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This document compiles articles that were previously published online as stand-alone posts on the College Media Review website. During the original release period, content was not produced as bound issues; articles were uploaded individually as they were approved. For archival purposes, traditional volume and issue numbers have been replaced with a volume year, reflecting the publication cycle from July through June. CMR historically published a Research Annual each year. When publication frequency changed, some research articles were published online only. To avoid excluding any work, all online-published research articles are included.

Training helps overcome beginning-of-semester hump

cmreview.org/training-helps-overcome-beginning-of-semester-hump/

Lisa Lyon Payne October 1, 2013

By Miriam Ascarelli, Kyle Huckins and Trisha Collopy

At Webster University in St. Louis, students at the school's newspaper and Web site face a common challenge every year: getting new staffers up to speed and turning around the first content and print issue of WebsterJournal.com.

Image courtesy of NS Newsflash

The students publish a back-to-school print edition and offer a new staff orientation in the same week.

"It's a tough week for editors," said Lawrence Baden, associate professor in Webster's Communications and Journalism Department.
And Webster University isn't alone. Student media outlets face many challenges—high turnover, limited training and limited resources. But the beginning of the year brings an extra challenge: quickly producing the year's first newscast, newspaper or online content with staff members who might be completely green.

To help get over that hump, many journalism and communications programs have turned to staff training. Schools across the country have tried many approaches, from one-on-one mentoring, to orientation and team-building retreats to boot camps.

What they all have in common—whether students are producing print, multimedia or broadcast content—is the desire to quickly build skills and produce new content.

Training buys time

Webster, a private university with fewer than 3,000 undergraduates on its home campus, offers several of these pieces, including an editors' retreat, a two- to three- day new staff orientation and a hands-on activity, Baden said. The combined staff size of the Webster

Journal's online and print operations is 35 in the fall and 25 in the spring, according to Baden. That includes the ad reps and business manager.

"We do multimedia sessions. We attend the president's convocation speech and cover it with cameras, audio and have reporters creating text stories so they're producing content during those two days," Baden said.

The goal is to get students thinking about how the pieces of a multimedia package come together from their very first day on staff and to plunge them quickly into a deadline environment, he said.

"What it does is it buys us basically a week," Baden said of the staff training. "Our early papers have been a lot of better because of them taking that time."

At Indiana University in Bloomington, where the Daily Student is published, personnel gather the couple of days prior to each semester for workshops. These include guest speakers on writing and other subjects as well as interactions with panels of sources from the community.

"Since we have turnover at the paper every semester, it's as much for the sources as the students," IU adviser Ruth Witmer said.

IU's 200 or more student staffers want to understand the training process, which for new hires includes orientation, a 100-question worksheet on journalism essentials and meeting with student editors.

Setting clear expectations

John Strauss, adviser of the student newspaper at Ball State University in Muncie, Ind., said students "become better writers with more practice and given some gentle feedback. In feedback, I point out the many things they did right, then point out things they could benefit from doing."

"Setting clear expectations and explaining why we're doing this or that is key," Witmer said. "And involving the students in the process—having students train students, struggle through the challenges, come up with solutions to problems and own the successes—is so important.''

Ball State, long a Hoosier rival journalistically as well as in general, does not have formal training sessions, though Strauss said he likes "the band camp approach."

"The curriculum builds the basics of writing, and student editors are on top of the paper," Strauss said. During the semester he will occasionally during semesters conduct sessions on lead writing or multimedia, preferring to address such subjects on an as-needed basis.

“Publishing in print four times a week and updating otherwise during each day, the students are real busy, so I’m hesitant to do too much when there are so many claims on their time already,” he added.

Angelo State in San Angelo, Texas, goes BSU’s route in keeping training informal and primarily one-on-one. Newspaper adviser Cathy Johnson said busy summers spent teaching give her little time for supervising workshops prior to fall classes at the 6,900-student university.

The Christian school perspective

Looking at private religious schools, Baylor University in Waco, Texas, has 15,000 students, and the couple dozen on the newspaper staff come a week early every fall to hone their craft.

“At Baylor, the way we do this is by teaching our students professional journalism standards, and then holding them accountable,” said Director of Student Publications Paul Carr.

Having professional-led training is a plus to most on staff.

“Baylor students are here to learn and seem open to hearing what our professionals have to share. Sometimes there is resistance to advice from other students, but I don’t sense that from our professionals,” Carr said.

Baylor also reported follow-up sessions during the school year as well as a one-day training time prior to the spring semester.

Azusa Pacific University in California publishes weekly for its 5,200 on-campus students, but has much the same model as far larger Baylor. APU staffers return nearly a week early in fall and a couple days before the spring semester to get ready for the term’s demands.

“Students always need drilling on the journalistic fundamentals as well as a reminder of our grounding in the Judeo-Christian tradition,” said adviser Kyle Huckins, one of the co-authors of this piece. “I try to make sure we all realize we’re to be learning in community, helping each other along the way, and a number of sessions link explicitly to Scripture.”

Huckins holds workshops on AP style, grammar, localizing, accuracy and more. Designers examine page layout and photographers learn about the rule of thirds.

“Staffers enjoy getting back early to see each other as well as get into stories, designs and other tasks,” said Huckins, who gives time during the fall training to allow students to work on the year’s first edition. For APU, spring semester training is shorter because most staffers already have gone through the fall effort, but there usually are new staffers at midyear to get up to speed, the adviser said.

Huckins said he's had good success with his training approach in the previous several years at Indiana Wesleyan University in Marion. While APU has roughly twice as many students on campus as IWU, the adviser said the latter's model will help inform his efforts in California.

Huckins added that having students lead some workshops can help foster buy-in from staffers. "I like to give those in leadership the chance to express themselves, too," he said.

Radio and TV

Student-run radio and television stations also rely on training programs to bring newbies up to speed. At the University of Southern Indiana in Evansville, home to nearly 10,000 undergraduates, John Morris, general manager of the student radio station The Edge, attends the training sessions, but they are run by students and split up according to jobs.

The program director does the orientation for the disc jockeys, the news director does the same for the news department, and the sports director and production director each head sessions for their respective departments, Morris said.

The length of each orientation varies. DJs have orientation once a week for the first four weeks, then monthly after that. Each meeting is about one to 1½ hours. The others all have the first orientation meeting the first week, and it lasts about one hour. In addition to area-specific training, topics covered include station policy, review of rules and the signing of practicum agreement sheets.

Robert Nulph, who currently teaches convergent journalism at Missouri Western State, an institution with an undergraduate population of 6,000, offers a more traditional boot camp to students at the campus media outlet.

Nulph started a boot camp when he advised a student newscast at Clarion University in western Pennsylvania. At Clarion, also a school with an undergraduate population in the 6,000 range, students from any major could sign up to work on the student newscast, which aired four days a week.

Nulph realized that students weren't coming in the door with TV production experience.

"They didn't have a common language," he said. "They didn't have the knowledge of what basic broadcast terms were. It was hard to direct. You'd ask them to pan left, and they didn't know what pan meant. Simple things like that."

He developed the boot camp to get students up to speed quickly at the beginning of each semester.

Nulph developed three two-hour training sessions: a production boot camp, a talent boot camp and an editing boot camp. While some students had a clear preference to be in front of or behind the camera, the professor encouraged students to take all three sessions.

“Most students who are really smart do all three, because especially in today’s media, you have to do everything,” he said.

He said he found he had to focus on lists of shots, director’s cues and how to dress and speak professionally on the air.

“Primarily it’s such a condensed time, I had to jam as much as possible into it,” he said.

After a week of orientation, students launch into the boot camp in Week Two of the semester. By Week Three, they tape a practice broadcast and by Week Four they’re on the air.

By the second semester each year, juniors and seniors help lead sessions. “They can take kids under their wing and tell them what’s going on,” he said. “I assign seniors to a piece of equipment and they can run it, so I don’t have to be everywhere for the two hours.”

Nulph said the mandatory boot camp gave students a common language. He agrees with Webster’s Baden that it helps speed up the learning curve of new staff each semester, and in his case, gets students on the air more quickly.

“One of things administration is looking for is how quickly can you get on the air,” he said.

He said it’s also a useful model for new advisers, noting, “It’s a way to make sure everyone has the same base of knowledge, that you’re not having to reinvent the wheel.”

“The first year at Clarion, I had to direct everything,” Nulph added. “The second year, I didn’t have to direct, just ran some of the equipment. The third year all I had to do is watch. I was able to step back; they did everything.”

Nulph is bringing his boot camp to Missouri Western, where students will run a weekly news show.

“One of the biggest things is you have to always keep in sight what you’re particular school’s end product will look like and focus your boot camp on that product,” he said.

Nulph’s talent boot camp at Missouri Western will include stand-ups, walk-and-talks, bumps, voiceovers, wardrobe, hair and makeup and on-mic presentation.

While one can’t cram everything students need to know in a two-hour session, “You can get them starting to think about it,” he said.

Training is also at the heart of Kent State’s award-winning television station’s success, said student general manager Katie Coduto. The campus has more than 22,000 students; some 200 are involved in TV2, a co-curricular program that Coduto described as having “a strong sense of family.”

“A lot of our success is just communicating with each other and how open we are with the underclassmen who come in,” said Coduto, whose job description includes overseeing staff training. That tone is established throughout the year with training sessions which help create the sense that “we are all teaching each other,” she said.

Training is scheduled throughout the year. It begins with four days of workshops for key station personnel the week before school starts to discuss station goals, the development of the broadcast schedule and topics such as ethics and media law. While this four-day intensive is organized by students, faculty adviser John Butte is very much in the loop, she said. As an example, she noted that on Day One, when students kick off the sessions by discussing goals for the year, Butte floats in and out throughout the day in order “to give suggestions and a path to follow.” Nonetheless, “It very much comes down to us talking to each other, talking to each other and collaboration,” she said.

The time is also seen as an opportunity to find resources. This year, Coduto said she, like her predecessors, is asking journalism faculty to lead sessions on law, diversity and ethics—in part because it has the added advantage of letting students know who they can turn to for advice. She’s also planning to follow other precedents such as last year’s decisions to Skype in an alumnus to learn more about how to use social media effectively and to meet in person with a Kent State media relations spokesperson.

“We talked to him about ways to build a relationship with a university so that we can cover stories more efficiently and more effectively,” she said.

The orientation costs the station about $200 and covers the cost of pizza on some days – though not all – as well as preparing and photocopying promotional materials that are distributed during a recruiting day on the first Sunday of the fall semester.

Once the semester starts, Week One is devoted to auditions and tech sign-ups, paving the way for practice sessions for producers and anchors in Week Two. All shows go live by the third week of classes.

In addition, there are generally two staff writing workshops per semester, held around Week Five and Week 10, during which participants are asked to adapt a pre-selected online story to broadcast. Students welcome the training, she said.

“I think a lot of the appeal of TV2 is how passionate the people are who are in it,” she said. “I think a lot of it is they know they are getting great experience,”

What does Coduto think are the most important themes to hit on right away?

Ethics and law. “I think those are most important, and they give you that basic overview.”

Miriam Ascarelli teaches journalism and composition at New Jersey Institute of Technology in Newark where she also serves as adviser to the student newspaper. She worked as a newspaper reporter and editor for nearly 15 years and has a master's degree in English from Rutgers University-Newark.

Kyle Huckins holds a doctorate in journalism from The University of Texas at Austin as well as ordination from the Church of God in Christ. A journalist for a quarter-century, he has won awards for his work in small, medium and large media markets. He is a journalism professor at California's Azusa Pacific University and a veteran of 15 years in university teaching, including several as an adviser to student media.

Trisha Collopy has worked as a reporter and copy editor at daily newspapers for more than a decade. She has a master's degree in public affairs reporting from the University of Maryland. She is a journalism instructor and student media adviser at Anoka-Ramsey Community College in Minnesota.

Dealing with Newspaper Thefts: Advice from the Student Press Law Center

cmreview.org/dealing-with-newspaper-thefts-advice-from-the-student-press-law-center/

Lisa Lyon Payne October 14, 2013

Newspaper theft a form of censorship

Also, see Q&A on theft with SPLC Executive Director Frank LoMonte

Newspaper theft is a crime. It is also a terribly effective form of censorship. Each year dozens of student newspapers and other publications across the country fall victim to thieves whose intent is to prevent the dissemination of news, information and opinion with which they disagree.

While most college newspapers are distributed without charge (most student media have determined it would actually cost more to collect money at the point of distribution than it is worth), they are certainly not “free.”

Publishing a student newspaper is an expensive undertaking; student media lose thousands of dollars each year as a result of newspaper theft. Like other types of theft, newspaper thieves deprive rightful owners of their valuable property.

Among other expenses, student news organizations pay editorial staff to produce the newspaper, advertising staff to sell ads, printers to print it and circulation staff to distribute the finished product.

At many schools, students are charged a student activity fee that entitles them to a "prepaid subscription" to their student media. In almost all cases businesses and others have paid to have their advertisements published–money they certainly would not pay if they knew their ad would never be read.

Newspaper theft presents a serious threat to the viability of the student press community; letting the thieves get away with it threatens the viability of a free press itself.

We hope the following information will assist you in successfully preventing–and prosecuting–newspaper theft:

- **Newspaper Theft Checklist**: Practical tips from the Student Press Law Center for what to do before, during and after a newspaper theft.
- **Successful Newspaper Theft Prosecutions**: Having trouble convincing police or prosecutors that stealing a "free" newspaper is a crime? Here are some news articles and court documents from successful newspaper theft prosecutions that you can share.
- **Anti-Newspaper Theft Policy**: Instead of relying solely on criminal laws, a few schools have adopted their own anti-newspaper theft policies that protect student media. Here is a model policy to get you started.

Has your student publication been stolen recently? If so, please **report the theft** to the Student Press Law Center. The SPLC is the only organization in the country to consistently collect information about newspaper theft, and it's important that we hear from you. We're also happy to answer any questions or concerns you might have about the theft of your publication.

SPLC news stories on thefts from the 2011-12 school year:

- **600 copies of Butler student paper dumped in trash**
  News Flash, 4/6/2012
- **Police investigating newspaper theft at Ark. university**
  News Flash, 4/3/2012
- **Ga. college students ordered to apologize, reimburse for stolen newspapers**
  News Flash, 3/23/2012

- **Georgia State papers disappear after coverage of hazing allegations**
  News Flash, 3/21/2012
- **Former student politician admits to dumping UF newspapers**
  News Flash, 3/13/2012
- **Student newspapers stolen, returned at Ill. college**
  News Flash, 2/23/2012
- **UF editors claim student government official dumped newspapers on eve of election**
  News Flash, 2/22/2012
- **Newspaper theft at Southern Indiana may be linked to coverage of student government, Greek community**
  News Flash, 2/9/2012
- **Hundreds of Eastern Washington University newspapers go missing**
  News Flash, 2/2/2012
- **Student government president implicated in newspaper theft at UW-Milwaukee; lawsuit planned**
  News Flash, 12/12/2011
- **Copies of 'streaker' issue at East Carolina reported stolen**
  News Flash, 11/14/2011
- **Editor: Hundreds of newspapers stolen at Texas A&M-Kingsville**
  News Flash, 11/9/2011
- **Va. university won't press charges after newspapers stolen**
  News Flash, 10/14/2011

Student Press Law Center

Newspaper thefts, censorship efforts, roadblocks to public records and more: A Q&A with Frank LoMonte

cmreview.org/newspaper-thefts-censorship-efforts-roadblocks-to-public-records-and-more-a-qa-with-frank-lomonte/

Lisa Lyon Payne October 14, 2013

Compiled by Susan Smith, media adviser at South Dakota State University

Illustration credit: Alexander Johnson, University of Illinois-Springfield.

A record number of college newspapers were reported stolen in 2012, and while fewer have been stolen in 2013, such thefts continue, according to Frank LoMonte, executive director of the Student Press Law Center.

Meanwhile, Hazelwood was cited in a case where a college refused to allow a student to student teach because of his unorthodox views, and some universities are attempting roadblocks to limit access to records that should be open.

CMR asked LoMonte for his take on such situations. (Please see sidebar for additional resources).

Theft of newspapers

Q. How many cases are you aware of in 2013 where student newspapers were stolen? What is the recourse for a student newspaper when this happens?

A. We had a record in 2012 in terms of wave after wave of newspaper thefts being reported, and thankfully the pace has diminished in 2013.

I don't think we can read too much into a handful of incidents when you're talking about maybe 20 or 30 known instances in a big country. It's not like I think people in Florida are reading about people stealing newspapers in Wisconsin and are suddenly getting inspired to do it. But I do think if thefts go unpunished, then there's every reason to believe that people locally will pick up on the fact that it's easy to get away with destroying papers and will do it again. Conversely, if there is swift reaction by the authorities, I think that, too, will send a message and cause people to think twice the next time.

So far in 2013, we know of no more than half a dozen instances, the most recent being at the University of North Florida in Jacksonville. In that instance the first summer issue of the *Spinnaker* was stolen from 29 of the newspaper's 36 boxes, amounting to about 2,600 newspapers. Highway patrol officer Steven Coppola was recognized on video as one of two men stealing the newspapers. Coppola is a UNF graduate and friend of Joshua Hott. Hott was arrested on May 30 at the Lazzara Performing Arts Center. He was charged with video voyeurism after a suspect was seen videoing an 18-year-old man using the restroom.

The paper reported the charges against Hott in its June issue. The SPLC blog reported that Coppola, who admitted partial responsibility for the theft, called the newspaper and said he was worried about how the coverage would affect Hott's younger brother who is a student at UNF.

In 2010 4,000 copies of the *Spinnaker* were stolen, according to the SPLC website. At the time editors were baffled as to why. There was no "gotcha" story printed in that edition, then-editor Josh Gore said. Spinnakers were stolen as a prank by the UNF cross country team in 2001.

Q. How many states treat theft of free newspapers as a crime?

A. There are only three states (California, Colorado, Maryland) that we know of with specific "no stealing free newspapers" laws on their books. But even in a state without a law that addresses newspapers, it should be possible to bring both criminal and civil legal proceedings. It's just a matter of helping police and prosecutors understand that it is very much possible to steal something that's meant to be given away free.

Certainly, if I have a bicycle that I'm planning to take to the Salvation Army and donate, and while I'm in the house getting my car keys someone runs away with the bike, I can report a theft and have the person arrested even though I had every intention of giving it away and even though I didn't chain it down. If it works for bicycles, then it should work for newspapers.

I actually like using the word “destroy” instead of the word “steal.” I think police understand it better if you describe it as destruction of property since that usually is what is done. Usually, it’s not the case that the thief is planning to use the papers for personal use–they just go straight into a trash dump, which sounds more like vandalism or destruction of property than theft.

We definitely have seen criminal investigations opened where editors are persistent and where they are able to find a sympathetic ear with law enforcement.

Q. What measures could help prevent the theft of newspapers?

A. I personally think that in most cases, criminal prosecution is a bit of overkill, and the right response is some combination of disciplinary action and financial repayment. I really like the strong message that Central Connecticut State University sent last year when members of the soccer coaching staff were caught destroying papers. They imposed harsh financial penalties and suspended the head coach without pay, and that I’m sure sent a message every bit as effective as jail time. (More here: http://www.splc.org/news/newsflash.asp?id=2379)

I’m sympathetic that, especially where the thief is a student, you don’t necessarily want to be sending people to jail for getting carried away with a prank, particularly one where an impressionable kid might be acting at the direction of his superiors in student government or a fraternity.

If you are going the route of financial repayment, you of course want to keep track of how many papers you think you’ve lost and tally up what that is worth in replacement cost. Often, the people doing the stealing are only too happy to repay the money if the alternative is a criminal record, so the criminal prosecution can end up being a bargaining chip to resolve the situation.

Remember that many campuses now have surveillance cameras pointed at high-traffic public areas, so it’s entirely possible to “solve your own crime” by getting copies of those surveillance tapes if you act very promptly, since many of them are on an erasure cycle of just a few days.

Censorship and newspaper closure

Q. How often does SPLC hear about college newspapers such as the one at Florida A&M being shut down and/or suspended because of content?

A. FAMU was really quite extraordinary, and disturbing, because the adverse action came directly from the journalism school itself. We see probably once or twice a year an overreaction from administrators that at least temporarily leads to stopping the presses or

pulling the plug on the website, but those instances thankfully are rare and almost always quickly resolved.

What made FAMU so extraordinary is that, to this day, everyone involved is in denial that anything wrong was done and no one has ever apologized or been held accountable. To shut down a newspaper for weeks at a time because, in the subjective judgment of a government official, the journalists need more "training" is really quite an alarming concept that flies in the face of foundational First Amendment principles.

I think the only comparable incident in recent memory is the situation at Central New Mexico Community College, where administrators declared they were closing down a community college newspaper and even reconsidering overhauling the entire journalism program after the students published a "sex issue" that offended some members of the community. In that case, as in most cases of censorship at the college level, the administration very quickly came to recognize that it had lost public legitimacy and wasn't standing on the high ground, and reversed course. (More here: http://www.splc.org/news/newsflash.asp?id=2553)

Q. What tools/defenses should student journalists have in such situations?

A. Students need to find ways to engage the public and, if the standoff is a prolonged one, to keep capturing the public's attention and not let the issue fall off the radar. As we saw at FAMU, censorship is almost always driven by a college's compulsion to project a positive image, and if the college recognizes that the censorship will itself do significant, lasting damage to the school's reputation, then maybe the risk-reward calculation changes.

I think we had the unique situation at FAMU that the school's reputation was already so battered by the hazing scandal and a number of other scandals that being nationally known for disrespecting students' First Amendment rights wasn't even the worst thing to happen all week.

We had a much more successful resolution at the University of Memphis last year, where the students were facing some truly outrageous acts of retaliation up to and including trumped-up criminal charges that the campus police attempted to press against the top editors of *The Helmsman*. In that instance, what made all the difference was a determined and vocal base of support from among alumni and from within the journalism school itself, where people stood up at great professional risk and denounced what the college administration was doing as wrong. The editors were cleared of all charges and a retaliatory funding cut was restored, and that's because ultimately the college realized its actions were both legally indefensible and were going to inflict potentially years of lasting reputational damage.

My advice to college editors is, don't take censorship lying down, but don't fight the battle alone–identify allies in the campus community, in the news media, in the alumni base and anywhere else you can bring pressure to bear on the institution.

Access to public records

Q. What are the three to five most significant cases affecting student media in the last six months?

A. We have not really had any “press freedom” issues go to court in recent months. The most significant developments have been ones involving access to records:

> Two state courts in Louisiana reached split rulings on the same issue: Can Louisiana State University refuse to release the names of candidates considered for the presidency of a public university? The law seems clearly to require disclosure, but LSU has been playing word-games by pretending that “candidates” are not really “candidates” even though they agree to be placed in consideration for the presidency, which certainly seems (in everything but nomenclature) to make you a “candidate.”

Closed-door presidential searches are really becoming epidemic, and they’re contributing directly to a culture of contempt for public disclosure. We need to fight back at every opportunity against taking these critical decisions off the public record. I feel confident that ultimately the courts in Louisiana, and throughout the country, will faithfully apply the law and give the public the access it deserves.

> The state Supreme Court in North Carolina actually reached a very important non-decision in March on a legal question of significant national importance: Must police at a private university obey the state public-records act when they are exercising state law enforcement authority?

In that case, Ochsner v. Elon University, the state Supreme Court deadlocked 3- 3, which had the result of nullifying a very bad lower-court ruling that exempted private universities from compliance with the public records act, even when performing the traditional governmental function of arresting people. The North Carolina legislature, responding to the Ochsner case, enacted House Bill 142, which the governor signed into law, making North Carolina the third state (after Georgia and Virginia) to impose public disclosure requirements on police at private colleges

It only makes sense that if you are going to ask the state to let you exercise the greatest of all state powers–the power to take away people’s freedom and even use deadly force against them– that you accept the oversight that goes with state authority. We want to see Ochsner-type legislation in every state. and we’re going to be looking for other test cases to bring elsewhere.

Q. This is the 25th anniversary of the Hazelwood ruling. Does that case continue to carry the highest impact to student media?

A. We continue to watch with alarm as courts impose the Hazelwood standard on student speakers at the college level.

There have been a number of cases in recent years in which courts have simply assumed there is no difference between the proper level of control that a K-12 school should be able to exercise versus the level of control appropriate at the postsecondary level. There was yet another of these rulings, from a district court in Hawaii in May, which decided that a college of education could exercise the Hazelwood level of authority over a student who was expelled from the program for expressing unorthodox views.

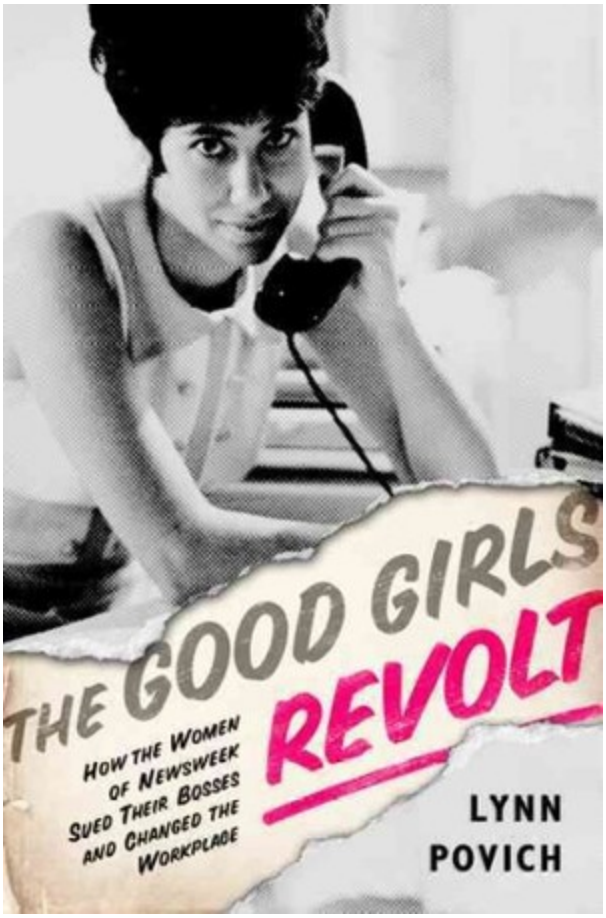
The student in that case was rather unsympathetic. It's possible the college ultimately made the right call in refusing to let him student-teach, but it was unnecessary to rely on Hazelwood to reach that result. When it becomes assumed without question that Hazelwood is the right legal standard for colleges' authority over their students' speech, it will be a much more dangerous world for journalists.

Review: “The Good Girls Revolt: How The Women of Newsweek Sued Their Bosses and Changed the Workplace” By Lynn Povich

cmreview.org/review-the-good-girls-revolt-how-the-women-of-newsweek-sued-their-bosses-and-changed-the-workplace-by-lynn-povich/

Lisa Lyon Payne October 21, 2013

Reviewed by Carolyn Schurr Levin



The year 2012 was a big one for Newswee*k*. After 79 years in print, the venerable newsmagazine published its last print issue on Dec. 31, 2012, transitioning to an all-digital format in early 2013. The move reflected the challenges of a weekly publication in a world with a 24-hour news cycle, print advertising revenue declines and a growing online audience. Perhaps as significantly as Newsweek’s digital transition, in late 2012, former Newsweek staffer Lynn Povich published The Good Girls Revolt: How the Women of Newsweek Sued Their Bosses and Changed the Workplace, her detailed chronicle of the 1970 lawsuit that she brought, along with 45 other women, charging the newsmagazine with discrimination in hiring and promoting women. That lawsuit, Povich convincingly argues in her recent book, “has become a legacy for the young women who followed us.”

In The Good Girls Revolt, Povich painstakingly describes the workplace for women who wanted to be journalists in the 1960s and the conflicted emotions of the Newsweek women while they planned a groundbreaking lawsuit against their employer. Why publish such remembrances now, 40 years later? Povich explained in a September 2012 Newsweek interview: “I was a history major, and I do believe that you can’t figure out where you’re going unless you know where you came from. I wanted to tell our story so it wouldn’t be lost. I also wanted to talk about a generation of women who came of age in the 1960s—polite, apolitical girls raised to keep our ambition under wraps, to be wives and mothers—who challenged those stereotypes and took on the system.”

Povich, a graduate of Vassar College, was hired in Newsweek’s Paris bureau in June 1965 “as a secretary, photo researcher, occasional reporter, and telex operator,” with the help of her father, famed Washington Post sports journalist Shirley Povich. Like her co-plaintiffs in the lawsuit, also “girls with college degrees,” she was willing “to start at the bottom if it led to something better.” Working at Newsweek for these college-educated, middle class women was “a dream job,” and they felt lucky to have landed there. The women, most of whom remained researchers while their male counterparts with the same or very similar qualifications were promoted to higher positions, quickly realized, however, that it was a dead end. In the mid-1960s, there was a segregated system of journalism that divided research, reporting, writing and editing solely on the basis of gender. In March 1969, Povich was one of the few women who was promoted to junior writer. Despite her promotion, she nevertheless joined the sex discrimination lawsuit as a plaintiff.

Interspersed throughout her narrative about the legal battle, and seemingly to give context to the anger that the women felt, Povich detours to describe how life at Newsweek in the 1960s was “fascinating,” and even “a fun and . . . wild place to be.” “Since most of the writers were in their thirties and nearly all the researchers in their twenties, the culture inside the office mirrored the ‘Swinging Sixties’ on the street.” She reminisces that “there was a lot of inappropriate behavior at Newsweek.” Thus, it doesn’t feel out of context that Povich includes in her narrative a description of the deterioration of her first marriage and her current marriage to Steve Shepard, former senior editor in the Business section of Newsweek and later editor-in-chief of Business Week and the founding dean of the CUNY Graduate School of Journalism. This digression makes her book, which is largely based on court documents from the 1970 lawsuit, feel surprisingly intimate and personal.

Despite, or maybe because of, the “fun” atmosphere at the magazine, the Newsweek women plotted a “homegrown revolution.” They “were skulking around the office like spies, waiting for the right opportunity to pounce” on another recruit for their lawsuit. Povich meticulously describes the background and motivations of her fellow plaintiffs, their bosses and others as Newsweek. Interestingly, she notes that although they asked the five black researchers on the staff to join the suit, the black women declined. “At the time, there was more identity with race than gender,” Povich summarily concludes about their decision.

In the winter of 1970, the Newsweek women hired Eleanor Holmes Norton, at the time the assistant legal director of the American Civil Liberties Union and a “veteran civil rights activist and self-avowed feminist,” to represent them. Norton agreed to take their case after looking at the Newsweek masthead and seeing “all men from the top category to the second from the bottom and virtually all women in the last category.” The lawsuit Norton filed was the first female class-action suit and the first filed by women in the media against their employer. Norton commenced the action on behalf of the Newsweek women with the Equal Employment Opportunity Commission on March 16, 1970. In the complaint, they argued that they had been “systematically discriminated against in both hiring and promotion and forced to assume a subsidiary role” simply because they were women.

According to Povich, the Newsweek lawsuit succeeded on many levels, not the least of which was to encourage other women in the media to come forward. In the following years, women sued their employers at Time Inc., Reader’s Digest, Newsday, the Washington Post, the Detroit News, the Baltimore Sun, the New Haven Register, the Associated Press, the New York Times and NBC. Povich claims that she and the other “budding feminists” who filed their lawsuit against Newseek in the 1970s played a large role in transforming the media workplace.

The Newsweek women’s lawsuit did not go to court. Rather, it was settled quickly on Aug. 26, 1970. By that time, the plaintiffs numbered 60 women from the Research, Letters and Photo departments of the magazine. In the settlement, Newsweek agreed to “affirmatively seek out women” for reporting and writing positions and to “identify women employees who are qualified” as possible senior editors. Yet, despite that affirmation, life for the Newsweek women did not change quickly enough for them after the settlement. By March 1971, they believed the Newsweek management wasn’t living up to the spirit of the agreement in recruiting women writers. They filed a second complaint with the EEOC on May 16, 1972, arguing that “sex discrimination at the magazine remains essentially unchanged.” That second lawsuit was settled on June 28, 1973, when Newsweek agreed that by Dec. 31, 1974, approximately one-third of the magazine’s writers would be female, and by the end of 1974, one of every three people hired or transferred to the staff of foreign correspondents would be a woman.

Women in the media today clearly have many more opportunities than Povich and her counterparts did in the 1960s. Those of us who have followed have benefited from their courage. Povich interviews several female journalists who credit the Newsweek lawsuit with their success. Anna Quindlen said she was hired by the New York Times “because of six courageous women who brought the women’s suit.” Similarly, Gail Collins, also of the New York Times, credits the pioneering women: “The women who fought those fights were not the ones who got the rewards. People like me, who came right behind them, got the good jobs and promotions.”

At Newsweek, although progress was “slow and painful,” things vastly improved. Povich herself became the first female senior editor in Newsweek’s 42-year history. Interestingly, in her epilogue, Povich writes that she worked in that position until her first daughter was born, and then she voluntarily gave up the senior editor position and negotiated a part-time position to work on special projects in 1980. In 1984, two years after her second child was born, she returned full-time as a senior editor. Povich’s own career trajectory implies that women themselves often make life-work choices; those choices are not solely made by the managers they report to.

Povich doesn’t naively argue that the Newsweek women’s lawsuit, and the ones that followed at other media companies, were panaceas, solving all the issues for women in the workplace. By interviewing three women working at Newsweek in 2009, Povich reports that although much had improved at the magazine, “So much of the language and culture was still the same.” In 1970, women made up 25 percent of the Newsweek editorial masthead; 40 years later, that number was 39 percent. There were still few females at the top of media organizations. And, so, Povich concludes, “The struggle for social change is still evolving.” As that evolution continues to take place, reading Povich’s story feels important, so that women in the media can fully understand “where we came from” to continue to work to improve where we are going.

Assessment: More than just a dirty word

cmreview.org/assessment-more-than-just-a-dirty-word/

Lisa Lyon Payne November 19, 2013

By Kay L. Colley

Texas Wesleyan University

Assessment: Just the mere mention of the word can send chills up and down the spine of any new or seasoned student media adviser. Whispered in hushed tones or thrown around as an expletive, this 10-letter word connotes educational balderdash, busywork and just plain wrong-headedness to many in the ranks of college media. But much like student media advisers are misunderstood by administrators, assessment is misunderstood by many student media advisers.

According to the National Academy for Academic Leadership, assessment is a process that describes the current situation of a person, program or unit providing evidence of this analysis. Assessment involves goals or outcomes, processes and inputs. Some assessment methods can include surveys, focus groups, portfolios and direct observation with multiple assessment methods being the preferred way to demonstrate meeting goals or outcomes.Goals or outcomes are the desired end results. Processes are the things a person or program does to reach the goals or outcomes, and inputs are the resources needed to accomplish the goals or outcomes. Inputs can be students, faculty and staff members, buildings, money, technology, etc.

Sounds simple so far right? All you have to do is use readership surveys, weekly critique sessions, and “hey, we won some awards.” That should count for something, right?

“No, but…” says Nakia Pope, director for the Center for Excellence in Teaching and Learning at Texas Wesleyan University. “Often it’s the case that the criteria and the method of scoring are not known or disseminated. The ‘but’ would come in when it is.”

In an editor’s corner letter from the Summer/Fall 2005 edition of College Media Review, Pat Parish, former editor of College Media Review and former associate director of student media at Louisiana State University, ruled out contest awards as valid assessments.

“Judges can be fickle, or sloppy, or biased; or your medium loses out to a medium where the adviser’s hand is too often on the mouse,” Parish wrote.

So those Pacemaker awards and Mark of Excellence Awards may look good hanging on the wall, but they won’t necessarily stand up as assessment methods. Assessment methods are only useful when they are valid and reliable, according to the National Academy for Academic Leadership.

ASSESSMENT VALIDITY

Validity is the ability for an assessment tool to measure what it claims to measure. Reliability means your assessment tool will perform consistently in successive uses. Remember, Parish’s statement that judges can be fickle? That’s why contests aren’t good assessment tools, although they may be good tools for demonstrating to administrators your program’s overall excellence—they aren’t reliable because judges are fickle.

The same fickleness may also be evident in your readership surveys. Just because one group of students likes the weekly sex column doesn’t mean next semester’s or even a different sample of students will. Your readership survey methodology must also be reliable and valid to be used as an assessment document. Testing your survey before implementing it is important to making sure you get the answers that you need, and using the same survey year after year, allows you to compare.

Now what about those weekly critiques? Certainly they can be used for assessment.

Critiques are valid forms of assessment if they pass the reliability and validity tests, which usually means creating a rubric and sharing it with your staff before critiquing.

In a recent interview, Parish said that the diverse structures of student media throughout the nation make assessment standards difficult to create, which may be the reason the Council for the Advancement of Standards in Higher Education still lacks overall nationwide standards for student media.

In the Winter/Spring 2006 edition of College Media Review, Merv Hendricks, director of student publications at Indiana State University, wrote an article titled “A Path to Assessment,” that detailed Indiana’s assessment plan. Because Indiana’s student media fell under student affairs, Hendricks and his colleagues reviewed the CAS standards to use an

assessment format that was reliable and valid. Unfortunately, CAS had not developed standards for student media at the time, but the conversation started with College Media Advisers (now College Media Association) and the Associated Collegiate Press. So Hendricks and his colleagues adapted CAS standards for other student affairs departments, developing Indiana's student media assessment plan. He then offered the plan to CAS.

CAS REVIEWS STANDARDS

Seven years later and CAS is still reviewing standards for student media. A vote on standards under review will occur at the November meeting of the entire CAS board. CMA is listed on the CAS website as the professional association that has provided feedback on developing these standards. Parish has served as CMA's representative to CAS. She said the process has been long and difficult. Once standards are approved, CAS will craft assessment methods.

Currently, some student media outlets have begun their assessment programs based on their own standards. Indiana State's assessment plan, adapted from CAS standards, is available in the Winter/Spring 2006 edition of College Media Review. Selected documents are also available on the Indiana State student affairs website: http://www.indstate.edu/studentaffairsresearch/StudentPubsRA.htm.

Texas Tech University also crafted a student media assessment plan based on CAS standards and Indiana State's assessment plan. Tech's assessment plan is available HERE.

At Oregon State University Student Media, Kami Hammerschmith, assistant director of student media, serves on the Student Affairs Assessment Council, which was started by the Division of Student Affairs. She represents student media. Departments within student affairs are required to write an annual assessment plan and assessment report.

"The plan includes our mission, goals, learning and/or business outcomes and assessment methods," she said. "In the report, we add the implementation, results and decisions/actions/recommendations shared. This is a standard format for all Student Affairs assessment plans and reports."

LEARNING TOOL

Hammerschmith said the information is entered into Compliance Assist software in a "read only" capacity so all members of the Student Affairs Assessment Council can see the other plans. Each year, members of the Council are put in pairs and conduct reviews of another department's assessment report, receiving annual feedback.

"The review process is a great learning tool," Hammerschmith said.

At Fairfield University, Lei “Tommy” Xie, assistant professor in the department of English and director of the journalism program, said there is no formal assessment mechanism for the entire newspaper. “However, the journalism practicum we have has been a useful tool to ensure that the staff are aware of their performances,” he said. “Also, a media board offers feedback, mostly informal, to the paper at least twice a semester to give the staff a sense of how the publication is received by various groups on and off campus.”

Rachele Kanigel, associate professor of journalism at San Francisco State University and president-elect of College Media Association, said that SFSU doesn’t assess student media, but they do a report each year for Instructionally-Related Activities funds and a section on publications is included in the Accrediting Council on Education in Journalism and Mass Communications accreditation report. Kanigel also teaches Publications Laboratory, which helps produce the Golden Gate Xpress magazine, website and newspaper. Her syllabus contains some extensive devices used to grade student performance, but grades cannot be used for assessment.

So just how can you assess student media? At the University of Texas at Arlington’s Shorthorn, Lloyd Goodman, former director of student media, has been assessing student media for at least 10 years. Assessment is done at the organizational and individual level, helping Goodman and his staff plan training, staff development and resource allocation.

“We came up with that (assessment plan) many years ago before we were required to do assessment,” Goodman said. “We were seeing in our operation, and we were hearing it from some of the students, if they stayed around semester to semester to semester, they felt like they were doing more but not necessarily doing better. They felt like they were doing the same quality work semester to semester to semester, and our commitment to them was ‘you stick around, we will help you improve.’ We agreed with that. It doesn’t matter how many awards you win.”

The assessment plan Goodman and his staff put in place began with looking at what students should be able to do from semester to semester. Goodman asked what the quantifiable skills students should learn from semester to semester and developed that skill set or list of competencies for each position for each semester’s worth of experience.

“We would use this for our basis for training. If 99 percent of your staff is in the first semester, then obviously your training focus is going to be on the first-semester skills,” he said. “We developed it, discussed it and posted it for students on staff as this is our commitment to you, and this is what you should be doing.”

After establishing criteria, Goodman’s professional staff then chose some specific job categories and chose a specific two-week period to review. “That’s what turned it into assessment,” Goodman said. “I thought it provided really nice, usable information that we could then take and build into creating the operation for the next semester.

“The way we do assessment, picking a couple of specific staff groups from the competencies grid keeps the assessment manageable, since we’re working from portfolio reviews,” he said. “We would never try to do all positions, involving 70 student staffers, at the same time.”

STREAMLINING THE PROCESS

Goodman said he has worked to make assessment something that The Shorthorn can use but that also fits into the University’s idea of assessment. This has been an ongoing process of change for seven or eight years with The Shorthorn doing internally relevant and externally mandated assessment. That has changed.

“We were too ambitious,” Goodman said. “Now, we’ve streamlined the process.”

Now, Goodman selects two or three individual learning outcomes for students and two or three

objectives for the department each year, working with assessment specialists at UTA to get data that helps The Shorthorn and fits into the University’s assessment plan.

“That’s an ongoing challenge that we’ve had,” he said.

But the first step for Goodman and UTA was determining what was important. What were The Shorthorn’s goals and how would The Shorthorn staff and students know they had reached those goals? This is the heart of assessment.

While student media may function differently—some as clubs, some as classroom projects and others as divisions within student affairs—these goals from one student media organization to another seem to be pretty much the same as defined by student media mission statements: creating a learning environment for students.

“Assessment is about demonstrating that we are accomplishing what we claim to be accomplishing,” said John W. Williams, associate professor of political science at Principia College and former chair of the Mass Communication Department. “If we are failing, we need to change our practices or change our claims.”

So assessment isn’t a “gotcha” moment for student media. It is a way to demonstrate that we do what we do well—all balderdash, busywork and wrong-headedness aside.

Kay L. Colley is an associate professor of mass communications at Texas Wesleyan University. She is also the student media faculty liaison at Texas Wesleyan. She is working on articles on convergent journalism and curriculum, weighing if curriculum impacts student media or if student media impacts curriculum.

Research (Vol. 51): Student journalists' use of social media

cmreview.org/research-student-journalists-use-of-social-media/

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Sender-receiver, receiver-sender: A uses-and-gratifications study of student journalists' use of social media

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College Media Review Research Annual Vol 49 & 50, 2011-2013

Sender-receiver, receiver-sender:

A uses-and-gratifications study of student journalists' use of social media

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Abstract

Uses and gratifications theory posits that audience members select media to satisfy specific needs. Social media, however, have allowed media users to select both media to consume and what media to produce/share. This study of student journalists (n=285) revealed differences between the importance of specific gratifications in terms of what participants consumed and what they shared. Additionally, the study examines which gratifications were most important in forming a positive attitude toward social media.

Introduction

Student media advisers often find themselves tasked with helping students advance into new realms while simultaneously making sure that the gold standards of media coverage remain the bedrock of their media outlets. The main media values experts often espouse include relevance, usefulness and interest as well as a general sense that content should remain focused on the needs and wants of the audience (Brooks, et al. 2011).

One of the more difficult parts of this process is not only trying to get the students to value a new approach, a new tool or a new concept, but also in trying to make sure that these tools, approaches and concepts are applied in that audience-centric way. For example, while many student newspaper journalists desperately want to write for the opinion page or earn the right to have a weekly column, they often fall into the trap of writing for themselves (Reinhardt & Filak 2013). Thus, their diatribes regarding parking problems, lousy food or disgusting roommates lack broader applicability beyond their own personal pet peeves. Other areas, such as multimedia use on student media outlets' websites also follow this pattern. Kotrzsky (2010) noted that while college journalists love multimedia content, they often fail to include it in meaningful ways when creating content for their own outlets.

In the Web 2.0 world and beyond, the growth of social media and the explosion of user-generated content have allowed individuals to be both senders and receivers of information (Kietzmann et al 2011). Student journalists can use social media platforms such as Twitter to "live tweet" an event, giving readers the opportunity to learn what is happening as news unfolds. They can also use this platform and others to share stories, promote content and augment coverage. Simultaneously, they can read content from others who are also sharing

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Abstract: Uses and gratifications theory posits that audience members select media to satisfy specific needs.

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Vince Filak

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Additionally, the study examines which gratifications were most important in forming a positive attitude toward social media.

College Media Review
Journal of the College Media Association

Working with that sports Info director behind the curtain...

Alex Johnson, Cartoonist, UIS Journal

By Justin Schneewind

Needing prior permission to interview college athletes and coaches has become the norm rather than the exception for college and professional sports journalists, who must often first go through the school's sports information director or athletic director.

That goes for in-depth pieces and after-game interviews, in-person interviews, texts, e-mails, Facebook and other forms of communication.

Sports information directors, with the blessings of their athletic directors, are increasingly forbidding journalists to communicate with players or coaches unless the communication has been arranged first by the sports information director or other one of the sports information director's staff.

Journalists say the schools are trying to "control the message." Athletic departments say they want to minimize the demands on student-athletes' schedules and note that social media make it easier than ever to encroach on athletes' time.

Sports information staff, athletic departments say, are the ideal coordinators of interviews because they know athletes' schedules when it comes to classes, practices, workouts, study sessions and team meetings. They can also block access to players who, for whatever reason, are not allowed by their coaches to talk with the media.

Despite the annoyance and inconvenience of the restrictions, there are steps sports journalists can take to build better relationships with their sources in the athletics departments—and consequently be in a better position to break sports stories and produce the best stories, photos, columns and other content they can.

Consistently attending games and practices, developing relationships with coaches, student-athletes and administrators, and regularly communicating with sports information staff serve as basic but vital steps for securing time with athletes and coaches.

That may be easier for newspapers than broadcast outlets. Newspapers typically have larger reporting teams and more dedicated beat reporters than broadcast outlets, said John Nicholson, professor of practice/broadcast and digital journalism. Nicholson is director of the Sports Media Center in the S.I. Newhouse School of Public Communications at Syracuse University.

Nicholson noted, for example, that the relationship-building that results from beat reporters' consistent coverage yields a considerable advantage in securing access, especially in a time of more and more restrictions.

The restricted access will eventually hurt college athletics as less coverage leads to less interest, according to Joe Gisondi, professor of journalism at Eastern Illinois University. Gisondi is author of *Field Guide to Covering Sports* and a former sports journalist with more than 20 years of experience.

The trend of "sequestering athletes" to protect the departments' image will not likely end soon, he said.

"It used to be that sports information directors were there to facilitate coverage. Now they're there to protect a corporate image. It's bad for fans and athletes," said Gisondi, who has previously written on the issue of access and athletics for College Media Review.

The efforts to control the message and the way content is used has increased, said Syracuse's Nicholson, who has more than 40 years of experience as a broadcaster.

Efforts to control messages and content, he said, have spread beyond sports media, meaning all sectors of the newsroom will likely need to learn the procedures becoming common to college sports journalists if they have not done so already.

College sports journalists must put in the work to build relationships to ensure they have access, but they need to understand that their roles as reporters mean they are no longer fans, Nicholson said. In an era of increasing departmental control, they must also have an understanding of the laws often cited as reasons for restricted

access, primarily the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act, and the limitations of those laws.

Knowledge of the rights of the media, an understanding of the responsibilities of journalists, and a dedication to balanced and aggressive reporting has made students, especially in situations of limited access, stand out in the eyes of Berry Tramel, sports columnist for *The Oklahoman*.

As a sports journalist with more than 36 years of experience, Tramel often finds himself reporting alongside journalists from college media outlets. He sees that the quality and content of journalistic training play an important role in student journalists' ability to produce top work, even with less access.

College sports information staff juggle a lot of duties, Tramel said. Among those duties are the following: dealing with administrators intent on promoting and preserving their school's image; working with coaches who may be wary of the media and want to protect their athletes; and reporters calling daily for interviews.

Restrictions on interactions with the media have been especially visible in football. A growing number of large programs prevent media access to freshmen or players in their first year. Texas A&M, in 2012, barred media access to then-freshman quarterback Johnny Manziel—until just a few days before he became the first freshman to win the Heisman Trophy.

"Coaches definitely try to control and limit distractions. For some reason, they see media as a distraction," said David Bassity, associate athletics director for communications at the University of Houston. He added that in many cases these restrictions appear to be cases of coaches trying to ease players' transitions from high school into more competitive and higher profile college athletics.

Tramel, the sports columnist for *The Oklahoman*, highlighted a situation in which a coach's media restriction seemed fueled more by ego and control in a November column. Oklahoma State football coach Mike Gundy, who prevented media access for his quarterbacks throughout the season, denied starting quarterback Clint Chelf the

opportunity to be on ESPN's highly popular "GameDay" show, instead sending himself to the set.

Whether instituted by coaches or administrators, the decline in access bears an impact on the sports information staffs responsible for allowing or preventing access.

"Our job is to promote the program. It's tough to promote the program when we can't put those players out there," UH's Bassity said.

Those efforts to promote the programs through media coverage may be compromised by the lack of access, but athletic departments have increasingly promoted and covered themselves through their own media.

"Some schools see media as competition. They want to draw traffic to their site to bring attention to their sponsors," Bassity said.

That may mean fulfilling media requests while competing with traditional outlets or pursuing exclusives that in the past would have been pitched as stories to reporters.

Student journalists covering their campuses' athletics programs do so in an increasingly complex environment with greater control and less access, but they can succeed by adhering to basics principles and practices of journalism.

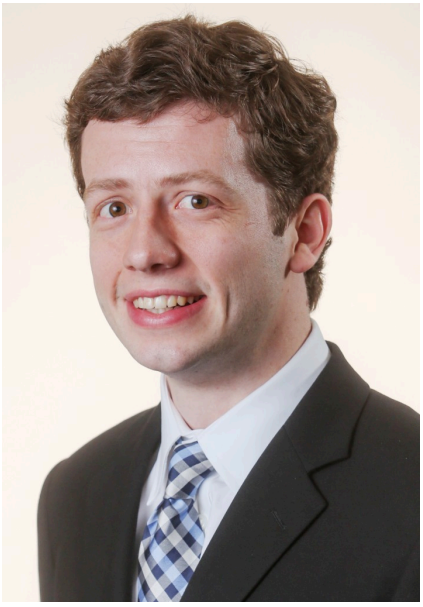
College sports journalists are still in a learning period.

"Hopefully coaches, as teachers, understand this," Eastern Illinois' Gisondi said. "And I think most do."

Basics for ensuring access with athletics

- Build relationships with coaches, athletes, administrators.
- Remain in consistent communication with sports information staff.
- Attend games and practices regularly.
- Dress and act like a professional to be treated like one.

- Plan ahead to minimize or eliminate last-minute requests.
- Ensure coverage remains fair and balanced.
- Be knowledgeable of laws impacting information and their limitations.



Justin Schneewind has worked for the University of Houston's Center for Student Media since 2012, primarily advising *The Daily Cougar*. He has more than five years of experience at the Houston Chronicle. He graduated with a bachelor's in journalism and history, where he worked for four years at the student newspaper, and he is currently enrolled in the MBA program at UH.

College Media Review
Journal of the College Media Association

Being prepared when calamity strikes...

How College Media Can Plan For the Worst

By Carolyn Schurr Levin

In December 2012, *College Media Review* reported about the effects of Hurricane Sandy on the *Pioneer* at LIU Post on Long Island, and the *College Voice* at Mercer County Community College in New Jersey. Both campuses shut down, students were sent home, power was lost for days and publishing the student newspapers was, to put it mildly, a challenge.

In the case of the *Pioneer*, the outside printing company for the newspaper couldn't have printed the paper even if it had had power; it lost its roof to the storm. The 2012 *CMR* article, "When Disaster Strikes A College Community," advised college media organizations to make contingency plans in the event of an unanticipated catastrophe similar to Hurricane Sandy.

Yet, over a year later, an informal email survey of college media advisers suggests that many organizations do not yet have such contingency plans.

Disaster and emergency planning can help media prepare for the unexpected. (Background photo Brian Birke, Creative Commons).

The Tulane *Hullabaloo* may be one of the few student publications with a detailed Hurricane Plan. In 2005, Katrina forced the *Hullabaloo* staff to disperse around the country for approximately six months. Yet, the *Hullabaloo* survived, even thrived.

After Katrina, Chantal Bailliet, Tulane's director for student media, created a "newspaper in a box." The *Hullabaloo* is now ready to pack all necessary publishing components and operate remotely. The plan, published in this *CMR* issue, includes Pre Plans, five phases during a hurricane and three possible post-storm scenarios.

Yet, it is not only natural disasters that require planning and foresight. Just a few months after surviving Hurricane Sandy, the *Pioneer* at LIU Post was hit with another catastrophe, albeit not related to the weather.

The editors-in-chief returned from intersession on Jan. 16, 2013, to find the layout computers in the locked newsroom stolen. While authorities investigated, the editors focused on figuring out how to get their first issue of the spring semester published without computers, templates or files.

The iMacs that were missing were the most important ones in the newsroom, containing all of the newspaper templates and all of the *Pioneer* history. The *Pioneer* quickly requested "loaner" computers from the school's IT department, worked on filing an insurance claim and ordered new computers. By Jan. 22, the loaner computers were installed, and the staff was able publish the first issue without delay.

In the process, the *Pioneer* staff learned several vital lessons and adopted new safeguards, including bolting new computers to the wall of the newsroom with heavy cables in order to prevent unauthorized removal. Staff also backed up layout files; in the event of a similar disaster in the future, they would not be forced once again to start from scratch.

Olivia Wicik was the *Pioneer's* co-editor-in-chief in January 2013 when the theft occurred. Now a desk associate at CBS News Radio in New York City, she recalls her horror when discovering that the layout computers were missing:

"When I returned from winter break, to my utter shock and ultimate horror, I walked into a layout room without computers to do the job, just days before our first issue was due. That unfortunate event definitely taught us a number of precautionary steps that should be taken, 'just in case,''' she says.

Such precautionary steps can include:

- Securing computers to prevent unauthorized removal. The Pioneer bolted its new computers to the wall of the newsroom with heavy cables.
- Keeping a close eye on who has keys the newsroom.
- Getting in touch with the department responsible for logging university computers and making sure each newspaper computer is accurately logged.
- Backing up layout files to avoid having to start from scratch. "Any new editor should make sure that computers with crucial newspaper information are backed up to an external hard drive which is kept in a very safe place. For double-backup protection, using the Mac's cloud function is a great idea," Wicik says.
- Installing security cameras. "If one has the resources, I think surveillance cameras would be the ultimate help," Wicik says.

There is no one template that works for all organizations when it comes to emergency plans for theft, fires and natural disasters.

The Small Business Administration offers these suggestions to help businesses keep their employees, assets and records safe in a disaster:

Develop an emergency response plan. Find evacuation routes and establish meeting places. Make sure all employees understand the plan beforehand. Keep emergency phone numbers handy. Write down everything and distribute it to each employee. Then talk about it at least once every six months as a reminder.

Create a "disaster survival kit" for your business, including flashlights, portable radios, extra batteries, first aid supplies, non-perishable food, bottled water, basic tools, plastic sheeting, garbage bags, cash and a digital camera to take pictures of the damage. Store kits in several locations in your business building, and let employees know where to find them. When the lights go out or employees are trapped in a building, they need to know where to go to get their hands on these survival kits.

Designate a contact person to communicate with other employees, customers and vendors and to serve as a point of contact with information about recovery, relocation and other issues. Make sure that person is equipped with vital phone numbers, and remember that cell phone coverage may be sporadic in a disaster.

Make sure you have adequate insurance coverage.

Keep physical records (documents and computer data) in a safe location. A fire-proof box in your office is not going to do it. If there is a tornado or hurricane, that box could be flying through the air; if there is a flood, it could be under a foot of water.

You can also put scanned documents on a CD or flash drive. If you have important software (financial or proprietary software, or software for your particular kind of business) make a copy if you can and put that software in a safe place, along with your data. For example, if you have your financial data on QuickBooks and you don't have the program, you may find it difficult to retrieve the data when you need.

Carolyn Levin

Carolyn Schurr Levin is an attorney specializing in Media Law and the First Amendment. She has practiced law for over 25 years, including as the Vice President and General Counsel of Ziff Davis Media, the Vice President and General Counsel of Newsday, and a Litigation Associate at Corbin Silverman and Sanseverino, and Cravath, Swaine & Moore. She is admitted to the bars of New York, Connecticut and the District of Columbia. Levin currently teaches Media Law & Ethics and other related courses at LIU Post, and is the Faculty Adviser for the Pioneer, the LIU Post student newspaper. Levin is also a Lecturer and the Media Law Adviser for the School of Journalism at SUNY Stonybrook. As a freelance writer, Levin has been published in the New York Times Book Review, New York Law Journal, American Bar Association Journal, Corporate Counsel newsletter, Barrister magazine, Student Press Law Center Report, Special Counsel newsletter, and College Media Review. Levin earned a J.D. from the University of Chicago Law School, a B.A. from Johns Hopkins University, and a Certificate in Journalism from New York University.

College Media Review
Journal of the College Media Association

Niche publications deliver something for everyone

By Jessica Clary
Savannah College of Art and Design Atlanta

By nature, all university publications are niche publications. The audience is typically hyper-local, similarly educated and knowledgeable about the same topics. A college newspaper article uses terms and vernacular specific to that college when describing traditions and nicknames.

College newspapers aren't USA Today, and they shouldn't be. They should be broad enough to deliver something for the entire campus population.

But how well are college papers serving diverse groups of students who comprise their readership? The answer may lie with niche publications.

A 2010 article in the online "Above the Fold" describes niche publications this way: "Niche publications are those that publish to a specific group of people; a specialized audience. The publication becomes the expert in the subject, and the advertisers in the publication become the items to have among those spectators. The advertisers can target a defined group of prospects within the publications using niche marketing."

The article, written by Annie McMindes, adds, "Niche marketing addresses the need for a product or service that is not being delivered by the mainstream. There are a variety of advantages in establishing a niche market, but probably the most beneficial would be that you're alone there. You're targeting such a defined group of people that may not have realized your existence until they find you in a niche publication."

At North Carolina State University, the weekly Nubian Message and the daily Technician are among that university's student-run media.

Describing itself as "the voice of African-American students," the Nubian Message says it "allows people to learn about different aspects of African-American culture"

and adds, “The weekly newspaper is a source of useful information for all students by reporting on appealing University events.”

African-American students comprise about 7 percent of North Carolina State’s 34,000 student population.

The Nubian Message was born in the fall of 1992 after the Technician ran a column that September calling students “racists” who rallied for a cultural center that could be used for the study of African-American culture.

The next day, Sept. 24, some 200 students rallied in the Brickyard to protest the column, even burning copies of the Technician, according to the Nubian Message website. The Nubian Message says, in part, “Greg Washington, a leader of the Brickyard protest in 1992, summed up his feelings about what should happen within Student Media. ‘We need a black paper on this campus that will give coverage to a black perspective.’’’

Two months later, the first issue of the Nubian Message was published.

Over the history of the Nubian Message, there have been periods of difficulty, and doubts have arisen as to how long the newspaper could sustain itself. Although the percentage of African-American students decreased from 9.1 percent in 1992 to 7.4 percent in 2012, the Nubian Message continues as a weekly publication.

Nubian Message adviser Patrick Neal says the newspaper faces the same general problems any college paper does, including recruitment and retention of staff.

However, Neal adds, “Student interest is up significantly from past years, due in part to a dynamic editor-in-chief who has really turned it around since she took the reins at the start of the 2012-13 academic year.”

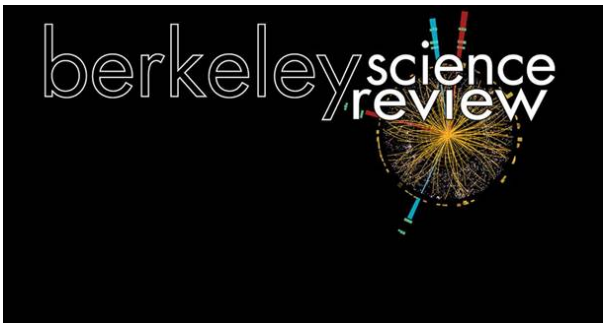
The Nubian Message prints 500 copies weekly and is looking to add content to its online edition at thenubianmessage.com, as well as its social media networks.

Windover, another student publication at North Carolina State, specializes in fiction, poetry, drama, essays and music produced by students, alumni, faculty and staff. Windover is in print and online at ncsu.edu/windhover.

At the University of California Berkeley—a campus of about 36,000 students—60 student-run niche publications are in place. The publications range from literary magazines to peer-reviewed journals in history and science. Among them:

- Vagabond, a multilingual literary journal published in its original language and as an English translation. The website says the bi-annual journal "features poetry, short fiction, essays, and various other works in a diverse array of languages other than English, alongside with their parallel translations to English, written by UC Berkeley students and staff." It can be found online at ***Vagabond* Multilingual Journal @ Cal**.

- Bare, a quarterly fashion, lifestyle and arts magazine, began publishing in 2007. Its website notes, in part, that "BARE publishes an all-color print publication quarterly, as well as the highly popular BARE blog, which receives over 19,000 unique readers monthly."



- The *Berkeley Science Review* is a magazine produced by graduate students that aims to "highlight the groundbreaking research occurring at UC Berkeley in a wide variety of scientific disciplines, from biology to physics to computer science," according to the publication's website, which adds, "We strive to ensure that all of our articles are accessible to interested readers of any background . . . To that end, we train scientists and nonscientists alike to communicate scientific research to the public in a clear, interesting, and informative manner."

Kelly Morr, publication adviser at Berkeley, says it's never a problem finding interested students.

"Getting students involved has never been a problem we have faced at UC Berkeley. We are the birthplace of the free speech movement. Students attend the university because they want to have a voice, and we do our best to give them the opportunity to exercise it," she says.

Each independent publication at Berkeley sets its own publication schedule. Some publications do large runs, and others are entirely online. The comedy magazine, The Heuristic Squelch, runs around 5,000 copies of two issues of a semester, but other magazines only print a few hundred copies. Each group is a student organization and receives funding through the student government. However, some still do outside fundraising and others get grants to help cover expenses.

The Berkeley community is unique in a lot of ways, according to Morr.

"As a university, we place a high value on diversity, freedom of expression and dialogue, so it only makes sense that we have student content creators who want to share their communities and passions with the rest of the Berkeley community," she notes. "Having this number and multitude of publications and viewpoints is pretty emblematic of the university as a whole. We are a campus of niches, held together by our passion for Cal."

The Daily O'Collegian at Oklahoma State University, in print and online at **ocolly.com**, recently launched a niche publication—a weekend entertainment tabloid—as a way to stem declining readership of the regular Friday edition.

"A weekend edition to focus on entertainment, food, drinks, etc., was readily accepted by everyone involved," said Barbara Allen, O'Collegian adviser.

Allen said readership has been fair, with home football game issues the biggest and most popular. The Daily O'Collegian will publish the tabloid for at least one more semester before deciding whether to keep it or try something new.

Using a niche publication as an alternative or to solve a problem is always an option for campus media. It's challenging, as students shift gears and try their hands at something different. But it's also often successful.

Niche publications can run the gamut from a full-fledged special-interest publication all the way to an alternative publication to a standard campus newspaper, but most commonly, they come straight from student interest and enthusiasm.

For more information, here are 10 online articles about professional niche publications that have been published in the last five to 10 years:

1. The Rise of *Niche* | Pew Research Center's Journalism Project *www.journalism.org/2009/07/16/rise-**niche**/* Jul 16, 2009 – The listings in a different directory, Hudson's, puts the *growth of niche publications* generally since 1985 (including newspapers, magazines ...
2. Magazine Brands | Branding *Magazines* | Publishing | *Niche* *www.brandchannel.com/features_effect.asp?pf_id=466* Feb 23, 2009 – It is primarily *niche magazines* that drive the *growth* of magazine brands. In the United States, for example, the top two magazines in circulation ...
3. Print Is Dead? Not For This *Growing Publication Niche* *deadtreeedition.blogspot.com/.../print-is-dead-not-for-this-**growing**.html* Nov 16, 2011 – Not For This *Growing Publication Niche*. Here's a factoid that defies the conventional wisdom about printed *magazines* being passé and the ...
4. *Niche Publications* | Above the Fold *www.abovethefoldmag.com/?q=article/**niche**-**publications*** Sep 1, 2010 – *Niche Publications* are *growing* trends in both print and online advertising. I'm a strong believer in niches, especially for sales. Look at Amazon ...

5. **Newspapers are finding their *niche* – News & Tech** *www.newsandtech.com* › *News* › *News* Jun 1, 2010 – Three years ago, McClatchy identified *niche publishing* as being among its top-five *growth* areas and MNG has grown its niche segment in ...
6. ***Niche* Media —** *blog.**niche**mediahq.com/* 4 days ago – *Niche Magazines* As Influencers: Study on Shoppers' Buying Habits .... use) research when launching, and tips on *growing* a successful niche.
7. **Marketing Manager, *Niche Publications* at The Dallas Morning News** *www.linkedin.com/jobs2/view/10132197* The marketing manager plays a critical role in support of achieving the long term *growth* strategies for the *niche publications*. The Marketing Manager will be ...
8. ***Magazines*: By the Numbers | State of the Media** *stateofthemedia.org/2011/**magazines**-essay/data-page-4/* Two-thirds of the top 25 magazines had circulation declines through the ... The four *niche magazines* in this group enjoyed strong *growth* in ad page sales in ...
9. **Creative Business Strategies for *Niche* Publishers** *www.**niche**conference.com/* That's exactly how *niche magazines* need to treat their readers and ... consistently recording the fastest *growth* rates; the most time spent reading; and the ...
10. **10 Keys to Publishing Successful *Niche Magazines* | Content That** *www.contentthatworks.com/blogs/Pauls/?p=1232* by Paul Camp – in 32 Google+ circles

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Jessica Clary

Research (Vol. 51): A Journey In College Media

cmreview.org/a-journey-in-college-media/

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Challenges, Opportunities and Implications for the Future

By Lillian Lodge Kopenhaver
Florida International University

Ever since the publication in 1799 of the first college newspaper, the Dartmouth Gazette, and the founding of the oldest college daily in 1878, the Daily News of Yale University, college student media have attempted to mirror their professional counterparts.

Image courtesy of NS Newsflash

With the First Amendment as a cornerstone, student media throughout history have challenged authority, reported the truth about their campus communities, ensured an accurate portrayal of facts, and sought to provide the public with information they need.

And—importantly—they have served as the foundation for the journalists of the future to train, practice and perfect their craft.

A Legal Foundation

A strong defense of and reliance upon the First Amendment date back to 1878, with the debut of the Yale Daily News, which claims the designation of the oldest independent daily college newspaper in the U.S. The ability to produce accurate, fair and responsible journalism, absent the pressure or threat of outside control or influence, has been a concern from the earliest days of the student press. Thus, when the Yale paper commenced publication, editors declared it independent to ensure their constitutional rights and the rights of student journalists to report the news free from outside pressure.

Yet, today—with college media more than two centuries old—student journalists still face challenges to that press freedom.

The landmark Supreme Court *Tinker* case in 1969 strongly reaffirmed that First Amendment rights to freedom of expression belonged to both student journalists and their advisers. Justice Fortas, in delivering the opinion of the Court, wrote: “First Amendment rights…are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

However, 2013 marked the 25th anniversary of the Supreme Court decision in *Hazelwood v. Kuhlmeier* which severely narrowed both student journalists’ rights to freedom of expression and the *Tinker* standard. It determined that student expression can be censored when there is a “legitimate pedagogical concern.” Earlier this year the Association for Education in Journalism and Mass Communication expressed its concern over the trending of the *Hazelwood* case, noting that “the primary concern of the Supreme Court in *Hazelwood* was to permit schools to restrict editorial content ‘unsuitable for immature audiences,’ a concern inapplicable at the postsecondary level.”

The AEJMC board of directors declared that “no legitimate pedagogical purpose is served by the censorship of student journalism even if it reflects unflatteringly on school policies and programs, candidly discusses sensitive social and political issues, or voices opinions challenging to majority views on matters of public concern. The censorship of such speech is detrimental to effective learning and teaching, and it cannot be justified by reference to ‘pedagogical concerns’.” It further called upon colleges and universities to ” forswear reliance on *Hazelwood* as a legitimate source of authority for the governance of student and educator expression.”

Even though *Hazelwood*, like *Tinker*, is a high school case, its shadow was extended over the college press just eight years ago in *Hosty v. Carter* when the Seventh Circuit Court of Appeals ruled that Governors State University in Illinois did have the right to prior review of the student newspaper. In Illinois, Indiana and Wisconsin today, college student media may be censored under the Hazelwood umbrella.

That is the challenge, but today the college press has a champion to educae, to defend and to continue the fight for free expression: the Student Press Law Center. Its work ensures that as much as pressures will be placed on college media, students, and their advisers, they have a strong ally in defense of their rights to continue to practice good journalism. And with an organization like AEJMC willing to support free expression through its membership, which includes the deans and directors of schools of journalism and mass communication, the resulting awareness of what these cases really mean—and do not mean—can ensure more free press advocates.

A Big Business

Student media have become a big business, telling the story of their campus communities. Today, 12 college and university newspapers have operating budgets which exceed $1 million, and another half dozen exceed $750,000. In addition, mirroring their professional cousins, college papers are increasingly supported by advertising revenue, with more than half receiving more than 50 percent of their revenue from ads.

The first survey of the college and university press undertaken in 1983 through the membership of what is today the College Media Association and continuing up to the present has traced a demographic and financial picture of student media on campuses across the country. Three decades later, there have been some changes, but many characteristics remained constant.

There has been little change in the sources of funding for student newspapers over the past 30 years. Most notable has been that advertising as a major source of revenue has increased from 84.7 percent to 98.8 percent, while reliance on student activity fees and student government funding has decreased. Total revenue has generally increased, as well as the number of staff members and editors receiving salaries. Papers reported to be independent have remained relatively constant over the years at 12 percent. One major difference is that more newspapers have converted to the broadsheet format; in 1983, three-fourths of newspapers were tabloids, while today that number has dropped to half. The percentages of weeklies (39) and dailies (17) has remained constant.

The fastest growth has been in online editions, with nearly all colleges and universities publishing an online edition of their paper; nearly half update them daily as well. However, in 2012, most generated $5,000 or less in revenue.

Yearbooks have seen more of an effect from the economy. They are generally smaller—300 or fewer pages—with reduced revenues and more schools relying totally on sale of books for support. Significantly, over the past 30 years, advertising has more than doubled in yearbooks, with nearly two-thirds relying on this source for revenue. And, of course, we now have digital yearbooks.

Campuses have seen a decline in literary magazines, although they are still the highest percentage being published. Both television and radio stations have multiplied and become more self sufficient, with advertising serving as a greater source of revenue.

Generally, small media operations have remained the norm nationally over the past three decades. The economy has had an influence in the last 10 years on campus media, especially with, first, the shift from a base of college and university funding support to a larger reliance on advertising and student activity fees, and, second, even with more dependence on advertising, a decrease in ads sold, resulting in smaller papers. There has also been a significant decrease in funding from student government bodies, with a

recognition that this status would lead to fewer attempts at control over content. A greater reliance on advertising by media operations is a positive step in gaining greater independence and a more professional operational mode.

Influence of Technology

Perhaps the biggest revolution in college student media is the evolution of technology and its effect on the product and on operations. The last 40 years have seen a sea change in the way student media are produced and distributed, and in the way consumers access information.

Production skills in the 1970s and 1980s involved operating typesetting machines which involving counting headlines and learning point sizes, counting words and measuring lines of type in picas, working with glue pots, worrying about widows and orphans, reading and pasting up galleys, taking note of line spacing, introducing creativity by using transfer type, hiring professionals to do the typesetting, using pica poles and cropping wheels and T-squares. It required understanding what terms like dingbat, ligature, HTK, ascenders and descenders, justification, flush left and right, kerning and hot type meant. Much typesetting was still being done on linotype machines, although cold type was rapidly coming into use.

The computer age has engaged students and facilitated production, enabling cost-effectiveness and accelerating the learning curve for student journalists. This evolution has not been without challenges, both in the acquisition of up-to-date equipment and software and in the training necessary for both students and advisers to manage and keep up with the rapid changes. Each generation is growing up earlier with technology, making it imperative that campus media operations, especially news media, evaluate how to best reach and keep their audiences. Social media are revolutionizing communication, making it easier and faster to share information and providing opportunities for student media to expand coverage and exchange messages with a broader audience. Campus media can take the lead in developing new applications, ascertaining how to reach mobile phones, and restructuring online operations to reach this technologically-oriented generation.

The Advising Profession

The role of the college and university student media adviser has evolved as well. Advising has become more of a profession. Three decades ago, nearly half (41.2 percent) of the nation’s advisers had spent three or fewer years in their jobs. Today there is greater longevity, with only slightly more than one fourth having been in their current jobs four or fewer years, and more than one fourth marking 15 or more years.

Other signs of increasing professionalism include the fact that more than two-thirds have written job descriptions for their positions, a real gain over the last 30 years when fewer than half did so. And, increasingly, advisers are authors of these documents, with nearly a 300

percent gain over 1984. The percentage of those being hired as full-time advisers has nearly doubled to 40.6 percent, and advisers receiving released time for advising has significantly increased to more than half from slightly more than one third.

Being in positions that lead to tenure is always a benchmark in measuring the recognition of college student media advisers as professionals and in ensuring stability in campus media. The bar has increased from 31 to 40 percent of advisers being tenured in the last three decades. However, there has also been a sharp increase in the number of advisers being in positions that do not lead to tenure, with 47.6 percent in that category today versus 36.8 in 1984. Other issues that have evidenced little or no change over time include those receiving no released time or remuneration for the job of adviser, and those assigned to student affairs and also having student affairs writing their job descriptions.

College media advisers have made some progress as professionals. However, the challenges are still there to achieve greater stature for this career path and greater recognition from all involved of the opportunities that a career-focused adviser brings to preparing students for the media jobs of the future. Obviously, working toward building as much independence into the media operation and into the adviser's job is the preferable model.

A New Journey

This journey through student media illustrates that editors and advisers have consistently worked hard to uphold journalistic rights, responsibilities and freedoms, faced challenges along the way, including economic downturns, but seized the opportunities brought about by innovation, new technologies and changing audiences. Media, and those who work on them, are constantly evolving, and will continue to do so.

Even though, over the years of this journey through college media, the economy has evolved and professional media have faced innumerable challenges from both the economy and technology, campus media have indeed met the challenges and engaged the opportunities the challenges offered. And they are continuing to do so.

Over the last three decades student media operations have evolved significantly technologically, from typewriters and hot lead production systems to multimedia storytelling and diverse and multiple digital platforms for the delivery of information to an equally diversified audience. So, too, has the evolution of student media been strengthened by a recognition on many levels, both legally and in practice, that they operate under the same press freedom and First Amendment as their professional counterparts. And, significantly, there is also the realization that, financially, campus media are businesses that produce quality products to serve their communities.

Lillian
Kopenhaver

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Research (Vol. 51): I've graduated… now what?

cmreview.org/research-vol-51-ive-graduated-now-what/

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An outlook of employment opportunities in the mass communication industry

By Kyle J. Miller
Dr. Charles A. Lubbers
University of South Dakota

The employment outlook in any field is dictated by the balance of supply and demand. However, the available supply of college graduates and the demand for the graduates to fill a particular job category in a field can vary greatly.

Table 1 – Bachelor's Degree Students by Specialization

Journalism	**29.6%**
Journalism (undifferentiated)	19.0%
Broadcast News/Journalism	5.6%
News Editorial/Print Journalism	2.4%
Agricultural, Community, Digital, Magazine, Photojournalism and Science	2.6%
Strategic Communication	**26.1%**
Public Relations	10.9%
Advertising	6.7%
Strategic Communication	5.6%
Public Relations/Advertising	2.9%
Radio/TV General (Telecom)	**4.9%**
Media/Communication Management	**3.2%**
Film/Cinematography	**2.6%**
Mass Media	**2.5%**
Organizational Communication	**1.2%**

Source: Becker, Vlad & Kalpen (2012) p. 337-8
Note: The remaining students are in programs that make up less than 1% of the total and were not reported.

According to a 2012 study by Becker, Vlad and Kalpen, 51,784 bachelor's degrees were granted in the U.S. in 2011, and that number was only slightly larger than the year before. They also noted that during 2011, 203,561 students were enrolled in bachelor's programs, a decline of .05 percent from the year before.

Undergraduate students are studying a growing number of specializations within the mass communication field. This reflects changes in the terms used to describe the specializations, as well as a growth in those areas as a result of newer technologies. As noted in Table 1, journalism, once the dominant specialization in the field, now accounts for slightly less than 30 percent of the students. The next largest group of students is located in strategic

communication programs. Students studying radio/television generally made up 4.9 percent. Clearly the concentration of students is located in the areas of journalism and strategic communications, with significantly smaller numbers in the telecommunications field.

Demand

Becker, Vlad and Kalpen's study also found that while the number of students and graduates at the bachelor's level remains strong, graduates in some specializations are struggling to find work after graduation. They noted that 72.5 percent of the 2011 graduates reported having a "job offer or solid prospect on graduation.

"On average, the 2011 graduate reported having 1.4 job offers or prospects in hand, up from the 1.2 average of a year ago. The gain is small, but statistically significant, that is, unlikely to be due to chance," they added.

While nearly three-quarters of graduates have strong prospects at graduation, the outlook varies for the myriad of occupations open to mass communication graduates. A comparison of the employment outlook figures for the major specializations in mass communication quickly demonstrates that demand for majors will vary dramatically.

According to the Bureau of Labor and Statistics' Employment Outlook Handbook (see Table 2), the outlook for the various careers in mass communication will vary considerably. For example, the fastest growth from 2010 to 2020 will be for public relations specialists, where the number of people employed is expected to grow 23 percent. That rate is faster than the average for all occupations.

The outlook handbook also states that future growth will come from the traditional role of public relations specialists serving as the communication agents for organizations. That increase will also be fueled by the growth of new technologies and social media.

Table 2 - Where are the jobs for recent mass communication graduates?

Career	Projected Growth through 2020[1]	Median Salary[2]	Noteworthy
Reporters, Correspondents	-8% (far below national avg.)	$34,530	Losing jobs due to market consolidation
Film and Video Editors and Camera Operators	4% (below national avg.)	$45,490	Job growth for experienced operators at about national average, but growth for entry-level positions is well lower than 4%
Multimedia Artists and Animators	8% (below national avg.)	$58,510	Reports show the market is flooded with talent, which makes for a tough job environment when combined with the already-low growth rate
Broadcast and Sound Engineering Technicians	10% (below national avg.)	$39,870	
Broadcast News Analyst	10% (below national avg.)	$54,140	
Advertising Sales Agents	13% (about national avg.)	$45,350	Declines in advertising activity in print newspapers will be offset by increases in Internet and television advertising sales.
Social Media Manager	14% (about national avg.)	$41,700	This career path is so new it is not even listed in Occupational Outlook Handbook. Some suggest that the growth will be closer to PR Specialist (see below). Included in CNN Money "Best New Jobs in America"
Technical Writer	17% (above national avg.)	$63,280	CNN Money Ranked #45 "Best Jobs in America"
Web Developer	22% (above national avg.)	$77,990	U.S. News Ranked #4 "Best Technology Jobs." #9 "The Best 100 Jobs"
Public Relations Specialist	23% (above national avg.)	$52,090	U.S. News ranked #1 "Best Creative Jobs," #51 "Best Jobs." CNN Money ranked #44 "Best Jobs in America." Omaha is one of the hubs of public relations in the United States.

[1]Average growth across all occupations is about 14%
Note: All growth and salary statistics were taken from Occupational Outlook Handbook, except Social Media Manager (CNN Money) and Web Developer (U.S. News Careers)
Source: This table is adapted from a handout provided by Jason Elznic of Northeast Community College, Norfolk, NE.

Regarding advertising, the bureau stated that students going into advertising sales can anticipate a 13 percent growth rate from 2010 to 2020. That number is about the average rate for all occupations. Fewer positions will be available in newspapers, but those losses will be offset by increases in online and television advertising.

The employment outlook for those interested in journalism varies a great deal. The overall prediction for media reporters and correspondents is for employment to drop eight percent between 2010 and 2020. However, the bureau believes demand for broadcast news analysts is expected to increase 10 percent. This is due to demand from news agencies for reporters to analyze news rather than just commentating or reporting it. According to John Morris, a radio and television instructor at the University of Southern Indiana, careers in most facets of media are increasing.

"I am seeing more broadcast jobs than in the past few years…in some cases, many more jobs," he said. "The same can be said for PR. As for journalism, on the TV side there are openings.

Regarding the newspaper industry, Morris concluded, “As we all know, newspaper journalism is going through many changes, but there are jobs in small markets.”

As with public relations and broadcast news, the bureau’s outlook for job growth in the radio industry regarding announcers is increasing—for now. Projected growth currently is at 7 percent, although that is a slower rate than other media professions as well as the national average. The main culprit for this slow growth is the use of voicetracking and prerecording segments.

Through voicetracking, an announcer can provide an on-air presence without actually being in the radio station. In some cases, voicetracking is done at a studio hundreds of miles away. Thus, the use of such technology eliminates the need for disc jockeys at a station 24 hours a day and, therefore, eliminates employment opportunities.

However, the bureau noted that the influence of local radio stations may contradict this data. With the advent of satellite and national radio networks, local radio stations may include more locally-based on-air talent to provide community news and information.

Essentially, the radio industry is at a crossroads. On one path, advances in voicetracking and technology have almost eliminated the need for locally-based talent. Radio stations can preserve revenue by not paying someone to sit in a studio for an entire day. Another path suggests that the more local radio stations emphasize localized, community-based information, the more appeal and influence those stations will have with an audience as a source of news and community events. The future of the radio industry and the radio profession will depend on which path ownership and management steer their stations toward.

While the rate of growth for various mass communication specializations will vary, none of them are likely to disappear any time soon. Students need to actively prepare for the employment search. Students can bolster their chances of obtaining a job in the mass communication field by creating a marketable, well-rounded body of work to present during the interview.

In a 2012 *Poynter* article, Matt Thompson cited 10 key factors that can help or hinder a student’s chances of working in the media industry. One factor is that students should not take job descriptions at face value. They must have a keen eye for key words and phrases that may give insight to additional details about a job opening or employer.

Regarding social media, Thompson said students should be aware that some employers may do searches for their work or to gauge background information and social media behavior about the applicant during the hiring process.

In conclusion, although supply and demand determines the availability of employment opportunities in all aspects of the media industry, it is up to the students themselves—through well-rounded, professional experience—to create the opportunity for employment in the media field.

Kyle Miller

Kyle Miller is finishing his M.A. in Communication Studies at the University of South Dakota. He will begin PhD school at the University of Iowa School of Journalism and Mass Communication in August 2013 as a graduate teaching assistant. At USD, he is a graduate assistant with the Department of Contemporary Media and Journalism and serves as the advisor of KAOR-FM, the USD campus radio station. He also works as an in-studio technician with KLGA Radio in Algona, Iowa.

Charles Lubbers

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College Media Review
Journal of the College Media Association

Combatting stress on the job...

Advisers deploy different strategies to try to maintain a healthy balance in their lives

By Susan Smith
South Dakota State University

Most jobs come with some level of stress, and advising a student media group is no exception. Advisers cope with that stress in a number of ways, from finding a good work/life balance to making sure students are trained to deal with day-to-day crises themselves.

Stress can bring on headaches, cause teeth grinding and mouth sores and contribute to a number of physical ailments including heart disease, according to Web MD.

Physical, emotional and environmental changes all contribute to stress. These stressors, when unmanaged, can begin to cause health problems or make already unhealthy conditions, like high cholesterol, worse, according to Web MD. Stress is

linked to an increased risk of heart disease, but doctors aren't sure how stress contributes to the illness.

Chuck Baldwin, a newspaper adviser and faculty member at the University of South Dakota in Vermillion, said most of the stress of his job comes from the classes he teaches, not newspaper advising.

"I know there are advisers out there who have problems with the administration, who maybe have problems recruiting staff, who have uncontrollable or uncooperative staff," he said. "If my situation were different or if it were to change, I'd probably have some stress. I just haven't experienced those things yet."

Baldwin characterizes his advising stress as low. He said if his primary job were advising he might feel more stress. He has things to take care of as an adviser, but those things, like revising the newspaper's by-laws, looking at alternative rack locations and doing website upgrades. This semester he's teaching three classes, including a writing-intensive ethics and media law course with 30 students. The prospect of that seems more stressful.

"I'm going to be grading papers from now until doomsday," he said.

Baldwin characterizes himself as fairly laid back, but he says his program is structured in such a way that students do the majority of newsroom management. If that weren't the case, his job would perhaps be more stressful. During the Associated Collegiate Press/College Media Advisers fall conference, Baldwin got word that staff members of the *Volante*, the University of South Dakota newspaper, discovered a staff reporter couldn't verify the sources for several of his stories. His staff went about doing everything they should, going back through the paper's archives to determine the scope of the problem and making the situation known to the newspaper's readers.

"That wasn't really stress; that was disappointment," he said.

Along with teaching and advising Baldwin tries to meet weekly with all 15 of the *Volante's* senior staff members. He attends portions of the general staff meeting to

give a critique and make needed announcements. He credits his lack of stress to the quality of students at USD. Those he has the most issue with are apathetic and lazy.

“I don’t have very many that just ignore me,” he said. “There are some students, but frankly they don’t rise very high in the hierarchy in the paper. I have students in class who aren’t in any student media. They aren’t so stressful as they are frustrating.”

Newspaper reporter made the 2014 Forbes Magazine list of most stressful jobs. The article’s author, Susan Adams, cited the industry pressures of not only writing stories but posting on multimedia platforms amid an atmosphere of competition and ever-shrinking job opportunities. Adams suggested that reporters may stay in jobs they’re unhappy with because they believe better options are hard to find or don’t exist.

She also suggested that those in high-pressure jobs pick them regardless of stress and may in fact have a stress gene that causes them to gravitate towards such a profession.

A 2009 study of burnout and job satisfaction among high school newspaper advisers by Scott T Reinardy, Adam Maksl and Vincent Filak determined that high school newspaper advisersburn out at a lower rate than other teachers. As stated in a Winter 2009 article in *Journalism and Mass Communication Educator*, high school newspaper advisers are not without stress. Often they are the only staff members at their school who deal with media and “conflicts between student publications and administrators are not uncommon.” The article states that calls for assistance from the Student Press Law Center increased from 548 in 1998 to 2,200 in 2004.

Newspaper advisers were less likely to burn out because of the personal satisfaction they gained from their jobs, according to Reinardy, Maksl and Filak. The educators surveyed for the study indicated average levels of emotional exhaustion, but balanced that with a high level of personal accomplishment. Reinardy, Maksl and Filak state that those teachers “enjoy working closely with their students, and feel a great deal of personal achievement in their work.”

Baldwin echoed those sentiments.

“We’re all going to come across problems, whether with the administration or students,” he said. “Learn to embrace and appreciate the kids because that’s what it’s all about.”

Kyle Miller completed a master’s degree in communications students from the University of South Dakota in 2013. He is completing a doctorate and teaching as a graduate assistant at the University of Iowa School of Journalism and Mass Communication. He advised the USD radio station, KAOR-FM, from 2011-2013.

Miller said his experience as a radio station adviser cemented his decision to make a career from media advising. He felt a medium level of stress as an adviser. Making the transition from student to adviser was stressful, he said, because some of his advisees knew him as an undergraduate. Not all of them respected his new position.

“As an adviser, I was in a position to really help guide my students in the running of the station and thought that since they knew and were friends with me in my undergraduate/non-adviser roles, it would be a seamless transition,” Miller said. “But the ‘we know all’ attitude that may have worked when I was at their level translated into minimal respect for me as an adviser, and it was difficult for me to see that.”

The problem lessened at semester time when most of the problem students moved on.

Miller said the biggest help for him in managing the stress of advising was time management.

“Knowing when to dedicate time to grading and classwork is crucial,” Miller said.

Knowing when to have fun is also important, he said. Going to sporting events, traveling and spending time with family and friends help Miller regain his equilibrium.

“While I’m usually working on-campus every day (including weekends) with research, grading, and even at USD with thesis work, knowing when to just set aside time where you don’t work on any of that is needed so you don’t burn out,” he said.

A Feb. 23 article in The Guardian analyzed mindfulness-based stress reduction, which the National Health Service in Great Britain has prescribed to treat depression since 2004. Research on the method indicated the program was helpful in teaching long-term methods to combat stress and depression. The mindfulness process was developed by Jon Kabat-Zinn, a professor emeritus and founding director of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School.

The method attempts to focus the patient’s thoughts by identifying what is happening around him or her while meditating. *The Guardian* article related a meditation session where participants were asked to focus on a particular area of the body and as their thoughts began to wander to their to-do list, or reliving past mistakes, they were asked to let those thoughts pass by them without judgment and return to focusing on their breathing or a particular part of their body in order to return to the present.

Heidi Evers, a licensed counselor in Brookings, S.D., uses mindfulness to help her clients deal with various mental health issues.

“Mindfulness is about being fully aware of whatever is happening at this time, without filters or judgment,” Evers said. “By allowing oneself to be more fully aware of themselves, their surroundings and their part in their lives, it helps them to make choices that will lead to their goals, whether it be to be a better parent, lose weight, communicate better, focus at work or any other situation they may want to improve in.”

Mindfulness is mainly self-taught, can be inexpensive and is designed to assist in a deeper relaxation.

There are eight attitudes learned in the course of mindfulness: beginner’s mind, non-judgment, acknowledgement, non-striving, equanimity, letting be, self-

reliance and self-compassion.

“Reflection on these qualities encourages a positive, healthy self-esteem and approach to life,” Evers said.

She sees a number of symptoms and behaviors in her patients when they experience high stress levels. She said it could be a parent who is stressed at work and goes home to take that stress out on a child or their spouse or partner. High stress can cause issues with appetite, leading the individual to rely on comfort foods or to experience a decrease in appetite. Stress can cause sleep difficulties. A lack of sleep causes mood shifts, which add to the stress of work or a relationship, or the inability to concentrate on classes. Often people suffering from high stress engage in “a lot of negative self-talk” Evers said.

Kelly Morr is the publications coordinator at the University of California at Berkeley. She advises 71 publications; 40 to 50 of those publish at least once a year, while some publish more frequently and include magazines, yearbooks, smaller newspapers, literary journals, online publications and academic journals.

Her job was new when she joined her department in August 2012. She had been a freelance writer joining academia when she began running a tutoring and writing program.

Morr said while change automatically causes stress, she didn’t know the volume of publications she advises was unusual. In her previous position she oversaw a student staff of 25. She now oversees 10 student staff members on a regular basis who provide support to the other publications along with the staffs of the student publications. She tries to meet with them on a fairly regular basis.

Morr’s position was created when several others were combined, leaving her department in a state of flux. Morr noticed the stress this caused her colleagues.

“One of the biggest things I’ve noticed is how it affects relationships,” she said. “You’re not as good at communicating as you otherwise are.”

Morr said she combats the stress and long hours of advising by creating a rich life for herself outside her work. She has written one novel and has another in the works. She uses competitive figure skating as a physical outlet.

“I find if I take weeks off if I’m injured, I do feel more stress if I don’t get some sort of physical outlet,” she said. “Just to be able to go and do something with your body that works with me.”

Mayoclinic.com recommends the following ways to eliminate stress:

1. Get active. Nearly any form of physical activity can help relieve stress. Endorphins and other natural chemicals increase when you exercise. It helps divert the mind from whatever is causing stress and sparks a more relaxed state.
2. Laughter. Laughing causes your stress response to heat up and cool down, according to the Mayo Clinic site. It also “lightens your mental load.”
3. Connect with others. When people are stressed their first instinct might be to isolate themselves. But reaching out to others creates a distraction from the stress, provides supports and helps buffet life’s ups and downs.
4. Assert yourself. Learn to say no or delegate. Saying yes to a new responsibility can take time away from a personal life, ultimately causing more stress than just saying no in the first place.
5. Try yoga. Yoga brings together physical and mental disciplines to achieve peacefulness of body and mind, helping you relax and manage stress and anxiety, the site says.
6. Get enough sleep. While this may seem easier said than done, getting enough sleep causes your body to recharge. The quality and quantity of a person’s sleep affects their mood, concentration, energy level and overall functioning.
7. Keep a journal. Recording thoughts and feelings can help can release pent-up emotions, according to the site.
8. Listen to music or be creative. Music distracts from stress and causes muscles to relax. It also reduces stress hormones. The same effects are gained from pursuing any hobby.
9. Seek Counseling. If typical methods of stress relief don’t work the Mayo Clinic site advocates seeing a professional. The time to seek this type of help is when

stress begins to take over and makes it difficult or impossible to complete daily tasks.

CMA/ACP conventions and other journalism gatherings are useful in combating stress, long-time adviser Nils Rosdahl said.

Miller and Baldwin also cited support from those organizations as playing a strong role in their development as advisers.

Baldwin attended a new adviser training his first year and heard some horror stories of what can happen in student media. He said thankfully he has had few of those problems in his own advising.

“That didn’t appear here,” he said. “Part of it has to do with the good kids we have here in South Dakota.”

His biggest issue transitioning was the relatively slow speed at which things move in an academic bureaucracy.

The College Media Association doesn’t offer specific resources for advisers dealing with stress aside from its popular listserv, CMA President Rachele Kanigel said.

“And clearly, many advisers turn to our listserv to let off steam, seek advice and find comfort when they face stressful situations,” she said.

Rosdahl taught and advised journalism for 25 years at North Idaho College, retiring in 2010. His most stressful year was the first one. The college president fired him because he wouldn’t censor the newspaper. Eventually that president was ousted and the new leader hired him again. That same year he and his wife had a baby and adopted a two-year-old with physical challenges. Overall he said the most stressful part of his job was when students failed to follow through on their duties. The stress he felt influenced his efforts to recruit, and he developed a philosophy of caring, sharing and being there for students.

“It meant sharing my knowledge and experience, sometimes my lunch, caring that they learned and did a good job, and being there when they needed me and as they produced the paper. I loved the job and the kids.”

Rosdahl also worked to develop an active life outside of work even though he admits to feeling guilty about not spending what he thought was enough time with his own family, particularly during production weekends. He advised young advisers to find releases like writing and editing , exercise, hobbies and activities to combat stress.

He creates things with old wooden/metal printers’ type, walks a lot, plays tennis and pickleball, and gathers and build brick walls and walkways with thousands of flat and brick-like rocks he collects from mountains and rivers.

“It’s physical, creative and useful, a great release,” he said.

Susan Smith

Susan Smith is the media adviser at South Dakota State University in Brookings, S.D. She advises The *Collegian* newspaper, the KSDJ radio station and the *Jackrabbit* yearbook. She also teaches news editing in the SDSU Department of Journalism and Mass Communication. Smith is a three-degree graduate of SDSU, where she earned master and bachelor’s degrees in Journalism and Mass Communication as well as a bachelor’s degree in political science.