» INSIDE: PART TWO OF A TWO-PART SERIES ON ADVISER ROLES, SALARIES & JOB CHARACTERISTICS

college media REVIEW

THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC.

FALL 2009 • VOL. 47, NO.1

Watchdog 101: Investigative Reporting for Advisers

Privacy & Ethics in Social Media

Guidelines for utilizing information from social networking sites

RETROSPECTIVE

The college media year in review

Editor's corner

Is there anything more identifiable to thoughtful readers of American newspapers than their papers' editorial pages? Now, who knows the degree to which thoughtful readers nowadays comprise the readership of these publications, but if nothing else they're the papers' most dedicated readers. The opinion function of American newspapers has been part and parcel of shaping thought and action on public issues for nearly 250 years.

So I wondered what in the name of Ralph McGill was going on when I picked up two of my favorite home state newspapers, shrunken as they were, to find their op-ed pages heavy on the op but short on the ed. The Macon Telegraph, a McClatchy newspaper founded in 1826, no longer publishes house editorials for its Monday and Tuesday editions. The Atlanta Journal-Constitution, a relative babe at 141 years old, has gone even farther; the flagship newspaper of Cox Enterprises, earlier this year made the move to publish its opinion only on Sundays (although in a format that includes numerous other opinions on the topic of the day).

The villain here, like at most newspapers, is the failing economy and evolving reader habits, the tag team that's got most publications against the ropes, if not the mat. Staffs have been cut; the Journal-Constitution is down to two editorial writers, says opinion editor Ken Foskett, and editorial page editor Charles E. Richardson is the lone editorialist at the Telegraph. Like many other newspapers, their content is being pushed online, and much of that emphasis has shifted from the authoritative voice of the publication to the individual voices of experts, advocates or faces in their crowds of readers.

None of the latter is bad, certainly, because it delivers the message to readers and gives them more diverse opinions. The question that remains is at what cost in terms of newspapers maintaining their own presence in this new market place of ideas. The AJC's public editor, Shaun McIntosh, says there wasn't substantial criticism from readers about the newspaper's change in policy, which also accompanied a major re-organization of its staff. The Telegraph did draw considerable flak from readers when it incorporated its changes in October 2008, although the change also coincided with a merger of several sections of the paper, Richardson said.

And the receding institutional viewpoint may not bode well for either readers who do want expert opinion or the newspapers themselves that lose more of their distinction in the marketplace.

University of Georgia journalism professor Conrad Fink , whose textbooks on newspaper writing and management are staples in college classrooms, acknowledges that many of these newspapers view their changes in the format and presentation of opinion as compensating for the move away from the traditional house opinion, but it's a cautionary acknowledgment.

"I think newspapers run great a great risk if they step back from their historic mission…of leadership," says Fink, who sees the latest developments not as a sea change but as the latest in a long lines of newspaper moves away from the era of pontification and towards a mission of guiding readers through complex times.

However, Fink says, there's considerable risk in the latest ventures. "Once that sense of position is given up," he warns, "it will be very difficult to regain it."

And if and when newspaper economies recover, it'll be those publications that made the fewest concessions that will have the advantage, predicts Dallas Morning News assistant editorial page editor Mike Landauer, whose A.H. Belo newspaper continues to publish editorial opinions on a daily basis.

"You want that unique identity with the readers," says Landauer, the leader on the local editorial pages for the past 10 years. "Newspapers with robust editorial pages and institutional authority stand to rebound the best."

And it would be a flawed move for college newspapers to diminish their own impact on their communities by emulating the professional de-emphasis of institutional opinion, contend Laudauer, who calls student newspapers the best learning environment for aspiring professional journalists, and Fink.

"It's imperative," he says, "that student journalists learn how to (write columns) and to represent institutional opinion.

—Robert Bohler

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EDITOR'S CORNER

Tough economic times are causing some newspapers to make cuts, including some cuts to their opinion sections. But some signs show that these cuts may continue to erode the value of these publications.

Robert Bohler

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TRAINING WOODWARD AND BERNSTEIN

Investigative journalism doesn't have to be a thing of the past. This article outlines essentials steps students need to take in pursuing the bigger, in-depth pieces. Whether its finding the right stories to pursue or illustrating how to file public records requests, advisers can find the tools to help steer their student journalists' investigative efforts.

Marcy Burstiner

REW 9

2009: THE GOOD, THE BAD & THE WEIRD

A look back at the triumphs and setbacks of college media throughout the country.

Daniel Reimold

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PRIVACY AND ETHICS IN SOCIAL MEDIA

The rules about social media continue to cloud as Facebook, Twitter and other sites grow in popularity. Now student journalists have access to more information about sources, students and administrators. What can they use from these sites? What should they use? This piece offers some guidelines for utilizing the information on social media sites.

Cailin Brown

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PART 2 OF 2: ADVISERS' JOB & SALARY SURVEY

Refereed Article

This article looks at the state of funding for various media operations and how the current economy affects these operations. This article profiles student media operations, including finances, characteristics and staffing.

Lillian Lodge Kopenhaver

SUBMISSIONS TO CMR:
For queries about submissions to College Media Review of popular articles or research articles for our refereed section, please visit our Web site at *http://www.collegemedia.org/SubmitCMR* for complete information.

CORRECTION: an article in the summer issue ("Finders, Keepers: Recruiting and Retaining the Best Students," by Jim Jeske) compared University of Vermont adviser Chris Evans' recruiting strategy ("Improve the paper, and people will want to join you") with the line ("Build it, and they will come") from a popular baseball movie. Neither Evans nor Jeske made that comparison, and the title of the movie was incorrect. It is "Field of Dreams."

On Deck THIS FALL

So just what can professional newspapers learn from their college counterparts about survival in lean and competitive times? Apparently a lot, reports Flagler College adviser Brian Thompson, the recipient of the 2009 Ken Nordin Award for College Media Research, in his peer review article in our Winter 2009 issue. And we also take a look at how colleges are not just converging their news media but their curricula with it.

COVER STORY

by
Marcy Burstiner

How to Turn Students into Investigative Reporters: A Step-by-Step Guide

In 2008, Humboldt State University student Zack Cinek struggled as a reporter on the student newspaper until he found his spark on a story about people who operate pirate radio stations – low-frequency stations that lack FCC licensing. Curious about how serious the Federal Communications Commission views these radio outlaws, he requested FCC files under the U.S. Freedom of Information Act. He discovered that FCC agents traveled to a community five hours from San Francisco and staked out the home of an operator of a station of such low-frequency that few people even knew it existed. Cinek, who obtained the stakeout photos of the man's house and car to prove it, is now a reporter for the Ukiah Daily Journal in Northern California.

Professional journalists fret whether there is a place in today's economy for investigative reporting, and chances are slim that emerging reporters will get the kind of guidance they need early in their professional careers. If your students don't learn how to do investigative reporting at an early stage, they might never incorporate it into their reporting as they gain experience. At student journalism conferences, attendees pack investigative reporting workshops, eager to carry out investigations if only someone will only show them how, all of which means that it is up to those who teach journalism and those who guide students at college newspapers to help them develop investigative skills now.

But how do you guide your Bob Woodwards-to-be on their first projects? There is a danger. A project that blows up in students' faces will kill any investigative zeal they might have had. But if students can successfully publish small, yet important, investigative stories in their campus paper, they could be investigative reporters for life. What follows is a step-by-step guide to advising students on how to find, handle and publish an investigation.

STEP ONE: SHOW YOUR STAFF THAT IT CAN BE DONE

Some students think that investigative reporting is something only top journalists do at the professional level, so it might help to show them examples done by their peers. *The Equinox* at Keene State University in New Hampshire investigated the dangers of lead paint on the campus. *Washington Square News* at NYU compared Clery Act data – campus crime stats that every university is mandated by federal law to publicly disclose – to Justice Department crime stats and found that the campus was woefully understating how dangerous the Greenwich Village campus is; the *Red & Black* at the University of Georgia used public records to show how their university allowed teachers in the classroom after finding them guilty of sexual harassment. And the Web site of the Center for Campus Investigations provides links to other investigative stories done on college newspapers and by college students for local publications.

STEP TWO: HELP THEM FIND A STORY

Your students might want to do investigative reporting, but they don't know what they should investigate. They need to be shown that potential ideas are all around them; they just need to know where to look for them. They can find stories in three basic ways:

- Look through past stories for unresolved problems or unanswered questions
- Read through letters to the editor for problems people complained about.
- Keep their eyes open as they go about their day for problems they see on campus

Here are some stories you could suggest:

College clubs. Their student government likely collects fees from students to finance clubs and activities. They can get a list of the clubs and the amount of money allocated for each. Then they could track down the club's expense reports for the previous year. What was the money supposed to be used for? What was it actually used for? They can look for the clubs which spend the most money for the fewest members or the clubs that seem to serve no beneficial purpose.

Faculty sabbaticals. Your college might allow professors to take off a semester or a year from time to time fully paid for scholarship purposes. Many work on books or serve as visiting scholars overseas. Others sit home and watch football. Your students might request a list of all sabbaticals granted over the past five years and track down the professors to see if they can produce evidence of what they did with their time off. They might also investigate which sabbatical requests get turned down.

Food quality. They might track down the companies that supply the food served in their cafeterias, then track down individual food items through the supplier to the point of origin. Does the meat come from big meat processors? How much of the food is frozen or canned versus fresh? How much is imported from outside the country? What kinds of health training must the cafeteria workers go through? What are the minimal standards the college must meet before it can serve any

food item in the cafeteria? Then they could compare what they find to similar data from other colleges in the state.

Building safety. They might find a professional home inspector—someone a homebuyer hires to give a house the once-over before going into escrow—about what problems to look for in any basic building inspection. Using that information, they can inspect the buildings on campus to see how safe they are. They can find out how often buildings on campus are inspected and when the last inspection occurred. They might also request a list of deferred maintenance projects on the campus and see what kinds of building repairs the college has put off because of tight funds.

STEP THREE: GET REPORTERS TO FORM AN I-TEAM

In the professional world, few reporters carry the title of investigative reporter. But it is amazing what strength students may develop from pinning it on themselves. What often sets investigative reporters apart from other journalists is simply the confidence that they will find a way to obtain hard-to-get information.

Confidence can't be forced on students, but they can be helped to build it themselves. There are advantages to team reporting. As part of a team, those who are good at interviewing can work with those who are good at document-gathering. A student might be lousy at interviewing but great at finding people who would be good to interview. Someone else might be great at organizing the information other students gather and figuring out how it all fits together. Teaming those up with photographers, videographers and graphic and Web designers can help everyone see early on how the information gathered might be formed into a package. By being able to piece out small tasks among a number of people, you can show students how to turn a daunting project into a doable one.

STEP FOUR: TEACH THEM HOW TO GET RECORDS

There is nothing that empowers student investigators more than a successful public records request. The Student Press Law Center provides on its Web site fill-in-the-blanks templates for the public records law of each state. The important factor is time. Even if your law requires that an agency respond to a request within days, officials can delay a request for months. College administrators understand that if they can delay a request long enough a student will leave for winter or summer break. That's why it is important to encourage your students to file requests as early in the term as possible.

Here are some important documents student investigative journalists should request:

The public records request log. Every public agency must keep track of what public requests come in and whether and how they were fulfilled. That will give the students an idea of what kind of information other people ask for.

A list of all forms. This will give them a sense of what data the university collects. And that can spark ideas for good stories.

All contracts for sponsored research projects. Many academics do research sponsored by corporations or other outside organizations. At public universities, these contracts are public documents.

STEP FIVE: HELP THEM VISUALIZE THE PUBLISHED PACKAGE

Getting from the small pieces of information they pick up to a finished set of stories will seem daunting. If they can picture how it will all look and fit together from the beginning, they will get a sense of what they need to get and how what they get will fit into the package.

Help them break up their package into workable chunks and get them to consider alternative ways of telling their story. You might have them go back to basics: Who, what, where and when, how and why.

- **The What:** An overview piece that summarizes the problem they intend to spotlight.
- **The Who:** A profile of someone most affected by whatever problem they focus on.
- **The Where:** A mashup map which plots out the important locations in the story on a Google Map. You will find a PowerPoint primer on how to do a mashup map at *campusinvestigations.org*.
- **The When:** A timeline. Your students can make a nifty interactive timeline which incorporates text, photos and videos at dipity.com for free. Any documents they find could go into the why and the how pieces of the package.
- **The How and Why:** A Q&A interview with an expert who can explain the problem and a flow chart that shows how it works.

There are other ways of giving their reader information in easy to digest ways. They could do a Top 10 list – The Top 10 worst buildings on campus, The Top 10 most unhealthy foods in the cafeteria, the Top 10 hardest working professors on sabbatical. Or they can do a glossary that explains difficult terminology in a way that also gives readers information important to the issue at hand. If they are making comparisons between how things work at your campus versus other schools or between departments in your university, they can create a multimedia comparison table at tablefy.com. They should also consider telling parts of the story through slideshows and videos. If they were to do a story on decrepit buildings on campus they could take readers on a video journey through a building. And to show relevance to their core readership, they could do a man-on-street story that asks students what they think of the problem or asks them to pose possible solutions. But note: They should never promise a multi-part series until all the parts are done.

STEP SIX: GUIDE THEM THROUGH THE RESEARCH AND EDITING PROCESS

Make sure they know how to use news databases, such as Lexis-Nexis and Proquest Newstand, which should be available through your university library to find stories that other news organizations have written on the same topic. Help them understand the types of information they should look for when doing a background search: The people they might want to interview, the questions they need to ask, terminology they should know, data that might help them put the problem into context and possible subtopics and tangents they might want to explore.

You might suggest that they plan out their interviews in stages:

- Those affected by the problem
- People who regulate or monitor the problem
- Those responsible for the problem
- Independent experts who can help them understand the problem

Get them to prepare for each interview by considering what information they need to get. For a good story they will need to find a strong character or characters who can help them tell it. For vivid details, reporters should think in terms of all five senses – sight, sounds, smells, tastes and even feel (hot, cold, bumpy, smooth). For exemplary anecdotes, they should determine how to frame questions to best get them. One way to get anecdotes out of people is to ask them for firsts, lasts and worsts: What was it like the first time that happened? What was it like the last time that happened? What was the worst example of that and why?

Once they begin collecting information they need to organize it. They should write up an outline as soon as they gather their first pieces of information. Then every time they do an interview or find a document, they should redo the outline to see where and how the new information fits.

Get them to come up with a tentative lede and kicker. Their difficulty with that will help them understand how much reporting they have still to do. In each outline, see if they can consolidate the information they have into no more than five major points. If to do that, each of those points becomes big and broad, they should consider each one a separate story. That's when they go from one big story to a five part-package. If under each of the five parts, they have too many loosely connected bulleted points, that's when they break each of the five parts into sidebars and fact boxes. Careful outlining will force them to visualize their project at each stage and keep it from turning into a disorganized mess. Make sure that each time they redo an outline, they identify possible art – photos, graphics, maps, timelines, and video.

STEP SEVEN: REMIND THEM TO VERIFY ... & VERIFY AGAIN

The danger here is twofold: They worked so long and so hard on the story they now hate it. Or they want to end it so much, they rush the writing. At this stage you need to give them both a pep talk reminding them that what they have is a really good story and, at the same time, warn them of the need to take care. They don't want it to blow up in their faces.

Remember, many student reporters are interested in the idea of investigative reporting but don't think they are capable of doing it. A successful investigation, no matter how small, will show students how to act on the nagging questions that naturally pop into their heads when reading news stories or listening to comments from school officials. They will understand that the only thing that separates an investigative student reporter from any other student journalist is that the investigative reporter figures out how to nail down the answers to those questions. You can give them the tools to do that.

A four-draft writing process:

COMPLETE: In the first draft they just get everything relevant to the story onto a written page, according to the last outline they did.

CLEAR: In the second draft they read it as a reader would, slowing down and clearing up anything that might seem confusing.

CONVINCING: In the third draft they make sure they have enough evidence in the story to back up any conclusions and accusations they make.

COMPELLING: In the last draft they reorganize it and add in any descriptive information, killer quotes and telling anecdotes to make the story compelling. Have them think about not only a lede and kicker but secondary ledes and secondary kickers for subsections within the story.

Part II-A Compensation of the Five Highest Paid Independent Contractors for Professional Services
(See page 2 of the instructions. List each one (whether individuals or firms). If there are none, enter "None.")

(a) Name and address of each independent contractor paid more than $50,000	(b) Type of service	(c) Compensation
Gray Plant Mooty Mooty Bennett 500 IDS Center, Minneapolis, MN 55402, US	Legal	401,79
Hammond Associates 101 South Henley Third Fl, St Louis, MO 63105, US	Investment Consulting	255,43
Royall Company 1920 E Parham Road, Richmond, VA 23228, US	Direct Marketing	254,2
NEUGER COMMUNICATIONS GROUP INC 411 South Water Street, Northfield, MN 55057, US	Communications and Marketing	227,3
Ruffalo Cody Associates Inc PO Box 3018, Cedar Rapids, IA 52406, US	Direct Marketing	159,
Total number of others receiving over $50,000 for professional services ▶ 6		

Part II-B Compensation of the Five Highest Paid Independent Contractors for Other Services
(List each contractor who performed services other than professional services, whether individuals or firms. If there are none, enter "None." See page 2 of the instructions.)

(a) Name and address of each independent contractor paid more than $50,000	(b) Type of service	(c) Compensation
THE BOLDT COMPANY 2525 N Roemer Road, Appleton, WI 54911, US	Construction Manager	39,743,632
BON APPETIT MANAGEMENT CO INC 345 Kellog Blvd, St Paul, MN 55102, US	Food Services Management	5,764,852
EXCEL ENERGY 414 Nicollet Mall, Minneapolis, MN 55401, US	Electrical	2,539,054
INTERSTATE ROOFING WTP INC N5544 Commerce Road, Onalaska, WI 54650, US	Contractor - Roofing	1,264,022
LOCKERBY SHEET METAL ROOFING 217 Mill St, Faribault, MN 55021, US	Contractor - Roofing	853,272
Total number of other contractors receiving over $50,000 for other services ▶ 52		

For Paperwork Reduction Act Notice, see the Instructions for Form 990 and Form 990-EZ. Cat. No. 11285F Schedule A (Form 990 or 990-EZ) 2007

Your school's Form 990 will list, among other things, the top independent contractors the school paid and how much it paid them. This information is from the 2008 Form 990 for St. Olaf College in Minnesota.

At private universities students are not entitled to most documents. But the public is entitled to the school's Form 990, the document all non-profit organizations over a certain size must file with the IRS. It reports what the top salary earners make; it identifies the members of the board. It also reports how much money the university brought in and lists its top expenses, and shows how much was invested in the stock market. Your repoters can get past 990s at http://guidestar.org, although they will need to register for the free service.

IMPORTANT POINTS STUDENTS NEED TO KNOW ABOUT PUBLIC RECORDS REQUESTS:

- **If they are on a public university, they should assume and insist they have a right to all documents on the campus unless someone can show them the exemption in the law. That pertains to most of the college president's emails, calendar, expense reports, and phone records.**
- **They should find out who on campus is responsible for handling public records requests and direct all requests to that person. They can email their requests, although ones hand delivered on paper seem to carry more authority.**
- **The college could tell them that to get documents copied will cost the students money. But they should know that it never costs money to look at documents. That means that if there is a big stack of documents, they could set aside a day and sit in someone's office and pour through it. The advantage of that too, is that it will unnerve an administrator to have a group of students sitting in an office going through his or her papers. The very idea of that could get an administrator to copy the stack free of charge.**
- **Just because a private colleges are not mandated to turn over documents doesn't mean that they won't. In a recent FOIA audit of 33 colleges and universities on the West Coast, a team of students from Humboldt State found that at least one private university was more forthcoming with data on student disciplinary hearings than were some of the public schools they requested the same information from. And students should know that people are more likely to leak them information they aren't supposed to get if they ask the right people for the information in the first place.**

Marcy Burstiner

is an assistant professor of journalism and mass communication at Humboldt State University, where she teaches the investigative reporting course, and is adviser to *The Lumberjack* student newspaper. She is the author of *Investigative Reporting: From Premise to Publication*, published by Holcomb Hathaway Publishers in June 2009. Before joining the faculty at Humboldt State, she was an assistant managing editor of *The Deal* financial magazine and a senior writer for *thestreet.com*, an online financial publication.

COVER STORY

TOP SECRET

FREEDOM OF INFORMATION ACT SAMPLE LETTER

Get the name of the person who handles public records requests. It is usually the public affairs or public information officer.

Request the records electronically. That way they can't charge you for copy costs and you can work with the data in spreadsheet programs.

They can charge reasonable fees for copying and postage. Set a limit on what you will pay and request a waiver in case that is discretionary.

They must put in writing why they deny the request. Make them cite the section of the law that gives them that authority.

Provide your phone number and e-mail address. You might have to negotiate for the records. A back-and-forth by snail mail would take forever.

Your Full Name
Your Full Address • Your Town, State, ZIP
(Your) Phone Number • your_email@yourdomain.com

June 14, 2008

Joe Smith
Office of Public Affairs
Department of Public Safety
1 State Street
Your town, 9001

Dear Mr. Smith,

Pursuant to the state open records law, Ala. Code Sec. 36-12-40 to 36-12-41, I write to request access to and a copy of all data concerning financial aid and scholarship awards given to students of Anywhere University between 2000 and 2008. Please provide the records in an electronic format that is exportable to Microsoft Word, Excel, Outlook or some other commonly used program. If your agency does not maintain these public records, please let me know who does and include the proper custodian's name and address.

I agree to pay any reasonable copying and postage fees of not more than $25. If the cost would be greater than this amount, please notify me. Please provide a receipt indicating the charges for each document. But as I am a student and I seek the information for a project that is in the public interest, I request a waiver of any fees you might otherwise charge.

I request your response within ten (10) business days. If you choose to deny this request, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Also, please provide all segregable portions of otherwise exempt material.

Please be advised that I am prepared to pursue whatever legal remedy necessary to obtain access to the requested records. I would note that Alabama courts have awarded court costs and attorney fees to parties who have successfully sued for access to public information. In addition, state law imposes criminal penalties, including fines and imprisonment, upon those who knowingly fail to comply with a lawful request for records. Ala. Code Secs. 13A-10-12(a)(3) and 36-12-64.

Thank you for your assistance.

Sincerely,

Your Name

College Media Year in Review

by Dan Reimold

On a Sunday evening in early February, *Daily Tar Heel* staffers at the University of North Carolina were dealing with the usual stresses of a looming print deadline.

And then the bomb dropped. Or at least the threat of one, which forced the evacuation of a few campus buildings, including the student union that houses the paper's newsroom.

Instead of packing it in, staff continued putting together the issue and reporting the news in real time, on the street. "We assembled across the street from our office," editor in chief Allison Nichols told *The Raleigh News & Observer*. "Literally under a street light. We had a few computers and we were posting breaking news to our website. We were having folks call any spokesmen or all the various police units and so forth to figure out what was going on."

The staff eventually put the print paper to bed at 5 a.m., four and a half hours after the normal 12:30 a.m. deadline. In the interim, they updated the campus and outside world with eyewitness Tweets, blog posts, and a story on the newspaper's Web site that received roughly 50 reader comments the night it was posted.

In a larger sense, one similar to the *Daily Tar Heel*'s resolve, a review of the major stories, controversies, and trends within "collegemediatopia" during 2008-2009 reveals a student press put out but not shut up — or turned away from the craft of journalism.

Amid numerous economic, administrative, and new media bombshells, college journalists propelled forward as more professional, innovative, interactive, eager, and able to compete with the professional press for eyeballs and Googling fingertips than ever before. As *Washington City Paper* announced in August 2008, "Real newspapers are losing readers by the minute, especially those labeled 'college-aged.' Yet amid the industry death march its farm system thrives."

« The Good News

Campus newspaper and magazine print readership remains strong among students and is beginning to grow online among alumni, parents of students, and random Web surfers. College radio and television outlets are also adapting and increasing their audiences, one Webstream at a time. The existence and influence of alternative and online-only college media similarly continue to expand, popping up in evermore newsstands and search engine results.

In a related sense, through personal branding, blogging, and other exposure online, a growing number of college journalists are becoming veritable stars — attaining a heightened and sustained national prominence that few others have received in college media's history. These stars will be joined by many aspiring to take their places in years to come. As confirmed over the past academic term, the college media talent pool will remain deep, at least for the foreseeable future.

Even amid a journalism industry shrink-fest, students are still excitedly signing up for journalism schools and majoring in journalism in record numbers at colleges and universities worldwide. Journalism school deans and department heads expressed confused optimism

at the trend throughout the year. "I think we want to be journalists because it's who we are, as people," one student told a journalism professor during a conversation later recounted in *The Chicago Sun-Times*. "We are willing to work for close to nothing because it is who we are. It is an art form. Just like there are starving artists, we are starving journalists." Even the Annenberg School for Communication at the University of Pennsylvania will soon potentially add a journalism minor to its famously non-journalistic slate of programs after a campus survey revealed ample student interest. As the director of the university's Center for Programs in Contemporary Writing told *The Daily Pennsylvanian* simply: "There is a hunger for journalism."

The greatest irony among college media over the past two semesters: Even as they were succeeding, they were bleeding.

In part, throughout the past year, this hunger manifested itself through student press exclusives, breaking news stories, and quality coverage that came as fast as a refreshed Web page. The most significant, enduring story of the year: the presidential election and the simultaneous and subsequent Obamamania. College media nationwide covered the election, endorsed the president by a much higher margin than his Republican rival, experimented with real-time coverage of Election Night online, and produced print newspaper front pages that flew off the stacks at one of the highest rates of the year.

The student press also played a part in local politics. For example, at *The Minnesota Daily*, student reporter Briana Bierschbach altered a city council race after she revealed that one of the candidates, a University of Minnesota graduate student, had lied about his academic credentials, much of his past, and even his English accent.

Campus politics also sizzled in the wake of some of the student press's more significant stories. For example, *The Signpost* student newspaper at Weber State University was the first to report upon a school football star's arrest for aggravated assault, even informing the team's coaches when a reporter called for a comment on the story. Ironically, the paper faced criticism along with the arrestee, with some believing the story caused the player's suspension and would foul up the football team for an important conference game. The team ultimately won the game and the newspaper admirably stuck to its editorial guns, covering every aspect of the student-athlete's case — from its initial postponement to the concluding plea bargain — and its implications for the team.

Two months later, in a move reminiscent of professional newspapers' handling of the Pentagon Papers and "The Starr Report," *The Collegiate Times* at Virginia Tech posted online roughly 750 pages of what it called the "April 16 Documents." The e-mails, memos, and correspondence cover many related thoughts, reactions, and plans of action at the university before and after the campus shootings on April 16, 2007. The newspaper's posting of the documents came only a day after they were made available to families of the victims by the university, through an online archive that was password protected. The most journalistically impressive part of the paper's effort: *The Collegiate Times* had already stopped publishing for the semester and was not due to start again until late January.

In late February, at New York University, a student reporter for online outlet *NYU Local* earned kudos and attention for reporting basically nonstop for more than 48 hours, while embedde d inside a school cafeteria with student activists staging a high-profile protest. He provided real time blog updates, video interviews, and photos, many of them exclusive, without much food or sleep, leading to an unprecedented spike in Web traffic and interest in the new media upstart.

Meanwhile, it was not coverage of activism, but economics that put *The Amherst Wire*, an online outlet run by students at the University of Massachusetts, on the map. A two-part series on the current economic crisis earned plaudits from the public and the journalism community. It also brought the student press's print-online divide into crystal-clear focus. As *Wire* editor Jackie Hai recalled, a deadline crunch to post the second part of the series forced Hai and a fellow editor to piece together the package using less-than-Web-friendly means. "When it hit us that we had way too much information to organize, we broke out the paper, pens and scissors and arranged almost a hundred little strips of paper on the table to plan our layout," she said. "The irony of resorting to the most basic of technologies in the production of a 'new media' Web feature was not lost on us."

« The Bad News

The greatest irony among college media over the past two semesters: Even as they were succeeding, they were bleeding. The 2008-2009 academic year featured the first dramatic, sustained crack in the student press economic bubble due to the heavy twin burdens of a huge recession and a print news meltdown. In response, a number of major campus news outlets cut back their print runs, staff pay, travel budgets, and even the amount of pages printed and the size of those pages. The most common cost-cutting measure among daily student newspapers was dropping from five to four print editions per week, saying goodbye to Friday issues in the process.

A number of student newspaper editorials also began appearing this past spring that either implicitly or blatantly appealed to student readers, the student government, and other potential donors for increases in funding. The most overt, run in *The Daily Nexus* at UC-Santa Barbara, carried the headline "Why We Need Your Money." The piece, accompanied by an editorial cartoon in which a large octopus called "Financial Ruin" overtakes a ship bearing the *Nexus* name, began: "We definitely cringe at having to do this. We're going to ask you to give us more money. The main reason we're doing this is that, despite our best efforts, we aren't earning enough money through advertisements to match the rising cost of producing the paper, so we have to increase our other source of income: money from the readers."

The hum glum state of many student media's bottom lines also led to some difficult ethical decisions. In early April, at UCLA, *The Daily Bruin* published a wraparound full-page advertisement for honey-flavored ice cream. Deceptively modeled after the *Bruin*'s layout, it was placed atop the paper's actual front page, undoubtedly confusing many readers. A number of staffers initially fought

the decision to run it, even volunteering to forgo their pay to keep it from appearing in print. A related *Bruin* editorial fully admits publishing the ad was an offshoot of the ugly economy, stating in the headline, "Ad on front page due to financial distress."

« The Tabloid News

This past April, a section editor of *The Collegian* student newspaper at Michigan's Hillsdale College awoke to a front porch full of animal carcasses, including a black goat with multiple gunshot wounds. The dead goat's head held down a copy of a recent issue of the newspaper that carried an editorial sarcastically bashing the college baseball team's recent poor play.

A month before, at the University of Utah, a neo-Nazi group rubber-banded fliers containing racist and anti-Semitic messages around stolen copies of *The Daily Chronicle*, delivering them to unsuspecting Salt Lake City residents.

At around the same time, at the Massachusetts Institute of Technology, editors of *The Tech* endured the irony of reporting an unusually large number of missing issues to campus police, only to later learn that the issues had been taken and trashed . . . by the campus police. Specifically, two policemen allegedly trashed a slew of copies in anger over a front page story on the arrest of a fellow officer for trafficking prescription painkillers.

Apparently, writing a letter to the editor is no longer enough.

In 2008-2009, college media regularly endured news worthy of a tabloid paper front page — involving thefts, free press fights, student reader protests, and at least two student newspaper strikes. While the individual episodes echo the efforts and spirit of college media's past, a majority were served with a distinct new media twist.

For example, when Georgetown University students became angry at what they perceived as racist discrimination in *The Hoya*'s April Fools' issue they not only staged an old-fashioned sit-in, but also started a Facebook group to air their displeasure and posted photos on Flickr to publicize their activism.

Meanwhile, when staffers at Oregon University's *Daily Emerald* became angry about the possible hiring of an interim publisher whose editorial oversight and ties to the school might present a conflict of interest, they voted to strike — on campus *and* online. The result: the first social media strike in college journalism history.

The early March drama stayed heavy for several days. The student staff started a high-profile strike blog. The leading candidate for interim publisher withdrew from consideration. The head of the publication's board of directors also stepped down. The board released a statement saying it would not be "bullied and blackmailed." *Emerald* staffers fought back with press statements of their own. And local and national media and the blogosphere dissected every moment.

The conclusion: an agreement to keep the future publisher's duties strictly business-related, and lingering questions as to whether the strike was a significant free press victory or an unnecessary overreaction. As the headline to a post on the blog "Old Dog, New Media" by Oregon State University new media communications instructor Pamela Cytrynbaum asked, "*Daily Emerald* on Strike: Noble Fight for Editorial Independence or College Journalists Gone Wild?"

Instead of a temporary strike blog, student journalists at Quinnipiac University used the Internet to stage a more permanent new media fight against campus press control. After facing increasingly combative administrative stances that hindered their work on the university-controlled newspaper, *The Quinnipiac Chronicle*, former staffers defected en masse. In fall 2008, they debuted *The Quad News*, an independent, student-run online news outlet with funding, a full staff, and a commitment to "the free flow of information on campus."

« The Back Page

In the end, the good, bad, ugly, and eye-opening issues and events of the past year are simply further evolutions in a student media universe whose life-force has long been spurred by change. A 1976 *Change* magazine article declared, "Like a fast forward film of a flower in bloom, the campus press has passed rapidly through an antiwar phase, a drug phase, an apathetic phase, a lingering sex and pornography phase, and a revolutionary phase."

My take on campus journalism's current phase, in one word: collegemediatopia. Student journalists are attempting to reinvent and Webify their current offerings, blending and converging and shedding old media labels, overseers, and constraints to produce an all-encompassing 21st-century college media utopia that the professional press is already beginning to gaze upon with envy and wonder.

As *St. Louis Post-Dispatch* Interactive Director and "Journerdism" blogger Will Sullivan wrote to journalism students in March 2008, "College is one of the few times in your career that you can try something totally wacky, fail and it won't really set you back or ruin your career. Try alternative story forms. Learn new technologies. Break the mold of traditional journalism. Your generation and its ability to innovate will save the craft."

Daniel Reimold, Ph.D.

is an impassioned college media scholar who teaches journalism as a visiting assistant professor at Nanyang Technological University in Singapore. He maintains the blog "College Media Matters" (http://www.collegemediamatters.com) and was publicly credited with coining the term 'collegemediatopia' in February 2009.

Social Media and Student Reporting:

Figuring out Privacy and Ethics

Cailin Brown

Location Albany, NY

Bio Brown teaches journalism and media ethics at The College of Saint Rose in Albany, NY. She worked as a reporter for 16 years in three newsrooms, including 10 at the *Times-Union* in Albany. She is adviser to the Saint Rose student newspaper, *The Chronicle*.

"It was always amazing to Carver how trusting or naïve young people were. They didn't believe that anybody could connect the dots. They believed that they could bare their souls on the Internet, post photos and information at will, and not expect any consequences. From her blog, he was able to glean all the information he needed her hometown , her college sorority he learned her birthday and that she only had to walk two blocks from her apartment to get to her favorite pizza." (113)

— From Michael Connelly's 2009 murder mystery, *Scarecrow*

Those same semi-private online hangouts our students frequent for fun are rich story resources for the media. Even the most savvy users of Facebook, MySpace and Twitter who proactively limit access to their accounts cannot prevent posted information from making its way into the public limelight. Privacy settings, which enable users to limit who gets to see what in their online diary-journals, are only as strong as the "friends" who have access. So student reporters, just like their professional counterparts, are relying on social networking sites to background and source campus and community stories. And as in the days of yore, with each piece of information unearthed by these cyber journalists, they are faced with questions of what to do with the information they find.

In especially sensitive cases when a student is either accused of a crime or arrested, journalists look to social networking sites to see what information they can collect for a fuller, more in-depth story. Even color. When a student recently claimed she was sexually assaulted, and later was charged with filing a false report, student editors reviewed the student's social networking site and opted not to publish her photo. A year ago, when another student was charged with two felonies including criminal possession of a controlled substance, and criminal possession of a narcotic with intent to sell, a student editor chose not to write the story or exploit the fact that the student's favorite movie, according to her Facebook account, was "Blow."

Mark Goodman

"The ethical issues are a lot more challenging than the legal issues."

What college media advisers and students are learning is that social networking users are not fully aware of the implications of what they are posting online. So when damaging information gets revealed in this new way, the age-old questions that have always confronted journalists seem to re-present themselves.

"The ethical issues are a lot more challenging than the legal issues," said Mark Goodman, Professor and Chair in Scholastic Journalism, at the Center for Scholastic Journalism at Kent State University. "Legally, there is not a reasonable expectation of privacy when you are posting on a social networking site, even when they are restricting their 'quote' – 'unquote,' friends."

But, Goodman said, he recently spoke with a student who revealed a wealth of personal information that might jeopardize the student in the job market. The student wasn't particularly concerned about the ramifications of his posting decisions and gave the impression that if he wasn't looked upon favorably because of his posting, too bad.

Even though Facebook user agreements prohibit unauthorized individuals from taking material off of another person's account, Goodman said, it happens. Examples in the mainstream media attest to the uneven treatment of the use of found content, and even some potentially enlightening content that either doesn't get found, or is found, and ignored.

Take for example the case of former New York Governor Eliot Spitzer and the images of the young prostitute he was accused of patronizing. Photos from her MySpace page appeared in reputable newspapers across the country including the *New York Times*. While no permission was given when these photographs were lifted from the site, student journalists nationwide witnessed widespread use of a protected photo with seemingly little or no ramifications. Perhaps some social networking users actually adhere to the old PR adage that any press is better than no press at all.

On the other hand, when the story broke about the Craig's List Killer earlier this year, networks across the country depended on a former college acquaintance to share his reaction to charges of murder against Philip Markoff. While national network news outlets, talk shows, and yes, even the *New York Times*, relied on this one former friend as a source, it was unclear whether they had checked the source's social networking sites. On Twitter, the source included his photo on his Twitter feed and kept a running commentary on the number of times a day he got stoned. Would the mainstream media have so readily

presented this source to the nation had they check his social networking site? Or did the constant updates not penetrate their filtering radar?

All of this then raises another predicament with the benefits and drawbacks of using social networking sites for story sourcing. Not checking might result in a gaffe – a sin by omission, for instance. Learning incriminating information, or private tidbits, ultimately could necessitate even more research and reporting from student journalists. In fact that's what students should be doing anyway, according to the University of Missouri's Tom Warhover.

"One ironic thing is that we find our students often don't see social media, Facebook etcetera, as a story generator," said Warhover, associate professor and executive editor of the *Columbia Missourian*. "They somehow disassociate what is in their lives. Story ideas are often right in front of their faces. We are on standby, constantly pushing them to use these new tools."

Warhover said the newspaper has not based any stories solely on a Tweet or Facebook entry, but, material from those locations often serves as grounds to pursue a story.

Critical to the whole question of sourcing from social networking sites is the question of veracity, Warhover noted. "Given that anyone can falsify information, you do not even know if it is the person you think it is," he said. So while students might click around from Facebook to MySpace to Twitter, they must verify their facts and find out what is indeed accurate.

Warhover, who uses his own Facebook account just for lurking, said it is important for teachers to help students question the truth of what they are reading in the first place.

"The first obligation is to the truth. Where it becomes more problematic is privacy issues," he said.

When the one student claimed she was sexually assaulted and later rescinded her story, she was charged with the crime of falsely reporting an incident. The student editor made that decision that using her Facebook photo would not be wise.

"If anybody was really that curious they could go and see that information themselves," said Alyson Martin, former student newspaper editor and now a reporter at the *Glens Falls Post-Star*. "This was a young girl who was at school for the first time. I kept putting myself in her place."

In the two years she has worked as a fulltime reporter, Martin has relied repeatedly on social networking sites for story backgrounding. She finds Facebook, MySpace and Twitter are all solid leads for sourcing her stories.

"Social networking is a way to gather, but it doesn't necessarily mean you should print what you see," Martin said.

Kent State's Goodman used an example to help get at the idea of discerning what might qualify as publishable and what might not.

If the president of student government engaged in a campaign to stop or prevent drinking on campus and that president is involved in a negative social networking post involving alcohol, a story might be published, Goodman said. "Obviously there are contexts where there is a newsworthiness and hypocrisy that justifies revealing the information."

Presuming that the posted information is accurate, though, is a mistake.

"What it forces student journalists to do is go back and ask those fundamental questions, and ask: 'is the harm it is going to cause greater than the benefit it will provide? Are we taking advantage of someone who doesn't deserve to be taken advantage of?'"

"Social networking is a way to gather, but it doesn't necessarily mean you should print what you see."

Alyson Martin

Who gets to have the benefit of the doubt, though, including a degree of respect for privacy, appears to center around the traditional case-by-case decision making process.

When it comes to privacy, Robert Freeman, the executive director for the Committee of Open Government in New York State, said "it depends."

"I have suggested to reporters a thousand times that if they didn't steal it or acquire the information by illegal means, they can do with it (how) they see fit." Freeman said. He frequently advises both the press and the public on the parameters of the Freedom of Information Law and the Open Meetings Law.

He wondered about what happens when a person posts intimate facts about themselves on social networking sites. "To my mind the issues involving privacy relate most to the individual who posts the information, and secondarily it's a matter of editorial judgment."

The courts have held that an unwarranted invasion of personal privacy may result if the information that is disclosed would be offensive to a reasonable person of ordinary sensibilities, Freeman said. "What I believe to be offensive at my age may be innocuous to a 20-year-old. Everybody has a different notion of where the line should be drawn between unwarranted and permissible," Freeman said.

This at a time when Joe Nocera, a business columnist for the *New York Times*, is lambasting Apple's chief executive Steve Jobs for his failure to reveal his health condition. The heated public feedback on whether Jobs should be obligated to share what some would consider personal information has created a whirlwind of controversy in the response section to Nocera's column.

When making decisions about what constitutes privacy and who gets it, college newspapers need to go through a logical process, Goodman said. If the newspaper adviser and editors are called on to explain a decision, they need to be able to defend that decision.

Student newspapers should make sure they have developed a set of guidelines for editorial policies relying in part on the professional expertise of such organizations as the American Society of Newspaper Editors, the Society of Professional Journalists, and the National Student Press Association.

"The real obligation of any journalist is to balance the harm that is caused with the benefit that is provided," Goodman said. "That is really, really tough."

I have suggested to reporters a thousand tiems that if they didn't steal it or acquire the information by illegal means, they can do with it (how) they see fit."

Bob Freeman

Some helpful links for student reporters who source with social networking:

The proliferation of information sharing via Facebook, MySpace and Twitter has prompted major mainstream media outlets to marshal their approaches to the social networking universe. Advisers and students editors and reporters might pay particular attention to two perspectives on the social networking front – how they use their own social networking account and how they glean data from someone else's.

The New York Times, the *Wall Street Journal*, and other newspapers have tailored specific guidelines to help direct reporters in navigating this delicate area of fact gathering. Paying attention to these ideas, and perhaps, developing a set of newsroom guidelines for your own campus media outlets can set a serious and professional tone for how best to use these outlets, both effectively and ethically.

- Earlier this year the Poynter Institute reported on the *New York Times'* new Facebook policy here: **http://www.poynter.org/content/content_view.asp?id=157136**

  Interestingly, this January report noted that the power of using social networking as a reporting tool was revealed first on a college campus – after the tragic shootings at Virginia Tech in 2007.

  The *Times* policy, according to Poynter, provides that *"reporters can ask questions by email using addresses found on Facebook. We do not inquire pointlessly into someone's personal life.…Approaching minors by email or by telephone, or in person, to ask about their or their parents' private lives or friends is a particular sensitive area. …It may not be advisable. In every case, reporters and editors should first consult with the Standards Editor before going ahead with such inquiries."*

- In *American Journalism Review*, Kelly Wilson looked at how some top-level journalists are making use of social networking in their workdays**.** A motivating factor for accessing Facebook is the ability to connect with the audience, Wilson found that: *"If you don't understand where the audience is and what it's doing, you don't understand the audience*." Her March 2008 *AJR* article explores how the industry is using social networking here: **http://www.ajr.org/article.asp?id=4465**

- When middle school students set up a fake MySpace page to publicly humiliate a school principal, the punishment in that instance set off a First Amendment lawsuit and a subsequent response from the court in favor of the principal. Both the Student Press Law Center and the First Amendment Center offer extensive explanations of what unfolded in these cases here: **http://www.firstamendmentcenter.org/news.aspx?id=20586**; and here: **http://www.splc.org/newsflash.asp?id=1812**. Perhaps the greatest lesson a student reporter might take away from a case where false information appears on social networking sites – check your facts, always.

- And just in May, after the *Wall Street Journal* released its rules of conduct to its employees using social networking, *Editor & Publisher* shared the detailed list of the Journal's gamebook: **http://www.editorandpublisher.com/eandp/news/article_display.jsp?vnu_content_id=1003972544**

  Writer Joe Strupp told industry readers that *Journal* reporters were warned to be cautious about using social networking sites and to get editor approval before 'friending' any confidential sources. Reporters also were instructed not to misrepresent themselves, clearly a temptation online, as evidenced by the Pennsylvania middle schoolers in the fake MySpace case. Employees were warned that sharing personal opinions could open the paper up to criticism. Controversial postings should first be cleared with editors.

Refereed Article

Many campus media operations reflect the economy

Lillian Lodge Kopenhaver
Florida International University

Editor's note: This is the second in a two-part series examining the state of college media advising. This article profiles student media operations, including finances, characteristics and staffing. The first part, published in the Summer issue, discussed the role of the adviser, salary/compensation packages and job status.

Media operations across the United States are feeling the effects of the downturn in the economy, and the same can generally be said for campus student media in this country.

College and university newspapers, which are by far the most numerous campus media operations, have been affected the most in 2009. Newspapers are being published less frequently and the numbers of dailies have declined. Fewer papers have annual revenues exceeding $500,000 and $1 million. Although more have added online editions, most reported having generated less than $2,000 in advertising yearly.

Yearbooks have also seen a general decline in budgets, even though books typically have more pages.

Campus magazines have fared better by publishing more issues a year and including an increased number online.

Radio stations have remained steady in broadcast hours and revenue, as have television operations.

Across the campuses, however, small media operations still prevail as they did in 2005.

The typical college and university newspaper is a weekly with a circulation of 1,001 to 5,000, carries advertising, which is its largest funding source, and has an annual budget of $50,000 or less. It also has an online edition with its own editor, is updated the day of publication, and carries advertising that accounts for less than $2,000.

The typical college yearbook runs 300 or fewer pages, has a fall delivery, carries advertising, has an annual budget of $50,000 or less, and receives most of its funding from student activity fees, followed by sales of books.

Campus magazines are more frequently literary or general interest in nature, publish two to three times a year, are increasingly carrying ads, run 33 and more pages, have an annual budget of $5,000 or less, are increasing being put up on the Web as new creations, and are funded primarily by student activity fees.

The typical campus radio station has 100 to 3,000 watts of power, broadcasts 19 to 24 hours a day, has annual revenues of $10,000 or less, and is largely funded by general college and university funds or student activity fees.

Television stations are cable operations which broadcast 19 to 24 hours a day, have annual budgets of $20,000 or less, and are primarily funded by general college and university funds.

METHODOLOGY

This 2009 study is a replication of similar surveys begun in 1984, then repeated in 1987, 1991, 1995, 2001 and 2005, and reported in College Media Review.

In late 2008 a 68-question survey was sent via Survey Monkey to the 719 active members of College Media Advisers. A total of 227 surveys were returned, for a response rate of 30.2 percent. The survey was designed to solicit responses on a broad range of topics relating to college media advisers and the student media with which they work. Topics ranged from the role and responsibilities of the adviser to rank, tenure and compensation packages, and reporting lines for these individuals.

In addition, the survey requested demographic, financial and operational information on newspapers, online operations, yearbooks, magazines, and radio and television operations on college and university campuses across the U.S.

Respondents and media operations represent all 50 states. Frequencies were run on all questions and cross-tabulations carried out on select questions to ascertain current and comparative data trends and demographic profiles.

PROFILE OF RESPONDENTS

More than one third (36.9 percent) of the institutions have enrollments of 7,500 or fewer students; 22.7 percent have 7,501 to 15,000, 12.4 percent have 15,001-20,000, 5.8 percent have 20,001-25,000, and 19.6 percent have more than 25,000. Only 2.7 percent have an enrollment of fewer than 1,000.

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

PROFILE OF NEWSPAPERS

Newspapers are publishing less frequently in 2009 than in the 2005 survey. The number of dailies has decreased to 15.8 percent from 19.4 percent in 2005. There are more weeklies (39.2 percent) than any other frequency (35.1 percent in 2005). Slightly more than one-fourth (26.9 percent) come out less frequently (27.4 percent in 2005). Of those publishing several times a week, numbers are comparable to 2005: two times a week, 7.6 percent; three times a week, 5.8 percent; and four times a week, 4.7 percent.

The data for four-year public colleges show that only weekly papers at those schools publish more frequently in 2009; 36.5 percent publish weekly (32.8 percent in 2005), followed by 29.4 percent daily (a sharp decrease from 36.2 percent in 2005), and 11.8 percent come out two days a week. Only 5.9 percent publish less frequently than weekly (3.5 percent in 2005).

At four-year private institutions, only weeklies have increased. More than half the papers (60.7 percent) are weekly (50 percent in 2005), followed by 19.6 percent at twice a month and 5.4 percent two or three days a week. Only 3.6 percent are dailies (7.1 percent in 2005).

The data showed that all two-year public college newspapers publish weekly or less frequently; most (73.3 percent) come out twice a month (an increase from 46.8 percent in 2005), followed by 20 percent which are monthly, a decrease from 36.2 percent, only 6.7 percent are weekly. (See Table 1).

In 2009, it holds constant that the greater the enrollment of the college or university, the more frequently papers tend to publish. Although dailies are found at all size institutions, 63 percent are at colleges with more than 25,000 students (52.1 percent in 2005), and only 7.4 percent are at colleges with enrollments of 15,000 or less. Nearly all (83.6 percent) the weekly newspapers are found at colleges with 15,000 or fewer students, comparable with 2005, while most (87.5 percent) of those publishing four days a week, an increase from 69.2 percent in 2005, and 40 percent of those publishing three days a week, equal to 2005, are at institutions with enrollments exceeding 15,000.

Half the papers (50.3 percent) have a circulation of 1,001 to 5,000 copies, followed by 20.5 percent with 5,001 to 10,000 and 12.3 percent with 10,001 to 15,000; 7 percent report more than 15,000, and 9.9 percent, 1,000 or fewer. This is the same profile as 2005.

At four-year public colleges and universities, the largest number (33.7 percent) have a circulation of 5,001 to 10,000; 30.2 percent report 1,001 to 5,000, 18.6 percent circulate 10,001 to 15,000, and 27.6 percent, 5,001 to 10,000. At 9.8 percent of papers, circulation exceeds 20,000. Nearly two-thirds (65.5 percent) of the papers at four-year private institutions have a circulation of 1,001 to 5,000; another 18.2 percent publish fewer than 1,000 copies, and none exceeds 15,000. At two-year schools, a majority (80 percent) of public college papers have a circulation of 1,001 to 5,000. Only two papers print 10,001 to 15,000. In almost all instances, circulation figures mirror the enrollment at the college or university.

The size of the newshole reported by respondents varies greatly. Three fourths (75.6 percent) indicated their newshole was more than half, and more than half (54.2 percent) responded that it was more than 60 percent. More than one-fourth (28.6 percent) said it was 66 percent or more. All illustrate higher percentages than in 2005.

At four-year public institutions, most (21.2 percent) listed their newshole as 61 to 65 percent, followed by 18.9 percent with 66 percent or more. At four-year private colleges, newsholes are significantly larger, with 45.3 percent at 66 percent or more, and 26.4 percent at 61 to 65 percent (See Table 2).

At two-year public schools, newsholes are also larger, with more than one third (36.7 percent) stating that they run 61 to 65 percent; 30 percent report a newshole of 66 percent or more.

In general, papers at private four-year colleges and public four-year institutions which receive higher percentages of their revenue from student activity fee and general college and university funds have the larger newsholes.

Table 1: Frequency of Newspaper Publication (in %)

Frequency	4-year Public	4-year Private	2-year Public
Monthly	1.2	3.6	20.0
Twice a month	4.7	19.6	73.3
Weekly	36.5	60.7	6.7
2 days/week	11.8	5.4	0.0
3 days/week	8.2	5.4	0.0
4 days/week	8.2	1.8	0.0
5 or more days/week	29.4	3.6	0.0

Table 2: Size of Newspaper Newshole (in %)

Percentage	4-year Public	4-year Private	2-year Public
35–40	7.1	7.5	13.3
41–45	10.6	1.9	3.3
46–50	12.9	7.5	3.3
51–55	11.8	1.9	3.3
56–60	18.8	9.4	10.0
61–65	21.2	26.4	36.7
66 or more	17.6	45.3	30.0

ONLINE EDITIONS

The campus press reflects its professional counterparts in taking a multimedia approach to coverage and steadily expanding editions online. A majority of college papers (86.9 percent) have online editions, an increase from 80.6 percent in 2005. Most (94.3 percent) of the four-year public colleges and the four-year private schools (83.1 percent) fall into this category, as do nearly three fourths (72.4 percent) the two-year public schools. The latter two are increases over 2005, with 70.1 and 56.3 percent, respectively, and at the four-year public colleges it is a decline from 97.5 percent in 2005.

Online editions are most frequently (42.8 percent) updated on the day of publication. More than one third (37.5 percent) update online editions daily. A smaller group, 11.2 percent, update it when news warrants, and 7.2 percent do so weekly.

More than half (57.4 percent) the online editions have a separate editor. This is more prevalent at four-year public colleges (60.2 percent) than at four-year private schools (57.1 percent) and two-year public institutions (47.8 percent). All figures are declines from 2005.

Nearly two thirds (64 percent) of the online editions run advertising, a sharp increase from 49.8 percent in 2005. This is more common at four-year public colleges (77.8 percent) than at their private counterparts (50 percent) or at two-year public schools (43.5 percent). All are increases from 2005 .

The percentage of those that run advertising has increased significantly. More than three fourths (77.1 percent) charge extra for the ads, up from 61.8 percent in 2005. This is true at 82.6 percent of four-year public institutions (75.3 percent in 2005), 69 percent of four-year private colleges (48.3 percent in 2005), and 63.9 percent of two-year public colleges (25 percent in 2005).

More than half (60.2 percent) of those that run advertising in their online editions generate $2,000 or less from this source; 28.4 percent earn more than $5,000, 4.5 percent, generate $5,001 to $10,000, and 18.2 percent realize $10,001 or more from advertising.

Almost all the newspaper advisers (94.8 percent) work with the online version as well, an increase from 78.7 percent in 2005. Of those without such editions, all respondents say there are plans to begin such an operation.

NEWSPAPER REVENUE

Nearly half of all campus newspapers (43.1 percent) have annual revenues of $25,000 or less, a decrease from 46.5 percent in 2005. More than one fourth (28.7 percent) report revenues of $10,000 or less, a decrease from 31.1 percent in 2005. More than one third (35.9 percent) exceed $100,000, a decrease from 37.7 percent in 2005.

The number of newspapers with annual revenues in excess of $500,000 has decreased to 15.6 percent from 18 percent in 2005; 9 percent exceed $1 million, a decrease from 10.1 percent in 2005.

Nearly two thirds (61.4 percent) of four-year public college newspapers report revenues exceeding $100,000 (64.8 percent in 2005). That percentage at four-year private institutions (16.4 percent) is also a decline from 18.8 percent in 2005. No papers at two-year public colleges report revenues exceeding $100,000.

At four-year public institutions, 27.7 percent report revenues exceeding $500,000, a decrease from 33.3 percent in 2005; 5.4 percent of four-year private colleges report the same levels, comparable to 2005.

Of those fifteen newspapers reporting revenues of more than $1 million; 13 (15.7 percent) are at four-year public schools and two are at four-year private colleges.

A minimal number of newspapers with budgets of $10,000 or less are at four-year public colleges (8.4 percent), an increase from 6.3 percent in 2005. Nearly half the papers (43.6 percent) at four-year private institutions fall into this category, down from 53.3 percent in 2005. Nearly two thirds (61.8 percent) of papers at four-year private colleges have budgets of $25,000 or less, similar to 2005. At their public counterparts, 15.6 percent have budgets of $25,000 or less (16.2 percent in 2005).

At two-year public colleges, more than half (58.6 percent) have revenues of $10,000 or less, comparable to 2005. Only two have budgets over $50,000.

More than three-fourths (80 percent) of the newspapers with $1 million or more of revenue are at institutions with more than 25,000 students; another 6.7 percent are at colleges having 20,001 to 25,000 students. One college with an enrollment of 7,500 or less has a newspaper budget exceeding $1 million.

NEWSPAPER REVENUE SOURCES

Nearly all (98.8 percent) college and university student newspapers have revenue from advertising. Of those running ads, 48 percent receive more than half their revenue from this source, down from 52.7 percent in 2005.

In fact, 21.7 percent of papers receive more than 90 percent from this advertising, up from 18.6 percent in 2005; 9.9 percent are totally supported through advertising revenue, a decrease from 11.5 percent in 2005. Only 11.8 percent receive 10 percent or less of their revenues from ads, down from 16.4 percent in 2005.

Nearly two thirds (64.6 percent) of the papers at four-year public colleges receive more than half their revenue from advertising, a decrease from 77.4 percent in 2005. At four-year private institutions, that percentage has grown to 36.2 percent from 30.6 percent in 2005. At two-year public institutions, 13 percent fall into this category, a sharp decrease from 23 percent in 2005.

More newspapers (32.9 percent) are funded more than 80 percent by advertising than in 2005 (31.4 percent). Those numbers include 46.3 percent of papers at four-year public colleges, down slightly from 49.6 percent in 2005, and 25.5 percent at four-year private schools, up from 18.1 percent in 2005. Additionally, 11 percent of papers at the former and 12.8 percent of those at the latter are totally funded by advertising revenue; the former is a decrease and the latter an increase from 2005. No two-year college paper is funded more than 71 to 80 percent by advertising.

Nearly half (47.4 percent) the college papers are funded by student activity fees, up from 45.3 percent in 2005. More than half of those (54.9 percent) receive more than half their revenue from this source, a significant increase from 39.3 percent in 2005; 11 percent are funded in excess of 90 percent, an increase from 10.3 percent, and 7.3 percent are funded totally by these fees, an increase from 5.1 percent in 2005. In 2009, 24.4 percent of papers received more than 80 percent of their revenue from student activity fees, up from 17.9 percent in 2005.

A majority (80 percent) of the papers at four-year private colleges receive more than half their revenue from student activity fees, a significant increase from 61.7 percent in 2005. Two-year public schools also rank high, with 86.7 percent also receiving more than half their revenue from this source, a sharp increase from 55.6 percent in 2005. Four-year public colleges have the lowest level with 34 percent, up from 21.2 percent in 2005.

Nearly half (46.7 percent) the two-year public colleges receive more than 80 percent of their budgets from student activity fees, as do 45 percent of four-year private institutions, and 8.5 percent of four-year public schools. All are increases from 2005. Those funded totally by student activity fees include 13.3 percent of two-year public schools, 15 percent of four-year private colleges and 21 percent of four-year public institutions; all are increases from 2005.

Another significant source of revenue for newspapers is general college and university funds; 25.1 percent of papers are funded by this source, a decrease from 27.5 percent in 2005. Of these, nearly two thirds (65.1 percent) receive more than half their revenue from these funds, a decrease from 69.9 percent in 2005. More than one third (37.2 percent) receive more than 80 percent of their revenue from college funding, up from 33.8 percent in 2005, and 20.9 percent are totally funded in this manner, an increase from 18.3 percent in 2005.

College and university funding provides more than half the budgets of papers as follows: four-year private institutions, 82.4 percent; two-year public colleges, 83.3 percent; and four-year public schools, 28.6 percent. All are increases from 2005. Of those funded more than 80 percent in this manner, 47.1 percent are at four-year private colleges, 50 percent at two-year public schools, and 14.3 percent at four-year public institutions, all increases from 2005. Nine papers are totally supported by these funds, one at a four-year public college, four at four-year private colleges, and four at two-year public schools.

Subscription sales are minimal as a source of revenue; 17 percent of papers report this funding, up from 13.8 percent in 2005. Most colleges that sell subscriptions (82.8 percent) report it as 10 percent or less of revenue.

Very few newspapers receive student government funding, only 8.8 percent, comparable to 2005. Of these papers, only 10 report it as more than half their income, three fewer papers than in 2005. Two papers report student government funding of more than 80 percent, and one, 100 percent; the latter is a four-year public college.

One other source of income listed for four schools was commercial printing, with one generating more than 90 percent from this source. Finally, seven schools listed investment income as a source of revenue, one as high as 15 percent. (See Table 3)

PROFILE OF YEARBOOKS

More than half the books (57.8 percent) have 300 or fewer pages (59 percent in 2005); none has more than 500. One book at a four-year private college has 100 or fewer pages; only three books, two public and one private, have more than 400 pages. The typical four-year public college book has 201 to 400 pages (78.3 percent), an increase from 58.7 percent in 2005, while the typical four-year private institution yearbook has 101 to 300 pages (63.6 percent), comparable to 2005. (See Table 4)

Only 8.9 percent of schools do a CD-ROM yearbook, an increase from 4.6 percent in 2005; three fourths are at four-year public colleges and one-fourth at four-year private schools. Of those colleges that do a CD-ROM, two-thirds do it in addition to the regular yearbook, an increase from one third in 2005.

More than half (57.8 percent) the college yearbooks have a fall delivery, fewer than in 2005 (64.9 percent). No two-year college reported having a yearbook.

YEARBOOK REVENUE

Yearbook revenues across the board are down from 2005. Half the college yearbooks (51.2 percent) have annual revenues of $50,000 or less, an increase from 49.3 percent in 2005; one third (34.9 percent) have $25,000 or less, an increase from 28.8 percent in 2005, and 27.9

Table 3: Sources of Newspaper Revenue (in %)

Percentage	Advertising	Student Fees	Student Gov't	General Fund	Subscriptions
0–10	11.8	14.6	6.7	9.3	82.8
11–20	9.2	11.0	6.7	7.0	17.2
21–30	11.8	7.3	6.7	4.7	0.0
31–40	9.9	3.7	6.7	4.7	0.0
41–50	9.2	8.5	6.7	9.3	0.0
51–60	2.0	14.6	6.7	9.3	0.0
61–70	4.6	7.3	20.0	7.0	0.0
71–80	8.6	8.5	26.7	11.6	0.0
81–90	11.2	13.4	6.7	16.3	0.0
91–99	11.8	3.7	0.0	0.0	0.0
100	9.6	7.3	6.7	20.0	0.0

Note: Percentages are of those that do receive this type of funding.

percent operate on budgets of $10,000 or less, the latter an increase from 20.5 percent in 2005. Nearly one fourth (20.9 percent) have more than $100,000, a decrease from 26 percent in 2005.

More than one fourth of four-year public college yearbooks (27.3 percent) have budgets that range from $100,001 to $300,000, comparable to 2005; 14.3 percent of four-year private school books do as well, a sharp decrease from 23.3 percent in 2005. Nearly half the four-year private college books (42.9 percent), and 27.3 percent of the four-year public college books have revenues of $25,000 or less; the former is an increase from half in 2005 and the latter is a sharp increase from 11.9 percent in 2005.

YEARBOOK REVENUE SOURCES

The two most substantial sources of revenue for college yearbooks continue to be student activity fees (55.6 percent) and sales of books (48.9 percent).

Student activity fees as a major source of income have increased to 55.6 percent from 49.4 percent in 2005. Nearly three fourths of books (73.1 percent) that rely on these fees receive more than half their revenue from this source, down from 78 percent in 2005; more than half (57.7 percent) are funded more than 80 percent by activity fees, an increase from 53.7 percent in 2005. The latter includes 53.8 percent of four-year public college books and 61.5 percent of those at four-year private schools. Both are decreases from 2005. These fees fully support 38.5 percent of those at four-year public colleges and 61.5 percent of those at four-year private institutions; both are increases from 20.8 percent and 20 percent in 2005.

More than two thirds (69.2 percent) of the yearbooks at four-year public colleges, a decrease from 75 percent in 2005, and 76.9 percent of those at four-year private schools, a decrease from 80 percent in 2005, receive more than half their revenue from student activity fees.

Sales of books as a revenue source have increased from 38.4 percent in 2005 to 48.9 percent in 2009. Nearly half (40.9 percent) the books that rely on sales as a revenue source receive more than half their budget from this source, a decrease from 45.5 percent in 2005, and five books are funded more than 80 percent from sales. Of these, nearly half (42.9 percent) the four-year public college yearbooks and 37.5 percent of those at four-year private schools receive more than half their funding from sales; both are decreases from 2005.

Nearly two thirds (62.2 percent) of college yearbooks report advertising sales, an increase from 53.5 percent in 2005. None received more than 50 percent of revenue from ads, a decrease from two books in 2005.

General college and university funding for yearbooks has declined to 20 percent from 26.7 percent in 2005; of those relying on this type of funding, more than half (55.6 percent) receive half their revenue from this source, a decrease from 69.6 percent in 2005, and nearly half (44.4 percent) receive more than 80 percent of their funding from general college monies, a decrease from 52.2 percent in 2005. All of the four-year private college books and 20 percent of those at four-year public schools receive more than half their revenue from the college or university. One book, at a four-year private college, is totally funded by the college, a decrease from seven in 2005.

Sales of pages provide revenue for 11.1 percent of the nation's yearbooks, a sharp decrease from 27.7 percent in 2005; all books report less than 20 percent of their income from this source.

Portrait sales and photo contracts provide a minimal revenue source; only 13.3 percent of schools list it, and only two books receive 40 percent or more of their budgets from this source.

Student governments fund four books; three receive 50 percent or more of their revenue from this source.

PROFILE OF MAGAZINES

More than one third (39.6 percent) of the magazines on U.S. college campuses are literary in nature, a slight increase from 37.1 percent in 2005; 20.8 percent are general interest, down from 32.9 percent in 2005, while 14.6 percent are art/literary, an increase from 7.1 percent in 2005, or news magazines (10.4 percent), an increase from 7.1 percent in 2005. Others listed with one each include art, literary/art/entertainment, visitor's guide, commentary and all types. There were also two humor magazines. There is a great diversity in types published in 2009.

Nearly half the magazines at four-year private colleges are literary (44.4 percent), a decrease from half in 2005; more than a third (39.4 percent) at their counterpart public colleges are also literary, up from 36.4 percent in 2005. Art/literary magazines rank next in number at four-year public schools with 18.2 percent, an increase from 15 percent in 2005. At four-year private colleges, one third of the magazines are general interest, down slightly from 35.3 percent in 2005.

There are five news magazines at four-year public colleges, an increase of two from 2005. There are none at private four-year institutions, down from two in 2005. Five art/literary magazines are published at four-year public colleges, as are both humor magazines.

At two-year public schools, one third of magazines are literary in nature, a sharp increase from 14.4 percent in 2005. Half are general interest, a significant decrease from 71.4 percent in 2005. There is also one art/literary magazine.

Frequency of magazine publication has slightly increased. One third (34 percent) of the campus magazines are published two to three times a year, a decrease from 42.5 percent in 2005. Those publishing a single annual issue declined slightly to 34 percent from 38.4 percent. Magazines coming out four to five times a year in-

Table 4: Number of Yearbook Pages (in %)

Number of Pages	4-year Public	4-year Private
Fewer than 100	8.7	4.5
101–200	4.3	31.8
201–300	34.8	31.8
301–400	43.5	27.3
401–500	8.7	4.5

creased to 10.6 percent from 8.2 percent in 2005; six magazines are issued six to eight times annually, an increase of one from 2005, and four publish nine or more, double that of 2005.

At four-year public colleges, most (37.5 percent) publish two to three issues a year, a decrease from 44.4 percent in 2005, followed by one fourth which publish one annually, a decrease from 35.6 percent in 2005; 12.5 percent publish four to five, 15.6 percent issue six to eight, and three distribute nine or more.

Nearly half (44.4 percent) the magazines at four-year private schools are issued annually, a slight decrease from 47.4 percent in 2005; 22.2 percent publish two to three, a decrease from 36.8 percent in 2005. One magazine is published four to five times a year, one, six to eight, and one, nine or more.

Two thirds of the magazines at two-year public institutions are published annually, an increase from 25 percent in 2005. The other third publish two to three issues a year, down from 50 percent in 2005. (See Table 5)

The data show magazines having slightly more pages, with 27.7 percent running 17 to 32 (35.3 percent in 2005), 31.9 percent having 49 or more pages (26.5 percent in 2005), and 31.9 percent printing 33 to 48 (29.4 percent in 2005). Only four schools print 16 or fewer pages, a decrease of two.

At four-year public colleges, magazines with 33 to 49 pages are more frequent (34.4 percent) than other sizes, up from 24.4 percent; 28.1 percent are 17 to 32 pages, and 31.3 percent, 49 or more, down from 36.6 percent. At their private counterparts, magazines with 33 to 48 pages (one third) and with 49 or more (one third) are more common; 22.2 percent publish 17 to 32 pages, down from 36.8 percent. At two-year public schools, one third run 17 to 32 pages, down from 57.1 percent in 2005, and one third print 49 or more.

Half the colleges and universities publish web magazines, up from 37.1 percent in 2005. They are more common at four-year public institutions (54.5 percent), an increase from 46.5 percent in 2005. At two-year public colleges, 20 percent have web magazines, down from 42.9 percent, and at four-year private schools, half do, up from 15.8 percent in 2005.

Of those colleges having web magazines, 68.2 percent at four-year public schools report that they are not online versions of the present publication, but all new creations, an increase from 52 percent in 2005. All of the two-year public college online magazines are versions of the print publication, as are those at all four-year private institutions, up from 60 percent 2005.

Table 5: Number of Issues of Magazine (in %)

# of Issues	4-year Public	4-year Private	2-year Public
1	25.0	44.4	66.7
2–3	37.5	22.2	33.3
4–5	12.5	11.1	0.0
6–8	15.6	11.1	0.0
9 or more	9.4	11.1	0.0

MAGAZINE REVENUE

Magazine revenue has increased on nearly all levels in 2009. Nearly half the magazines (47.8 percent) report annual budgets of $5,000 or less, a decrease from 57.6 percent in 2005. Another 8.7 percent have revenues of $5,001 to $10,000, and 19.6 percent, $10,001 to $20,000. Nearly one-fourth have revenues exceeding $20,000 and one has more than $50,000.

At public four-year colleges, 25 percent of magazine budgets exceed $20,000 annually, an increase from 17.5 percent in 2005; 12.5 percent have budgets of more than $30,000, a slight decrease from 15 percent in 2005. One reports annual revenues of more than $50,000, down from three in 2005. One two-year public college magazine has a budget exceeding $20,000, similar to 2005.

At four-year private colleges, nearly two thirds (62.5 percent) have budgets of $5,000 or less, a significant decrease from 94.4 percent in 2005. One has a budget that exceeds $30,000.

MAGAZINE REVENUE SOURCES

Student activity fees are still the primary funding source for campus magazines. These fees are the largest source of annual budgets for magazines (60.4 percent), a large increase from 44.9 percent in 2005. Of those receiving revenue from this source, all receive half or more, and three fourths (75.9 percent) are funded more than 80 percent, a decrease from 82.9 percent in 2005. Of those funded by these fees, two thirds of two-year public college magazines are totally paid for in this manner, a significant increase from 25 percent in 2005, as are 50 percent of those at four-year public colleges, a decrease from 65.2 percent in 2005, and one third at four-year private schools, a significant decrease from 85.7 percent in 2005.

More than half the college magazines carry advertising, an increase from 39.7 percent in 2005; 12.5 percent are totally funded by ads, a decrease from 27.6 percent in 2005. At four-year public colleges, 41.2 percent of magazines that take ads receive more than half their revenue from this source, while 11.8 percent are totally funded through advertising. At four-year private colleges, only one magazine is funded more than half and it is at 100 percent

Fewer than one quarter (20.8 percent) of college magazines receive revenue from general college and university funds, a decrease from 28.2 percent in 2005. Of those, 40 percent receive more than half their budget from these funds, a significant decrease from 90.9 percent in 2005; 40 percent also receive more than 80 percent from this source, down from 81.8 percent in 2005, and 30 percent are totally funded in this manner, one at each type of institution. Four magazines receive student government funding, with one at a four-year public college funded at 100 percent.

Sales provide funding for only two magazines, one at a two-year public college, and one at a four-year public school. The one at the two-year school is funded 61 to 70 percent from sales.

Three report being subsidized by the newspaper, one at 68 percent; several others list donations and benefit events/fundraisers.

PROFILE OF RADIO

More than half the campus radio stations (52.2 percent) have between 100 and 3,000 watts of power, an increase from 46 percent in 2005. This includes 76.9 percent of four-year private schools, up from 52.4 percent in 2005, two thirds of two-year public colleges, up from 40 percent in 2005, and 40 percent of four-year public institutions, down from 43.2 percent in 2005. Another 28.3 percent have between 3,001 and 50,000 watts, an increase from 27 percent in 2005. This includes more than one third (36.7 percent) of four-year public colleges, up from 29.7 percent in 2005, and 15.4 percent of four-year private schools, down from 23.6 percent in 2005.

Seven stations (15.2 percent) operate on carrier current, up from 9.5 percent in 2005; one third of two-year public schools, 16.7 percent of four-year public colleges and 7.7 percent of four-year private institutions fall into this category. One station at a four-year public college has 50,001-100,000 watts.

Most (80 percent) of the stations are on the air 19 to 24 hours a day, an increase from 74.6 percent in 2005; that includes 77.1 percent of four-year public stations, 88.2 percent of those at four-year private schools and 66.7 percent of those at two-year public colleges. All are increases over 2005. Another 14.5 percent broadcast 13 to 18 hours a day, up from 11.9 percent in 2005; they are found at 17.1 percent of four-year private and 11.8 percent of four-year public colleges; both are increases from 2005. Only three stations are on the air 7 to 12 hours, one more than 2005.

RADIO REVENUE

Radio revenues have increased significantly since 2005. Nearly half (44.4 percent) the campus stations have annual revenues of $10,000 or less, a decrease from 46.7 percent in 2005. This is true of nearly half (43.8 percent) the four-year private college stations, 33.3 percent of those at two-year public institutions and 45.7 percent of those at four-year public schools.

On the other end of the scale, 31.5 percent receive more than $50,000 in annual revenue, an increase from 30 percent in 2005; that includes 37.1 percent of stations at four-year public colleges, up from 34.2 percent in 2005, and 25 percent of those at four-year private institutions, down from 27.8 percent in 2005. More than half (51.9 percent) the campus stations receive $30,000 or less annually, a decrease from 61.7 percent in 2005.

RADIO REVENUE SOURCES

Student activity fees are the largest source of revenue for radio stations (57.4 percent), an increase from 52.3 percent in 2005. More than three fourths (77.4 percent) of the operations that receive money from this source secure more than half their revenue from these fees, up from 76.5 percent in 2005. More than one third (36.4 percent) are funded more than 80 percent from these fees, a significant decrease from 55.9 percent in 2005, and 19.4 percent (down from 32.4 percent) receive 100 percent of their funding from student activity fees. The latter includes 12.5 percent of those at four-year private schools and 21.7 percent of four-year public school stations, both decreases from 2005.

More than one third (38.9 percent) of the campus radio stations receive general college and university funds, the second largest source of their annual revenue; this is down from 47.7 percent in 2005. Two thirds of stations that receive these funds secure more than half from this source, up from 64.5 percent in 2005, and 57.1 percent receive more than 80 percent, up from 45.2 percent in 2005; 28.6 percent are totally funded in this manner, down from 38.7 percent in 2005. The latter includes half the stations at four-year private schools and at two-year public institutions. Those that receive more than half their revenue from the college include 80 percent of four-year private institutions, 44.4 percent of four-year public colleges and all the two-year public schools.

More than half (53.7 percent) the stations receive revenue from advertising, a significant increase from 30.8 percent in 2005. However, only one station at a four-year private college is funded more than half by ads.

Student government is the smallest funding source, with 20.4 percent receiving such support, a sharp increase from 7.7 percent in 2005. More than half (54.5 percent) the radio stations receiving these funds are supported more than half in this manner, a decrease from 60 percent in 2005, while 36.4 percent receive more than 80 percent of their budget from student governments, down from 40 percent in 2005. The latter includes two at four-year public colleges and one at a four-year private school. None are totally supported by student government.

A significant number of radio stations list underwriting, fundraising, donations, rental of space on tower, grants, pledge drives, and mobile DJ services as funding sources (40.7 percent in 2009, a decrease from 90 percent in 2005). All but two of the colleges so funded receive half or less of their revenue from these sources, and most (68.2 percent) secure 30 percent or less. One radio station was funded 90 percent through a pledge drive, and another was funded 35 percent by an athletic association broadcasting contract. Nearly one fourth (22.7 percent) conduct pledge drives, and 36.4 percent have underwriting.

PROFILE OF TELEVISION

Of the 28 campus television stations represented (a decrease from 39 in 2005) nearly all (88.9 percent) are cable; two are UHF, and one at a four-year public college is VHF.

Nearly half (46.4 percent) of these television stations broadcast 12 or fewer hours a day, and most of those (42.9 percent), 1 to 6 hours, a decrease from 43.6 percent in 2005; 42.9 percent broadcast 19 to 24 hours a day, and 10.7 percent are on the air 13 to 18 hours a day.

At four-year public schools, 1 to 6 hours a day is the norm (47.4 percent); at four-year private colleges it is 19 to 24 hours (62.5 percent). The one two-year public institution broadcasts 1 to 6 hours a day.

TELEVISION REVENUE

Fewer than half (40.7 percent) the television stations operate on $5,000 or less in annual revenue, a large decrease from 64.9 percent in 2005.

That includes the one at the two-year public school, 42.9 percent of stations at four-year private colleges, and 36.8 percent of those at four-year public institutions. All are increases from 2005.

Nearly two thirds of television stations (63 percent) receive $30,000 or less annually, a decrease from 75.7 percent in 2005, while 25.9 percent have more than $50,000 in revenue, an increase from 16.2 percent in 2005. All of the latter stations are at four-year public colleges.

TELEVISION REVENUE SOURCES

The prime source of revenue for campus television stations is student activity fees, which support 47.1 percent of the stations, comparable to 2005. Of those, 36.4 percent at four-year public colleges and two thirds of those at four-year private colleges receive 100 percent from this source. No two-year school receives student activity fee funding.

General college and university funds support 40.7 percent of the stations, comparable to 2005. Of those that receive these funds, only two schools receive less than 50 percent from this source. Nearly half (45.5 percent) these campus television stations are totally supported by the college or university, down from 62.5 percent in 2005. This includes three stations at four-year public colleges, one at a four-year private school and one at a two-year public college.

More than one third (37 percent) of the stations receive advertising revenue, up from 28.2 percent in 2005; at all of these operations the amount is 20 percent or less.

In 2009, five stations have student government funding, an increase of two from 2005. One station at a four-year public school is totally funded by the student government, and two at four-year private colleges are 81 to 90 percent supported by this group. Other sources include underwriting, outside productions and fundraisers.

CONCLUSIONS

Data from the 2005 survey elicited the conclusion that "The news is indeed good for campus media." That time period also saw the economy nearing its peak. Newspapers had grown healthier, publishing more frequently and boasting an increased number of budgets approaching or exceeding $1 million. Yearbooks were larger, as were their budgets. Magazines published more frequently and had larger budgets.Radio advertising grew significantly and television budgets on the high end showed increases. There was, indeed, good news on the campus media front.

However, by 2009 many of the gains were lost, especially in newspaper operations. Budgets generally decreased across all media. The role of student activity fees increased in all budgets except magazines, and college and university revenues declined in all media except newspapers.

Advertising plays a larger part in the revenue base of all media in 2009. Once again the point needs to be made that increasing the dependence of campus media operations on advertising revenue and decreasing the level of student activity fees and college and university funding enables student media to build independent financial foundations.

Small campus media operations are still the norm across the country, with a few gains but more losses. As such, they reflect their professional peers and the economy at large. As these latter evolve, so should the campus press.

Table 6: Annual Revenue for College and University Media Operations (in %)

Revenue	Newspapers	Yearbooks	Revenue	Magazines	Radio	Television
$0–$10,000	28.7	27.9	$0–$5,000	47.8	37.0	40.7
$10,000–$25,000	14.4	7.0	$5,001–$10,000	8.7	7.4	7.4
$25,001–$50,000	9.6	16.3	$10,001–$20,000	19.6	7.4	11.1
$50,001–$100,000	11.4	27.9	$20,001–$30,000	10.9	7.4	3.7
$100,001–$300,000	14.4	20.9	$30,001–$50,000	10.9	9.3	11.1
$300,001–$500,000	6.0	0.0	$50,000 or more	2.2	31.5	25.9
$500,001–$1,000,000	6.6	0.0				
$1,000,001 or more	9.0	0.0				

Lillian Lodge Kopenhaver
is dean of the School of Journalism and Mass Communication at Florida International University. She is a past president of CMA, a recipient of its Distinguished Service Award and was inducted into CMA's Hall of Fame. She is also past president of the Association for Education in Journalism and Mass Communication and is *CMR's* associate editor in charge of peer-reviewed articles..

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