

THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC. • SUMMER/FALL 2005 • VOL. 43, NOS. 1-2

Dealing with students in distress



When a new boss came over from mass comm a couple of years ago to our student affairs-connected program, he said his goal for our program was "excellence." We spent the rest of his two-year interim term trying to figure out what, exactly, "excellence" meant for college media and how we would assess our progress. Other bosses are asking the same questions, especially as more colleges and universities push assessment.

I looked for CAS standards (the full name is Council for the Advancement of Standards in Higher Education), which are used by many student affairs departments to provide assessment criteria. CAS standards haven't been established for college media, however. I moved on to look for informal criteria. I found some that are almost universally accepted as a measure of quality, but their validity is questionable. Contest awards, for example, engender legitimacy and respect for our media but valid assessments they are not. 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. Student placements with major media is another common gauge of success. That definition of success, however, is biased toward major media and against smaller media, which often give new grads meatier job assignments and broader-based experience.

Eventually, my quest turned up some good ideas about paths to excellence, and a newly developed set of assessment criteria.

#### Paths to excellence

I interviewed several advisers generally considered "successful." Here are some of their ideas:

- Provide a learning and financial atmosphere that minimizes barriers to creative
  achievement. Have a clear mission: Train them, give them resources, then turn them loose.

  —David Adams, Indiana University
- Excellence is different things to different people. Our criteria for excellence are derived from the 19-year-old on his way to class who wants information that relates to him not only clear and on his level but also interesting enough and in an appealing package so that he will want to pick up the Shorthorn again the next day. —Chris Whitley, University of Texas-Arlington
- Build an environment where each staff wants to do better than the last one. And a caution:
   Inferring excellence from good reader relations is a slippery slope. Many people in academia don't understand that a newspaper must make people uncomfortable sometimes.

   —Ron Johnson, Kansas State University
- Establish an expectation of excellence. Recruit the best team. Operate like professionals. Cultivate alumni.—Bob Adams, Western Kentucky University

#### Assessment

The set of assessment criteria was developed a few months ago by Merv Hendricks at Indiana State University. Asked by his vice president of student affairs to do a self-assessment using CAS standards, but knowing there were none, he borrowed the CAS standards for residential life and modified them to fit college media and his department's particular situation at ISU. CAS, it should be noted, assesses programs, rather than learning outcomes. This approach has advantages for college media, which operates under restraints that academic programs do not have. The Indiana State document notes that while professional advisers can give strong leadership and coaching, student managers must – because of legal and ethical constraints on advisers' involvement -- be left free to go their own direction. Merv was careful to establish that protection of student prerogatives as a standard of excellence for his program. The 31-page document is a wealth of ideas on what constitutes excellence in college media. Merv is willing to share his work with other schools; you can contact him at *mhendricks2@isugw.indstate.edu*.

This is my last issue as editor of College Media Review. Thank you to all the gracious and learned members of College Media Advisers who have made these years an enjoyable and educational experience.



#### College Media Review

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#### 2. EDITOR'S CORNER

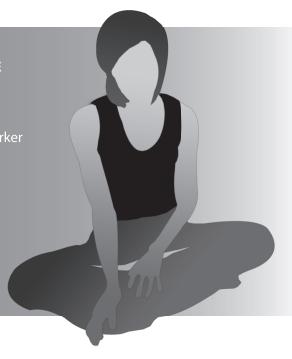
How to set a path to excellence that really pays off. Pat Parish

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Lillian Lodge Kopenhaver and Ronald E. Spielberger



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Dealing with students in distress and crisis



A mental health professional gives tips on what to look for and what to do.

BY VIOLET ROBERT



When students begin to exhibit signs of distress or crisis, advisers will often be the first to take note. Advisers see students in settings that approximate real life more than their professors do. Also, an adviser is often the person that students turn to, because the adviser is a trusted person with whom students feel safe. It is important, therefore, for advisers to know what to look for and how to respond in a meaningful way.

#### **DISTRESS, OR CRISIS?**

Students may be in distress, or they may be in crisis. Because the response is different, it is useful for advisers to be able to distinguish between the two.

Distress is any response to an uncomfortable or out-of-the-ordinary circumstance in which an individual feels anxiety or pressure. The individual suffers discomfort in such a fashion as to feel the need to quell the angst or fretfulness, and he or she will then begin to exhibit behaviors that will garner the attention of those around them. These behaviors can be out of the ordinary or an exaggeration of some familiar behaviors and may not seem to warrant anyone's attention initially. Intervening at this level provides the student and those around him/her with reassurance that there is someone who can and is willing to help.

A student in crisis will respond to distress in a more dramatic or even dangerous manner. When in crisis, the discomfort level is beyond what can be borne and the reactions will be equally extreme, in an effort to put an end to the discomfort, or even suffering. These behaviors will demand a more immediate response from those around the student. Sometimes a crisis evolves from distress gone unnoticed

or disregarded by others; other times, a crisis arises very quickly and dramatically without any forewarning. Intervening at this level is imperative and again reassures the student that someone is there to help, and especially that they are not alone.

#### SIGNS OF DISTRESS

These students will exhibit mild disturbances of behaviors:

- Changes in academic performance
- Lowered grades
- Skipping classes
- · Depressed, lethargic moods
- Hyperactivity, restlessness, diminished concentration, rapid, hurried speech
- Changes in hygiene, dress, eating habits
- Alcohol or drug intoxication

These are the students that may not come to your attention immediately. Listening closely to students' conversations while in their offices, you will notice the more subtle signs: complaining of increased burdens of class work, or not going to classes; students speaking to each other about concern for a particular colleague. Discerning between a student's ordinary carp-

Violet Robert, senior clinical social worker in Mental Health Services at the Louisiana State University Student Health Center, has 18 years' experience as a therapist, mainly with adolescents. Her master's in social work is from Smith College.



### Knowing your students is your first step

A good way to start is to invite them into a private place and speak directly to them, in a calm, concerned manner about the changes you have observed.

ing about the demands of school and the signs of distress can be a difficult task. Look for changes in behaviors: a student who ordinarily goes to class but isn't; the usually well-groomed student who now seems to be wearing unwashed clothes, or who displays signs of increasingly poor hygiene. The changes are what it is most important to notice.

Knowing your students is your first step in being able to help them. A good way to start is to invite them into a private place and speak directly to them, in a calm, concerned manner about the changes you have observed. Listen attentively, and repeat to them what you've heard them say, so that you are clear about what you heard, and so they know you are truly listening. Asking, "What would feel like help?" will open a dialogue and give you some idea of what they think they need. Often the

student will deny having any problems. In this case, repeat kindly the changes in behavior you have noticed. If they still deny what you see, it is best to end the conversation but let them know you are available to talk if they would like to at some future point. Be sure you know what campus resources are, when their needs go beyond what your department can provide.

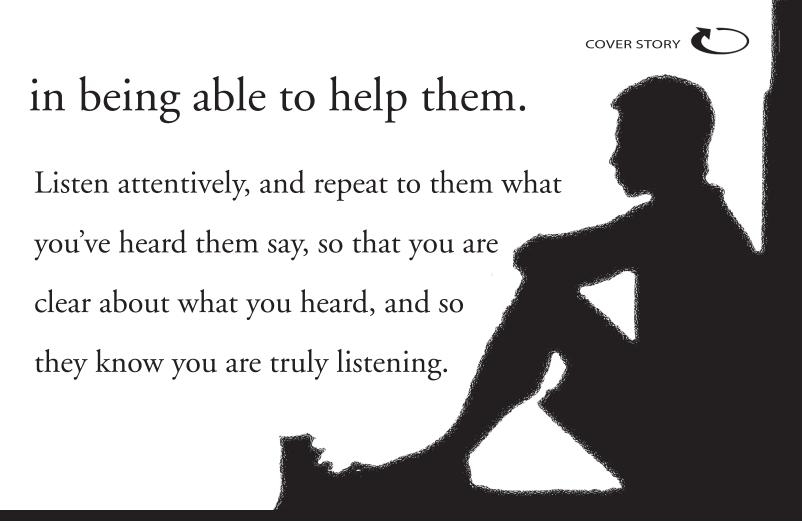
#### SIGNS OF CRISIS

These students will display more extreme behaviors, or have milder signs that last for an extended period of time:

- Suicidal statements or gestures/ attempts
- Homicidal threats, written or verbal, attempted homicide
- Assaultive or threatening behaviors (including stalking)

- Inability to communicate: garbled, slurred speech, disjointed thoughts
- Appears to be responding to inner prompts: hearing things others don't
- Loss of contact with reality not oriented to time, place, etc.
- Highly disruptive behaviors new behaviors, beyond annoying
- Alcohol or drug intoxication on a regular basis (abuse,) or exhibiting altered states because of substance use
- Repeated falling asleep at desk
- Repeated requests for special consideration
- Unusual or exaggerated response to events

Changes in behavior of a student in crisis are more dramatic and dangerous, often both to themselves and to



others. These are the students who need immediate professional attention. Again, drawing a coherent student into a conversation in a quiet, private place and interacting in the manner described above, will work in most of these circumstances. However, if a student is exhibiting behaviors that are dangerous to themselves or others, outside help in the form of campus police is probably necessary. It is important to keep calm and to remove other students in a quiet and non-threatening fashion until help arrives.

Should the student decide to leave, do not try to prevent it, as this may cause further agitation. Do your best to ascertain where the student intends to go; if that is not possible, remember what they were wearing and in the direction they were heading, so that you can give the police a complete description. Knowing your limitations is best in these circumstances. It is also

important for you to know your resources on your campus, or in smaller settings, what is available in the community, such as the local police or emergency medical services, to assist these students.

#### **KNOW YOUR RESOURCES**

Each college and university has specialty departments that are better equipped to deal with students in distress or crisis. These are the departments and individuals who are trained to help you and your students deal with these situations. Locate them at your school and get to know at least one person in each department that you can call upon to help when a student is in distress or crisis. Having the name of a person that you can depend upon can make all the difference for the student and for you as a helper.

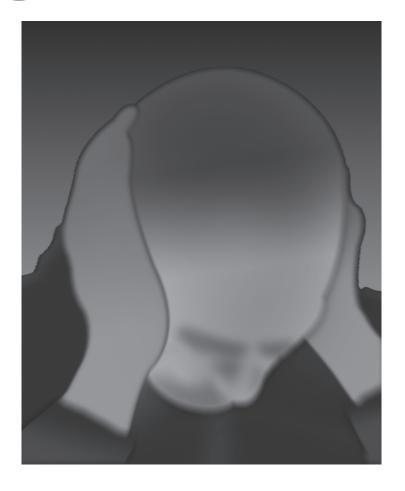
Below is a list of common departments that are noted for having the

ability to deal with distress and crisis. In smaller schools, these departments are sub-sections of larger administrative areas. It is important to know how your school has delegated these responsibilities.

- · Student health center
- Mental health center
- Disability services
- Drug and alcohol information or treatment resources on campus
- Academic counselors
- · Residential life administrators
- · Campus police

They are the best resources for you, but you are the best resource for your students. Keeping the communications open, letting students know you are concerned, and that if you can't help, you know who will, goes a long way in preventing distressing situations from becoming crises.





Changes in behavior are the most noticeable sign of increased anxiety; the amount of change can indicate the amount of stress.

# Anyone, given enough stress, can begin to exhibit signs of distress or crisis

Students are entering college with more sophistication and broader knowledge bases, but that doesn't necessarily mean they are better equipped to handle the slings and arrows of life in the world of university experiences. In fact, many of these students have been sheltered by well-meaning parents who have made many of the life decisions for their child in the vain attempt to protect them from the pain of the world, or having to deal with the consequences of a bad decision.

On the other hand, many students come to us from homes in which both parents have careers that take them away from home, and these kids are left to fend for themselves, with little or no guidance from a parent. This doesn't mean these parents aren't well-meaning; it simply means that despite their best intentions of providing a life-style (be it in the upper regions of economic status, or the parent who works just to keep life and limb together,) their children are left to make

decisions for their lives without the skills that a suitably attentive parent could provide.

What we as educators and advisers and counselors are left with then is the student who is forced to deal with life as it comes at them when they're away from home, perhaps for the first time in their lives. These are the students who experience distress and crisis more acutely than others. These are the students who come to our attention because of changes in behaviors that we notice, or that their fellow students notice and about whom much concern is generated.

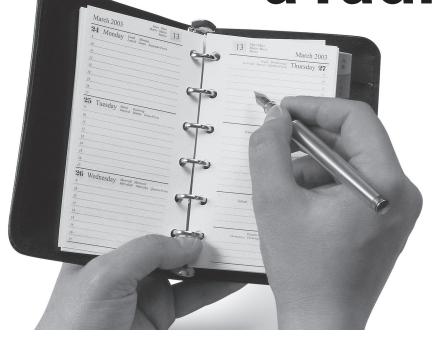
However, it is also important to remember that though these students may come to our attention more often than students who are better equipped emotionally, anyone, given enough stress, can begin to exhibit signs of distress or crisis. Everyone has a point at which they feel overwhelmed.

**VIOLET ROBERT** 



#### A DAY IN THE LIFE OF . .





Dave Black is the adviser for WSUM-FM student-programmed radio at the University of Wisconsin where he is also a Ph.D. student.

He has worked in commercial radio news and sports, taught college courses and co-founded a student radio station.

My philosophy about advising student-programmed radio at a university is this: Radio is a 'now' medium; its content and its structure are consistently being co-created. The idea that I (or any adviser) will go out, become an expert and bring back all the answers to feed the students (as a hen would feed her chicks) is ludicrous and can only result in failure. Working with the students on developing the ethics and integrity necessary to interpret and operationalize the FCC and university regulations on a daily basis leads to success.

#### Thursday, September 15, 2005, 6:00-10 a.m.

Get out of bed, do stretches and other exercises for my soon-to-be 50 year old body and 100 year old back; get ready for work (including some light reading), pack breakfast and lunch, head out the door with coffee cup. I will graze throughout the day because it is unlikely I will get much time outside the office. Cup, hat and shirt all have station call letters and/or logo on them.

#### 10 a.m.

Arrive in office, activate Outlook program, briefly check e-mail, change voice mail, make some notes, head out the door for three-hour meeting on campus diversity.

#### 10:30 a.m. – 1:30 p.m.

Attend kickoff of nine-month Leadership Institute program (this is my fourth year as part of institute) that bring faculty and staff together to deal with issues relating to diversity on our campus and in our community.

#### 1:30 p.m.

Greet WSUM development director, briefly discuss some fundraising projects. Walk down the hallway to discuss two ongoing projects with the media technician relating to our signal strength and IT problems we have been having. Also discuss plans for new building on campus, in which we will be housed.

#### 2:30 p.m.

Start putting together the training schedule for Fall semester. Applicants to our program must submit a statement of interest, take a tour of the station and give us their evening availability schedule for Sunday, Monday, Tuesday and Thursday so that we may schedule their small group training sessions. Tonight is the kickoff meeting (absent applicants will be expelled until next semester). Sunday begins the small group sections (groups of 6 or less), who receive intensive hands-on instruction in the technical aspects and



# The station manager and I discuss alternative approaches that encourage better participation without alienating the people involved.

indoctrination as to our expectations of them. The whole process culminates in early November with the submission of an aircheck tape, show proposal and possible show times. Trainees who complete the process receive a certificate suitable for framing, placemat use or display on their refrigerator.

This semester we have about 80 qualified trainees, which makes scheduling difficult

#### 4 p.m.

Meet with station manager (elected by his peers to serve for one calendar year) to discuss some personnel issues. Some student managers are letting other priorities (besides their academic studies) interfere with their commitment to the station. Because we pay them to be here, we expect them to put a lot of time and effort into their jobs. The station manager and I discuss alternative approaches that encourage better participation without alienating the people involved.

#### 4:45 p.m.

Forty students from a radio class come by for a tour. It is a tight fit with that many people in a small space, but we did manage to finish the tour and seemed to generate some interest for future participation. This is the first time that the instructor has brought her students over for a tour (we have been on the air four years), so we are making progress. The station is open to any student (and some community members) interested in participating; we don't hold specific slots open for communications majors.

#### 5:45 p.m.

Prep for meeting. Check to ensure that program director has everything that he needs from me. I have the ultimate responsibility for training but it is important to

all of us that the new trainees relate to the senior staff here; that establishes continuity and reinforces the idea that we are student-run radio. At some point, we realize that the media technician has taken the laptop home with him, so we scramble for an alternative way to project our training PowerPoint program in the assigned classroom. Other prep materials are still being put together as we approach deadline.

#### 6:45 p.m.

Head on over to Humanities building, make light conversation with trainees as they come in, hoping to ease the discomfort and apprehension. Over 100 people show up, hoping to get in to training. We make an early announcement that people who have not created the prerequisites will not get in this semester but that we want them back next semester.

Remaining trainees introduce themselves one by one, including their favorite genre of music, hometown and other fun stuff. Basics are presented by the program director, each student manager gets a chance to introduce themselves to the group and describe what they do, small group assignments are announced, inevitable changes are made, then we go back to the station. Eighty-four trainees (24 more than our usual Fall max) will begin small group training on Sunday.

#### 8:45 p.m.

De-brief informally with some managers, use pencil-edits from meeting to adjust the master training list on the network and talk about who specifically will be training each small group.

#### 10 p.m.

Head home and get ready for the next day.



#### The state of college media advising today

#### Part One: College student media advisers' roles evolve, move forward

Lillian Lodge Kopenhaver Ronald E. Spielberger

Editor's Note: This is a twopart examination of the state of college media advising. The first part discusses the role of the adviser, salary/compensation packages and job characteristics. The second part profiles student media operations, including frequency, characteristics and finances.

In the world of college and university student media today, change is a constant. Technology is rapidly evolving, enabling the emergence of new delivery systems and media formats. The challenges and opportunities facing student media have never been so great.

Yet the one constant guiding force in these operations has been the role of the adviser, whether this individual is called a director, adviser, coordinator, general manager, publisher or other similar title.

For the last two decades, College Media Advisers has regularly surveyed its membership to provide longitudinal data on the role, responsibilities, working conditions, compensation packages and status of advisers to college and university student media in the U.S. In addition, information is solicited about the media operations they advise. This is the sixth survey in that series; the first was in 1984, followed by replications in 1987, 1991, 1995, 2001 and now in 2005.

Media advising as a career path and profession has evolved. The increase in active members of College Media Advisers from 544 in 2001 when this survey was last completed to 804 in 2004-05 provides evidence of that growth.

Advisers today are remaining in their positions longer, with nearly one-third advising for 15 or more years.

Changes have also occurred in the status of the adviser since 2001. Advisers today are remaining in their positions longer, and there is an increase in the number of individuals with 20 or more years' longevity as advisers.

An increasing number of advisers are defining the student media operations with which they work as independent, particularly at four-year colleges and universities. More advisers report that their media operations are responsible to media/publications boards, and fewer advisers are responsible or assigned to student affairs areas.

However, college media advising still has a long path to maturity as a profession. Fewer individuals are in positions which lead to tenure. An increasing number of advisers are assigned to areas outside journalism/communications, such as English. Fewer advisers are writing their own job descriptions but, instead, are having them written for them, increasingly by those in student affairs areas.

In fact, more than 40 percent of advisers report that they do not have written job description, diluting the status of their role and permitting ambiguity and uncertainty in the day-to-day operations of student media. On the positive side, however, this percentage is a decrease from the 45 percent of advisers who re-

ported that they did not have job descriptions in 2001, so some slow progress has been made.

The fact that there has been an increase in pay scales and compensation packages for advisers in 2005, which is part of a pattern of steady growth over the years, does provide evi-

dence of professionalization for the job of the adviser.

The reality of the role and status of college and university student media advisers continues to reflect a state of evolution in 2005. There have been both gains and losses from 2001, but recognition of areas of concern can assist in establishing a greater degree of professional recognition and more stability for advisers in the future.

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#### Me

#### Methodology

In October 2004, surveys were mailed to the 804 active members of College Media Advisers at that time. A total of 312 were returned, for a response rate of 38.8 percent. Respondents represented 45 states, with Texas having the largest percentage of returns (7.9 percent), followed by Illinois (7.2 percent), Pennsylvania (6.5 percent), California (5.7 percent) and Michigan (5 percent); 35 advisers did not identify their states.

The 68 questions on the survey were designed to elicit information on a broad range of topics, including the role and responsibilities of the adviser, as well as education, tenure, salary and other compensation, reporting responsibility, titles and rank. The first 31 questions related to advising and the subsequent 37 to media advised. Nine questions were added to the survey in 2005; they related to changes in media operations due to the growth of technology and new media, including questions on online editions of newspapers, CD-ROM yearbooks and web magazines.

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

Frequencies were run on all questions, and cross tabulations executed on selected questions to ascertain trends and specific demographic profiles.

#### **Profile of Respondents**

Nearly half the respondents (46.5 percent) advise newspapers only. The next largest group (13.1 percent) advise all media. That is followed by 8.7 percent who advise newspaper and yearbook; 7.7 percent, newspaper, yearbook and magazine; 7.4 percent, radio; 3.8 percent, newspaper and magazine; 3.5 percent, yearbook; 3.2 percent, radio and TV; 1.9 percent, magazine; 1.9 percent, TV; and 1 percent, newspaper and radio. Smaller percentages of other areas of responsibility are listed as well; the broad range of combinations of media advised illustrates just how diverse advising models and student media operations are across the country.

Of those who advise newspapers, nearly three fourths (72.8 percent) advise all areas; 7.6 percent supervise business /advertising and production, 7.2 percent,

editorial and production, 6.4 percent, editorial only, and 5.6 percent, business/advertising.

Nearly all advisers (86.9 percent) have had some professional media experience, similar to 2001. Twenty-three percent of respondents report between four and eight years. However, nearly half (42.6 percent) have nine or more years experience, and 19 percent report 18 or more years working in the media before becoming advisers; 10.8 percent have 23 or more years professional experience.

Nearly one-third (32 percent) of advisers have been in their positions four or fewer years, down slightly from 33.5 percent in 2001. Of those, 8.8 percent are in their first year of advising, a slight decrease from 9.2 percent in 2001. However, more advisers are remaining in their positions longer, with nearly one-third (32 percent) advising for 15 or more years, an increase from 25.7 percent in 2001. Of those, 18.6 percent have advised for 20 or more years, an increase from 12.7 percent in 2001.

As far as their current jobs are concerned, more advisers (27.5 percent) have been in their positions for two to four years than any other length of time; that was true in 2001 as well. The number of advisers with 15 or more years in their current position has increased from 17 percent in 2001 to 23 percent in 2005; 12.9 percent are in their current jobs 20 or more years.

Nearly half the respondents (47.1 percent) work at four-year public colleges and universities; slightly more than one-third (35.4 percent) are at four-year private schools, followed by 16.9 percent at two-year public colleges. Only one individual (0.3 percent) from a two-year private institution responded.

As far as enrollments are concerned, nearly half the advisers (46.2 percent) represent institutions with 7,500 or fewer students; another 19.7 percent work at colleges and universities with 7,501 to 15,000 students, 11.8 percent at those with 15,001 to 20,000, 6.4 percent at those with 20,001 to 25,000, and 15.9 percent are at schools with enrollments of more than 25,000.

#### The Adviser's Position

More advisers (32.2 percent) hold the title of publications/media adviser than

any other, a decrease from 40.3 percent in 2001. The next most common designation is publications/media director (19.8 percent), an increase from 16.2 percent in 2001; 16.9 percent are general managers, an increase from 12.7 percent in 2001, and 5.1 percent are editorial advisers.

Others with smaller percentages include assistant director of student activities/affairs/life (4.6 percent), associate/ assistant director of student media/publications (3.3 percent), ad manager/ director (1.7 percent), publisher (1.3 percent), and production/operations coordinator (1.2 percent). Other titles reported by one or two individuals include such diversity as follows: business manager, station manager, assistant general manager, photography adviser, production manager/ adviser, journalism program coordinator, associate dean of student services, assistant director of alumni affairs, director of college communications, assistant director of student center, radio operations manager and coordinator of broadcast journalism.

More than half (56.8 percent) the advisers have master's degrees, a slight increase from 55.5 percent in 2001; 20.6 percent hold the doctorate, a decrease from 24.4 percent in 2001.

Only 38.6 percent of advisers have both faculty rank and staff title, comparable to 2001 figures. Of those with faculty status, more are instructors (24.6 percent) than any other rank, a slight decrease from 26.8 percent in 2001. Assistant professors follow with 24.1 percent, down slightly from 25.4 in 2001, followed by associate professors with 22.1 percent, comparable to 2001, and professors, with 16.1 percent, an increase from 13.8 percent in 2001. Lecturers stand at 7.5 percent, and four individuals are adjuncts.

When rank is broken down by type of institution, there are more assistant professors at four-year public colleges (23.8 percent) and four-year private institutions (28.2 percent) than other ranks. Instructors follow at four-year public colleges with 20 percent, then associate professors with 18.8 percent. At four-year private institutions, 25.4 percent are associate professors and another 25.4 percent instructors; 14.1 percent are professors. Instructors predominate at two-year public schools (32.6 percent), followed by professors with 21.7 percent and associate professors with 23.9 percent. The one

adviser reporting from the two-year private college is a professor.

#### **Tenure**

Tenure once again is problematic for college media advisers; nearly half (49.3 percent) the respondents indicate that their advising position does not lead to

tenure, an increase from 45.9 percent in 2001 and 44.4 percent in 1995. This trend is not positive for the advising profession, especially in light of the fact that of those positions that do lead to tenure, only half the advisers are tenured. This is, however, a slight increase from the 47.6 percent in 2001 who reported having tenure.

More than half (61.8 percent) the advisers at four-year public colleges and universities are in positions that do not lead to tenure; this is a large increase from 53.8 percent in 2001. At four-year private schools, 45.8 percent are in positions not leading to tenure, an increase from 34.4 percent in 2001. Two-year public institutions have the smallest percentage in this category (24.5 percent). The one two-year private school adviser is tenured.

Of those advisers in positions that lead to tenure, 77.5 percent of respondents at two-year public institutions are tenured, the highest of any type of college, and a sharp increase from 60 percent in 2001. Nearly one-half (47.3 percent) the advisers at four-year public colleges are in positions that lead to tenure, a slight increase from 43.4 percent in 2001. At four-year private schools, 34.5 percent of those are tenured, a decrease from 39.7 percent in 2001. At the two-year private college, the adviser is tenured.

More assistant/associate media advisers are in positions not leading to tenure than any other job title (87.5 percent each). They are followed closely by publications/media directors (73.8 percent), editorial advisers (66.7 percent), general managers (65.8 percent), publications/media advisers (44.3 percent), the four advertising managers/directors, one of the two station managers and business managers, and one of the three publishers

Nearly three fourths (70.6 percent) of publications/media advisers who are in positions leading to tenure are tenured,

## Nearly half the respondents indicate their advising position does not lead to tenure.

as are 30.8 percent of general managers, 27.3 percent of publications/media directors and 25 percent of the editorial advisers. No station managers or publishers are tenured. The one radio operations manager is tenured.

#### Assignments

Nearly half the advisers (46.3 percent) are on 12-month contracts; only 24.5 percent have nine-month contracts. Another 15.1 percent are on 10-month contracts, and 8.4 percent state they have no contract. Nearly all (92.8 percent) are on the semester system. Most have a normal nine-month teaching load of 12 semester hours (34.9 percent); 15 semester hours is the next most common load (21.1 percent), followed by 24 semester hours (9.6 percent), 18 semester hours (8.7 percent), 12 quarter hours (4.1 percent), and 16 and 20 quarter hours (3.2 percent each). All percentages are within several points of 2001 figures.

Nearly two-thirds of advisers (59.6 percent) are regular faculty and are assigned to a department; the majority (62 percent) are found in journalism/communications, while 16 percent are English faculty. Humanities accounts for 4.8 percent, and speech 2.1 percent; 5.9 percent are not assigned to any department. All figures are comparable to 2001.

Of those who do not have faculty rank but do teach, nearly two-thirds (61 percent), a sharp decrease from 87 percent in 2001, instruct journalism/communications classes, while 13.6 percent teach English, a substantial increase from 4.3 percent in 2001. Other areas include psychology (8.5 percent), communications, graphic design and humanities.

Of those advisers who are regular faculty, nearly three fourths (72.2 percent) at four-year public colleges (66 percent in 2001), and close to two-thirds (64.2 percent) at four-year private schools

are assigned to journalism/communications units; 9.7 percent at the former and 13.4 percent at the latter report to English. The two-year private school adviser is in speech. Nearly half (43.5 percent) of those at two-year public colleges also are assigned to journalism/communications and nearly one third (30.4 per-

cent) teach English. These totals are comparable to 2001 figures.

More than one-third (34.3 percent) are advisers with no direct classroom assignment, an increase from 28.9 percent in 2001. This model is more common at four-year public colleges, where nearly half (49.3 percent) the advisers do not teach; 26.7 percent of advisers at four-year private schools and 9.6 percent of those at two-year public institutions also fall into this category, all comparable to 2001 percentages.

Slightly more than a third of the advisers (36.1 percent) spend 25 percent or less of their work assignment in advising, a decrease from 44.1 percent in 2001; 23.1 percent spend half their time advising, and 10.2 percent spend 75 percent. Slightly less than one third (30.6 percent) are full-time advisers, a decrease from 35.5 percent in 2001.

At four-year public colleges, nearly half (45 percent) said they advise full-time, an increase from 36 percent in 2001 and 38 percent in 1995; only 23.1 percent of those at four-year private institutions, an increase from 19.7 percent in 2001, and 6.3 percent of advisers at two-year public schools, also an increase from 3.8 percent in 2001, are full-time advisers. The adviser at a two-year private college is not full time.

Slightly less than half (49.1 percent) the advisers at four-year private colleges and universities spend 25 percent or less of their work assignment advising; so do 48 percent of those at two-year public schools, the two-year private institution adviser and 21.5 percent of those at four-year public colleges.

Nearly one-fourth (23.3 percent) of advisers report spending more than 40 hours a week doing student media work, while 20.3 percent spend only one to 10 hours; the former is an increase from 18.9





percent in 2001 and the latter is a decrease from 24.3 percent. Another 22.6 percent spend 11 to 20 hours a week advising; 17.7 percent spend 21 to 30 hours and 16.1 percent spend 31 to 40 hours advising.

With regard to responsi-

bility for their advising role, more than one-fourth (26 percent) of respondents report to a department chair, a slight decrease from 27.3 percent in 2001. Those reporting to a student affairs dean/vice president increased to 19.4 percent from 14.7 in 2001, while the percentage of advisers report-

ing to an academic affairs dean/vice pres-

ident (14.1 percent) was a slight decrease from 16.6 percent in 2001.

Respondents reporting to a student activities/student life director decreased to 12.8 percent from 15.4 percent in 2001, while those reporting to a student media/ publications board or chair remained the same at 13.2 percent. The percentage of advisers reporting to a publications/media director or general manager increased to 7.6 percent from 4 percent in 2001.

Other areas to which advisers are responsible were include public relations dean/vice president, 1.3 percent; president, 2 percent; student government, 0.3 percent. One adviser is responsible to the provost, two to an information technology vice president, two to a publisher and two to a board of directors.

With regard to full-time media advisers, nearly half (43.6 percent) report to student affairs personnel; 18.4 percent report to a student activities/student life director, while one-fourth (25.2 percent) report to a student affairs dean/vice president. The former is a sharp decrease from 31.4 percent in 2001 and the latter a slight decrease from 26.4 percent in 2001.

Nearly one-fourth of full-time advisers (21.4 percent) are responsible to a publications/media board or its chair, an increase from 15.7 percent in 2001. Responsibility to a department chair decreased to 5.8 percent from 9.1 percent in 2001. Other areas of reporting include publications/media director or general manager (15.6 percent), double that of 2001, academic dean or vice president (4.9 percent), public relations dean/vice president (1.9 percent), and the president

#### For advisers who are not full-time, the issue of additional compensation or release time is an area in need of attention.

(1 percent).

At four-year public colleges more advisers are directly responsible to a department chair than any other area (22.4 percent), a slight decrease from 26.9 percent in 2001. Publications/media boards or chairs supervise 14 percent of advisers, a decrease from 17. 9 percent in 2001; student activities/student life directors, 12.6 percent, a decrease from 16.4 percent; and student affairs deans/vice presidents, 19.6 percent, an increase from 16.4 percent. Publications/media directors or general managers supervise 14 percent of advisers. At four-year private institutions, department chairs also supervise most advisers (27.1 percent); other areas include student affairs deans/vice presidents (22.4 percent), academic deans/vice presidents (15.9 percent), publications/media boards (15.9 percent), and student activities/student life directors (10.3 percent).

Most advisers at two-year public schools report to a department chair (32.7 percent), followed by the academic dean/vice president (23.1 percent); 19.2 percent are responsible to the student activities/student life director, and 11.5 to a student affairs dean/vice president. The two-year private college adviser reports to a student affairs dean/vice president.

Most student media operations are assigned to either student affairs (39.3 percent), an increase from 37.8 percent in 2001, or to communications/journalism (35.6 percent), down slightly from 37.8 percent in 2001.

Advisers listing their media operations as independent account for 12.5 percent, up from 9.3 in 2001. Other areas of assignment include student government (3.3 percent), a slight decrease from 5 percent in 2001, public relations (1.7 percent), academic affairs/provost (1.6 percent), and English (1 percent). Two or fewer operations report to the president, arts/humanities/liberal arts, radio, TV and film, media board, advancement, and

the board of regents.

Student media are assigned to departments of communications/journalism more frequently than any other unit at four-year private colleges (45.8 percent), an increase from 42.6 percent in 2001, and at twoyear public colleges (43.5 percent), a slight decrease

from 46.3 percent in 2001. At four-year public colleges, more media operations are responsible to student affairs (47.2 percent), with communications/journalism second (27.6 percent).

Independent media comprise 14.6 percent of operations at four-year public colleges, 14.3 percent of those at fouryear private schools and 3.8 percent of those at two-year public institutions. The two media reporting to the president's office are at four-year public colleges, as is the one reporting to development; of the five assigned to pubic relations, three are at four-year private colleges (see Table 1).

More than half (56.3 percent) the student media with full-time advisers are assigned to student affairs, a decrease from 66.4 percent in 2001; 22.3 percent list their operations as independent, an increase from 14.3 percent in 2001, while communications/journalism is listed by only 7.8 percent of respondents, comparable to 2001. Public relations is responsible for 2.9 percent of operations with full-time advisers, and student government for 1.9 percent. One reports to the provost and one to the board of regents.

With regard to the issue of who is publisher of the student media operation, respondents most frequently listed the publications/media board (22 percent); other areas included the newspaper editor (17.2 percent), the president (9.3 percent), the adviser (7.5 percent), the college/university (4.5 percent), editorial/ management board (5.3 percent), student affairs dean/vice president/director (5.6 percent), journalism/communications (5.6 percent), and student government (1.5 percent). Independence was listed by 17.5 percent of respondents. One listed a general manager and one a corporate board of directors.

At four-year public colleges, the publications/media board is most frequently listed as publisher (29.5 percent), while



#### Areas of Assignment for Student Media (in %) 4-year public 4-year private 2-year public 2-year private Comm/journ 27.6 45.8 43.5 0 Student affairs 47.2 30.5 34.6 100 Independent 14.6 14.3 3.8 0 0 0 0 President 1.4 **Public relations** .7 2.9 1.9 0 Development / advancement .7 0 0 0 Student government 2.8 1.9 7.7 0 **Academic aff/provost** 3.5 0 0 0 5.7 Arts/humanities/liberal arts 1.4 0 0 Media board 0 1.0 0 0 .7 0 **Board of regents** 0 0 **English** 1.0 1.8 1.9 0

TABLE 1

the newspaper editor is mentioned most frequently at two-year public schools (26.7 percent). At four-year private colleges, the president is most frequently listed as publisher (19.4 percent). All of these are comparable to 2001 percentages (see Table 2).

More than three-fourths of advisers (81.9 percent) supervise full-time, three-fourths-time or half-time employees, an increase from 79.1 percent in 2001; 34.7 percent supervise 1 to 2, 17.4 percent, 3 to 5, 15.1 percent, 6 to 11, 14.7 percent, 12 or more, and 8.5 percent, 21 or more.

#### Job Descriptions

A written job description is the most important document that any adviser to student media can have. It is critical to have in writing a statement of the rights and responsibilities of the adviser, including, but not limited to, an assertion that the adviser is a guide, a teacher, a mentor, and not a censor or an editor, and that the adviser upholds the students' right to make the final decisions on content. In 2005, nearly two-thirds (59.8 percent) of advisers have writ-

Publications/media directors have the highest percentage of job descriptions (87.8 percent), followed by general managers (76.9 percent), publishers (66.7 percent), publications/media advisers (59.5 percent), editorial advisers (54.5 percent), and business manag-

ten job descriptions, an in-

crease from 54.8 percent in

2001.

ers (50 percent). Of those with titles for which six or fewer individuals responded, all the assistant/associate directors of student publications and assistant directors of student activities/affairs/life have job descriptions, as do all four advertising managers and two assistant general mangers, one of the two station managers, both operations coordinators/managers and the radio operations manager.

With regard to areas advised, most (85 percent) of those advising all media have written job descriptions, followed by 83.3 percent of TV station advisers, 65.2 percent of those advising radio, 61.5 percent of those advising both newspapers and yearbooks, 60 percent of those working with newspapers, yearbooks and magazines, 60 percent of those advising radio and TV, 54.6 percent of newspaper advisers, 45.5 percent of newspaper and magazine advisers, 36.4 percent of yearbook advisers, and 16.7 of magazine advisers.

Almost 90 percent of the full-time advisers have written job descriptions, an increase from 86 percent in 2001.

More than 40 percent of advisers report they do not have written job descriptions, permitting ambiguity in media operations.

Most advisers (86.4 percent) reporting to publications directors/general managers have written job descriptions, as do 67.8 percent of those reporting to student affairs deans/vice presidents, 76.3 percent of those responsible to student activities directors, 75 percent of those responsible to public relations deans/vice presidents, 60.5 percent of those responsible to publications/media boards, 55.8 percent of those reporting to academic deans/vice presidents, 39 percent of those reporting to department chairs and 33.3 percent of those reporting to presidents. None of those responsible to student government do

Nearly three fourths (72.9 percent) of advisers at four-year public colleges have written job descriptions, an increase from 64.9 percent in 2001. At two-year public schools, 53.8 percent have descriptions, an increase from 48.9 percent in 2001; the two-year private institution adviser does not have a written description. At four-year private colleges advisers having written job descriptions increased to

46.7 percent from 44.1 percent in 2001.

In most instances, advisers themselves are responsible for writing their own job descriptions (24.2 percent), a decrease from 28.8 percent in 2001. This is followed by student affairs deans/vice presidents (17.8 percent), an increase from 1.4 percent in 2001; publications/media boards or chairs (16.7 percent), a decrease from 19.8 percent; department chairs (16



percent), a decrease from 18.4 percent; academic deans/vice presidents (11.5 percent), an increase from 10.3 percent; presidents (2.2 percent); student activities/student life directors (2.2 percent); public relations deans (1.1 percent); and student governments (.7 percent).

At four-year public colleges and universities, most job descriptions are written by advisers themselves (23.4 percent), a slight decrease from 27.3 percent in 2001. They are followed by student affairs with 18.8 percent, department chairs with 17.2 percent, and publications/media boards follow with 15.6 percent, a decrease from 22.7 in 2001.

Nearly one-fourth (23.2 percent) of advisers at four-year private institutions write their own job descriptions, a decrease from 26.2 percent in 2001; publications/media boards rank next with 21 percent, an increase from 17.8 percent in 2001, followed by student affairs with 20 percent.

At two-year public colleges, 28.9 percent of advisers write their own job descriptions, a decrease from 37 percent in 2001; 17.8 percent are written by academic affairs deans/vice presidents, a contrast to 21.9 percent in 2001, and 22.2 percent are completed by department chairs. At the two-year private institution, student affairs writes the job description. In all cases, student affairs has had an increased role in writing job descriptions, and there has been a decrease in advisers writing their own.

With regard to publications/media ad-

#### Nearly two-thirds of respondents are regular faculty; the majority are in journalism/communications.

visers, the largest group of respondents, one third (33.8 percent), write their own job descriptions, an increase from 27.4 percent in 2001. In one fourth (24.6 percent) of the cases, descriptions are written by the student affairs dean/vice president, and in 12.3 percent by the academic dean/ vice president. Only 3.1 percent of publications/media boards write descriptions for these individuals, a sharp decrease from 17.9 percent, as do 9.2 percent of department chairs. The role of student affairs in writing job descriptions for media advisers has increased significantly, while academic affairs areas have decreased.

More than one fourth (26.3 percent) of publications/media directors write their own job descriptions, a substantial decrease from 38.8 percent in 2001. Student affairs, however, authors more of these descriptions (36.8 percent), an increase from 32.7 percent in 2001; 15.8 percent are completed by publications/media boards/board chairs, a decrease from 20.4 percent in 2001, while 15.8 percent are written by department chairs. Again, this shows an increase in student affairs involvement.

All of the job descriptions of station managers are written by department chairs. In the case of general managers,

one fourth (25.6 percent) write their own job descriptions, a decrease from 32.3 percent in 2001, and one third are completed by publications/media boards, an increase from one fourth in 2001. More than one fourth (29.3 percent) of editorial advisers have job descriptions written by publica-

tions/media boards, and 18.2 percent are completed by publishers.

The fact that only one fourth of advisers write their own job descriptions, a decrease from 2001, illustrates that these individuals do not have a major part in determining their role with regard to the student media they advise. College Media Advisers has a Code of Ethical Standards for Advisers and a Code of Professional Standards for Advisers, both of which speak to the job of adviser as a professional journalist, a professional educator and a professional manager, and define the best practices of an adviser. These documents can be used as a guide to writing or revising one's job description to assure that the adviser is doing just what the word denotes - advising. In professionalizing this role, advisers need to take the initiative to craft these documents themselves rather than having others do it for them. The fact that student affairs staff increasingly have responsibility for writing/rewriting descriptions indicates involvement in student media by individuals whose training is not in journalism.

#### Compensation

Who is Publisher? (in %)							
Area	4-year public	4-year private	2-year public	2-year private			
Pub/media board	29.5	17.2	11.1	0			
Independent	22.5	15.1	8.9	0			
Journ/comm	6.2	4.3	6.7	0			
Newspaper editor	14.7	16.1	26.7	0			
Student affairs dean/VP/director	3.1	7.5	6.7	100			
Editorial/managing board	5.4	2.2	8.9	0			
College/university	1.6	6.5	8.9	0			
President	3.1	19.4	6.7	0			
Adviser	7.8	4.3	13.3	0			
Student government	1.6	2.2	0	0			
Board of trustees/regents	2.3	3.2	0	0			
Corporate board	.8	0	0	0			
General manager	.8	0	0	0			

Compensation for Full-Time Advisers (in %)								
Salary Range	4-year public	4-year private	2-year public	2-year private				
\$10,001-15,000	3.4	2.3	8.0	0				
\$15,001-\$20,000	1.1	0	3.1	0				
\$20,001-\$25,000	0	0	0	0				
\$25,001-\$30,000	4.5	11.4	13.6	0				
\$30,001-\$35,000	6.8	13.6	33.3	0				
\$35,001-\$40,000	15.9	18.2	6.7	0				
\$40,001-\$45,000	12.5	6.8	5.0	0				
\$45,001-\$50,000	9.1	13.6	6.7	0				
\$50,001-\$55,000	9.1	13.6	26.7	0				

4.5

6.8

9.1

TABLE 3

0

0

There is a myriad of different compensation packages for advisers. Of those respondents who are not full-time advisers, more than half (50.9 percent) receive a reduced teaching load as compensation for advising, a decrease from 56.8 percent in 2001. However, more than one fourth (26.3 percent) receive no released time or additional compensation for advising, an increase from 22.4 percent in 2001.

\$55,001-\$60,000 \$60,001-\$65,000

\$65,001 or more

Other models of compensation include those who carry a regular load and are paid extra for advising (14.9 percent), an increase from 10.2 percent in 2001, and those who have a reduced teaching load and are paid extra (6.9 percent), a decrease from 9.4 percent in 2001.

Nearly half of all advisers (45.2 percent) are not paid directly for their advising responsibilities, but their duties are part of their teaching assignment; this percentage is a decrease from 49.1 percent in 2001. That is also true of three fourths (73.6 percent) of individuals who are not full-time advisers. At four-year private colleges, 77.3 percent follow this model, up slightly from 76.9 percent in 2001; at four-year public schools, 80.6 percent fall into this category, an increase from 73.6 percent in 2001. At two-year public institutions, the percentage decreased to 56.6 percent from 62.3 percent in 2001.

Broken down by student media operations, 82.4 percent of radio advisers are not paid directly for advising, the highest percentage; they are followed by advisers to newspapers and yearbooks (81.8 percent), television (80 percent), all media (73.9 percent), newspapers (70.8 percent), yearbooks (66.7 percent) and

magazines (50 percent).

10.2

9.1

18.2

Of the 26.4 percent who receive partial remuneration for advising, nearly two-thirds (64.6 percent) are paid \$5,000 or less, comparable to 2001, while 22.9 percent receive \$5,001 to \$10,000 and 12.5 percent are paid more than \$10,000, the latter a decrease from 20 percent in 2001. Six individuals are paid less than \$1,000.

By media operations, of those receiving partial remuneration, 75 percent of newspaper advisers receive \$5,000 or less, as do one third of those who advise all media, half of those advising radio and television, and all yearbook advisers and all magazine advisers. All those advising radio receive \$10,001 or more, as do 3.6 percent of advisers to newspapers, two thirds of those advising newspaper, yearbook and magazine, and half of those advising all media.

At four-year public colleges, nearly three fourths (71.4 percent) of the advisers receiving partial compensation are paid \$5,000 or less, up significantly from 48.3 percent in 2001; at four-year private schools, the percentage is lower, 52.9 percent, a decrease from 71.4 percent in 2001. At two-year public institutions the percentage decreased to 60 percent from 78.6 percent in 2001. No two-year private college adviser received partial pay for advising.

Salaries for full-time advisers (46.8 percent of respondents) cover a broad range. Slightly more than one-fifth (21.1 percent) are paid \$35,000 or less; that is progress over 2001 when 27.1 percent earned that amount. Nearly two thirds (63.3 percent) are compensated at a level

of more than \$40,000, an increase over half in 2001, while 43.5 percent make more than \$50,000, a sharp gain over 29.6 percent in 2001. In fact, 23.8 percent earn more than \$60,000, and 15 percent more than \$65,000.

0

13.3

13.3

By media advised, more than three-fourths (79.1 percent) of those working with newspapers receive more than \$35,000; more than half (54.3 percent) receive more than \$45,000, and 26.2 percent are paid more than \$60,000. Of those working with newspapers and yearbooks, 60 percent are paid more than \$40,000; one third receive more than \$50,000, and 13.3 percent more than \$65,000. Of those advising all media, more than half (57.5 percent) earn more than \$40,000; 30 percent earn more than \$50,000, and 18.2 percent more than \$60,000. All radio station advisers earn more than \$45,000.

Advisers at four-year colleges and universities made healthy salary gains since 2001. In 2005, a majority (84.2 percent) full-time advisers at four-year public universities earn more than \$35,000, an increase from 79 percent in 2001. Four-year private colleges report a sizeable increase as well, with nearly three fourths (72.7 percent) being paid more than \$35,000, an increase over 56.3 percent in 2001.

At two-year public colleges, two thirds are paid more than \$35,000, a decrease from 74 percent in 2001. There were no full-time advisers reported at two-year private schools.

More than half (55.8 percent) the fulltime advisers in four-year public colleges earn more than \$45,000, an increase from 39 percent in 2001, while 27.3 percent



are paid more than \$60,000, and 18.2 percent, more than \$65,000. At four-year private institutions, figures are slightly lower; 47.9 percent receive more than \$45,000, an increase from 31.3 percent in 2001, while 15.9 percent are paid more than \$60,000, and 9.1 percent more than \$65,000.

At two-year public colleges,

60 percent earn more than \$45,000, an increase from 45 percent in 2001, while 26.6 percent receive more than \$60,000, and 13.3 percent more than \$65,000 (see Table 3).

Most (85.2 percent) of the full-time advisers with the title of publications/ media director earn more than \$35,000, while 54.5 percent exceed \$50,000, and 30.3 percent make more than \$65,000. All significantly exceed 2001 levels when only 29.1 percent made more than \$50,000 and 22.6 percent made more than \$60,000.

Of those with the title of publications/ media adviser, more than three fourths earn more than \$35,000; 20 percent earn in excess of \$50,000, and 8 percent are paid more than \$60,000.

Of the general managers responding, three fourths earn more than \$50,000; 41.7 percent earn more than \$60,000, and 25 percent are paid more than \$65,000. All are significantly higher than 2001.

All advertising directors/managers make between \$35,000 and \$50,000. Of the editorial advisers, nearly two-thirds are paid more than \$45,000, and one individual earns more than \$60,000.

More than one-third (36.4 percent) of advisers who receive compensation for their role in working with student media have no formal provision for how frequently they are granted salary increases; this is a slight decrease from 38 percent in 2001. This situation is true for station managers (100 percent), business managers (100 percent), publications/media advisers (32 percent), general managers (25.9 percent) and publications/media directors (25.4 percent).

Only one-third of advisers have annual salary reviews, up from one fourth in 2001; 20.1 percent receive automatic annual increases, down from 26.9 percent in 2001, while 36.4 percent report no formal provisions are made.

Student affairs deans/vice presidents

#### Of full-time advisers, nearly half earn more than \$50,000, and 15 percent earn more than \$65,000.

or directors most frequently determine advisers' raises (34 percent), a decrease from 38.6 percent in 2001. Academic affairs deans/vice presidents or department chairs grant raises in one-fourth (25.7 percent) of the cases, down from 38.6 percent in 2001. Publications/media boards or their chairs perform this function in 9.4 percent, a decrease from 22.4 percent in 2001. Contracts determine increases for 5.2 percent of advisers; 6.3 percent receive raises from the president, and 1 percent from student government. Four individuals responded that raises were based on legislative action and five said they get raises from human resources.

#### Conclusions

More than two decades of data on the status of advisers to college and university student media across the country illustrate that change has been a constant influence on the careers of these individuals. That change has been most evident in the evolution of student media themselves

Twenty years ago, the role of computers in the production process for student media was only an idea to come. The boundaries of coverage and the full exercise of First Amendment rights were only beginning to be fully explored. Independent newspapers, or those striving for autonomy from the college or university, were few, and advisers frequently lacked journalistic or professional experience or backgrounds.

As college media advising has grown as a career path - and as advisers and organizations such as College Media Advisers have worked toward professionalizing this career path - the role of the adviser has been strengthened and more clearly defined. Requisite for a profession are equitable compensation packages and work conditions, status within the academic community, adequate background and training in all aspects of the job, a clear

line of reporting and responsibility, and the ability to carry out a job that functions within a framework of the First Amendment and constitutional and ethical constraints and freedoms.

Recognition for this professionalism has come through adequate compensation packages for full-time advisers. In

fact, according to the Bureau of Labor Statistics, average salaries for post-secondary communication faculty increased 5.4 percent from 2001, while in the same time period, salaries of full-time advisers increased approximately 18 percent. However, for all of those individuals who receive no extra compensation equitable with their extra duties, there has been little progress.

Professionalism also requires each adviser to have a written job description guaranteeing his/her rights and ensuring students' freedom of expression through the role of the adviser as teacher and mentor, and not censor. Yet 40 percent of advisers in 2005 do not have written job descriptions, and more than 75 percent have those job descriptions written by others for them. Even though more advisers have job descriptions in 2005 (60 percent) than in 2001 (55 percent), more in 2001 wrote those documents themselves.

Nearly half the advisers are not in positions leading to tenure, and only half of those who are in tenure-earning positions are tenured. There has been very slight progress on this front, with 50.7 percent in 2005 in positions leading to tenure, up from 47.6 percent in 2001, but equal to 50 percent in 1995. So over the past decade progress has been slow.

In 2005 more advisers have formal provisions for how salary increases are handled, and salaries have increased across all positions.

There is greater longevity for advisers in their positions than ever before, and more have advised for 20 or more years than ever before. More advisers have titles of publications/media directors in 2005 (19.8 percent) than in 2001 (6.2 percent).

Change over the past decade has brought some progress on the road to professionalism. However, advisers and their professional organizations still need to work hard to increase the status and stature of advisers in the academic setting and among colleagues in journalism programs. Too many advisers and media operations still report to student affairs areas and have little recognition by journalism/communications. Recognition by the latter could lead to more tenure-earning opportunities and greater stability.

Regular salary reviews and increases are another area in need of attention, as is the issue of receiving additional compensation as well as released time for advising duties for advisers who are not full-time, which is more than half the respondents.

The past two decades have shown steady growth in a number of areas, but advisers still need to work in their own situations and through their professional organizations to ensure greater stability, adequate compensation and supportive relationships for themselves and the media operations they advise.



	Compensa	tion for Fu	ıll-Time A	dvisers b	y Positio	n Title (in	%)	
Salary Range	Pub/media director	Pub/media adviser	Editorial adviser	General manager	Station manager	Ad mgr/ director	Publisher	Business manager
\$10,001-15,000	0	3.8	12.5	0	0	0	0	50
\$15,001-\$20,000	0	0	0	0	0	0	0	0
\$20,001-\$25,000	0	0	0	0	0	0	0	0
\$25,001-\$30,000	6.1	7.7	12.5	0	0	0	0	0
\$30,001-\$35,000	12.1	15.4	0	4.2	0	0	0	0
\$35,001-\$40,000	9.1	26.9	12.5	0	0	50	0	0
\$40,001-\$45,000	6.1	7.7	0	16.7	0	0	0	0
\$45,001-\$50,000	12.1	19.2	12.5	4.2	0	50	0	0
\$50,001-\$55,000	12.1	7.7	37.5	20.8	0	0	33.3	0
\$55,001-\$60,000	12.1	3.8	0	12.5	0	0	0	0
\$60,001-\$65,000	0	7.7	12.5	16.7	100	0	0	0
\$65,001 or more	30.3	0	0	25	0	0	66.7	50

TABLE 4



#### Part Two: Campus media operations show evolution, progress

he news is good for student media operations on the campuses of the nation's colleges and universities. College and university student media are healthy and growing, and evolving to meet the needs of their campus communities in 2005.

Campus newspapers publish more frequently in 2005, and the number of dailies is increasing. More online editions have been added, many with their own editors, and more papers have revenues exceeding the \$500,000 and \$1 million marks. College and university yearbook budgets have generally increased, and books typically are larger.

More campus magazines publish two to three issues a year rather than one annually, and there are more varied types of magazines, including a significant number online.

Campus radio station revenues are up, and programming is being aired more hours a day in 2005. There are more stations with increased watts, and Internet broadcasting has expanded. More campus television stations have higher operating revenues.

The small media operation, however, continues to be the model on the nation's campuses. The typical college and university newspaper is a weekly publication which has a circulation of 1,001 to 5000, carries advertising, has an annual budget of \$50,000 or less, and has an online edition that is updated the day of publication and carries advertising.

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

Campus magazines are split between general interest and literary in nature and typically are published two to three times a year, do not carry ads, run 17 to 32 pages, have an annual budget of \$5,000 or less, are increasingly being put up on the web, and are funded primarily by student activity fees.

Campus radio stations are generally 100 to 3,000 watts of power, broadcast 19 to 24 hours a day, have annual revenues of \$10,000 or less, and are largely funded by general college or university funds or student activity fees.

Television stations are typically cable operations which broadcast 19 to 24 hours a day, have an annual budget of \$5,000 or less, and are primarily funded by general college and university funds.

#### Methodology

This 2005 survey is a replication of similar surveys begun in 1984, then repeated in 1987, 1991, 1995 and 2001, and reported in College Media Review. The last survey was run in the Winter 2002 issue of CMR.

In October 2004, a 68-question survey was sent to the 804 active member advisers of College Media Advisers. A total of 312 surveys were returned, for a response rate of 38.8 percent. The questionnaire was designed to solicit responses on a broad range of topics relating to college media advisers and the student media with which they work. Topics ranged from the role and responsibilities of the adviser to rank, tenure and compensation packages, and reporting lines for these individuals.

In addition, the survey requested demographic, financial and operational information on newspapers, yearbooks, magazines, and radio and television operations on college and university cam-

Student media are healthy and evolving to meet the needs of their campus communities. They have evidenced significant growth since 2001.

puses across the country.

Respondents and media operations represent 45 states. Frequencies were run on all questions and cross-tabulations carried out on select questions to ascertain current and comparative data trends and demographic profiles.

#### **Profile of Respondents**

Nearly half the institutions responding (46.4 percent) have enrollments of 7,500 or fewer students; 19.7 percent have 7,501 to 15,000, and 15.9 percent have more than 25,000 students. Only 10.4 percent have an enrollment of fewer than 1,000.

Nearly half the respondents (46.5 percent) advise newspapers only. The next largest group (13.1 percent) advise all media. That is followed by 8.7 percent who advise newspaper and yearbook; 7.7 percent, newspaper, yearbook and magazine; 7.4 percent, radio; 3.8 percent, newspaper and magazine; 3.5 percent, yearbook; 3.2 percent, radio and TV; 1.9 percent, magazine; 1.9 percent, TV; and 1 percent, newspaper and radio. Smaller percentages of other areas of responsibility are listed as well. The broad range of combinations of media advised illustrates just how diverse student media operations are across the country.

#### **Profile of Newspapers**

Newspapers are publishing more frequently in 2005 than in the 2001 survey. The number of dailies has increased significantly to 19.4 percent from 11 percent in 2001. There are more weeklies (35.1

percent) than any other frequency (41.4 percent in 2001). Slightly more than one-fourth (27.4 percent) come out less frequently (30.9 percent in 2001). Of those publishing several times a week, numbers are comparable to 2001: two times a week, 7.7 percent; three times a week, 4 percent; and four times a week, 5.2 percent.

The data for four-year public colleges show that papers at those schools publish more frequently in 2005: 32.8 percent publish weekly (42.4 percent in 2001), followed by 36.2 percent daily (a sharp increase from 20.9 percent in 2001), and 12.9 percent come out twice a week. Only 3.5 percent publish less frequently than weekly (8.3 percent in 2001).

At four-year private institutions, most figures are comparable to 2001. Half the papers are weekly, followed by 21.4 percent at twice a month and 8.3 percent monthly. Only 7.1 percent are dailies (4.1 percent in 2001).

The data showed all two-year college newspapers publishing weekly or less frequently. Most papers (46.8 percent) at two-year public colleges come out twice a month, followed by more than one-third (36.2 percent) which are monthly and 14.9 percent weekly. The one two-year private school paper in the data publishes twice a month (See Table 1).

Generally, the larger the enrollment of the college or university, the more frequently papers tend to publish. Although dailies are found at all sizes of institutions, 52.1 percent are at colleges with more than 25,000 students (40.5 percent in 2001), and 10.5 percent are at colleges with enrollments of 15,000 or less. Nearly all (85 percent) the weekly newspapers are found at colleges with 15,000 or fewer students, while more than two-thirds (69.2 percent) of those publishing four days a week and 40 percent of those publishing three days a week are at institutions with enrollments exceeding 15,000.

Nearly half the papers (46.5 percent) have a circulation of 1,001 to 5,000 copies, followed by 19.4 percent with 5,001 to 10,000 and 14 percent with 10,001 to 15,000; 9.4 percent report more than 15,000, and 10.5 percent, 1,000 or fewer.

At four-year public colleges and universities, circulation figures are split, with 26 percent reporting 1,001 to 5,000 and 10,001 to 15,000, and 27.6 percent, 5,001 to 10,000. At 9.8 percent of papers, circulation exceeds 20,000. More than half (57 percent) the papers at four-year private institutions have a circulation of 1,001 to 5,000; another 21.8 percent publish fewer than 1,000 copies. At two-year schools, a majority (76.6 percent) of public col-

Ten percent of newspapers in the survey have revenues that exceed \$1 million.

Almost one-fifth of newspapers at four-year public colleges reported revenues at that level.

lege papers have a circulation of 1,001 to 5,000; it is the same at the private two-year institution. In almost all instances, by enrollment, circulation figures reflect the number of students at the college or university.

The size of the newshole reported by respondents varies greatly. Nearly three-fourths (73 percent) indicated their newshole was more than half, and slightly less than half (46.7 percent) responded that it was more than 60 percent. Slightly more than one-fourth (25.8 percent) said it was 66 percent or more. All illustrate higher percentages than in 2001.

At four-year public institutions, most (20.6 percent) listed their newshole as 46 to 50 percent, followed by 19.8 percent with 51 to 55 percent and 15.5 percent with 55 to 60 percent. At four-year private colleges, newsholes are significantly larger, with 36.6 percent at 66 percent or more and 20.7 percent at 61 to 65 percent (see Table 2).

At two-year public schools, newsholes are also larger, with nearly one-third (31.1 percent) stating that they run 66 percent or more; 26.7 percent report a newshole of 61 to 65 percent. The two-year private school has 100 percent devoted to news.

#### **Online Editions**

As professional newspapers rush to add and steadily expand editions online, so does the campus press. More than three-fourths of college papers (80.6 percent) have online editions, an increase from 71.5 percent in 2001. Most (97.5 percent) of the four-year public colleges and nearly three-fourths (70.1 percent) of the four-year private schools fall into this category, as do more than half (56.3 percent) the two-year public schools and the one private institution. All are increases over 2001.

Online editions are most frequently (58.4 percent) updated on the day of publication. Nearly one-third (30.1 percent) update online editions daily. A smaller group, 4.3 percent, update it when news warrants, and 3.8 percent do so weekly.

Nearly two-thirds (63.7 percent) of online editions have a separate editor. This is more prevalent at four-year

public colleges (66.9 percent) than at four-year private schools (63.1 percent) and two-year public institutions (54.8 percent).

Nearly half (49.8 percent) the online editions run advertising. This is more common at four-year public colleges (64.7 percent) than at their private counterparts (34.4 percent) or at two-year public schools (26.7 percent).

Of those that run advertising, nearly two-thirds (61.8 percent) charge extra for the ads. This is found most frequently (75.3 percent) at four-year public institutions than at four-year private colleges (48.3 percent) and at two-year public colleges (25 percent).

More than half (58.9 percent) of those that run advertising in their online editions generate \$2,000 or less from this source; 26.4 percent earn more than \$5,000, 9.5 percent, \$5,001 to \$10,000, and 16.8 percent realize \$10,001 or more from advertising.

Most of the newspaper advisers (78.7 percent) work with the online version as well. Of those without such editions, 60 percent of respondents say there are plans to initiate one.

#### Newspaper Revenue

Nearly half of all campus newspapers (46.5 percent) have annual revenues of \$25,000 or less, a decrease from 49.7 percent in 2001. Nearly one-third (31.1 percent) report revenues of \$10,000 or less, a decrease from 33.4 percent in 2001. More than one-third (37.7 percent) exceed \$100,000, an increase from 31 percent in 2001.

The number of newspapers with annual revenues in excess of \$500,000 has increased to 18 percent from 11.1 percent in 2001; 10.1 percent exceed \$1 million.



Frequency of Newspaper Publication (in %)									
Frequency 4-year Public 4-year Private 2-year Public 2-year Private									
Monthly	.9	8.3	36.2	0					
Twice a month	1.7	21.4	46.8	100					
Weekly	32.8	50.0	14.9	0					
2 days/week	12.9	4.8	0	0					
3 days/week	6.0	3.6	0	0					
4 days/week	8.6	3.6	0	0					
5 or more days/week	36.2	7.1	0	0					
Twice a semester	.9	0	2.1	0					

TABLE 1

Nearly two-thirds (64.8 percent) of four-year public college newspapers report revenues exceeding \$100,000 (69.6 percent in 2001). That percentage at four-year private institutions (18.8 percent) is comparable to 2001. No papers at two-year public colleges report revenues exceeding \$50,000; the two-year private institution paper reported revenues of \$10,001 to \$25,000.

At four-year public institutions, one-third report revenues exceeding \$500,000, a significant increase from 21.3 percent in 2001; 5.4 percent of four-year private colleges report the same levels, a decrease from 7.2 percent in 2001.

Of those 23 newspapers reporting revenues of more than \$1 million, 21 (18.9 percent) are at four-year public schools and two are at four-year private colleges.

A minimal number of newspapers with budgets of \$10,000 or less are at four-year public colleges (6.3 percent), a decline from 11 percent in 2001. More than half the papers (53.3 percent) at four-year private institutions fall into this category, up from 44.8 percent in 2001. Two-thirds of papers at four-year private colleges have budgets of \$25,000 or less, similar to 2001. At their public counterparts, 16.2 percent have budgets of \$25,000 or less (18.1 percent in 2001).

At two-year public colleges, more than half (58.5 percent) have revenues of \$10,000 or less, a decrease from 64.6 percent in 2001. None have budgets over \$50,000.

More than three-fourths (78.3 percent) of the newspapers with \$1 million or more of revenue are at institutions with more than 25,000 students; 13 percent are at colleges having 20,001 to 25,000 students. No college with an enrollment of 7,500 or less has a newspaper budget exceeding \$500,000. All revenues are much higher than 2001.

#### **Newspaper Revenue Sources**

Nearly all (98 percent) the college and university student newspapers have revenue from advertising. The percentage of papers with more than half their revenue from ads increased to 52.7 percent in 2005 from 40.3 percent in 2001.

In fact, 18.6 percent of papers receive more than 90 percent from this source, equal to 2001; 11.5 percent are totally supported through advertising revenue, an increase from 10.5 percent in 2001. Only 16.4 percent of newspapers receive 10 percent or less of their revenues from ads, equal to 2001.

More than three-fourths (77.4 per-

cent) of the papers at four-year public colleges receive more than half their revenue from advertising, an increase from 70.7 percent in 2001. At four-year private institutions, that percentage has grown to 30.6 percent from 29.1 percent in 2001. At two-year public institutions, 23 percent fall into this category, a sharp increase from 7.3 percent in 2001; the two-year private school receives less than 10 percent of revenue from advertising.

Nearly one-third of all newspapers (31.4 percent) are funded more than 80 percent by advertising, equal to 2001. Those numbers include 49.6 percent of papers at four-year public colleges and 18.1 percent at four-year private schools; additionally 19.1 percent of papers at the former and 5.6 percent of those at the latter are totally funded by advertising revenue. One two-year college paper is funded 91 to 99 percent by advertising. All are increases from 2001.

Nearly half (45.3 percent) of all college papers are funded by student activity fees, down from 47.6 percent in 2001. More than one-third of those (39.3 percent) receive more than half their revenue from this source, a decrease from 46.3 percent in 2001; 10.3 percent are funded in excess of 90 percent, and 5.1 percent are funded totally by these fees. In 2001, 25.2

Size of Newspaper Newshole (in %)									
Percentage 4-year Public 4-year Private 2-year Public 2-year Private									
Less than 35	0	0	2.2	0					
35 – 40	6.9	9.8	13.3	0					
41 – 45	7.8	3.7	4.4	0					
46 – 50	20.7	6.1	2.2	0					
51 – 55	19.8	12.2	4.4	0					
56 – 60	15.5	6.1	13.3	0					
61 – 65	19.0	20.7	26.7	0					
66 or more	10.3	36.6	31.1	100					

Sources of Newspaper Revenue (in %)								
Percentage	Advertising	Student activity fees	Student government	General college fund	Subscriptions			
0 – 10	16.4	23.9	34.8	5.6	88.6			
11 – 20	10.6	8.5	4.3	5.6	2.9			
21 – 30	7.5	10.3	4.3	7.0	2.9			
31 – 40	5.8	7.7	0	4.2	0			
41 – 50	7.1	10.3	0	8.6	2.9			
51 – 60	4.4	4.3	8.7	4.2	0			
61 – 70	6.6	5.1	8.7	12.7	2.9			
71 – 80	10.2	12.0	0	18.3	0			
81 – 90	12.8	7.7	21.7	11.3	0			
91 – 99	7.1	5.1	8.7	4.2	0			
100	11.5	5.1	8.7	18.3	0			

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

TABLE 3

percent received more than 80 percent of their revenue from student activity fees; in 2005, that figure has decreased to 17.9 percent.

Nearly two-thirds (61.7 percent) of the papers at four-year private colleges receive more than half their revenue from student activity fees. Two-year public schools are the next highest, with 55.6 percent also receiving more than half their revenue from this source. They are followed by four-year public colleges with only 21.2 percent at this level.

More than one-third (38.9 percent) of two-year public colleges receive more than 80 percent of their budgets from student activity fees, as do 29.4 percent of four-year private institutions, and 6.4 percent of four-year public schools. Those funded totally by student activity fees include 11.1 percent of two-year public schools, 8.8 percent of four-year private colleges and 1.6 percent of four-year public institutions.

Another significant source of revenue for newspapers is general college and university funds; 27.5 percent of papers are funded by this source, a decrease from 32.6 percent in 2001. Of these, more than two-thirds (69 percent) receive more than half their revenue from these funds, comparable to 2001. More than one-third

(33.8 percent) receive more than 80 percent of their revenue from college funding, and 18.3 percent are totally funded in this manner, a decrease from 21.1 percent in 2001.

College and university funding provides more than half the budgets of papers as follows: four-year private institutions, 80 percent; two-year public colleges, 77.8 percent, and four-year public schools, 23.1 percent. All are substantial increases from 2001. Of those funded more than 80 percent in this manner, 42.5 percent are at four-year private colleges, 33.4 percent at two-year public schools, and 2.7 percent at four-year public institutions; 13 papers are totally supported by this funding, one at a four-year public college, eight at four-year private colleges, and four at two-year public schools.

Subscription sales are minimal as a source of revenue; 13.6 percent of papers report this funding, up from 10.8 percent in 2001. Most colleges that sell subscriptions report it as 10 percent or less of revenue, except for one four-year public institution which lists subscriptions as 41 to 50 percent of revenue and another as 61 to 70 percent.

Very few newspapers receive student government funding, only 8.9 percent, up from 6.9 percent in 2001. Of these papers, only 13 report it as more than half their income, one fewer paper than in 2001. Nine papers report student government funding of more than 80 percent, and two, 100 percent; both are at two-year public colleges.

One other source of income listed

Sixteen percent of newspapers receive 10 percent or less of their revenues from advertising.

for three schools was commercial printing; two have 10 percent or less from this source (see Table 3).

#### Profile of Yearbooks

More than half the yearbooks (59 percent) have 300 or fewer pages (65.3 percent in 2001); none has more than 500 pages, compared to 4 percent in 2001. One book at a four-year private college has 100 or fewer pages; at four-year public colleges, 21.7 percent have 401 to 500 pages. The two-year public school book has 101 to 200 pages; there are no two-year private school books. In 2001 2.6 percent reported yearbooks exceeding 600 pages; there were none of that size indicated in 2005 (See Table 4).

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

The typical four-year public college book has 201 to 400 pages (58.7 percent), while the typical four-year private institution yearbook has 101 to 300 pages (63.9 percent).

Nearly two-thirds of college yearbooks (64 percent) have a fall delivery, similar

to 2001. All the two-year public school books deliver in fall. Four books, all at four-year public colleges, deliver in summer.

#### Yearbook Revenue

Nearly half the college year-books (49.3 percent) have annual revenues of \$50,000 or less, a decrease from 60.4 percent in



2001; 28.8 percent have \$25,000 or less and 20.5 percent operate on budgets of \$10,000 or less, the latter a decrease from 26 percent in 2001. More than onefourth (26 percent) have more than \$100,000, an increase from 14.6 percent in 2001.

More than one-fourth of four-year public college yearbooks (28.6 percent) have budgets that range from \$100,001 to \$300,000; 23.3 percent of four-year private school books do as well, a sharp increase from 9.8 percent in 2001. Half the four-year private school books, and 11.9 percent of the four-year public college books have revenues of \$25,000 or less; the former is a decrease from 53.7 percent in 2001 and the latter a sharp decrease from 26.2 percent in 2001. The one two-year public school book has a budget of \$10,000 to \$25,000.

#### Yearbook Revenue Sources

The two most substantial sources of revenue for college yearbooks continue to be student activity fees (49.4 percent) and sales of books (38.4 percent).

Student activity fees as a major source of income have shown a slight decrease to 49.4 percent from 52.4 percent in 2001. More than three-fourths of books (78 percent) that rely on these fees receive more than half their revenue from this source; more than half (53.7 percent) are funded more than 80 percent by activity fees. The latter includes 45.8 percent of four-year public college books and 66.7 percent of those at four-year private schools. Student activity fees are the total revenue for one two-year public school book as well as 20.8 percent of those at four-year public colleges and 20 percent of those at four-year private institutions; both of the latter are increases from 2001.

Three-fourths of the yearbooks at

#### Seventy-five to 80 percent of yearbooks at four-year institutions receive more than half their revenue from student activity fees.

four-year public colleges and 80 percent of those at four-year private schools receive more than half their revenue from student activity fees, all substantial increases from 2001.

Sales of books as a revenue source have decreased from 41 percent in 2001 to 38.4 percent in 2005. Nearly half (45.5 percent) the books that rely on sales as a revenue source receive more than half their budget from this source, down from 51.2 percent in 2001, and three books - one at a four-year public college and two at four-year private institutions - are funded more than 80 percent from sales.

Nearly half (45 percent) the four-year public college yearbooks and 46.2 percent of those at four-year private schools receive more than half their funding from sales; no two-year college book is funded in this manner.

More than half (53.5 percent) the college yearbooks report advertising sales, an increase from 47.6 percent in 2001. Only two books receive more than 50 percent of their revenue from ads, both at four-year public schools; one receives 81 to 90 percent, and the other 71 to 80 percent funding from this source.

General college and university funding for yearbooks has declined slightly to 26.7 percent from 27.6 percent in 2001; of those relying on this type of funding, more than two-thirds (69.6 percent) receive half their revenue from this source and more than half (52.2 percent) receive more than 80 percent of their funding from general college monies. Two-thirds

of the four-year private college books and one-fourth of those at four-year public schools receive more than half their revenue from these funds. Seven books, one at a four-year public school and six at four-year private colleges, are totally funded by the college.

Sales of pages provide revenue for 27.7 percent of the nation's yearbooks, an increase from 12.4 percent in 2001; all receive less than 10 percent of their income from this source.

Portrait sales and photo contracts provide a minimal revenue source; only 7.6 percent of schools list it, and no book receives more than 40 percent of its budget from this source.

Student governments fund three books, all at more than 70 percent.

#### **Profile of Magazines**

Slightly more than one-third (37.1 percent) of the magazines on U.S. college campuses are literary in nature, a decrease from 46.7 percent in 2001. Nearly onethird (32.9 percent) are general interest, the same as in 2001, while 7.1 percent are art/literary, a decrease from 9.3 percent in 2001, or news magazines (7.1 percent), an increase from 4 percent in 2001. Others listed with one each include art, literary/ general interest, regional travel, student life, music, literary/news/general and humor. There is far greater diversity in types published in 2005 than in 2001.

Half the magazines at four-year private colleges are literary, a decrease from 52.9 percent in 2001; slightly more than a third (36.4 percent) at their counterpart public colleges are also literary, down from 46.3 percent in 2001. General interest magazines rank next in number at four-year schools, with 27.3 percent of these publications at public colleges; 29.8 percent of those at private schools

Number of Yearbook Pages (in %)						
Number of pages	4-year Public	4-year Private	2-year Public	2-year Private		
Fewer than 100	0	2.8	0	0		
101 – 200	19.6	36.1	100	0		
201 – 300	32.6	27.8	0	0		
301 – 400	26.1	22.2	0	0		
401 – 500	21.7	11.1	0	0		

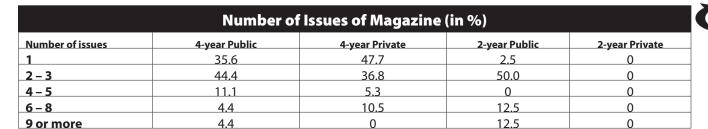


TABLE 5

fall into this category as well. Both are decreases from 34.1 percent and 35.3 percent, respectively, in 2001.

There are five news magazines at fouryear colleges, an increase from three in 2001; three are at public four-year colleges and two at private four-year institutions. Five art/literary magazines are published at four-year public colleges.

At two-year public schools, 14.4 percent of magazines are literary in nature, a sharp decrease from 41.3 percent in 2001. Nearly three-fourths (71.4 percent) are general interest, a significant increase from 23.5 percent in 2001. No two-year private college reports having a magazine.

Frequency of magazine publication has generally increased. Nearly half (42.5 percent) the campus magazines are published two to three times a year, an increase from 31.6 percent in 2001. Those publishing a single annual issue declined to 38.4 percent from 43.4 percent. Magazines coming out four to five times a year have decreased to 8.2 percent from 17.1 percent in 2001; five magazines are issued six to eight times annually, an increase from three in 2001, and two publish nine or more, down one from 2001.

At four-year public colleges, nearly half (44.4 percent) publish two to three issues a year, an increase from 34.1 percent in 2001, and more than one-third (35.6 percent) publish one annually, an increase from 31.7 percent in 2001; 11.1 percent publish four to five, two publish six to eight, and two distribute nine or more.

Nearly half (47.4 percent) the magazines at four-year private schools are issued annually, comparable to 2001. More than one-third (36.8 percent) publish two to three issues, an increase from 35.3 percent in 2001; 5.3 percent pub-

lish four to five, and 10.5 percent, six to eight.

Half the magazines at two-year public institutions are published two to three times a year, an increase from 22.2 percent in 2001. One-fourth publish one annually, a decrease from two-thirds in 2001, while two come out six to eight times a year, and one, nine or more (see Table 5).

The data show magazines having slightly fewer pages, with more (35.3 percent) having 17 to 32 pages than any other number (37.5 percent in 2001). Slightly more than one-fourth (26.5 percent) have 49 or more pages (30.6 percent in 2001), and more than one-fourth (29.4 percent) print 33 to 48, (25 percent in 2001). Only six schools print 16 or fewer pages, an increase of one.

At four-year public colleges, magazines with 49 or more pages are more frequent (36.6 percent) than other sizes; 31.7 percent are 17 to 32 pages and 24.4 percent, 33 to 48. At their private counterparts, magazines with 33 to 48 pages are more common (42.1 percent), with 36.8 percent publishing 17 to 32 pages. At two-year public schools, more than half run 17 to 32 pages (57.1 percent).

More than one-third (37.1 percent) of colleges and universities publish web magazines. They are more common at four-year public institutions (46.5 percent), followed by two-year public col-

Student activity fees are the largest source of revenue for magazines.

leges, 42.9 percent, and four-year private schools, 15.8 percent.

Of those colleges having web magazines, 52 percent at four-year public schools and 60 percent at private colleges report that they are not online versions of the present publication, but all new creations. All the two-year public college online magazines are versions of the print publication.

#### Magazine Revenue

Magazine revenue has increased on nearly all levels in 2005. More than half the magazines (57.6 percent) report annual budgets of \$5,000 or less, a decrease from 62.5 percent in 2001. Another 18.2 percent have revenues of \$5,001 to \$10,000, and 12.1 percent, \$10,001 to \$20,000. Those in this category include 42.9 percent of two-year public schools, a decrease from 75 percent in 2001, 94.4 percent of four-year private colleges, an increase from 82.4 percent in 2001, and 42.5 percent of four-year public institutions, a decrease from 48.7 percent in 2001.

At public four-year colleges 17.5 percent of magazine budgets exceed \$20,000 annually, a sizeable increase from 6.9 percent in 2001; 15 percent have budgets of more than \$30,000, also a sizeable increase from 5.6 percent in 2001. Three report annual revenues of more than

\$50,000, up from two in 2001. One two-year public college magazine has a budget exceeding \$20,000.

#### **Magazine Revenue Sources**

Student activity fees have become a primary funding source for campus magazines. These fees are the largest source of annual budgets for magazines (44.9



Annual Revenue for College and University Media Operations (in %)								
Revenue	Newspapers	Yearbooks		Revenue	Magazines	Radio	Television	
0 - \$10,000	31.1	20.5		0 - \$5,000	57.6	33.3	64.9	
\$10,001 – 25,000	15.4	8.2		\$5,001 – 10,000	18.2	13.3	2.7	
\$25,001 – 50,000	7.5	21.9		\$10,001 – 20,000	12.1	5.0	5.4	
\$50,001 – 100,000	8.3	23.3		\$20,001 – 30,000	3.0	10.0	2.7	
\$100,001 – 300,000	12.7	26.6		\$30,001-50,000	4.5	8.3	5.4	
\$300,001 – 500,000	7.0	0		\$50,001 or more	4.5	30.0	16.2	
\$500,001 - 1,000,000	7.9	0						
\$1,000,001 or more	10.1	0						

TABLE 6

percent), a slight decrease from 51.3 percent in 2001. Of those receiving revenue from this source, almost all (97.1 percent) receive half or more. A large majority (82.9 percent) are funded more than 80 percent from these fees, also a slight decrease from 87 percent in 2001. Of those funded by student activity fees, 25 percent of two-year public college magazines are totally paid for in this manner, as are those at 65.2 percent of four-year public colleges, a significant increase from 29.3 percent in 2001, and 85.7 percent of fouryear private schools, also a significant increase from 29.4 percent in 2001.

More than one-third of college magazines (39.7 percent) carry advertising, an increase from 32.9 percent in 2001; 27.6 percent are totally funded by ads. More (74.1 percent) at four-year public institutions carry ads than at other schools; 11.1 percent of four-year private college magazines and 14.8 percent of those at twoyear public schools run advertising. Only at four-year public colleges do magazines that take ads receive more than half their revenue from this source; 40 percent there are totally funded through advertising.

More than one quarter (28.2 percent) of college magazines receive revenue from general college and university funds, an increase from 25 percent in 2001. Of those, almost all (90.9 percent) receive more than half their budget from these funds, comparable to 89.5 percent in 2001; 81.8 percent receive more than 80 percent from this source, and 13 magazines are totally funded in this manner, nine at four-year private colleges and four at four-year public institutions. Only one magazine receives student government funding.

Sales provide funding for only five magazines, two at two-year public colleges, and three at four-year public schools. Only one magazine exceeds 40 percent revenue from sales; that one is at a twoyear institution and is funded 91 to 99 percent by sales.

#### Profile of Radio

Nearly half the campus radio stations (46 percent) have between 100 and 3,000 watts of power, a decrease from 48.6 percent in 2001; this includes 52.4 percent of four-year private schools, 40 percent of two-year public colleges and 43.2 percent of four-year public institutions. Another 27 percent have between 3,001 and 50,000 watts, an increase from 21.9 percent in 2001. This includes nearly one-third (29.7 percent) of four-year public colleges and 23.8 percent of four-year private schools.

Six stations (9.5 percent) operate on carrier current, down from 18.1 percent in 2001; 20 percent of two-year public schools, 10.5 percent of four-year public colleges and 4.8 percent of four-year private institutions fall into this category. Two schools are on carrier and Internet and five on the Web or Internet, the latter an increase of three. Two stations have 10 watts, and one has eight watts FM and 5,000 watts AM.

Nearly three-fourths (74.6 percent) of the stations are on the air 19 to 24 hours a day, an increase from 64.8 percent in 2001; that includes 84.2 percent of fouryear public stations, 62.5 percent of those at four-year private schools and 60 percent of those at two-year public colleges. Another 11.9 percent broadcast 13 to 18 hours a day, down from 18.9 percent in 2001; they are found at 12.5 percent of four-year private and 10.5 percent of four-year public colleges, and 20 percent of two-year public institutions. Only three stations are on the air 1 to 6 hours and four are on for 7 to 12 hours.

#### Radio Revenue

Radio revenues have increased significantly since 2001. Nearly half (46.7 percent) the campus stations have annual revenues of \$10,000 or less, an increase from \$5,000 or less for the same percentage in 2001. This is true of nearly twothirds (61.2 percent) of four-year private stations, 50 percent of those at two-year public colleges and 39.5 percent of those at four-year public schools.

On the other end of the scale, 30 percent receive more than \$50,000 in annual revenue, a sharp increase from 13.5 percent in 2001; that includes 34.2 percent of stations at four-year public colleges and 27.8 percent of those at four-year private institutions. Nearly two-thirds (61.7 percent) of campus stations receive \$30,000 or less annually, an increase from the same percentage receiving \$20,000 or less in 2001.

#### **Radio Revenue Sources**

Student activity fees are the largest source of revenue for radio stations (52.3 percent), an increase from 40 percent in 2001. More than three-fourths (76.5 percent) of operations that receive money from this source secure more than half their revenue from these fees, the same as 2001. More than half (55.9 percent) are funded more than 80 percent from these fees, a decrease from 64.3 percent in 2001, and nearly one-third (32.4 percent) receive 100 percent of their funding from student activity fees. The latter includes all the two-year public college radio stations, one-third of those at four-year private schools and 29.6 percent of four-year public school stations.

Nearly half (47.7 percent) the campus radio stations receive general college and university funds, the second largest source of their annual revenue; this is equal to 2001. Nearly two-thirds (64.5 percent) of stations that receive these funds secure more than half from this source, and 45.2 percent receive more than 80 percent; 38.7 percent are totally funded in this manner. The latter includes two-thirds of stations at four-year private schools and 14.3 percent of radio operations at four-year public institutions. Those that receive more than half their revenue from the college include 86.8 percent of four-year private institutions, 42.9 percent of four-year public colleges and half the two-year public schools.

Nearly one-third (30.8 percent) of the stations receive revenue from advertising, an increase from 28.6 percent in 2001. However, only three stations are funded more than half by ads, two for 51 to 60 percent, and one for 100 percent, the latter at a four-year private college. The majority of radio stations generate 20 percent or less of their revenue from advertising, an increase from 10 percent or less in 2001.

Student government is the smallest funding source, with 7.7 percent receiving such support, a sharp decrease from 25.7 percent in 2001. More than half (60 percent) the radio stations receiving these funds are supported more than half in this manner, while 40 percent receive more than 80 percent of their budget from student governments. The latter includes one at a two-year public college and one at a four-year private school. One-fourth were totally supported by student government in 2001; in 2005 none are.

An increasing number of radio stations list underwriting, fundraising, donations, grants, pledge drives and patrons as funding sources (90 percent in 2005, an increase from 22.9 percent in 2001). All but one of the colleges so funded receive half or less of their revenue from these sources, and most secure 30 per-

cent or less.One radio station at a four-year private school was funded 61 to 70 percent through a pledge drive, and another at a four-year public college is funded 100 percent by advertising. Nearly one-third (30 percent) conduct pledge drives and 40 percent have underwriting.

#### **Profile of Television**

Of the 39 campus television stations represented, a decrease from 40 in 2001, nearly all (97.4 percent) are cable; the one that is not is UHF and is at a four-year public college.

More than half (59 percent) these television stations broadcast 12 or fewer hours a day, and most of those (43.6 percent) broadcast 1 to 6 hours, an increase from 42.5 percent in 2001; 38.5 percent broadcast 19 to 24 hours a day, and one is on the air 13 to 18 hours a day.

At four-year public schools, 19 to 24 hours a day is the norm (42.4 percent); at four-year private colleges it is 1 to 6 hours (50 percent). One of the two two-year public institutions broadcasts 1 to 6 hours a day, and the other, 19 to 24.

#### **Television Revenue**

Nearly two-thirds (64.9 percent) of the television stations operate on \$5,000 or less in annual revenue, a large increase from 46.5 percent in 2001. That includes all of those at two-year public schools, 81.3 percent of stations at four-year private colleges, and 47.4 percent of those at four-year public institutions. All are increases from 2001.

More than three-fourths of television stations (75.7 percent) receive \$30,000 or less annually, while 16.2 percent have more than \$50,000 in revenue, an increase from 7 percent in 2001; all of the latter stations are at four-year public colleges.

#### **Television Revenue Sources**

The prime source of revenue for campus television stations is student activity fees, which support 46.2 percent of the television stations. Of those, nearly 70 percent at four-year public colleges and all those at four-year private colleges receive 100 percent from this source. No

Thirty percent of radio stations receive more than \$50,000 in annual revenue.

Student activity fees are the largest source of revenue.

two-year school receives student activity funding.

General college and university funds support 41 percent of the stations, a decrease from 52.5 percent in 2001. Of those that receive these funds, no school receives less than 60 percent from this source. Nearly two-thirds of these campus television stations (62.5 percent) are totally supported by the college or university; this includes two stations at four-year public colleges and eight at four-year private schools.

More than one-fourth (28.2 percent) of the stations receive advertising revenue; at nearly three-fourths of the operations (72.4 percent) the amount is 10 percent or less. At one four-year public college television station, advertising accounts for 100 percent of its total revenue.

In 2005, three stations have student government funding, down from eight in 2001. One station at a four-year private school is totally funded by the student government, and one at a two-year public college is 81 to 90 percent supported by this group.

#### Comparisons to 2001 survey

In the 2001 survey the small campus media operation was the norm, as it had been in previous surveys. Newspapers publishing more frequently than weekly were fewer in number in 2001, and annual newspaper revenues were generally less, with more papers having smaller operating budgets, and fewer exceeding \$100,000.

At that time, advertising revenue had increased from the 1995 survey, but college and university funds and student activity fees as a major part of newspaper budgets had increased as well.

In 2001, more yearbooks had fewer pages, and budgets were static. College and university funding and student ac-

> tivity fees increased as a major revenue source, with sales of books and advertising declining slightly.

> For campus magazines, the frequency of publication of campus magazines decreased from 1995 to 2001, with more issues coming out just once a year instead of two to three times; fewer pages was the norm. Student activity fees and

## Nearly two-thirds of the television stations operate on \$5,000 or less in annual revenue.

general college funding increased and advertising decreased as a revenue source.

From 1995 to 2001, campus radio stations expanded their wattage, and general college and university funds increased dramatically as the source of support for stations. Advertising revenues decreased.

Survey data for television stations in 2001 was similar to 2005 data, with increased hours on the air. Funding from general college and university sources and student government associations increased as revenue sources.

The 2001 survey report showed campus media operations experiencing a decrease in size and frequency of publication of print media, an increase in the role of college funding in enabling those media to publish or broadcast, and a decrease in advertising revenue in all media except newspapers, where there was a slight increase. All this complicated any growth in the independence of college student media.

Reporting on the 2001 survey concluded that the growth of advertising revenues for campus media was a harbinger of growth toward a more viable independent financial foundation for these operations. However, because in 2001 ad revenues were flat or decreasing, that independence would be harder to achieve and sustain.

In 2005, a great deal of that picture has changed. Budgets have increased for all media, and, most particularly, at the higher levels. Media themselves have evolved – with greater size, frequency and range – and with new technological advances widening their reach.

Advertising has, in almost all media operations, increased. Building that independent financial foundation enables media to establish a level of independence not possible with a major reliance on university or student activity or student government subsidies.

Newspapers are healthier – with more frequent publication schedules, with a greater number of dailies, with expanded newsholes, with an increasing number of online editions which are updated regularly, with more budgets approaching and exceeding \$1 million, and with advertising having a significantly larger impact on their revenue streams.

Yearbooks are healthier – with more of them having increased numbers of pages, with budgets being significantly larger, and with technology having an impact in the form of CD-ROM versions and supplements.

Magazines are expanding – with more of them publishing more frequently, with an increased variety of kinds of magazines, with budgets increasing significantly and advertising fully supporting more magazines, and with the addition of a larger number of web versions.

Radio stations are stronger – with increases in watts, with expansion onto the web, with increased hours of broadcast, and with a significant increase in advertising revenues.

Television is the only medium that has not moved forward – with more stations having very basic budgets, with the broadcast day being shorter, but with higher-end budgets being higher.

So in 2005, college and university student media are healthy and evolving to meet the needs of their campus communities. They have evidenced significant growth since 2001 and approach an increased percentage of advertising revenues which can provide a better foundation for greater independence and viability for the future. The news is indeed good for campus media.

#### Request for Proposal

For the editing, design and production of College Media Advisers, Inc.'s College Media Review

#### Issued by College Media Advisers, Inc. Issued April 4, 2006

Interested universities, colleges, and independent student media groups are encouraged to respond to this proposal to assemble a team in order to sponsor the creation and publication of the College Media Review (CMR) for a term of up to five years. Teams may submit proposals on behalf of their institution or themselves. Although a long history and structure exists with regard to the organizational structure and production of the CMR, customized proposals are encouraged.

Academic sponsorship of the CMR offers institutions an opportunity to sponsor research and training in the field of college media while simultaneously raising a spire to others in the academy. Providing a home to the journal also provides professional development to the staff of the home institute, experience that is important for promotion, tenure, and personnel decisions.

College Media Advisers (CMA) is aware of the costs and effort required to put out an approximately 32 page publication four times per year. CMA has historically paid the cost for printing, mailing, and office support staff. Requests for other types of support will be entertained.

- 1. Purpose and Background: College Media Review is the flagship journal of College Media Advisers, Inc. it is the leading academic journal on advising collegiate media, both print and electronic. It is an all-encompassing journal that serves collegiate media advisers.
  - College Media Review educates and informs advisers on how to teach, advise and produce collegiate media.
  - College Media Review's refereed section quantifies trends, documents theories, identifies characteristics and disseminates research and information for and about collegiate media and teaching.
  - c. College Media Review's non-refereed section addresses all facets of collegiate media advising – teaching, training, recruiting, diversifying, motivating and challenging students to media excellence. It pinpoints trends and offers insight into how stronger media advising builds stronger collegiate media.
- 2. Staff: A robust team needs to contribute to an academic endeavor as large as the College Media Review. Responses are encouraged to propose unique solutions (ie, composition is not limited to the positions listed here) to both the composition and assembly of an editorial team that will complete the following functions:

- a. Editor: The editor is responsible for all content within the CMR and also overseeing the staff and production of the journal. This includes working closely with the assistant editor, designer, jury, printer, and CMA leadership. The editor must work in a field related to college media and be a member of CMA. The editor must understand the unique approach of empowering students to make editorial decisions and work at an educational institution that shares these goals. Specific tasks of the editor include approving content, soliciting invited pieces on timely, educational, and technological topics, copyediting, writing headlines, writing captions, identifying pull-quotes, preparing biographies, and managing the page budget.
- b. Assistant Editor: the assistant editor has historically performed a first pass at the unjuried articles and worked with the writer to ensure that the article is fit and ready for publication. This includes structure, copyediting, and references.
- c. Designer: the designer is responsible for assembling the text and any provided graphics into a visually attractive magazine. Because of the importance of presenting the articles in a consistent, unified, and professional manner CMA believes that this work should be done by a professional who either works at the host institute or is at least in very close proximity to the editor. Specific tasks of the designer include layout of the provided articles, creation or commissioning of custom artwork, providing proofs to the editor via PDF, maintaining the consistency of the visual language, ensuring the professional appearance of the CMR, creating digital-ready files, and working with the printer to create the printed journal.
- d. Jury: the jury is comprised of members primarily from CMA's research committee but may also include independent members. They act under the direction of the editor to ensure that articles submitted for peer review are technically correct, statistically valid, of interest to the academic community, and represent the state-of-the-art in the field of college media. The editor is not only a de facto member of the jury but also exercises final control over the quality of the journal. Should the editor disagree with the jury in aggregate, a list of disagreements must be presented to the jury in writing. The work of the jury is confidential and should not be shared except with the leadership of CMA.
- e. Authors and writers: although they change and need not be members of CMA, authors and writers provide the bulk of the content of the CMR. Academic topics are addressed in the juried section while invited and practical topics are discussed in the non-juried sec-

tion. The editor is responsible for the written calls to the membership via e-mail and other methods and may assign or request topics to others. The journal should contain specific instructions on how to sub-

- 3. Publication details:
- a. Page count: most recent regular issues of the CMR are 32 page with a self-cover.
- b. Color: the interior of the publication is printed entirely in black and white via offset sheet fed press. Fourcolor process has typically been limited to the selfcover exterior. Printing specifications and contractual arrangements for printing are subject to approval by the CMA board.
- c. The publication is bound saddle stitch (professional staples).
- d. Copies of the publication are available for review and will answer most questions.
- Changes under consideration:
- a. There has been discussion of whether additional advertising could be included to offset some of the costs associated with publication. Advertising may be sold in bundles with other CMA initiatives. The CMA spring convention sponsorship coordinator will be responsible for increasing ad revenues.
- b. Most juried publications indicate an acceptance/ rejection ratio as this is of interest to promotion and tenure committees reviewing the work of authors.

- c. College Media Advisers encourages the submission of proposals which seek to create a web site for CMR that would accept electronic submissions and broaden the audience for the journal.
- Hosting bids submission: please respond to this request for proposal (RFP) by submitting by June 15, 2006 to: Kelly Wolff, CMA vice president, (540) 231-4054, 362 Squires Student Center (0546), Virginia Tech, Blacksburg, Virginia, 24061-0001. The deadline is a receipt date, not a postmark date.
  - a. Include a letter of support and commitment from the host department(s), college(s), or non-profit corporation(s).
  - b. Include a list of personnel, for which CMR personnel functions they will be responsible, their qualifications, interests, resumes, and if applicable other similar publications they have completed.
  - c. Include a list of what resources will be provided by the host and which will need to be provided or paid by College Media Advisers.
  - d. Discuss for long will the proposed team can commit to hosting the CMR. For a full five years?
  - e. Include a list of changes or accommodations, if any, required to undertake creation of the CMR.
  - f. Include a list of changes or improvements, if any, suggested to improve the CMR.



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

- It educates and informs advisers on how to teach, advise and produce collegiate media.
- Its refereed section quantifies trends, documents theories, identifies characteristics and disseminates research and information for and about collegiate media and advising.
- Its non-refereed section offers essential information on all facets of collegiate media advising - teaching, training, recruiting, diversifying, motivating and challenging students to media excellence.

- Our audience is primarily faculty and staff engaged in college media advising. Content is tightly focused to the concerns of college media; articles on general media or academic topics and articles addressing what students need to know are not accepted.
- Length limit is 5,000 words.
- Style: Text follows AP style. Use single space after periods. For citations, use parenthetical references in text to author, year and page number. Include at the end of the article a complete reference in the reference list, in alphabetical order by author's name and following APA style.
- Art: Black-and-white photography or graphics may be submitted in digital format. Please provide credit/copyright information for all art submitted.

- College Media Review will consider articles for publication; a query is suggested. CMR prints first-time material, unless the material has been specifically requested from another publication.
- CMR seeks authoritative articles rather than anecdotal.
- For all articles for which it is appropriate, a "service journalism" approach is
- CMR prefers articles written in third person; exceptions may be made under extenuating circumstances.
- Articles must be submitted electronically, in either Microsoft Word or basic text format. E-mail as an attachment to pparish@lsu.edu. Include a 60-word biography that includes current position, media advised, and key prior

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

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