerged but instead has been working quietly but professionally behind the scenes, watching those around her and learning from their examples.

So much of a newspaper’s success revolves around its leadership, and in that regard, the adviser has to work both ends of the editor spectrum. First, an adviser has to find those prospective editors and nurture their journalistic passions and leadership skills so that when duty calls, they will be ready to apply for the position. And advisers have to help train, guide and support these students when they finally are placed in the role of editor.

A good editor in chief can make your life easy. A bad one can make you have the most miserable semester of your career. So, how do you ensure a pleasant, working newsroom and keep your blood pressure down?

SELECTION PROCESS

When it comes to who will emerge as your next editor, the selection process is key but its facets legion. Many methods of

choosing an editor are out there, some more reliable than others. If you have a publications or media board (see sidebar) that selects the editor, then that group will solicit the applications, conduct the interviews and name the EIC. In most cases, if the EIC doesn’t work out, that board can discipline or fire the person. Many schools, large and small, employ this process.

At Pittsburg (Kan.) State, the current editor nominates editors for the following year, and candidates appear before a board.

At Harrisburg (Penn.) Area Community College, the editorial board, including the current editor and the adviser – who has no vote – makes the decision.

Some schools use a faculty committee with its members from the department in which the newspaper is housed.

“They don’t always choose the candidate I would choose,” says Nils Rosdahl, adviser to *The Sentinel* at North Idaho College. “I always hope just the candidate I want will be the only one to apply; that hardly ever happens.”

At the University of Mississippi, candidates for yearbook editor take a written test of various scenarios the editor may encounter, and they design spreads as part of the interview process. They’re then selected by a committee of journalism faculty, professionals and students.

At El Camino (Calif.) College, a panel of professional alumni interview editor candidates each semester.

If your publication is housed in student affairs, then a committee with that dean, or the dean alone, may make the selection.

Richard Kless at Providence College says the vice president of student affairs selects the editor of *The Cowl* but requests



recommendations and sometimes asks the editor and adviser to be a part of the interview process.

At Nassau Community College, the students on staff elect the editor, and at some schools, an adviser might select the EIC.

"I consult with the previous EIC and other staff members," says Bob Bergland, adviser to *The Griffon News* at Missouri Western State University. "Quite often, I feel like a football coach. There are some years when there is a strong senior class, while other years are 'rebuilding years.' My role as adviser changes each year depending on the experience level of the EIC and the editorial staff and how much they want or need my assistance."

David Swartzlander of Doane College also selects the EIC, but the EIC selects the rest of the staff.

"I'm the one who will have to work with her for a year," he said. "We have to get along and function as a team, especially on a small campus."

TRAITS OF A GOOD EDITOR IN CHIEF

When advisers talk about their editors, some have funny, can-you-believe-he-did-that stories. Some have stories about challenging situations. Some genuinely like their editors and remain friends at the personal level.

But most have had editors who have not been as strong as they should have been, who have struggled with the demands of the job or mismanaged their staffs into near mutiny.

The decision of who will be the new editor, whether it's made by a board, by individual administrators, or by students, boils down to making judgments about personal and journalistic characteristics and talents that will allow the editor to have a successful tenure at the helm of a student publication.

PEOPLE SKILLS FIRST

Personal skills include both staff management and relationships with the campus and community, and the traits that may have led a student journalist to produce outstanding work don't always translate into the leadership skills required of an editor.

"I need an editor who gets along with people," says Jolene Combs, adviser at El Camino College in Torrance, Calif. "They generally don't teach management skills in journalism school."

Editors at a college newspaper, yearbook or magazine have a special challenge: they

have to lead their peers, who have a variety of talents, problems and personal issues. In a college newsroom, journalistic work is expected to be done in a professional manner by staffers who attend classes, perhaps work at other jobs and participate in other campus functions; an editor has to coordinate all the chaos and range of personalities.

And, says CMA President Ken Rosenauer, a former adviser at Missouri Western State College, some of the best editors have not always been top-flight journalists..

"While some of the best EICs with whom I've worked have not necessarily been the best journalists, they've been the best 'people person' on staff," Rosenauer says.

Dave Waddell, who advises the *Orion* at California State-Chico puts people skills over journalistic skills, which he says can be taught. If an editor has tremendous talent but is abrasive, shutting down good ideas too quickly, people in the newsroom shut down, too.

"That person is much more risky as an editor," Waddell says. "It's hard to help a human relations disaster. Poor people skills can really damage the internal structure of a paper."

Cecil Bentley, assistant director the Management Seminar for College Newspaper Editors at the University of Georgia, says those making the editorial decision need "to hire for attitude, train for skills."

"You don't need to be Mr. or Mrs. Nice Guy, but you do need to be able to work with people," he says. "You don't need

Student Media Boards

About



Governing student media at many schools is the role of a publications or media board, which can insulate advisers from having to make the sometimes dicey decisions about hiring students. These boards oversee the application, interviewing, and hiring process for student journalism executives including the editors in chief, advertising managers, station managers, Web masters, and perhaps lower-level employees as well.

On the other hand, boards can be unwieldy and divisive. But with personnel decisions clearly spelled out in a governing document, the board should work with an understanding of the student media and freedom of expression.

"A governing board must have specific, delegated authority, and it should maintain a working relationship with the body from which its authority is derived," according to *Governing Student Publications*, by J. William Click. Other duties of the board may be addressed with a governing document outlining its focus and responsibilities.

The monograph *Governing Student Publications* is available from CMA.

— Sally Turner



to be everyone's friend, but you need to know your role and responsibilities. Newsrooms can be uncivilized places; you need people skills."

And because editors are also classmates, they have to find a way to be leaders while still bonding with their staffs.

"The EIC must be willing to give orders, motivate students, (and) mentor reporters at the same time that they'll be in class with their staffers, sharing lunch with them or going to a party with them," says Brian Steffen of Simpson College. "It's a tough line to toe."

The staff must accept the editor's vision and work ethic, and must respect the editor enough to work hard for him or her.

"Ideally the EIC is someone who has the technical skills and the people skills, but I think it is more important to have someone peers believe in and who can surround themselves with those skilled people who can make up for the loss of the technical skills,"

Kless said.

And it is not enough for students to say they are leaders.

Gerard Attoun, adviser at Pittsburg (Kan.) State, says students have to lead by example.

"I am leery of those who claim to be good leaders," he says. "I choose someone who works, who is a good leader, who cares about the little things."

Those leadership qualities can hinge on the editor's integrity.

"Subordinates value honesty," Waddell says. "You notice as you work with them (the students) over a period of time whether they give a straight answer, whether they 'fess up to mistakes, whether you can rely on them when they tell you something."

Combs notices that reliability when students regularly attend class and are prompt about it.

"From the beginning, they are there," she says.

TIME MANAGEMENT ... A BALANCING ACT

Veteran advisers agree that strong interpersonal skills can make a good manager but that organizational and time management skills are also essential.

"[You need] someone who is not overcommitted to other student organizations or an off-campus job," says Michael Taylor, Henderson State University.

But, naturally, many editors are active on campus. They pay attention to what's going on around campus, they are good students, and they often have other commitments. Those editors have to master the fine art of time management.

Bentley says that good managers have to model the behaviors they want their staffs to have, including balancing their work, school and social calendars.

SEEING THE BIG PICTURE

And because the EICs are in control of all content, how they see the world and their mission is crucial.

Richard Conway, the adviser at Nassau Community College in Garden City, N.J., says the EIC has to see the big picture: as a poet, a philosopher and a pragmatist.

As a poet, the editor has to see the lighter side of life on and off campus, as well as the issues and people who are worthy of coverage but who may not be as visible as student leaders.

As a pragmatist, the editor has to know "the nuts and bolts of managing a staff, and be politically astute to understand how the campus works," Conway says.

"Sometimes there are good stories to be written about people not big on promoting themselves," he says. "Sometimes a story is worthy of coverage because it's interesting."

As a philosopher, the editor has to recognize and value the role of the newspaper on campus, not just its political role as a watchdog but to uplift the campus as well.

Trum Simmons, adviser at Harrisburg Area Community College, says the ability to recognize the media's role is vital to an editor.

"Editors have to be attracted to journalism," he says. "They have to see the potential and power of the press. They get turned on by journalism and make a difference on campus."

Attoun says he looks for editors with contacts.

"It's good to know people all over campus and how the campus works," says Attoun, who looks for someone who is aggressive. "Sometimes you need someone like that."

Editors must also be inquisitive.

"They must ask why and keep asking why," Bentley says, "and make sure the story says that."

That questioning quality emerges early in future editors.

“
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The EIC has to see the big picture: as a poet, a philosopher and a pragmatist.

Richard Conway, adviser at Nassau Community College in Garden City, N.J.

Top Advisers offer their 5 Ws (and more) on what makes the best publications chief

It's a tall order asking a 20-something college editor to be a visionary, a nuts and bolts kind of kind of leader, and oh, yeah, a philosopher. And to do it on a daily basis. And to do it to do it while also taking care of other details, like full course loads and maybe a part-time job to make all the ends meet.

But that's the make-up of the best editors in chief, says Nassau Community College adviser Richard Conway, who says the top leaders have to be poets, pragmatists and philosophers ... all rolled into one. Editors must be able to appreciate the "lighter side of the school," says Conway, and understand that newsworthiness incorporates not just the actions of the day but the less visible trends and deeds that shape college life. The editors must be pragmatist when it comes to managing their staffs—and themselves. And the editor must embrace the role of preserving in the audience and the staff a shared sense of optimism and need about their community, the publication, and what they mean to each other.



Advisers — what else? — advise. Here's what some of the best in the nation have to say to editors who aspire to be the best:

Care about journalism:

This has to be a calling. What you are doing is one of the most important roles in a democracy – informing, educating, and entertaining. You are watching over your government but also telling the stories of your community. You have to see the power and potential of the press. You have to care about that!

Be dependable:

From the beginning, you are there! You are on time, you come in even if you are sick because you know deadlines have to be met and people are counting on you.

Be hard-working:

You have energy, determination, and an "I'll try" attitude. You may not be the best writer or photographer or designer in the newsroom, but you have solid, basic journalistic skills in multiple areas, and you are determined to keep improving.

Assemble the best team possible:

It's not always about your friends or even the people who have been there the longest. It's about people who are motivated to finish a great product.

Communicate with others:

Subordinates value honesty. Give straight answers. 'Fess up to mistakes. People need to be able to rely on you when you tell them something. And, be able to articulate the reasons for your decisions. Above all, you want the newsroom to be civil.

Know good writing when you see it (and when you don't):

Be a reader ... and a critical reader. Push your writers. Be inquisitive and keep asking why. And make sure the story says all that! Know the rules and how to apply the rules – and sometimes how to break them.

See the big picture:

You have to know how to put the publication together. You have to know the publishers/printers/advertisers. You have to appreciate the budget.

Exercise good judgment:

Be thoughtful in everything you do. Listen to advice from your adviser, your peers, and professionals, and consider consequences and possible outcomes before making a decision.

Know your campus:

Don't forget the world outside the newsroom. Know everything there is to know about what's going on in the school. Know its history and the important players: school boards, administrators, student leaders, coaches, etc.

Be politically astute: You have to understand how the school works, as well as current trends. You have to be able to articulate your points and concerns to the right people.



PATIENCE

With the EIC in control of all content and staff, it may be easy to forget the person is a student with much to learn.

“The person needs to be open to criticism, from the readers, other staffers and the adviser, and should not use the editorial pages to take illegitimate or out-of-context potshots at people or groups, or use the editorial space to respond to letters just to get their two cents in,” says Jim Niedbalski of Ohio Wesleyan University.

Besides all the personal characteristics that need to be apparent in an editor, journalistic skills need to be solid.

“They have to know how to spell and know AP (Associated Press style),” Combs says. “I expect the best from editors.”

Attoun says see the best the editors have before they are considered for the editor position; because news judgment is vital, he says he “auditions” potential editors.

He says during the year, the selection is already made by the staff informally, usually a person who has stepped up and shown a work ethic, and “then I test it.”

As ethical or legal problems come up, he presents them casually to the potential candidates to see how they would respond to the situation.

Waddell, like Rosenauer, agrees that not every good reporter makes a good editor.

“It’s pretty apparent it can be a recipe for disaster to just elevate a top reporter to an editor position.”

Bonnie Thrasher, the adviser at Arkansas State University, looks for resilience in her staffs to see how well they bounce back from their mistakes.

“Students are in the process of maturing and growing,” she says. “I see how long they stick with the staff, how consistent they are. I really respect that (resilience) in a student,” she says. “You have to be able to pick yourself up.”

Waddell has seen that, too.

“Past performance is an indicator, but we’ve all seen turn-arounds,” he says. “People deserve the opportunity to prove themselves.”

SCOUTING THE TALENT

Advisers continually look for students who have these traits.

“When I see people who have the potential to lead and put a book together, I get them to see themselves as leaders,” says Traci Mitchell, the yearbook adviser at the University of Mississippi. “It becomes clear to me, people who stand out, who handle stress and extreme pressure.”

As an informal mentorship between current editors and potential prospects grow, Mitchell starts “pulling them in.”

“I encourage them so that we’re not left in a bind when we graduate a whole staff of seniors,” she said.

Combs makes sure that doesn’t happen, either. She has optional mid-semester conferences with students at which time she puts the idea of editorial leadership in their minds.

“The kids who sign up for these conferences will be encouraged to consider applying for positions,” she said.

Thrasher is always on the lookout for potential editors, too. She sees her staff’s writing, notes who asks for help and observes them.

“I am around them a lot,” she says. “I get a pretty good feel for how they interact, their work ethic, their leadership abilities. When you see students who have these qualities you encourage them to apply for associate editor positions, to help them learn the system and give them practice.”

Conway looks for students with a high energy level.

“When students see the paper as having a purpose, as a voice for the community and students, as a vehicle for information and advocacy for students, I tell them to consider becoming an editor.”

Simmons relies on the current editors to spot future leaders, and it pleases him that they tend to look for the same qualities he does.

“They’ve learned what makes a good editor,” he says.

Kelly Messinger

is an assistant professor at Capital University in Columbus, Ohio, where she advises *The Chimes*, the weekly student newspaper. She has taught for 12 years at CU, where her courses include News Writing, Editing, Feature Writing, and Ethics, Law, and Media. She has been a newspaper reporter, editor, and a high school English and journalism teacher.



Walking the Tightrope: Relationships with

Editors

by Sally Turner

While we all strive to maintain a hands-off approach to editorial advising, the truth is that the best advisers are hands-on when it comes to their students. The role of the adviser is part counselor, cook, parent, educator and travel agents. At workshops when advisers talk about what they do, the list keeps growing. Because of the time we spend with our students and the diversity of our jobs, we know our students in ways traditional teachers cannot.

When writing this article about choosing an editor, I was intrigued by the stories advisers told of their relationships with their editors, the fine line they walked teaching their editors, helping them make good journalistic decisions, helping them learn to manage a staff and navigate the challenging waters of a college campus. We cannot manage content and coverage, but we would be lying if we said we don't have influence. Who we are as people and advisers, as well as the relationships we have with our editors, can inspire and impact the direction of the paper and the direction our students take in their lives and careers.

Jolene Combs, adviser of *The Union* newspaper at El Camino College in Torrance, Calif., has weekly meetings with her editors to let them vent, and she offers advice.

"It's a safe environment," she says. "They set their own standards and rules, and I help them redefine those rules."

She also sits in on their editorial board meetings.

"It helps me get closer to them," she says.

And her students know she will help them get jobs when they graduate.

Not all editor-adviser relationships can be anticipated. The relationship will evolve over the time the editor is at the helm.

"Sometimes I develop [relationships] I don't expect," says Bonnie Thrasher, adviser of *The Herald* at Arkansas State.

She says it's bound to happen, especially when advisers help their editors through troubled times.

"We get them to grow, to interact with professionals. We help them improve and mature."

Over Christmas in 2006, five of my former editors, now in their 30s, met for dinner. We caught up on relationships and jobs, and we reminisced about former newsmakers, former staffers and truly great times. Some of the editors had overlapped on staff; others knew each other by reputation. They were at different stages of their careers in copy editing, design, teaching, and public relations. But they shared a special bond. They had all been college newspaper editors.

What a wonderful time we had! As my daughter and I drove away that night, she remarked at how much she enjoyed knowing these people – who were still interested in the news, in the ways of the world. And I agreed. I do, too.



HELP



Some editors rise to the occasion.

"Some editors are better than I thought they would be," she says. "I appreciate that pleasant surprise."

Traci Mitchell, adviser of the yearbook at the University of Mississippi, attends the editors' weekly meetings regularly during the fall semester, "to get to know the staff," she says.

Trum Simmons, the adviser of *The Fourth Estate* at Harrisburg (Penn.) Area Community College, says it's unavoidable for teachers and advisers when it comes to getting involved in the students'

lives, when the tasks require modeling different behavior and skills, developing a world view, and helping editors to deal with different kinds of people and to figure out their leadership styles.

"We are educating students to be human beings," he says.

The top editor's job is the toughest of all, says Simmons, "and I want editors to know that when things get tough, 'I am here for you.'"

And it's those tough times, says Dave Waddell, adviser of *The Orion* at California State-Chico, that help him bond with his students.

"When editors bring issues to me, severe ones, I help them put the publications ahead of the individual," says Waddell. It's good to see when the top editors can handle that conflict."

Because people communicate in so many different ways, the adviser often by virtue of age, experience and time, can notice non-verbal communication in a broader context than the editor.

Richard Conway, the adviser at Nassau (N.J.) Community College, says he tries to help keep editors tuned in to what's going on in their newsrooms and to help them when they are stuck.

"I'm around a lot," he says.

In truth, we are all hands-on advisers when it comes to our students. I continue to care about my former editors, students I have seen come in as freshmen and grow through their college careers, and now into their permanent careers. I have watched them handle adversity. The loyalty they feel for their newspaper and their experiences as editor are heartfelt.

I have been genuinely thrilled to know my editors as adults, as they move into their careers and relationships. The bond between editor and adviser can be exhilarating. I cherish every minute of it.



Sally Turner

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.



Friend or Foe: Collaboration and competition between college and professional newspapers

Kelly Furnas

Editorial Adviser, Educational Media Company at Virginia Tech

For as many models that exist for student newspapers, there seems to be an equal number of intricacies in the relationships between those publications and the professional papers that co-exist in those communities.

A recent survey of college newspaper advisers and professional newspaper publishers attempted to explore the different facets of these relationships as well as highlight attributes that create a more competitive or collaborative relationship.

Factors such as circulation, delivery location, publication schedule, news coverage, and reliance on advertising sales played into whether a college newspaper saw the nearest professional daily as a competing publication, and vice versa. However, those same factors correlated with advisers' and publishers' attitudes toward recruiting and collaborating on training efforts.

METHODOLOGY

In summer 2006, surveys were sent to 100 college newspaper advisers and 100 professional newspaper publishers. In the event a student newspaper had no adviser, the survey was sent to the publication's editor. Twenty-six professional newspaper surveys were returned, and 41 college newspaper surveys were returned. The college newspaper survey contained 11 questions; the professional newspaper survey contained nine. Each survey asked about the newspaper's relationship with a specific college or professional publication.

College newspapers were determined randomly using the 86th edition of *Editor & Publisher International Year Book's* listing of college publications. In an attempt to include a fair share of newspapers from larger universities, any publications that published less than twice a month were eliminated from potential selection, but the survey still was sent to publications at both two-year and four-year institutions, regardless of circulation size.

Each college newspaper was then paired with the geographically nearest professional daily newspaper. To avoid including specialty publications in the survey, weeklies or newspapers with other publication schedules were dropped from potential selection.

From the onset, the pairing of college and professional publications limited the scope of the research. Some respondents noted that while they didn't compete or collaborate with the publication referenced in the survey, they did have such a relationship with a different publication. Such data were unavoidable, however, given the purpose of the study. Therefore, the results should be interpreted to explain why publications might have a certain relationship, not whether they have that relationship.

COMPETITION

As a whole, the survey's respondents were generally lukewarm to the idea of calling their counterpart a competitor. Of the college newspapers surveyed, 55 percent said they either agreed or strongly agreed that the nearest professional daily newspaper was competition for news. Those numbers dropped even further when the college newspaper was asked about competition for advertising sales (33 percent) and competition for readers (18 percent).

Focusing on the competition for news, several factors drew wide deviations from the norm. Not surprisingly, newspapers that circulated off campus and those that published daily were more likely to see that competition than newspapers with less frequent publications or more limited delivery. But the factor that skewed the results most prominently was the circulation of the newspaper. College newspapers with a circulation greater than 9,000 were more than twice as likely (79 percent) to see competition for news than publications with circulation of less than 9,000 (29 percent).

“Our niche market is our campus,” wrote one newspaper adviser. “We don’t venture out much into the community either in terms of circulation or coverage. Our campus is so big, it’s hard enough covering just the campus.”

For professional newspapers, no factor was strong enough to result in a majority of respondents’ seeing competition for news — a fact that is at least in part attributable to the structure of the survey referenced in the “Methodology” section. Nevertheless, segmenting the data did result in visible variations from the norm. While no professional newspaper strongly agreed that the college newspaper in question was competition for news, 40 percent agreed that the competition existed when asked about a college newspaper with circulation of more than 9,000. That compared with 7 percent who felt the same way about college newspapers with circulation of less than 9,000. Similar high results were found when the college newspaper published daily, as well as for professional newspapers that have a publication or section specifically targeting college students.

“I don’t think it’s an unhealthy atmosphere,” said Kevin Walsh, publisher and chief executive of the *New Haven Register*, whose readership area includes Yale University. “Our philosophy is to be the leading provider of local news in the region, and the Yale paper does a decent job of scooping us on Yale news.

“From an editorial standpoint, the pure journalist hates to get beat in any respect on their beat. Whether they’re reporting the police beat or the university beat, if our reporters get beat, it hurts their pride.”

Competition for advertising sales saw similar attitudes along similar segments. While college newspapers with circulation greater than 9,000 and college newspapers that generated more than 80 percent of their revenue through ad sales were both somewhat likely to see the professional daily as competition (47 percent and 46 percent, respectively), only daily college newspapers were more likely than not to see that competition (55 percent). Those numbers compared with 33 percent of the entire pool that strongly agreed or agreed that the local professional daily was competition for advertising sales.

“How would one argue against the marketplace of ideas, or the marketplace of advertising outlets?” a newspaper adviser wrote on her survey. “The campus newspaper will always have an audience and advertisers. More competition simply means we better get it out there with quality and create our own brand of loyal readers by representing the student voice. Also, why assume a limited pool of advertising dollars?”

For professional newspapers, the relationship is skewed heavily by “scale,” said Julian Miller, publisher of the 53,825-circulation *Savannah Morning News*.

“We deal with an awful lot of advertising every single day,” he said when explaining why he doesn’t see the *District* at Savannah

College of Art and Design as advertising competition. “It is very small in comparison to what we’re doing. It has a very limited appeal and distribution. If I were working on a college paper that doesn’t deal with the huge budgets we deal with, I might see that differently. I don’t know of any advertiser who doesn’t buy an ad in our paper because they’re buying an ad in that paper.”

“While every ad is competition,” Miller said, “we kind of like students out there who are selling ads, because eventually they’re going to leave SCAD and we’d like to see them come here.”

Scale seemed to have a large impact in the survey results. For professional newspapers with a circulation of more than 100,000, not a single one saw its college newspaper counterpart as competition for advertising sales. When asked about nondaily college newspapers, only 6 percent of professional publications saw them as advertising sales competition.

In Philadelphia, even the 14,000-circulation *Daily Pennsylvanian* at the University of Pennsylvania — somewhat large by college newspaper standards — doesn’t see itself as trying to compete with the 368,883-circulation *Philadelphia Inquirer*.

“Most of the large college dailies seem to be at state schools in smaller cities and smaller towns, so the local daily is on more level footing, if you will,” said Eric Jacobs, general manager of *The Daily Pennsylvanian*. “We’re in a major metropolitan area, so the dailies are just on a different field than we are. We see more competition from the alternative weeklies in the area.”

While college newspapers seemed somewhat willing to compete with their professional counterparts for news and advertising sales, that same level of competition did not exist when asked about fighting for readers.

Only 5 percent of college newspapers said they strongly agree that the nearest professional daily was competition for readers, and only 13 percent said they agree with the statement. While no single factor resulted in a majority of college newspapers seeing that competition, those publications that circulated off campus were much more likely to. Twenty-three percent of college newspapers that circulated off campus said they strongly agreed or agreed that the professional daily was competition for readers; not a single college newspaper with only on-campus delivery saw that competition.

Interestingly, readers were a segment for which professional publications seemed much more willing to compete with college newspapers. When asked about college newspapers with circulation of more than 9,000, 40 percent of professional publications saw competition for readers. If the college newspaper published daily (regardless of circulation), that number grew to 50 percent. In fact, that segment was the only factor where half of surveyed professional newspapers saw competition with college newspapers, whether for readers, news or advertising sales.

“We all compete for time,” Miller, of the *Savannah Morning News*,

said. “Our biggest competitor is time, not other publications.”

Miller said he did not see the *District* at SCAD as competition for readers, but he was clear in the newspaper’s desire to capture a younger audience.

“College newspapers have almost a captive audience. They’re only focusing on things that students want to read,” he said. “Would we like to have those students? Absolutely. But we have to be careful that we don’t lose the readers we have now.”

One method many newspapers have explored for finding a younger readership is through Web sites. *The Savannah Morning News* recently retooled its Web site that launched along with an advertising campaign touting the new site had “everything but porn.”

“It got a lot of attention,” Miller said. “It was retooled to appeal to the type of reader who would only come to us online. It was not necessarily just to get that age group, but that age group does make up a large part of the audience we’re getting.”

Because of its ties to a younger demographic, there is a potential for the Web to create a more competitive atmosphere between professional and collegiate publications.

Judi Terzotis, publisher of *The Daily News Journal* in Murfreesboro, Tenn., said she doesn’t see much competition from *Sidelines*, the newspaper at Middle Tennessee State University, but that could change “if they got serious about online.”

“That might make us say, ‘Wait a second,’ because they have the potential to understand that market better than we ever will — because they are that market,” she said. “We’re seeing that demographic — that’s where they get all of their information.”

COLLABORATION

The survey explored two primary areas of collaboration between collegiate and professional publications — the placement and recruiting of interns or new hires, as well as the willingness of the professional publication to help train student staffs at college newspapers. Another relationship that was frequently mentioned in respondents’ comments, but not specifically asked about, involved situations where the professional newspaper’s presses printed the college newspaper.

In general, both collegiate and professional newspapers seemed more willing to view each other as resources — either for training or hires — than as competitors. But questions about collaboration also resulted in the highest percentages of “don’t know / prefer not to answer” responses, suggesting that publishers and advisers may be too far removed from the process to accurately gauge the relationship.

Forty-five percent of college newspapers said they strongly agree

or agree that the nearest professional daily offered staff members to help train students. That number grew even higher when the college newspaper didn’t circulate off campus (50 percent), when asked about a professional newspaper with circulation of greater than 100,000 (53 percent) and, intuitively, when the college newspaper had an established internship program with the professional publication in question (85 percent).

One newspaper adviser wrote that the local professional daily “has always been available for us to use their staff for training workshops, sitting on our publications board, getting interns from us and hiring students who show a flair for this business.” The adviser went on to call the professional publications a “big brother” to the collegiate publication and said that “in most cases they have helped us with that in mind.”

A majority of college newspapers — 63 percent — said the local daily newspaper was a good resource for placing interns and recent graduates, although 20 percent of respondents answered the question with “don’t know / prefer not to answer.” Obviously, college newspapers with an established internship program had even stronger views, with 92 percent either agreeing or strongly agreeing that the professional newspaper is useful in this regard (the remaining 8 percent said they either didn’t know or preferred not to answer).

But college newspapers that circulate off-campus seemed less willing to view the local professional publication as a good resource for placing interns or recent graduates. Barely half (53 percent) said they felt that way, compared with 90 percent of college newspapers that didn’t circulate off campus. Conversely, larger professional newspapers — those with circulation of greater than 100,000 — were more likely to be viewed as a good placement resource (79 percent) than those with circulation of less than 100,000 (48 percent).

For professional newspapers, the same elements that were more likely to foster a competitive environment also seem to make the college newspaper a good resource for recruiting.

Of professional newspapers with circulation of less than 100,000, 59 percent said they strongly agreed or agreed that the college newspaper in question was a good resource for recruitment, while only 38 percent of professional newspapers with circulation of more than 100,000 felt that way.

Yet even mid-size newspapers see limited recruitment opportunities at small universities and colleges. One newspaper publisher referred to the local community college newspaper as “a two-year institution that does not prepare students to work at newspapers such as (ours). It’s pretty much invisible to us.”

On the other end of the spectrum are newspapers such as *The Herald-Times*, a 27,526-circulation newspaper in Bloomington, Ind., Publisher E. Mayer Maloney recognizes the potential of students who work at the *Indiana Daily Student* at Indiana

University.

"We know the experience they get there is top quality," he said. "If you're trying to decide between two Indiana journalism graduates who are applying for a job — one has worked at the *Daily Student*, the other hasn't — well, it's an easy decision about who we're going to hire."

Maloney, whose press prints the *Indiana Daily Student*, agreed that the college newspaper is competition for readers, news and advertising sales, but said "it's the same competition we feel with radio stations or magazines."

Maloney also has the unusual experience of seeing the relationship from both sides, having served as publisher of the *Daily Illini* at the University of Illinois from 1982 to 1988.

"We did compete with the *News-Gazette*," he said, referring to the professional daily serving Champaign-Urbana. "I'm sure we felt they were more of competition than they felt we were. The relationship we have in Bloomington is very similar."

Curiously, nondaily college newspapers seemed more attractive as recruiting resources than those that published daily. When asked about a collegiate nondaily, 56 percent of professional publications strongly agreed or agreed it was a good resource and 25 percent disagreed or strongly disagreed (with 19 percent marking "don't know / prefer not to answer"). That compared with only a third of professional newspapers saying a collegiate daily was a good resource, with the same numbers disagreeing and not answering.

That environment could be a result of students at large universities wanting to branch away from the local market, or it could be tied to competition, since similar deviations were found when asking professional newspapers about their willingness to help train students at college newspapers. When asked about a daily college newspaper, only 33 percent of professional newspapers agreed that they offered their staff members for training, while 50 percent disagreed and 17 percent strongly disagreed. That compared with 44 percent who agreed they would offer to help train collegiate nondailies (with 31 percent disagreeing or strongly disagreeing and 25 percent marking "don't know / prefer not to answer").

Professional newspapers with a section aimed primarily at college students also seemed less willing to help train. Forty-seven percent of professional publications without such a section said they offer to help train, while only 33 percent of those with such a section felt the same way.

CONCLUSION

The research tends to suggest that, as niche publications, college newspapers do not try to compete with professional publications, nor do professional publications perceive those college newspapers as threats. That dynamic slowly begins to shift, however, as college newspapers begin to establish themselves less as niche publications

and more as mass distributors of news and advertising.

A college newspaper's target audience is most often the campus, whereas the professional newspaper's target audience is a much broader one — but often including that campus. As one adviser noted, "The competition lies mainly in the overlap."

This mentality fits nicely with the research. A professional publication scouting a campus for news or advertising sales could quickly be seen as a threat to the core operating abilities of the college newspaper, whereas the student newspaper reporting campus news or soliciting retailers closely aligned with the college or university still may not appear as competition to a professional publication.

Perhaps the most intriguing aspect of the research was the number of respondents who noted in their comments that they welcomed a stronger collaborative relationship between the college and professional newspaper. One publisher said that her newspaper lacked a formal relationship with the nearby college newspaper, but that she thought "it would be mutually beneficial."

While college newspapers would seem to be getting the better end of a training deal, Miller argues that the benefits to professional publications shouldn't be ignored.

"You know when you do this day after day, year after year, it gets to be a little confining," he said. "It's great to go work with young, talented people who have different ideas. It opens your horizons. It's kind of a morale builder for your staff as well."

Those who have a collaborative relationship speak highly of it. Advisers used terms such as "great partners," "an invaluable resource" and "great appreciation" to describe their relationship with the local professional newspaper.

Even among newspapers that didn't have a collaborative relationship, few saw their counterpart as hindering ongoing operations. Among college newspapers, only 8 percent agreed when asked whether their jobs would be easier without the professional newspaper.

When professional newspapers were asked the same question about a nearby particular college newspaper, not one agreed.

Kelly Furnas is editorial adviser at Educational Media Company at Virginia Tech, where he recruits, trains and motivates staff members of the student newspaper, yearbook, radio station, television station, literary magazine, and photography staff. He has worked for newspapers in Las Vegas and Tallahassee, Florida.



Advisers' Perspectives about the Benefits of Campus Newspapers

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INTRODUCTION

Advisers have been targets of administrators, university community members, and sometimes journalism department faculty members and chairs because of content in campus newspapers. Reassignments, terminations, and promotion denials have been among the methods of dealing with advisers who fail to control what student journalists print.

The 2004-2005 and 2005-2006 academic years were no exception. Advisers put their jobs, careers, and well-being on the line every day in support of campus newspapers. They endure the ridicule of the administration and sometimes their own colleagues in their day-to-day jobs, but still they fight to hold onto their jobs and stay in the trenches of a war for campus newspaper free expression. The 2004-2005 and 2005-06 years were particularly troublesome for advisers.

JOB DANGERS

College Media Advisers called 2004 "the year of advising dangerously" (*Editor and Publisher*, April 2005). In 2004, CMA censured two schools amidst reports of numerous actions against advisers (*Editor and Publisher*, April 2005). "A troubling pattern is emerging," noted an article in *Editor and Publisher* (April 2005.) "A student newspaper may irritate the college or high school administration with a 'controversial' article. It does not matter that the issue at hand may be important" (*Editor and Publisher*, April 2005).

The attacks against advisers during 2004 and 2005 included the following:

Karen Bosley, adviser of the *Viking News* at the Ocean County College, did not have her contract renewed for 2006-2007 but was back on the job after a federal judge granted a preliminary injunction in July 2006 in her pending lawsuit. Bosley was

reinstated by the college's board of trustees after a federal judge granted a preliminary injunction against the college's attempt to remove her. The newspaper editor and adviser believed the contract had not been extended because of articles in the newspaper criticizing the president and administration. The president denied the charge (Student Press Law Center, Dec. 14 and 16, 2005; Student Press Law Center, Sept. 21, 2006).

Michael Mullen, a journalism instructor and chairman of the journalism department, was removed from his position at Vincennes University of Vincennes, Ind., in spring 2004. Mullen claimed he was transferred and demoted after conflict between the *Trailblazer*, the student newspaper, and the university over content. He filed a lawsuit in federal district court in Terre Haute against the school Feb. 2, 2005, claiming his First and 14th Amendment rights were violated (Student Press Law Center, Feb. 17, 2005).

Tom Mueller, journalism instructor and student publication adviser, did not have his contract renewed by Marquette University (Student Press Law Center Feb. 9, 2005). He was informed of the decision Jan. 27, 2005, by the dean of the College of Communication. The University claimed poor quality of the paper, but Mueller contends he was removed because of content issues.

Ron Johnson, adviser of the *Collegian* at Kansas State University, was removed from his job in May 2004 by the dean of the College of Arts and Sciences, who was acting on the recommendation of the school of journalism director after a campus controversy over the newspaper's coverage of minority students (Student Press Law Center, May 3, 2004). His lawsuit in federal court was dismissed with a claim that his First Amendment rights were not violated (Student Press Law Center, June 8, 2005.). Former editors of the *Collegian* appealed the ruling, but Johnson did not join the lawsuit (Student Press Law Center, July 6, 2005). The 10th U.S. Circuit Court of Appeals heard oral arguments in the case Nov. 13. (Student Press Law Center, November 16, 2006.)

Jennifer Schartz, part-time professor and adviser of the *Interrobang*, was notified April 20, 2004, that her contract would not be renewed. The Barton County Community College Board of Trustees did not provide a reason for its decision. Schartz said she suspects that the board made the decision because the *Interrobang* published a letter to the editor that the administration did not want published (Student Press Law Center Report, fall 2004). Schartz filed a lawsuit April 1, 2005, in U.S. District Court. She settled out of court for \$130,000 (Student Press Law Center, Aug. 10, 2006).

Adviser Mike Bush was fired in February 2004 by Long Island University, a private university in Brooklyn, for an article that disclosed grades of a former undergraduate student body president (Student Press Law Center, Feb. 13, 2004).

When Johnson was removed from his job, the Student Press Law Center in a press release dated May 3, 2005, condemned the actions of officials at Kansas State University in removing Johnson based on the content decisions made by student editors.

“The Center has grave concerns about the legal arguments KSU officials are making about free press protections. Those arguments are, quite simply, unprecedented, bizarre and offensive to the First Amendment” (Student Press Law Center, May 3, 2005).

The Student Press Law Center (SPLC Report, 2002) poked fun at the pressured environment in which advisers work. “Wanted: Teacher willing to advise student publications. Must not allow students to write about controversial issues, damage the school’s reputation with quality reporting or upset students, parents or the community with truth. Must realize that a school publication is a public-relations device. Potential advisers who emphasize First Amendment rights need not apply.”

In spite of the day-to-day struggles of advisers, they stay on the job. Part of their reasons might be the benefits they believe that students obtain by working on campus newspapers, because the advisers understand the value of information from campus newspapers for students and others in the university community or because they understand that “the industry desperately needs a new generation of journalists and business people with grounding in newspaper values to take it into the future” (*Editor and Publisher*, April 2004).

STUDY PURPOSE

The purpose of this study is to determine through interviews and a scientific survey the perceptions advisers have of the benefits of student newspapers to their staffs and to try to uncover why they stay on the job and endure the hardships.

INTERVIEWS WITH ADVISERS

Twelve advisers shared their thoughts for the study in interviews conducted between July 21 and July 27, 2006. These questions were asked:

- Why have you chosen to be a campus newspaper adviser?
- Will you continue to be an adviser in the future?
- Several advisers have lost their jobs because of content issues raised by administrators. Do you think this battle will keep good people from wanting to become advisers?
- How important are advisers to campus newspapers?
- How vital are campus newspapers to a university community, to the students who work there and to the field of journalism?

Kristin Millis, publisher of the campus newspaper at the University of Washington, voiced reasons for being an adviser given by many of the advisers: To help young journalists produce great work, to serve readers and to preserve a democratic society.

“There is no better, nor more effective job in journalism,” Millis said. “While as a journalist, I can write a few good stories, and as an editor I can encourage several good stories—as an editorial adviser I can help several young journalists every year to go out, do great work, serve readers, and preserve democracy with responsible, ethical and powerful stories.”

Most of the advisers said they benefit from the experience.

“I think I have learned more about myself and opened up opportunities that I would never have had,” said Kaylene Armstrong, editorial manager/adviser of the *Daily Universe* at Brigham Young University of Provo, Utah. “Advising feeds my desire to teach and my desire to stay in touch with the business.”

Armstrong, who worked 20 years as a reporter and editor before returning to BYU for a graduate degree, has worked at BYU about five years.

Some advisers see it as an opportunity to share their experiences with students.

Mona Prufer watched *The Chanticleer* at Coastal Carolina University as it lost one adviser after another and decided to take her 20-plus years of experience to the job. “It seemed like a good fit, so I volunteered my services,” she said.

Prufer, who was in her second year of advising when questioned for this research, had worked in the marketing department at Coastal for three and a half years. Prior to that, she was vice president for corporate communications at Brookgreen Gardens for three years. After graduating with a bachelor’s degree in journalism from LSU, Prufer worked about 20 years as a newspaper business reporter and features editor.

Meredith Collie, advertising adviser Educational Media Company at Virginia Tech, wanted to repay a debt she incurred while a student.

"I wanted to give back — I worked in the advertising and marketing department of the student media program when I was in college and had excellent advisers who taught me more than I ever could have learned in the classroom.

I wanted students to have that same experience and knew I had been taught how to do that and had their support in doing so."

Others like Judi Linville, adviser of *The Current* at the University of Missouri at St. Louis, said she appreciated being associated with "the world's best (if not oldest) profession."

Linville, retired from teaching, continued as a part-time adjunct senior lecture and as the adviser of *The Current*, a position she had held for almost 13 years. Before retiring, she taught journalism skills courses for about 19 years.

R. Kenney at the University of Central Florida saw college newspapers as "the last bastion of the free press in the U.S."

Kenny had nine years experience as a campus newspaper adviser, eight and one-half years as a full-time journalism professor and 12 years as a full-time daily newspaper journalist. He currently serves as director of the Dow Jones Newspaper Fund Southeast Center for Editing Excellence.

Kenney said he was "committed to helping them survive if not thrive, if I can."

Kathy Lawrence, past president of College Media Advisers and director of Student Media at the University of Texas-Austin, shared the thoughts of her retired newspaper editor father: "You get to work with students before the real world has knocked their ideals out of their heads!"

Lawrence has have been advising college media for 23 years and has worked 12 years in newspaper newsrooms as a writer and editor and two years in public relations.

Rachele Kanigel, assistant professor in the Journalism Department of San Francisco State University worked as a reporter for 15 years on newspapers including *The News and Observer* in Raleigh, N.C., the *Oakland Tribune* and the *Contra Costa Times* in Walnut Creek, Calif. and then began teaching part time. She has been a freelance correspondent for *TIME* and continues to freelance for magazines, including *U.S. News and World Report*, *Health*, *Prevention*, *Natural Health and Yoga Journal*.

"The more I taught, the more I liked it," she said. "I was invited to co-advise the paper and loved it right away. It's fun to be helping students develop their journalism skills."

Kanigel, who has more than seven years experience as an adviser, loves the variety: "Every semester there's a new staff and a new set of issues and challenges. It never gets old — or at least it hasn't for the seven or eight years I've been advising."

Bill Neville, a former coordinator of Student Media at Georgia Southern University, advised the newspaper he edited as a student in the late 1960s.

"That experience proved to be a life-changing experience for me in that I entered journalism rather than follow a career path into law as I had originally envisioned," said Neville, now the production manager in student publications at the University of Alabama-Birmingham. "Perhaps I might help make this a life-altering experience for a few students along the way."

Most of the advisers look forward to continued experiences as an adviser in spite of the struggles.

"Absolutely," said Judson Randall, student publication adviser to *The Daily Vanguard* at Portland State University. Having been the adviser for the last 11 years, I will continue to be the adviser as long as my brain functions and as long as I know I can help my students, and as long as I am thrilled by the brilliance of my students." Randall worked 35 years as a professional news reporter and editor, working for United Press International in New York City during the 1960s and later *The Oregonian*, where he worked his way up the ladder to assistant editor.

After taking early retirement, Portland State University offered him the adviser's job. Before taking the adviser's job, he served as the professional member of the publications board.

One adviser is "working in a highly charged political climate that really wears me down" and is contemplating moving to another less political campus "before I drop dead on the job."

Nine out of 12 of the advisers thought the struggle to keep jobs when administrators don't like content could have a chilling effect on recruiting advisers.

One adviser reported, "Many of my journalist friends have indicated that they would never put up with what I have to (threats about my job every few months)."

Lawrence, an adviser in the Adviser Advocate program of CMA, has witnessed the struggles of advisers to keep their jobs and believes the atmosphere will inhibit candidates for the jobs.

"What I've seen would make your hair curl, make you cry, or give you a real tummy ache," Lawrence said. "The atmosphere on many campuses is truly oppressive, and even in the best of circumstances, you find forces on just about any campus that will attempt to make the newspaper the scapegoat for bad news."

Neville had experiences at a university, Georgia Southern, that has had a “long tradition that is supportive of an open and unfettered student press.”

Neville said, “Yes...many administrators are absolute micro managers and want control in every facet of their organization. They get frustrated when they sense they cannot control students who — surprise, surprise — have minds of their own and aren’t afraid to use them.”

Linville, who worked as an information specialist and then manager of the Office of News Services at University of Missouri at St. Louis for five years, thinks her work in the News Services “helped me be known and trusted by various administrators and faculty, and it may be why up to this point I’ve been able to avoid the kinds of censorship hassles some advisers experience.”

Laura York, adviser at Garden City Community College is optimistic about the job protection and recruitment of new advisers.

York suggests that “taking a proactive role and educating administrators while working to keep the lines of communication open might allow good advisers to be viewed by administration as colleagues rather than enemies.”

She has advised the college’s newspaper and magazine for 12 years. Prior to college advising, she worked three years for a publishing company in several areas ... first as an assistant to the sales manager, then as a representative in the advertising agency and also as a graphic designer.

She said, “It is vital for advisers to open the lines of communication with their administrators and begin dialogue about the role of the adviser.”

All advisers have great confidence in the importance of advisers to the student newspapers.

Lawrence believes that “you can have great newspapers without advisers or even with weak advisers, but to have consistently great newspapers, you need advisers who are nurturing and supportive as well as respectful of student work, student learning and student decision making.

“Fending off the tigers from the administration doesn’t hurt either.”

Donna Neal, associate director of Student Life, University of Massachusetts Boston, is passionate toward her work and sees the advisor not only as a coach to student journalists but “a protector of free speech and discussion on college campuses.”

“An advisor should be an example to students by standing up to all shades of political correctness to display the truth uncensored,” she said.

Here are some of the expressions about the influence of advisers:

- Provides invaluable service as teachers and critiquers
- Helps students reach good decisions, serves as a writing coach and voice of conscience
- Helps manage consequences of published stories
- Offers advice, guides, nurtures and then steps back
- Provides support and stability
- Acts as a bridge between the college and student media operations
- Provides support, counsel and criticism
- Addresses ethics, mission, style, objectivity
- Stands up against all shades of political correctness
- Acts as No. 1 cheerleader, No. 1 reader, and No. 1 critic
- Brings professional experiences and connections within the media community
- Knows communication law
- Maintains connection with newspaper editors

Collie knows that advisers are not “here to do their jobs...(but) to support the students whether they take our advice or not.”

“Many newspapers get students who do not have previous experience and need someone to look up to. Advisers also help to provide a stability that can be missing from the constant turnover that happens on college campuses.”

All advisers placed great worth on the importance of a campus newspaper to university communities and to the students who work there.

“Newspapers in general are the soul of their communities,” Lawrence said. “[T]he last truly free bastion of the free press in America is on the college campuses that allow students to exercise their First Amendment rights via the newspaper”

Current adviser Linn described the campus newspaper this way: “On our campus, the paper provides news and information, also entertainment. Sometimes it kicks up controversy, but mostly it gives a voice to those who have a bone to pick with how things are being done ... or not getting done.”

Campus newspaper publisher Mills believes it serves this function: “It should be a place for discussion of ideas and topics of the day, not just a place to write stories. It is an important place to develop the skills to gather information, disseminate information, analyze information and present that information. These skills are important no matter what one intends to do.”

Here is a mix of expressions about the value of the campus newspaper:

- Serves as a watchdog, as a community forum and as a training ground for journalists
- Acts as the best single source of information for the campus community
- Informs the community on issues it needs for making good decisions
- Leads the community to correct problems via its editorial page
- Gives a voice for students to be heard and to be creative
- Maintains sources of information for historians about its community
- Helps to obtain internships and jobs

INTERVIEW SUMMARY

Advisers serve because they are convinced of the value of the student newspaper to provide benefits to the students who work there and to their communities. They believe that students are obtaining experience so they can obtain jobs and internships. They believe it serves communities by being a watchdog, providing a forum, and giving objective, balanced information for democratic action. Many worry about the chilling effect of numerous advisers losing their jobs because of content in the newspapers and are attempting to engage the university community in a discussion about free speech and its worth to the community. Most advisers plan to stay the course, engage in educational activities of the campus community and provide the support and training needed to produce good journalists. They believe the campus newspaper is too vital for the campus community for them to change careers.

In addition to interviews with advisers, the researcher of this study examined research that has been carried out regarding benefits of campus newspapers and of the characteristics associated with experiential learning environments such as the campus newspaper so that more light can be shed on how advisers perceive the importance of the campus newspaper.

LITERATURE REVIEW FOR THE SURVEY

Little research has been done prior to 1996 regarding the benefits of campus newspaper to those who work there.

Since 1996, research using the perspective of experiential learning has been used to discover benefits of the workplace at campus newspapers (Brandon, 1997, 2001, 2003) from the perspective of respondents working in news editorial and

advertising in the newspaper industry and from the perspective of student respondents working on campus newspapers.

In these studies, Brandon found a high regard by those currently working in the field and by students currently working on campus newspapers in terms of campus newspapers helping them secure first jobs and as a workplace highly rated for its benefits in preparing student journalists who work there.

Brandon (1997, 2001, 2003) used an experiential learning model developed by Honey (1992).

Seven statements were used to measure the extent that campus newspapers addressed career needs, encouraged initiative, had job positions that allowed a variety of experiences, allowed input in the decision-making process, used mistakes as learning experiences, provided frequent feedback on work performance and encouraged use of knowledge gained from various courses.

In 1997 news-editorial and advertising graduates working in the field reported high regard for campus newspapers in helping them secure their first job. Study respondents rated the campus newspaper higher than journalism courses in helping to get first jobs, but rated the campus newspaper lower than internships in helping to get first jobs.

Sixty-two percent of all respondents rated the newspaper as very or extremely important for helping to get a first job, while 75 percent of the news-editorial respondents rated the newspaper as very or extremely important for helping to get a first job (Brandon, 2001).

The path most respondents reported following to get a job in the industry included journalism courses, experience at the campus newspaper and an internship (Brandon, 2001).

While rating their own campus newspaper experience high for its workplace benefits, campus newspaper employees rated their own newspaper significantly lower than the best campus newspaper they could imagine (Brandon, 2003).

For the best campus newspaper, 76 to 97 percent of the respondents rated the best newspaper they could imagine as high or extremely high on the seven benefits statements. The best newspapers were rated the highest for feedback, encouraging initiative, expanding job skills and learning from mistakes.

Eighty-seven percent of the respondents rated the best newspaper high or medium high for providing career needs; 97 percent rated the best newspaper high or medium high for encouraging initiative; 92 percent rated the best newspaper high or medium high for allowing input; 97 percent rated the best newspaper high or medium high for providing feedback; 97 percent rated the best newspaper high or medium high for expanding job skills; 97 percent rated the best newspaper high

or medium high for using mistakes for learning; 76 percent rated the best newspaper high or medium high for using knowledge from classes.

For their own campus newspaper, 62 to 79 percent of the respondents rated high or extremely high on the seven benefits statements. The respondents gave the lowest mark to their newspaper for feedback and the highest mark to providing career needs. The respondents rated the internship highest for helping them with career goals. The campus newspaper came in second followed by journalism courses.

Frequencies on respondents' newspapers: 79 percent rated their campus newspaper high or medium high on providing career needs; 72 percent rated their campus newspaper high on encouraging initiative; 93 percent rated their newspaper high or medium high on expanding job skills; 73 percent rated their newspaper high or medium high for encouraging input; 80 percent rated their newspaper high or medium high for using mistakes as a teaching tool; 62 percent rated their campus newspaper high or medium high for providing feedback; 64 percent rated their campus newspaper high for using knowledge from classes.

EXPERIENTIAL LEARNING

The Brandon studies (1997, 2001, 2003) were rooted in experiential education perspective.

Experiential learning has been defined as the process during which a person experiences an event and then compares the knowledge gained with knowledge gained in similar situations (Dewey, 1938; Chickering, 1976; Keeton & Tate, 1978; Kolb, 1984). The foundations of experiential learning have been traced to Aristotle. From Aristotle, Kraft (1985) traced the philosophical foundations for experiential learning to John Locke, John Stuart Mill, Charles Peirce, William James, John Dewey, Mao Tse Tung, Paulo Friere and finally to Kurt Hahn. April Crosby (1985) traced the philosophical foundations of experiential education as part of the philosophical foundations for education in general beginning with the Sophists and moving to German philosopher Immanuel Kant.

Dewey (1938) recognized the uncertainties about education. He saw one certainty: the "organic connection" between education and personal experience. He thought that learning was the result of experience.

Honey (1992) noted that an effective learning environment should have benefits. He thought the environment should encourage learning from experience, identify development needs, encourage the development of varied job skills, encourage initiative, use mistakes as learning opportunities, encourage and allow input, and support using knowledge from

other settings.

Honey's characteristics have been used by Brandon in studies of the campus newspaper in articles in 1997, 2001 and 2003. Those characteristics were used to develop scales for this study.

Studies have been conducted about how employees in the newspaper industry and students who work at campus newspaper perceive the benefits of working at a campus newspaper. Another important player in the campus newspaper environment is the faculty advisers appointed to counsel and consult with students regarding coverage. This study will look at the perception of advisers of the benefits of the campus newspaper to students who work there.

RESEARCH QUESTIONS

Research question one: Do advisers rate their newspapers significantly different than the best student newspaper they could imagine?

Research question two: Do college degrees influence differences between advisers on the way they rated their own newspapers?

Research question three: Does the circulation size of the campus newspaper influence the way advisers rate their own newspapers in comparison with the way they rate the best newspaper they could imagine?

Research question four: Do the years of service influence the way advisers rated their own newspapers in comparison with the way they rated the best newspaper they could imagine?

Research question five: Does the level of their college degree influence the way advisers rated their own newspapers in comparison with the way they rated the best newspaper they could imagine?

Research question six: Do public or private status of universities influence the way advisers rated their own newspapers in comparison with the way they rated the best newspaper they could imagine?

SURVEY METHODS

Questionnaires were e-mailed to advisers registered on the listserv of the College Media Advisers in the spring and summer of 2004.

About 600 advisers are listed on the listserv. Not all advisers on the list were associated with campus newspapers. About 103 advisers responded to the anonymous questionnaire.

The questionnaire sought to find out the benefits to students

using an experiential education model. The questionnaire contained two sections with statements measuring the benefits.

These sections are composed of seven statements aimed at determining advisers' thoughts about the benefits of the best campus newspaper they could imagine and determining their thoughts about the benefits of the campus newspaper where they now work as advisers. Advisers were asked to rate the statements on scales with "5" being the highest rating and "1" being the lowest rating.

Statements about the best and their current newspapers addressed these areas:

- Address students' overall career needs
- Encourage student initiative
- Help students expand job skills
- Allow input by students in workplace decisions
- Use students' mistakes as learning experiences
- Provide feedback to students on job performance
- Encourage students to use knowledge gained in courses other than journalism

Questions were also asked about the public or private status and the two-year or four-year status of the university, about how the newspaper was funded, circulation size of the newspaper, how long the adviser had worked as an adviser, the highest degree of the adviser and their area of study and gender.

The researcher used cross tabulations and analysis of variance statistical tests to examine the research questions. In performing statistical test regarding the research questions, the researcher sought a significance level of at least .05, which means that there will be a 95 percent confidence level that the test results are significant.

RESULTS

The typical adviser respondent in the study comes from a four-year-public university, from a campus newspaper that receives its funding from advertising and student fees, and that has a circulation of 5,000 or less. They are typically male and have been advisers for six years or less and have a master's degree in journalism.

Sixty-five of the adviser respondents were from four-year public universities; 27 were from four-year private universities; nine were from two-year public colleges and one from two-year private colleges. Thirty-seven of the campus newspapers received funding from advertising and student fees; 21 of the newspapers received funding from fees, universities and advertising; about 17 newspapers received funding from advertising alone; about 17 newspapers received funding from advertisements and universities; about six newspapers received funding from universities alone; three newspapers received funding from universities and student fees; and about two newspapers received funding from fees alone. Most of the advisers come from newspapers with a circulation of 5,000 or less. Forty-eight percent come from newspapers that have a circulation of 5,000 or less; 26 percent come from newspapers that have a circulation of 10,000 or less; 17 percent come from newspapers that have a circulation of 15,000 or less; 6 percent come from newspapers that have a circulation of 20,000 or less; and 7 percent come from newspapers that have a circulation of 20,000 or more.

The majority of the advisers (69 percent) have had 10 or fewer years of advising experience. Thirty-four percent of the advisers have had from six months to five years of experience, 35 percent have had from 6 to 10 years of experience; 13 percent have had 11 to 15 years of experience; 9 percent have had 16 to 20 years of experience, and 9 percent have had 20 or more years of experience.

More of the adviser respondents (55 percent) reported having a master's degrees

Table 1.
Respondent Characteristics

Percentages have been rounded in this table

GENDER	
Male	57%
Female	43%
ACADEMIC DEGREE	
Doctorate	29%
Master's	55%
Bachelor's	16%
STUDY AREAS	
Journalism	57%
Communications	3%
Mass Comm	6%
English	19%
Business/Marketing	5%
Psychology	2%
Other	8%
SCHOOL NATURE	
4-year public	64%
4-year private	27%
2-year public	9%
2-year private	1%
YEARS AS ADVISER	
Mean	10 years
Median	7 years
Mode	6 years
CIRCULATION SIZE	
5,000 or less	48%
10,000 or less	26%
15,000 or less	14%
20,000 or less	6%
More than 20,000	7%
FUNDING	
Advertising and fees	37%
Fees, university, ads	20%
Advertising	17%
University and ads	17%
University	6%
Fees and university	3%
Fees	2%

as their highest degree. Twenty-nine percent reported doctoral degrees as their highest and 16 percent reported bachelor's degrees as their highest. The majority of the adviser respondents (57 percent) had degrees in journalism followed by 19 percent with English degrees.

The majority of the adviser respondents were male. Fifty-seven percent of the adviser respondents were male and 43 percent were female. Percentages have been rounded. See Table 1.

The majority of the adviser respondents rated the best newspaper they could imagine as high on encouraging initiative, providing skills, providing input, using mistakes as learning opportunities, providing feedback and encouraging the knowledge gained from other classes to be used. Less than half of the respondents rated the best campus newspaper they

could imagine as helping with a career.

Forty-eight percent of the respondents rated the best campus newspaper as high on providing career needs, 80 percent rated the best campus newspaper as high on encouraging initiative, 75 percent rated the best campus newspaper as high on encouraging input, 71 percent rated the best campus newspaper as high on using mistakes as learning experiences, 69 percent rated the campus newspaper as high on feedback and 54 percent rated the campus newspaper as high on encouraging use of knowledge from classes. See Table 2 and Figure 1.

Regarding the newspaper where the adviser respondents worked, a majority of the respondents rated their campus newspapers high on encouraging initiative, on encouraging input, and on using mistakes as a learning situation. Only 29 percent rated their campus newspapers high on providing career needs, 45 percent high on providing skills, 29 percent high on providing feedback and 29 percent high on use of knowledge from other classes.

Ratings given by adviser respondents to the best newspaper and their own newspaper were significantly different. Significances ranged from .003 to .000.

The rating means for their own newspapers on providing career needs, feedback and encouraging use of knowledge from other classes were below 4.0 on the 5.0 scale. See Table 3.

CONCLUSION

In interviews, advisers expressed a strong sense of purpose in their work with campus newspapers. They value the experiences of advising for their own lives and want to share their experiences with young journalists preparing to enter the field. They have a strong sense about importance of the role of the campus newspaper to a university community, and they sense the difficulties at some universities in keeping strong advisers and maintaining an environment fertile for the cultivation of free speech. They understand the challenges to maintaining a strong voice for the campus newspapers, and to ensuring the unfettered, strong voice of campus newspapers. Many advisers are engaging the administration and campus community in educational discussions. In addition to the discussions, the advisers often appeal to the legal system and free speech organizations to maintain the free speech rights for these papers. The Student Press Law Center has offered invaluable assistance to campus newspapers since its inception and stands vigil on the front line of the battle for free expression.

In the scientific survey on the benefits of campus newspapers, all adviser respondents in this study seem to have a realistic view about the benefits student newspapers offer their staff members. Means of ratings of their newspapers' benefits ranged from 3.75 for career needs to 4.37 for using mistakes to train students and encouraging initiative. The range of ratings shows that

Table 3. Adviser respondents differ significantly on ratings of the best campus newspaper they can imagine and their own campus newspapers. The best campus newspaper is designated with a "B" before the benefits and advisers' newspapers by a "Y" before the benefits. Advisers gave the highest ratings to the best campus newspaper they could image. The ratings were compared in a paired samples t-test.

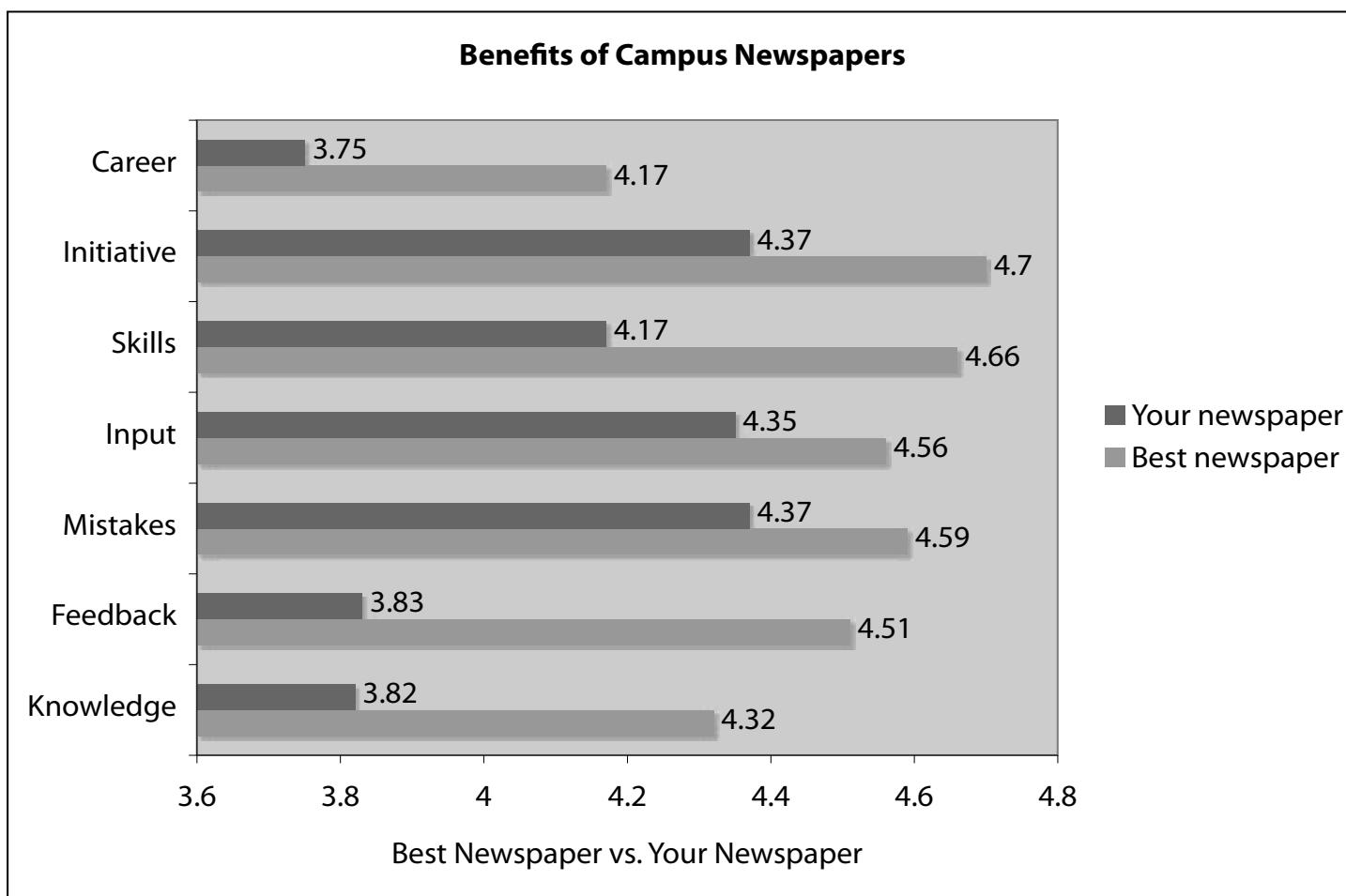
		t	Sig. (2-tailed)
Pair 1	Bcareer Ycareer	4.983	.000
Pair 2	Binitiative Yinitiative	4.490	.000
Pair 3	Bskills Yskills	6.918	.000
Pair 4	Binput Yinput	3.121	.002
Pair 5	Bmistake Ymistake	3.000	.003
Pair 6	Bfeedback Yfeedback	6.503	.000
Pair 7	Bknowledge Yknowledge	5.661	.000

Table 4. Advisers with journalism degrees differ on some of the benefits offered by their own student newspapers. An ANOVA was used to test the differences. Advisers did not differ on input, feedback and knowledge.

		Mean score	Significance
Ycareer	Journalism	3.91	.035
	Other degrees	3.49	
Yinitiative	Journalism	4.66	.000
	Other degrees	3.95	
Yskills	Journalism	4.45	.000
	Other degrees	3.77	
Ymistake	Journalism	4.55	.025
	Other degrees	4.12	

Table 2. Mean score ratings of the seven benefits by respondents of their campus newspaper work environments and the best campus newspaper environment they could imagine. Ratings were on a scale of “1” to “5” with “1” being the worst and “5” being the best.

	Career	Initiative	Skills	Input	Mistakes	Feedback	Knowledge
Best newspaper	4.17	4.70	4.66	4.56	4.59	4.51	4.32
Your newspaper	3.75	4.37	4.17	4.35	4.37	3.83	3.82



advisers think there is room for improvement. While they rated their newspapers with just above a “4” on encouraging initiative, encouraging input and using mistakes as learning experience, only one-third of the respondents rated their newspapers high on providing career needs, providing feedback and encouraging the staff to use knowledge from other courses. The advisers split on their rating of providing job skills.

All respondents reported the campus newspapers are operating at a level significantly lower than the best campus newspaper they can imagine, giving support to the perception that campus newspapers could improve in the way staffers are benefited.

The academic degrees of advisers also resulted in some differences. The advisers differed on the way they rated their own newspapers based on whether they had a journalism degree. Advisers with journalism degrees significantly differed with the other advisers on ratings of their own campus newspaper on providing career help, providing job skills, using mistakes as learning experiences and encouraging initiatives.

With new staffers coming on board almost continuously and sometimes almost a total staff turnover at the beginning of each semester or academic year, the chance of a campus newspaper being perfect in the benefits it offers is highly unlikely.

Advisers at most campus newspapers are not involved in the content decision-making process so the influence for improving the benefits of a campus newspaper would be through the training process provided by advisers for new staffers or at workshops provided by college media organizations. The advisers could engage the staff of campus newspapers in discussions of ways the newspapers can do more for those who work there. The decision-making process may vary based on whether a campus newspaper is situated at a public or private school; however, the school status in this study made no differences in the ratings by advisers.

Results of this study seem to indicate that advisers without journalism degrees may not have the same level of connection to the news industry as do advisers with journalism degrees and thus may not have the same knowledge of skills needed for work in the industry. It could be also that some advisers have been assigned to their jobs as opposed to choosing to be a newspaper adviser. Some advisers may place more emphasis on internships or in journalism courses as places for acquiring job skills. More study of why advisers differ on academic degrees is needed. Training may be needed for some advisers who have had little or no connection to the news industry. All advisers could be encouraged to seek internships and fellowships at newspapers in the industry to stay updated about the current environment in the news industry, an industry that is changing rapidly in technology and the way it is organized to provide information to a community.

While campus newspapers are not the only training ground for journalists, they are considered important paths along with journalism courses and internships. Because of the importance of the work of campus newspapers in preparing journalists, more thought needs to be given to improving the benefits students receive there.

Journalists with strong job skills, the initiative to dig into the important public issues and a broad understanding of other areas of study are vital to success in the industry. Providing student journalists with feedback on their work, allowing them to have input on the important stories of the day and encouraging them to take the initiative to uncover public issues are ways to help them develop the skills needed for working effectively as journalists in the news industry.

The study of benefits to student journalists needs to be expanded to include all student media at college campuses. How do students, professionals and advisers value the benefits to the students who work at radio and television stations, magazines, online newspapers, as well as print newspapers? Are there differences based on the medium?

More studies such as this one about the campus newspaper, an institution long associated with the university community, can only benefit advisers, student journalists, and the university community by educating them about the benefits of the student media and their need to remain a strong voice in the arena of free speech.

Dr. Wanda Brandon, a campus newspaper adviser for more than 12 years, teaches visual communication, beginning writing and advanced reporting at Eastern Illinois University in Charleston, Ill. Brandon has advised *The Standard* at Missouri State University in Springfield and the *Daily Egyptian* at Southern Illinois University. Prior to entering the educational world, Brandon worked as a professional writer at the *Southern Illinoisan* newspaper for nine years and has worked in general and news photography for most of her adult life.



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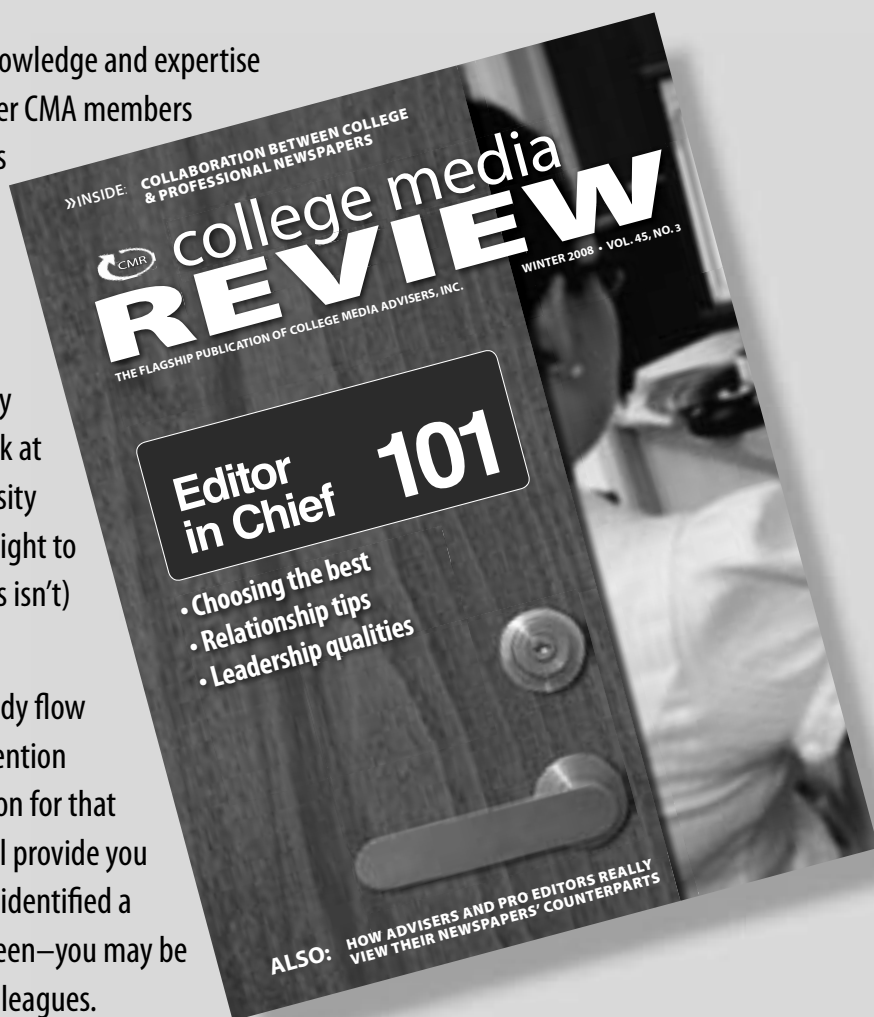
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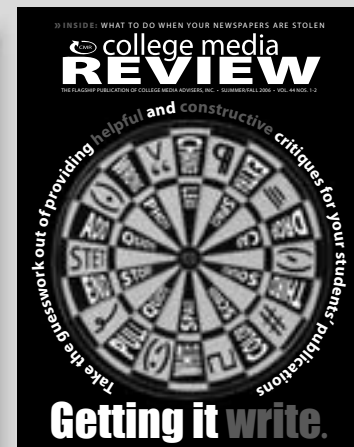
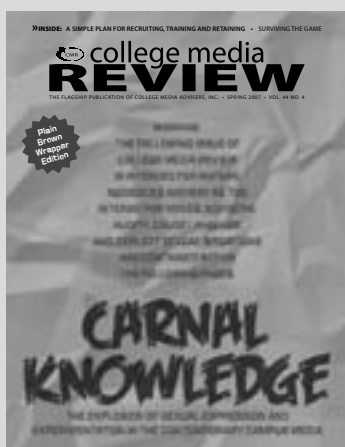
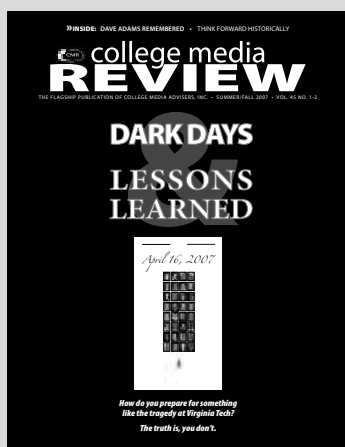
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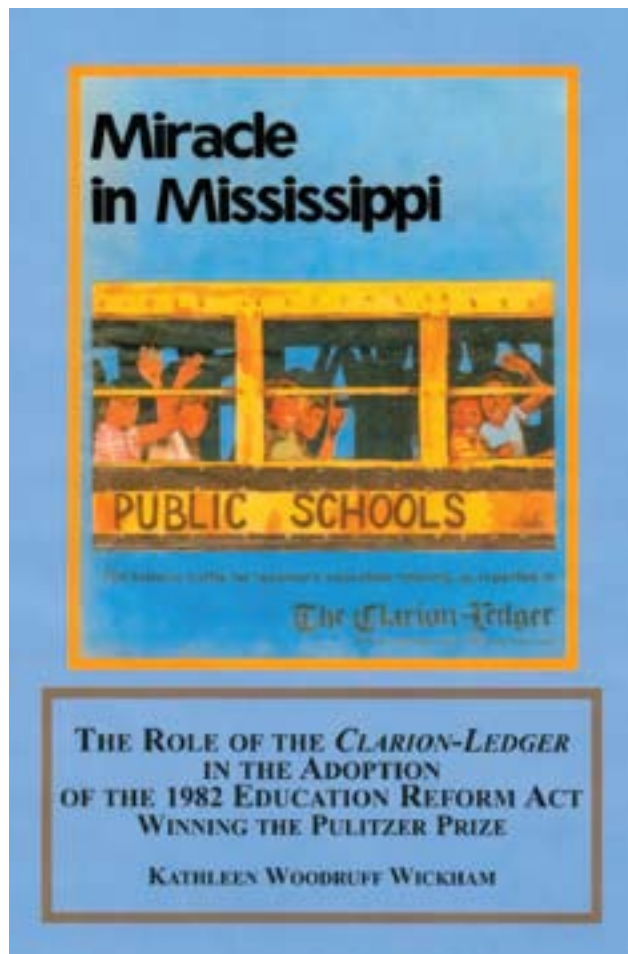
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Cover to Cover



Wickham, Kathleen Woodruff. "Miracle in Mississippi: The Role of the *Clarion-Ledger* in the Adoption of the 1982 Education Reform Act Winning the Pulitzer Prize," Lewiston, N.Y.: Mellen Press, 2007. 393 pages

The word 'miracle' is often overused, much like "unique," in describing an unusual event. In the case of the *Clarion-Ledger* newspaper in Jackson, Miss.; however, the word 'miracle' is most appropriate.

Journalists throughout the state could talk of nothing else in 1983 but the Pulitzer Prize it had received for its push for educational reform in the state.. I had just taken a job at the *Commercial Dispatch* in Columbus in September of that year, and that was the topic at every cocktail hour get-together.

A newspaper that only a generation earlier had printed some of the most inflammatory rhetoric possible during the height of the civil rights struggle had truly remade itself under the leadership of another Hederman.

This story is particularly generational.

This story doesn't happen without Rea Hederman's leadership during the 1970s. His family, which owned both the *Clarion-Ledger* and *Jackson Daily News*, printed some of the most unapologetic racist and slanted news and commentary possible. Rea moved the paper in another direction. And once the family sold the newspaper to Gannett, Mississippi native Charles Overby kept the newspaper headed into the progressive direction.

Wickham describes this monograph as a combination of oral history and content analysis; however, any definition of oral history contends that face-to-face, in-depth interviews are necessary. Wickham interviews, according to the bibliography, 21 journalists and participants. Only one of those interviews is face to face. Also, I am not an expert in content analysis, but this monograph does more counting the number of stories produced with the education series than analyzing the content of those stories.

Readers should note that Mellen Press publishes books for research libraries, and not for textbook use or the general public. The monograph is about 60 pages and the remaining 300 are reprints of the articles published concerning the education reform series.

In seeking the Pulitzer, the *Clarion-Ledger* sent 54 stories, 34 editorials or columns, 63 letters to the editor and 30 charts to the committee at Columbia. In other words, the editors included the public forum of letters as part of the overall package, which is a most unusual gesture.

The most interesting parts of the monograph are the two chapters on analyzing the Pulitzer entry and the awarding of the prize.

Wickham's monograph is fascinating from another perspective. The telephone interviews with the participants—more than a generation after the awarding of the Pulitzer—adds another layer of complexity and understanding to how these journalists viewed what was truly a "miracle" of reporting and writing.

John R. Tisdale, associate professor
Texas Christian University



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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.
- Length limit is 5,000 words.
- Style: Text follows Chicago style. Use single space after periods. For citations, use parenthetical references in text to author, year, and page number. Include at the end of the article a complete reference in the reference list, in alphabetical order by author's name, and following Chicago style.
- Art: Black-and-white and/or color photography or graphics may be submitted in digital format. Art files (particularly charts and graphs) may be imbedded in the text of an article for placement but should be submitted as additional stand-alone files. Please provide credit/copyright information for all art submitted.

Non-refereed section:

- 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.
- CMR seeks authoritative articles rather than anecdotal.
- For all articles for which it is appropriate, a service journalism approach is encouraged.
- CMR prefers articles written in third person; exceptions may be made under extenuating circumstances.
- 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.

Refereed manuscripts:

- Submit to Associate Editor Lillian Lodge Kopenhaver two copies (kopenhav@fiu.edu) of each manuscript, which should be typed and double-spaced and submitted both in hard copy and on disk. Refereed articles that are rejected may be resubmitted for the non-refereed section of CMR and will be considered if appropriate.
- Contributing writers will be notified within 90 days in most cases. Once an article is published, the author will receive two complimentary copies of that issue by first class mail, prior to regular second-class mailings. College Media Review will gladly comply with any requests for verification letters confirming acceptance of an article.



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