First Amendment FESTIVAL

PLANNING AND SUCCESSES

FAILURES AND TIPS

REFEREED ARTICLE

GET SATISFACTION

Explore how college media advisers ward off stress and burnout at a better rate than other professionals in other careers

FROM THE PRESIDENT

KANSAS CITY REDUX

CMA President Ken Rosenauer recaps the highlights of the Kansas City convention and discusses what what he learned and how he hopes to draw from it

BOOK REVIEW

PRINCIPLES OF CONVERGENT JOURNALISM

Academes and a pro weigh in on the shifting news media landscape

MAKING CHOICES

What to evaluate when choosing a Content Management System

Editor's Corner

On a recent Sunday, reporters for some entertainment tabloid television programs defended their practice of allowing celebrities to use their status to leverage the direction of interviews, including the demand to make some topics off limits. As much in demand as the celebrities are, these journalists contended, there's little choice but to accede to the demands of the rich or famous or risk losing the ratings wars. Then the publisher of my hometown paper told the tale of a Georgia attorney's legal maneuver to bar the press from hearing motions presented at the trial of a ex-con accused of murdering the judge who'd sentenced him to prison. The prosecutor, doing his best impression of Nero, indicated to the presiding judge that he had no dog in the hunt (and you can imagine the ensuing consternation over fiddling without a dog). Afterwards, I read an op-ed piece about how little awareness Americans have of their own political heritage. The day was not yet done before I heard about some merry web pranksters who bamboozled one of the networks into reporting a phony story about McCain staffers bashing Sarah Palin's speech-making skills.

Not a pretty picture, all in all, and I was reminded of Pop Fisher, the New York Knights baseball manager portrayed by Wilford Brimley in the movie, "The Natural," who, fed up with his woeful ballclub, mutters to a coach, "I should have been a farmer." Well, I always liked the idea of farming, except you have to get up real early to do that. Journalism lets me get my sleep, so I'm sticking to it, one way or another, the good Lord willing. But my journalistic constitutional that morning reminded me of at least three truths: the general public, not to mention public officials and journalists, need to be much more enlightened about their roles and responsibilities in our society, and we journalists need to do a better job on our end of things to educate not only our own but those we aim to serve if we want our profession and the businesses it serves to flourish. And we need gumption.

The editor of the Brunswick, Ga., newspaper held up his end of the bargain in a Sunday editorial that took the district attorney, who the last time I heard represented the state, to the woodshed for not representing the public's right to know. And the *The Brunswick News* and a neighboring paper then put their money where their mouths were, hiring the state press association's attorneys to successfully challenge the defense motion.

And that's what news organizations, whether they're college or commercial operations, need to do: remind readers why their own best interests are served by a vigorous and free press. And then we've got to have the resolve and hopefully the financial backbone to follow through on our end of the bargain. The beauty of the proposition is that that there's nothing standing in our way when it comes to enlightenment and perseverance but ourselves. Any newspaper, collegiate or otherwise, can write locally to provide readers with what they can't get anywhere else. And any newspaper can editorialize about open meetings and sunshine laws when the legal guidelines aren't being met. And any newspaper can make public figures or officials accountable when they won't answer questions they ought to be answering. That doesn't require funding or the latest technological advances. It just takes commitment.

A number of college newspaper leaders have in the past several years taken on the task of rejuvenating their communities' appreciation of the rights of free speech, and we applaud them. In this issue of CMR, Cynthia Mitchell relates how she engineered a year-long campaign, with a lot of help from her friends, at Central Washington University, and offers some advice from the school of hard knocks on what to do and, as importantly, what not to.

Considerable discussion on the CMA listserv during the fall centered on the likes and dislikes many publications have with College Publisher. Brady Teufel of Cal Poly San Luis Obispo describes the current stage of the website wars and offers some guidelines for students and advisers who are contemplating change. In our peer review section, Vince Filak of University of Wisconsin Oshkosh and Scott Reinardy of University of Kansas tell us what they've found out about the burnout rate (who'd a thought it?) among college media advisers. Former CMA president Lance Speere offers a review of a textbook devoted to converging college news media, and current president Ken Rosenauer reflects on the Kansas City convention and projects on the opportunities at upcoming CMA conventions and workshops.

And, as always, we want to hear from you.

Robert Bohler
Editor

ON DECK:
It's summer, and your publication year is coming to a close. Time to rest? Nope. It's time to set your sights on the coming year and those beyond. CMR contributors in our Summer issue offer a blueprint on how to promote the passion for journalism at the high school level and how to recruit new student journalists on campus .

First Things First

How to Celebrate the First Amendment on Your Campus

by Cynthia Mitchell

Central Washington University undertook a year-long First Amendment Festival in 2006 and 2007 that drew nearly 5,000 people to 18 events and workshops. What follows is a how-to primer on the lessons learned after more than two years spent planning, publicizing and executing the events. Where's the money, and how do you get it? How do you rally support? Or identify compelling speakers and topics? And get students, clubs and classes involved? Or pull off the event logistics? Whether you're contemplating a celebration that lasts a day, a week, a month or — whew! — a year, here's what to expect and how to tackle it. Free.

CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION,

I'd just finished preparing my 20 copy editing students for their first test and was gathering my lecture notes. The night before, Nadine Strossen, then the president of the American Civil Liberties Union, had delivered a speech entitled, "The First Amendment: Why It's First." It was the official kickoff to a yearlong First Amendment Festival I'd spent the better part of two years planning.

As I shoveled papers into my tote bag, one of the students, Maggie Schmidt, rushed back to tell me there were two "crazy preachers" yelling at students in front of the student union.

Her reaction went something like this: "Before I heard Strossen, I would have thought, 'Can't somebody do something to make these guys shut up?' But after last night, I was like, 'Hey, they've got a right to their ideas! More power to 'em!'"

Regrettably, two other students got in a fight. But I'm confident they weren't at the speech. If they had been, they'd have heard how it's better to counter objectionable ideas with "more speech" – not suppression and certainly not violence. If they had been, they might have joined the 60-plus students who, inspired by Strossen, decided to form a new ACLU student chapter on campus.

Or at least they might have had a similar reaction to the man who came to Strossen's speech "prepared to walk out," because of the ACLU's perceived anti-religious stances. He didn't, however, and afterwards admitted to a totally different opinion of the ACLU and a much clearer understanding of the two religious clauses in the First Amendment. Similarly, news reporters at both the Yakima and Ellensburg newspapers quoted people saying they'd come with a skeptical attitude, but that Strossen had opened their eyes.

Those responses were just the type of impact I was after with the First Amendment Festival. I'd begun what was sometimes a nightmarish, "what-was-I-thinking?" odyssey in 2004, when the Knight Foundation surveyed 110,000 high school students about their knowledge of and attitude toward the First Amendment and found that most students didn't know much about the amendment. Told what it covers, some 34 percent said it "goes too far." Most frightening to me, only 51 percent said the press should be allowed to publish without government approval.

That last statistic made me want to run screaming into the street. How did our educational system manage to teach students for 12 years without instilling in them a basic understanding and respect for what many consider the lynchpin of our freedom?

More personally, I realized that the institution of journalism, which I have devoted my life to since I was 16 years old, was under bona fide threat if the citizenry it serves doesn't appreciate the importance of a free and critical press. I realized the First Amendment could be on the books, but its strength would be diluted if the culture didn't support it.

STRETCHING A WEEK INTO A YEAR

I was determined to do something, so my first stop was to bring it up at a department retreat. We decided to fashion a day- or week-long focus on the First Amendment. And since I was the one in a lather and was the newest faculty member, eager to earn tenure chits, it went without saying that whatever we did would be my baby.

But the difficulty of earning my sea legs as a newspaper adviser meant I didn't turn my attention toward a First Amendment celebration until the next winter, when Central's other print journalism professor, Lois Breedlove, helped me fashion a

Krist Novoselic, the former Nirvana bassist who is now an election reform advocate, tells Central Washington State University students at the "Feast on the First Amendment" festival finale how they can participate in preserving democracy in government.

> **"** The Knight Foundation surveyed 110,000 high school students about their knowledge of and attitude toward the First Amendment and found that most students didn't know much about the amendment. Told what it covers, some 34 percent said it "goes too far." Most frightening to me, only 51 percent said the press should be allowed to publish without government approval. **"**

grant proposal for on-campus faculty development funds. While the Faculty Senate didn't fund the entire week, they agreed to give us $2,400 for a faculty workshop on "How to Incorporate the First Amendment Into Your Curriculum."

I got word of that grant in the spring and hoped to have the workshop first thing in the fall, followed shortly afterward by the weeklong celebration.

That's where my naïveté about the academic world first reared its head. As I sought campus funding for something six months later – which to a longtime daily newspaper reporter seemed a lifetime away – I learned my first funding lesson: Academic budgets are prepared at least a year in advance. Those who controlled the purse strings liked the idea, but had already committed their 2005-2006 funds.

So that pushed the festival to the 2006-2007 school year. And over the next several months, my ambitions also grew: If we just did a day or a week, I suspected, we'd mostly be preaching to the choir. What I wanted was to change the hearts and minds of those who think the First Amendment goes too far. I reasoned that would take a steady drumbeat of activities over a full school year.

FUNDRAISING

Once I'd figured out the budgetary cycle, I started at the top for campus fundraising and worked my way down. My rationale proved correct: Deans, chairs and non-academic administrators were more willing to pony up funds knowing that their bosses – the provost by way of the president – thought it was a good enough idea to kickstart our fundraising with $10,000.

More tips: don't be shy to mention the amount of money you received from one college dean when talking to another, since they don't want to be outdone. Also, other than areas with obvious ties to the First Amendment – English, political science, law & justice, history – don't forget the centers on your campus that do their own event planning. Perhaps most importantly, find out whether there are ways to apply for funding out of student fees, which might have fewer strings attached. (No state-funded units could sponsor the finale's free burgers, for instance.)

That's where we got our biggest chunk of money: $17,606 from Central's student Services & Activities Fee Committee. I tapped students who'd expressed interest to start cooking up plans for the finale and figuring out a budget. It took two hearings and a little tweaking, but the committee granted our full request. When the McCormick Tribune Foundation came through in April with $10,000, we were set to do everything we'd planned – and more!

The other pieces of the funding puzzle consisted of $1,500 from the state association for high school media advisers, which also collaborated on two "First Amendment on Campus" workshops and paid for statewide mailings to its members. The state's premiere media law firm contributed $1,500. Our local paper let its annual $2,500 grant to the journalism program go to the festival for two years. And our nearest medium-market dailies each kicked in $1,500, with one editor issuing a challenge to her colleagues around the state.

As for outside funders, I learned two key lessons: They like to see others involved, and they're not likely to grant a large request without a long-running relationship. The large awards I'd seen granted by the Ethics and Excellence in Journalism Foundation prompted me to ask for full funding. We were turned down. They said they rarely made large donations unless they had a long-running relationship with the

> As for outside funders, I learned two key lessons: They like to see others involved, and they're not likely to grant a large request without a long-running relationship.

Leslie Webb, former director of CWU's Diversity Education Center, speaks out about hate speech at one of the "Speak-Out Central" debates held weekly at lunchtime in the student union during Central Washington University's year-long First Amendment Festival.

requestor. If we'd asked for $10,000 or even $20,000, I suspect we might have gotten it. That prompted me to ask the McCormick Tribune Foundation for $10,000 to finance the finale, which we estimated would cost about $18,000, and which capped a yearlong festival for which other entities had contributed $43,431. That succeeded.

LEVERAGE OTHER PROGRAMMING CENTERS' FUNDING & EXPERTISE

Another case of extreme naiveté: The college lecture circuit commands high fees. When I first started brainstorming speakers, I thought, "Hey, Ted Koppel just retired – he'll think this is a great idea!" Seems he commands $100,000 a speech, as does Jon Stewart. Bill Moyers was a comparable bargain at $35,000. All of which wound up making Strossen's $6,500 fee – which she donated to the ACLU – look like the deal of the century. (Given how compelling she was, she still gets that prize.) Speakers also usually work through agencies.

Central's Diversity Education Center brought in Chuck D and MC Lyte under the festival's banner. (Though, despite Chuck D's reputation as an outspoken opponent of censorship, he barely brought up the issue and kept the audience waiting for an hour to boot.) The center also provided critical funds for Strossen and co-sponsored weekly SpeakOut Central lunchtime debates in our student union "pit". And Popovic's involvement in two local film festivals enabled us to have screenings and discussions about the documentary, "F*CK: The Movie That Dare Not Speak its Name," and "The U.S. vs. John Lennon." (Best of all, I didn't have to do a thing besides provide some money!)

In other synergies, Central's Bridges program to get low-income middle schoolers to think about college brought the First Amendment educator who'd conducted our faculty development workshop back to train 35 college students in civics and the First Amendment, who in turn trained another 100 middle schoolers from throughout the region. The Presidential Speaker Series flew the festival's flag when it had the state Supreme Court come to campus for two days of hearings. And with the PR person charged with doing something for Constitution Day Sept. 17, I struck a deal: I provided money to buy "pocket constitutions" and students to hand them out all day; she provided graphic artists for bookmarks and posters touting the Festival's fall quarter events.

GET STUDENTS, CLUBS, CLASSES INVOLVED

Since the point of all this is to educate students, it's critical to get them involved in the planning, programming and publicity as much as possible, whether by way of classes, clubs, internships or their general interest.

I laid the groundwork for the educational focus the spring quarter before with the faculty workshop on incorporating the First Amendment into the classroom and campus culture, and. Sam

Chaltain, former head of the Freedom Forum's First Amendment Schools project, gave us concrete teaching strategies on ways to help students learn how to responsibly exercise their freedoms.

In four of my upper-level journalism classes, I included a heavy First Amendment component:

- My reporting and feature-writing students covered events in the festival that generated further news and feature ideas.
- My media management students learned how the fact that news is the only industry to get constitutional protection should infuse management decisions from the top down.
- The 15 Students in my Public Affairs Reporting class conducted a public records audit of 30 city, county and campus agencies. Acting as regular citizens, they requested records that they knew from research the public had a right to access. The results were published in the local and campus newspapers.
- And when the state legislature entertained a bill to guarantee students full First Amendment protections, we discussed in all my classes how those protections – or lack thereof – impacted reporters, editors and managers and how they make and execute decisions.
- Elsewhere on campus, five other faculty members incorporated the First Amendment and the festival deeply into their classes and many offered extra credit for attending events.
- All year long, an art professor's sculpture students crafted pieces with First Amendment themes, then displayed their work at the finale.
- A theater professor had her children's theater students research and then act out banned children's books at three locations around town.
- A communications professor had his persuasion students one quarter conduct a workshop on how to use their First Amendment rights to make political change, leveraging the Civic Engagement Center's efforts to get the campus to convert to free trade coffee. In a different quarter, his persuasion students took turns hosting the SpeakOut Central debates we held weekly in the student union.
- A poetry professor and art professor who were collaborating in the spring on a daring performance art class staged their midterm pieces as a festival event and performed their final pieces all over the student union during the finale.

Classes I wish I'd roped in but didn't succeed in doing so: history, law and justice, political science, graphic arts, publication design, online media, public relations. Those classes could have taken on First Amendment events or issues as projects, with the reward being the groups or individuals with the highest grades would see their work used for the festival.

Still, I tapped student clubs in those areas, and found willing interns who proved invaluable. A graphic arts student designed a

ASSEMBLE, AND TO PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

compelling logo and several posters, three public relations students were interns at various times, and the communications honors society and the Society of Professional Journalists' student chapter each took turns hosting SpeakOut Central debates. From those clubs, I also found half dozen students who really dug in to make the grand finale a success.

I know those students gained a passion and appreciation for the First Amendment. In July, more than a year after our last event, I got an e-mail from my spring quarter intern: "I can't even explain the confidence I had entering the workforce just with the experience I got in that festival," he wrote. "I learned more in that thing than my six years of college!!"

PROVIDING TEACHING RESOURCES

About two weeks before each event, I sent suggested readings and internet links by e-mail to faculty and also had the intern post them on the First Amendment web site, and I heard from several that the information convinced them to attend events. In the ideal universe, dates and materials for the whole term should go out at least a month before its start, while faculty are still planning their classes. That just took a level of planning and advance work I wasn't able to pull off. And for the many teachers who couldn't alter their class plans, or for whom the subjects might be better suited for something they'd teach later, I had the campus videographers tape the events for checkout from the library and for play on Central's cable access channel. And for Strossen, I taped two, 30-minute interviews for a campus-sponsored public affairs program which was broadcast repeatedly statewide and locally for months. On a do-over, I'd arrange for broadcast journalism students to do that with each speaker.

Washington state's "initiative king," Tim Eyman, who's gotten 12 initiatives on voter ballots since 1990, defends his use of the First Amendment's right to petition during a forum that was part of Central Washington University's yearlong First Amendment Festival.

START WITH A BANG, END WITH A BANG

Whether it's a day, a month or a year, start your celebration with a bang and end it with one as well.

In the first week, we reached 800 students and community members with Chuck D, the state Supreme Court hearings, the civics and First Amendment training for high school students, the screening and discussion of "F*CK" and Strossen's keynote.

In May we staged four events in four weeks. The month started with the screening and discussion of "The U.S. vs. John Lennon." The next week, we sponsored a panel on "The First Amendment

The Rev. Billy, aka Bill Talen, a performance artist and First Amendment activist, preaches the gospel of the First Amendment during Central Washington University's "Feast on the First Amendment," the grand finale to a yearlong First Amendment Festival.

Julie Follette, a former broadcasting student at Central Washington University, interviews former Nirvana bassist Krist Novoselic after his talk about how students can reform the voting system. Novoselic spoke at the "Feast of the First Amendment" celebration that concluded the year-long First Amendment Festival.

in Wartime: National Security vs. Civil Liberties," featuring Cox News' reporter who covers secrecy, a U.S. Attorney, the No. 2 person at the federal Information Security Oversight Office, and an ACLU representative. The next week, we held a workshop for high school teachers, administrators and media advisers.

Then, on the last Wednesday of the quarter, we blew it out. We took over the student union with a student art show and performance art pieces staged throughout the building. On the patio, we let students speak their minds in debates, put their opinions on a "free speech wall" and make their own protest signs. At noon, we offered free burgers and the chance to hear former Nirvana bassist Krist Novoselic, a long-time First Amendment advocate.

The lessons weren't always positive. During the finale, students in the performance art class who were staging their work around the student union were confronted by an administrator who'd clearly missed the point. One of their installations included yellow police tape that blocked off a portion of the hallway. The administrator asked them to take it down, asserting it was a fire hazard. The students refused, and rather than look for a compromise, the administrator angrily tore it down himself.

To cap the day, the Rev. Billy and his First Amendment Choir, a performance artist and activist group, capitalized on the administrator's response by challenging students to "take back your student union" and lobby for it to be a place where the full range of First Amendment rights could be practiced.

I couldn't have agreed more, and was mainly sorry that the year was over and that many of those students were graduating before they could help any of those changes come to fruition.

It was a rousing finish that brought the crowd to their feet – a terrifically fitting close to what had been one heckuva year.

THE "AH-HA" MOMENTS

And despite all the challenges, other "ah-ha" moments also made it all worthwhile.

Following our February forum on Direct Democracy, which featured Washington's controversial "initiative king," Tim Eyman, who had unsuccessfully sponsored a movement to repeal a state gay rights measure, a lesbian student respectfully engaged Eyman in conversation, saying she thought human rights shouldn't be put up for a vote. The student later marched off, fuming, "I can't believe the university would allow someone like this on campus!" I caught up with her, and explained how that sort of ban would be detrimental to her interests in the long run. By the time we finished talking, she got it.

And the reality of what we'd done – and still needed to do – rang out when the College Republicans brought Minuteman founder Jim Gilchrist to campus. It got ugly, as Gilchrist's entourage intimidated those with opposing views and made minority students feel threatened. Afterward, a heated campus-wide e-mail debate ensued, but no one – at least publicly – argued that the Minutemen shouldn't be allowed to spout their vitriole on campus.

Whether you're an adviser or a faculty member, I now don't advise tackling a year-long festival without getting your feet wet first, Instead, try a day or a week-long festival first! That type of exposure will raise appreciation for the First Amendment. For tenure-track faculty, the short-term project will be more than sufficient to earn your service chits and the couple of years it will take to organize and conduct the year-long celebration could take too time away from your teaching and research.

But wherever you fit into the equation, do something – anything – on your campus to promote the First Amendment. It's critical to the future health of not only student media but to a free, open and democratic society. ✁

Cynthia Mitchell

is an assistant professor of journalism at Central Washington University and also advises the school's Society of Professional Journalists student chapter. She advised the student newspaper, *The Observer,* from 2004-2005. Before turning her career toward the classroom, she worked at *The Atlanta Journal-Constitution* for 10 years and *The Wall Street Journal* for four years.

Don't Make This a One-Man (or Woman) Show

by Cynthia Mitchell

To pull off even a day- or week-long First Amendment Celebration, much less an extended one, you'll need all the help you can get. Here's advice on that front — most of it gleaned the hard way!

- Court your faculty, staff and students to help with a very specific pitch of what you expect them to do
- Give volunteers timelines and deadlines for progress
- Give volunteers contacts, pointers, advice – a basic recipe for success
- Ask other centers on campus to sync up their programming needs with yours
- Get advice and guidance from programming pros on your campus
- Recruit public relations classes and/or students to handle event logistics and publicity
- Recruit graphics design classes and/or students to adopt projects such as designing a logo and creating posters
- Negotiate release time and/or include financing for an adjunct to take one of your classes in funding requests and grant applications

Faculty/Student/Adjunct Help is the Key to Sanity

To help me pull off planning, publicizing and executing a yearlong First Amendment Festival, I'd spent the previous year courting 35 faculty and student members for a steering committee and divided them into five seven-person subcommittees, one for each of the five freedoms in the First Amendment.

I assumed each subcommittee would not only dream up, but take charge of events, shouldering all the programming, logistical and publicity challenges – maybe even help with raising money.

So when some of the subcommittees never even held a single meeting...and when the majority of committee members never came to more than one meeting…and when most couldn't even be found at the events themselves…I was floored.

Chalk it up to my academic naivete. Just because someone agrees to serve on your committee, don't assume they'll do anything. It's simply much easier for people to lend their name than it is to lend their time or energy. I still appreciate a colleague of mine in the history department – who sent me an e-mail after the first meeting saying he wouldn't be able to serve after all. At least he had the guts to tell me I couldn't count on him.

In hindsight, it was partly my fault. I courted people for the committee without being very clear what I wanted and expected them to do. Next time around, I'll know better. I'll approach people this way: Are you willing to take responsibility for planning, publicizing and executing one event that will be part of a yearlong FAF? I'll also have the advantage of being able to give them a template of what, how and when to do what, based on the many lessons I learned the hard way. I can suggest they get a student intern — maybe even provide them a PR major who wants to do event planning — to help with the grunt work. I can tell them how far in advance and who to contact to book their venue. I can tell them how far in advance the publicity center needs the programming details to design and print posters. I can tell them when and how to come up with and distribute teaching resources.

On one hand, the list of tasks may seem intimidating, but it should take away a lot of the uncertainty — was well as make it crystal clear just how much work is involved. So everyone who does commit will be very clear on what they're committing to and what's expected.

I'd spent dozens of hours trying to pin down a provocative panel of speakers to address what I viewed as one of the most critical issues of our time for a panel I'd entitled, "The First Amendment in Wartime: National Security vs. The Public's Right to Know."

And I'd succeeded, with a slate that included a U.S. Attorney, a Cox Newspapers Washington-based reporter, and ACLU representative, and others.

But when I went to book the space, I found out I was competing with a theater production, a noted Discovery Channel dinosaur hunter, concerts in the music building's recital halls, and the list went on. Literally every venue on campus but one – our grand McConnell Auditorium that seats 750 – was booked with some sort of event.

I knew McConnell Auditorium was not the space I wanted. I longed for the student union movie theater, whose intimate seating of 300 could make a crowd of even just 100 people seem like a good turnout. But that was already booked for the dinosaur hunter, as was every other venue.

So, just as I feared, the meager turnout of 100-125 looked dismal sprinkled throughout the cavernous space.

Given what I knew, I should have switched gears and booked the panel for noon in our "pit" at the student union. After all, we'd packed that space to overflowing in February, when some 300 people turned out for a provocative panel on the First Amendment's "forgotten freedom" of petition – featuring the state's controversial king of voter initiatives, Tim Eyman, and the Spokane mom who lead a recall effort of Mayor Jim Sullivan after it was revealed he'd offered internships to young men he'd met in gay internet chatrooms.

But I looked at the caliber of the panel and the importance of the issue under debate, and the dreamer in me thought that maybe, just maybe, we could draw a McConnell-sized crowd as we had for ACLU president Nadine Strossen's keynote in October.

HERE ARE SOME TRUISMS I FIGURED OUT THE HARD WAY:

- By the end of a school year, it takes something incredibly special to get burned-out faculty and staff to carve out precious evening time away from their friends, families and books.

- But it's relatively easy for people to just take the burrito they've bought at the food court around the corner to listen to someone as they eat.

- Mid- to late afternoon is another good option I never tried. Last year, nearly 800 people turned out at 4 p.m. to hear Nobel Prize winner Wangari Maathai, teaching me that capturing folks before they'd called an end to their workday, schoolday or childcare window was another good option. So next time around, I may well schedule nothing but lunchtimes or afternoons in the student union unless it's the beginning of the fall quarter.

- When it comes to the scheduling, you'll need to book popular spaces and popular times a good year out. If you wait until six-to-eight weeks before, you're likely to not nab the space you desire.

HOW TO SPREAD THE WEALTH (OF PARTICIPATION)

Recruiting faculty to help incorporate your celebration events can boost the educational component and relieve some of your own workload in the organization of events.

- Art classes can pursue First Amendment themes and display them in First Amendment art shows
- Graphics arts classes can take on poster campaigns and event publicity
- Online media classes can design and provide upkeep of your celebration's web site
- Persuasion and debate classes can conduct open forums on hot-button topics
- Literature classes can research-banned books and read excerpts as an event
- Theater classes can perform previously banned plays
- Political science, media law, law and justice, or religion classes can research key First Amendment legal cases and produce "You be the Judge" posters for display and voting in the student union
- History and law classes can research the genesis and subsequent interpretations of the First Amendment and contribute that information to the graphics arts campaigns

GOOD PR IS HARD TO BEAT FOR PROMOTING FREE SPEECH

- Posters should go up at least a month in advance
- One or two weeks before the event, send campus-wide e-mails with links to pertinent news articles backgrounding your upcoming event
- Solicit regional media at least two to four weeks in advance
- Post events to the student intranet
- Videotape events for rebroadcast on local and statewide public affairs channels
- Seek financial help from your area's news media. Enlist your local and regional newspapers, college or non-profit media like NPR, campus radio and newspapers, as co-sponsors in exchange for public service announcements, for discounted advertising for your events, and for funding.

HTML Dreamweaver WORDPRESS College Media Network Joomla! Drupal

College newspapers face a world of changes and choices in charting their online pathways

Tech, Revenue questions make for hard Web choices   by Brady Teufel

As the rush moves onward at student news publications to establish a legitimate Web presences, many schools face hard choices when it comes to finding ways to manage and publish online content – particularly when it's more than what fills the pages of a daily newspaper – with relatively small staffs that are subject to relatively constant turnover..

One solution has been the packages of software known as content managers or content management systems. The CMSs allow newsroom staff to post and edit stories, adjust layouts and organize Web pages in a virtual environment, in effect streamlining a process that would take much longer with traditional Web publishing software. And, all but the most popular CMS are free. The biggest question for advisers is determining which content manager best suits the particular needs of their publications.

One obvious choice has been College Publisher, which in 2001 emerged as the first commercial content manager geared specifically toward online college media, and its popularity grew rapidly: College Publisher currently supports more than 600 online newspapers from more than 500 institutions, Carlo DiMarco, its vice president of university relations for College Media Network, CP's parent company., stated by email. And of the 14 Web sites that won the Online Pacemaker Award in 2007, half were powered by College Publisher.

CP is a good option for college publications with scant resources, according to Eastern Illinois University professor Bryan Murley.

"For a college news organization that has few resources to devote to developing a Web site, yet still wants to have a high-end presence on the Web, [College Publisher] is still the best option," wrote Murley, who also serves as director for innovation at the Center for Innovation in College Media, in an email interview. "No matter what CMS is available, if a college media outlet doesn't have the personnel to main-

tain the server side aspects of things - installation, upgrades, troubleshooting, plug-ins, etc. - people are going to be wary of going off the CP grid."

The fact that College Media Network takes care of many of the operational aspects of running a Web site is precisely what led Christina Drain, the student publications manager at Pensacola Junior College in Florida, to choose their CMS. "When I took the adviser's position five years ago, we did not have an online presence, Drain wrote in an email interview. "I began to research ways of putting the news online and came across College Publisher. The ease of the system both in terms of training and use, was a huge deciding factor"

But, there are some limitations with College Publisher. Because all Web sites powered by College Publisher are part of the same network, changes to a Web site's basic structure must be made system-wide. That means student editors are limited in their ability to create a truly unique Web site. And since the release of its newest version (College Publisher 5.0), advisers such as Drain have expressed frustration with College Media Network's inability to respond quickly to client needs.

DiMarco says College Media Network "does its best" to address customer concerns.

"We have a team of five full time partner service representatives that focus solely on responding to client matters," he said.

But if some advisers and student editors seek more control over the day-to-day stability and overall appearance of their online publications, what are the alternatives?

For schools wanting to go "off the CP grid," there are a number of options available. A recent informal survey conducted by Murley found that more than 30 colleges and universities, including Stanford, Penn State University-

sity, the University of Tennessee and University of Miami, have successfully launched their own "in-house" Web sites.

Those who have taken the leap, such as Chase McAlpine at *The Tower,* Catholic University of America's school newspaper, publish using content managers such as WordPress (McAlpine's choice), Joomla and Drupal. By doing so, they avoid another drawback associated with College Publisher: the lack of autonomy when it comes to the placement of advertisements, especially on a Web site's home page.

"As it was, College Publisher reserved the right to fill up the prime advertising space with their own advertising system," McAlpine wrote in an email. "We received little area on the Web site to place our own advertisements. With the new system [Word-Press], we can put advertisements wherever," McAlpine said.

According to College Publisher's DiMarco, College Media Network provides its partners with a majority of ad positions on the site but reserves the top banner ad and top right column ad spaces to "cover the expense of the software tools, training, hosting, design, staff support, data backup, and software development."

In these economically turbulent times, many of the country's largest college newspaper operations, among them The Daily Texan, The Daily Pennsylvanian, and The Daily Tar Heel, have continued to rely on CP for their online presences.

Another is the Oregon Daily Emerald, where editor in chief Ashley Chase pointed out that the choice of platforms is much more technologically complex than simply deciding how to present the latest news content on its dailyemerald.com site.

"Moving off of CP and onto another platform (or building our own) would require transference of all archived stories, photos, videos, and PDFs, developing a business model for creating reve-

nue online and a permanent staff person to oversee the progression from year to year, " Chase wrote in an e-mail.

"We certainly would like to advance our presence online," wrote Rose, whose online staff consisted at the time of one webmaster and two online reporters. "The reality, though, is that the Emerald, like many other papers across the country, is facing financial difficulties that make it hard to focus energies online…Our priority still has be our print product, our real revenue operation, to stay afloat."

For those who opt out of the "CP grid," the most popular alternative to emerge is WordPress (used by eight schools), followed by Drupal (four schools) and Joomla (three schools). All three of these CMS have one thing in common: open source. That is, their source codes are made available to the general public on the premise that creativity and innovation will occur at a faster pace because more potential developers are involved.

With more developers comes a greater number of support forums and knowledge databases – something that appeals to Adam Drew, the production manager for student publications at the University of Texas-Arlington, which has established an independent web site (editor's note: Drew is art director for College Media Review).

 "Like several other CMS, Joomla is free and open-source," Drew wrote. "As such, there is a strong developer community … where one can obtain free help from other users. And since it is open-source, one can pick from thousands of free plug-ins and enhancements. We evaluated several CMS before deciding on Joomla, and part of the reason we chose it was its superior ad management.

Whatever content manager you choose to employ when creating a news Web site, the most important factor to consider is time. The best CMS is the one that will allow you to create a Web site according to your vision without spending too much time on training, troubleshooting and maintenance. In addition, it's wise to evaluate your school's capacity to implement technological change before taking the leap. And Drew advises to have a safety net before taking the plunge.

"Don't just switch cold turkey", he said. "Set up a sandbox site on a server from GoDaddy so you can play around with all the features and figure out how you are going to set up categories and all the other widgets."

Brady Teufel

teaches multimedia and visual communication at California Polytechnic State University-San Luis Obispo. Born in New Zealand and raised on the Central Coast of California, Brady co-founded a quarterly surfing publication after graduating from the University of California at Santa Cruz in 1998. He discovered his love for teaching while honing his journalism skills as a graduate student at the University of Missouri in Columbia.

Tech

Deciding to host your school's first online newspaper with College Media Network can be a bit like getting that first car. It may not be exactly what was most wanted, but the joy of freedom makes some of the creaks and quirks seem less important. Here are some of the pros and cons of this content manager.

—Brady Teufel

College Media Network

PROS

- Specifically built for online college news (constantly improving and innovating)
- Brand recognition (credibility)
- Relatively easy setup
- Support staff specifically trained in publishing student media online

CONS

- Lack of administrative autonomy, with changes rolled out system-wide
- Lack of advertising autonomy in terms of ad placement and revenue
- Minimal support network elsewhere on the Web
- Proprietary code
- Steep learning curve when straying off the beaten path
- Not open source (no developer forums, etc.)

Evaluating Your School's Capacity for Change

Here are a few things to keep in mind when deciding what CMS to choose:

OVERALL PURPOSE: What is your primary motivation for establishing a news portal online? Is it establishing an on-line presence ASAP (if so, go with College Publisher) or breaking new ground and innovating (go independent)?

HARDWARE: Do you have a Web host or in-house server that supports databases (needed for most CMS, but not College Publisher)? Can your Web host/in-house server handle the bandwidth, queries and uptime required for an online news portal (needed for non-CP CMS)?

SOFTWARE: Do you want to be able to fully access and manipulate your Web site's code? If so, choose an open source CMS.

PEOPLE POWER: How much training will be required vis-a-vis the online news portal's purpose? Who will handle the day-to-day maintenance of the online news portal? Do you have an online editor (or editors) who prefers one CMS over another? How will skills and content be transferred from one quarter/semester/year to the next?

College journalism advisers able to ward off stress, burnout

Scott Reinardy

University of Kansas

Vincent F. Filak

University of Wisconsin Oshkosh

ABSTRACT

Using the Maslach Burnout Inventory, a survey of 244 college journalism advisers indicate that advisers are not suffering from burnout on the three-scale instrument. While advisers indicate moderate rates of emotional exhaustion and depersonalization, they report high levels of personal accomplishment. However, female advisers suffer significantly higher rates of emotional exhaustion than men, although the rate remains in the moderate range. Eighty-five percent of the advisers in this study have professional newspaper experience. It is speculated that the professional experience assists advisers in coping with college newsroom stress.

Student newspaper advisers often find themselves in precarious positions as the result of conflicts between administrators and the newspaper staff. In many cases, these conflicts can lead to rebuke, retribution and even firings.

Jennifer Schartz, the adviser to the *Interrobang*, lost her advising job at Barton County Community College when she refused to exercise prior restraint. A lawyer for the college ordered her to keep letters out of the paper that were critical of the college. When she noted that this would violate the students' First Amendment rights, she received a letter from the board of trustees stating that her contract would not be renewed. The letter gave no reason for the dismissal and university officials refused to comment on the issue (Wicklein, 2005). In 2006, the college settled with Schartz for $130,000, although the settlement did not require the college to admit guilt. While Schartz said she felt vindicated by the decision, the college's lawyer stated the case was settled simply because it was financially prudent to do so (Ashburn, 2006).

In 2002, the adviser to *The Patriot* at the University of Texas at Tyler did not have her contract renewed in what she called a retaliatory move. Vanessa Curry said she encouraged the paper to be aggressive in its coverage and to file open records requests, which led to her falling out of favor with the university. University officials called claims to this effect by Curry and others to be "completely wrong," although they declined to offer any rationale for the decision not to renew the contract (Quill, 2002).

At St. Louis University, Avis Meyer's long-term relationship with the *U. News* came to an abrupt halt in 2008 when the university's provost barred him from the newsroom (Arcamona, 2008). Meyer had been previously stripped of his official advising title after a protracted spat with the university's president, Father Lawrence Biondi (Merrett, 2007). Biondi also sought to re-craft the paper's charter, change how editors were selected, and change the financial compensation awarded to the editor in chief. During the process, Biondi told newspaper managers they needed to abide by his wishes or leave campus (Merrett, 2007). Although the university installed a new faculty adviser, Meyer continued to serve the paper on a volunteer basis until the provost forbid him to come back (Arcamona, 2008).

In many cases, university officials may use concerns over the quality of the publication to either censor or remove advisers. In the case of then-Kansas State University adviser Ron Johnson, the head of the university's journalism school, Todd Simon, conducted an analysis of the paper's diversity coverage and claimed the paper had done an inadequate job in that regard. Simon recommended to the dean of the college of letters and sciences that Johnson be fired. The dean instead stripped Johnson of his title as adviser and renewed his contract as a journalism teacher. Johnson argued the dismissal was due to protests by the Black Student Union, which argued that the paper had been ignoring minority issues on campus (Wicklein, 2005). Two student editors sued the university in district court, claiming the firing had violated their First Amendment rights. The students lost the suit and Johnson has since left KSU to become an adviser at Indiana University.

These are just a few of the cases in which advisers have lost their jobs or been otherwise marginalized by administrators. While advocacy organizations such as the Student Press Law Center and College Media Advisers can offer support, they are often unable to reverse the decisions, in some cases at the behest of the adviser who doesn't wish to return to the tense situation. In the case of Western Oregon University, the adviser of the paper was removed from that position after her students reported on unsecured and important student data that was available on the school's Web site. The school's administration fired adviser Susan Wickstrom for failing to immediately turn this data over to the university, even though no specific policy dictated that she do so. CMA issued a letter of concern to WOU, but declined to ask that the adviser be rehired because Wickstrom said she didn't want her job back (Beltramea, 2008).

In light of the pressures college advisers confront in balancing an independent press and sensitive administrators, the purpose of this study is to examine burnout among advisers, and the connection between burnout and job satisfaction among those directing college media. It has been demonstrated that burnout can affect job satisfaction (Baruch-Feldman and Schwartz, 2002) and performance (Cropanzano, Rupp and Byrne, 2003), and work and family relationships (Netemeyer, Boles and McMurrian, 1996). Those issues can lead to a reduction in productivity and an increase in employee turnover (Eby, Casper, Lockwood, Bordeaux and Brinley, 2005). Gaining knowledge of burnout and job satisfaction among college media advisers will be advantageous in addressing and possibly minimizing burnout, and improving the work environment.

LITERATURE REVIEW

The National Institute for Occupational Safety and Health (1999) defines stress as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker" (p. 6). In its examination of three stress studies, NIOSH reported that 40 percent of workers said their jobs are "very or extremely stressful," and 26 percent of workers are "often or very often burned out or stressed by their work." Additionally, 29 percent felt "quite a bit or extremely stressed at work" (NIOSH, 1999, p. 4).

Teachers and journalists are routinely cited among the top 10 "most stressful jobs" in the United States (CDC, 2005; Career World, 1992). Although some stress is an acceptable aspect of any work, there are limits, even for those who appear to thrive on it. College newspaper advisers appear to commingle two highly stressful work environments, which present ideal conditions for burnout to occur. But burnout does not develop in a vacuum. It's a result of accumulated stress brought on by stressors. When developing the Maslach Burnout Inventory, although Maslach and Jackson (1981) acknowledged the role of stress in burnout, they

did not define it but simply wrote, "chronic stress can be emotionally draining and poses a risk of 'burnout'" (p. 99). Nonetheless, two stress-related theories have evolved from MBI studies: (1) those extremely dedicated to work surpass their limit when chasing their ideals, and (2) burnout develops during prolonged exposure to job-related stressors and emerges after extensive contact with those stressors (Maslach, Schaufeli and Leiter, 2001). Maslach et al. (2001) wrote: "Burnout scores are fairly stable over time, which supports the notion that burnout is a prolonged response to chronic job stressors" (p. 405).

Considered the father of modern stress research, Hans Selye (1956) defined stress as "the rate of wear and tear on the body" (p. 3). In *The Stress of Life*, Selye said "being tired, jittery, or ill" are the general feelings of stress, and that stress isn't only relegated to dramatic occurrences but normal routines take their toll on the "machinery of the body" as well (p. 3). Selye argued that stress is a necessary and normal part of life, and, in fact, is the "spice of life" (p. vii) as long as a person is prepared to deal with the stress. He wrote, "The same stress which makes one person sick can be an invigorating experience for another" (p. vii).

Stress not only taxes individuals but businesses as well. Those suffering from stress-related illnesses miss on average 23 workdays a year (Webster and Bergman, 1999), and stress-related accidents, absenteeism, turnover, reduced productivity, medical and insurance costs, and workers' compensation cost U.S. businesses between $200 and $300 billion each year (The American Institute of Stress, 2006).

Adapting to a stressful situation is contingent on a worker's values and personal experiences, in addition to the recognized support system. If support fails, a stressor can exacerbate the situation and amplify the stressor (von Onciul, 1996). For example, a journalism adviser's stress can be compounded when a student editorial attacking the school's administration also includes factual errors.

It's argued that stress can just as easily evolve from pleasant occurrences as unpleasant. Job advancement can create as much stress as a demotion. Lazarus and Launier (1978) contend that stress increases when a person's ability to cope is surpassed by his or her job responsibilities. For those contending with a great deal of stress, recovery is possible (Brill, 1984), unlike subjects of burnout. Generally, there is no cure for burnout (Maslach, et al. 2001).

In an effort to measure burnout, in 1981 Maslach and Jackson developed three aspects of the Maslach Burnout Inventory: an increased feeling of emotional exhaustion; the development of negative, cynical attitudes and feelings toward one's clients or patients (depersonalization); and the tendency to negatively evaluate oneself (personal accomplishment) – workers are unhappy with themselves and dissatisfied with their job accomplishments. They wrote that burnout is a "syndrome of emotional exhaus-

tion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (Maslach and Jackson, 1981, p. 99). Burnout is prevalent if workers demonstrate high emotional exhaustion and depersonalization coupled with low personal accomplishment (Maslach and Jackson, 1981).

What was once considered "pop psychology" is now the standard measurement for burnout research (Maslach and Jackson, 1984). Between 1976 and 1996, 581 of 637 (91.2 percent) dissertations measuring burnout used the MBI, and in 498 journal articles during the same time period, 93 percent cite the MBI (Schaufeli and Enzmann, 1998).

Maslach, Jackson and Leiter (1996) modified the original three-part MBI instrument to specifically examine educators. Instead of asking about feelings toward "clients" or "patients," the modified MBI asks about "students" (p. 29).

MBI studies among educators have produced a mixed bag of results. While Sarmiento, Spence Laschinger and Iwasiw (2003) found moderate rates of burnout, Wilkerson and Bellini's (2006) study located high rates of emotional exhaustion. More recently, among university online professors, Hogan and McKnight (2007) found moderate rates of emotional exhaustion, but high levels of depersonalization. They also reported low levels of personal accomplishment.

Doyle and Hind's (1998) examination of 582 university staff members indicated that women had higher levels of job stress than men, and although there were no significant differences between men and women on the subscales exhaustion and personal accomplishment, women had lower depersonalization scores than men (Doyle and Hind, 1998). In essence, women had higher levels of stress but lower levels of burnout compared to men. Other studies examining burnout among gender reported that men and women generally have an equal level of exhaustion but women indicate less depersonalization (Greenglass, Burke and Konarski, 1998; Weckwerth and Flynn, 2006; Brake, Bouman, Gorter, Hoogstraten and Eijkman, 2007). Some studies found women had higher levels of exhaustion than men (Ahola, Honkonen, Isometsa, Kalimo, Nykyri, Koskinen, Aromaa and Lonnqvist, 2006), while others found the opposite (Bekker, Croon and Bressers, 2005; Greenglass, Burke and Konarski, 1998).

Some studies have reported that younger teachers (under 26) have higher rates of emotional exhaustion and depersonalization than older teachers (Gold, Roth and Wright, 1991), and working closely with students is a determining factor in stress and burnout (Byrne, 1991; Greenglass, Burke and Konarski, 1998). Byrne (1991) wrote: "The structure of burnout varies for teachers at different levels of the educative system. . . . The correlation between EE (emotional exhaustion) and DP (depersonalization) declined as teaching moved from the lowest through the highest educational level" (p. 598). Additionally, studies have shown that university educators were experiencing moderate (Danylchuk, 1993) or low (Talbot, 2000; Pretorius, 1994) rates of burnout.

Greenglass et al. (1998) reported that high levels of depersonalization lead to lower personal accomplishment. Personal accomplishment is considered a buffer against burnout. They wrote:

> In the teaching profession, a close relationship with one's students may be seen as a prerequisite for accomplishing one's teaching goals. Thus, a teacher's perceptions that he or she is depersonalizing students may lead to lower personal accomplishment since this runs counter to the requirements of the teaching role (p. 1102).

Because of the experiential learning environment of a university newspaper, it can be concluded that advisers generally work more closely with newsroom students than students in a typical classroom. While advisers' roles may vary, the work of producing a product on deadline does not. And working in close proximity on something as personal as reporting and writing is not only time consuming, but can be emotionally taxing and perhaps even confrontational. Because of the journalistic and economic demands of a college media outlet, the relationship of adviser-student creates dimensions not found in a standard classroom. In fact, the rapport between an adviser and student is probably more akin to that of a coach and athlete than a student and teacher.

Burnout research examining coaches has produced mixed results. Several studies have shown that coaches are not at a higher risk of burnout than other professions (Hjalm, Kentta, Hassmenan and Gustafsson, 2007; Raedeke, 2004; Raedeke, Granzyk and Warren, 2000; Price and Weiss, 2000; Kelley, 1994; Dale and Weinberg, 1989; Caccese and Mayerberg, 1984). Other studies have reported moderate to high rates of burnout among coaches (Hjalm, et al., 2007; Kelley and Gill, 1993). The previous work involving coaches' burnout may provide important insights into this study.

Along with burnout, this study will also examine job satisfaction using the Michigan Organizational Assessment Questionnaire developed by Cammann, Fichman, Jenkins, and Klesh (1983). Cammann et al.'s MOAQ measures six models utilized to examine individual perceptions of his or her organization, and job satisfaction is a subcategory. Cammann et al. wrote that job satisfaction was developed "to provide an indication of the organization members' overall affective responses to their jobs" (p. 80).

Although job satisfaction's influence on burnout of educators has not specifically been examined, some previous research indicates that a relationship exists. Wu and Short (1996) reported that self-efficacy, an element of the MBI-General Survey (Maslach, et al., 1996), of teachers in Northeastern states was a significant predictor of job satisfaction.

With the previous research in mind, this study will examine the following research questions:

RQ1: How will journalism advisers rate on the Maslach Burnout Inventory?

RQ2: Will there be significant differences between male and female journalism advisers on the MBI?

RQ3: How will the three MBI subscales affect overall job satisfaction?

Refereed Article

METHOD

Sample

This study began with a nationwide survey of college media advisers, gathered from a listserv and a number of mass e-mails to individuals identified as media advisers. Advisers were solicited from the CMA listserv as well as from a member and non-member list of advisers maintained by CMA. Each adviser was followed with a reminder e-mail one month after the initial contact, and provided a link to an online survey each time.

The CMA member list contained 704 names, which included editorial advisers, advertising advisers, former advisers, journalism educators and other friends of student press. Upon clearing the list of non-media advisers, 683 names were retained. After sending out copies of the survey via e-mail, 64 e-mails bounced back as undeliverable. An additional 18 individuals responded, noting they either were not advising, had retired from advising or didn't feel the survey was germane to their work. This left a sample of 601 possible participants. Of those, a total of 252 participants responded (42 percent response rate). This rate is congruent with other similar studies (Asch, as cited in Schonlau, Fricker & Elliott, 2002) and is almost triple that of some published studies of media advisers (Bowen, 1985; Kovacs, 1991).

In an attempt to reach beyond CMA members, the non-CMA member list was used as a starting point. While it contained approximately 500 names, it had few e-mail addresses. Thus, colleges and universities on that list were contacted through phone calls, visits to their Web sites and e-mail messages to seek advisers at these institutions. In many cases, the school's newspaper had closed down or didn't have an adviser that fit the framework of this study. This left a list of 257 possible participants. Again, accounting for undeliverable e-mails and messages from individuals who declined to participate for a number of reasons, 53 potential participants were eliminated from the sample, leaving 207. Of those, 41 responded, a response rate of 20 percent. Even accounting for the second group's lower response rate, a collective response rate of 36 percent was retained, which is acceptable for a survey of this type (Asch, as cited in Schonlau, Fricker & Elliott, 2002).

Thirty-nine of the 293 cases from our data set were removed, as they stated they did not advise newspapers (The initial goal of this study was to pull in non-newspaper advisers as well for a cross-media analysis, but the attempt fell short and thus that portion of the study was eliminated prior to data analysis). Ten additional participants were removed for failing to complete at least half of the survey, leaving a final sample of 244 newspaper advisers. To replace any other missing data within individual cases and variables, mean substitution was utilized but no more than 5% of any single variable or case was replaced using this method.

SURVEY

The first section of the survey included the 22-statement Maslach Burnout Inventory, including emotional exhaustion (nine statements; alpha = .91), depersonalization (five statements; alpha = .67) and personal accomplishment (eight statements; alpha = .83). The statements asked respondents to reply on a Likert-type scale (1 = never; 2= a few times a year or less; 3 = once a month or less; 4 = a few times a month; 5 = once a week; 6 = a few times a week; 7 = every day). The actual MBI is a 0 to 6 scale but because of Web survey limitations it could not be presented in that fashion. After the data was collected, the answers were converted to 0 to 6 to be consistent with the MBI and other results using the MBI.

The three-question job satisfaction scale (alpha = .83) developed by Cammann et al. (1983) was included in the second section. Respondents were asked to answer the questions using a Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = agree; 7 = strongly agree). The scale does not measure the level of job satisfaction but examines how job satisfaction correlates to other job variables that influence the wellbeing of an employee.

Demographic information was gathered from the participants including the state in which they live, age, gender, years spent in the current school, years spent as an adviser, years spent in the current position and years spent teaching. They were also asked if they taught at a public or private institution, if their state had a free expression law and if the school paper was a designated public forum. Finally, participants were asked if they had any professional journalism training.

RESULTS

The data set analyzed (n= 244) included advisers from 43 states and the District of Columbia. There was a 50/50 split in terms of gender (122 men, 122 women), but a large imbalance between participants from public and private institutions (171 public, 73 private). More than 85 percent of the respondents reported some level of professional journalism experience, and 86 percent said they were affiliated with CMA.

Advisers in our sample averaged 47 years of age, with participants stating ages from their early 20s to their early 70s. The average adviser had taught 11.6 years, advised 10.9 years and had been at the current place of employment for an average of 10.2 years. On average, the advisers oversaw two student media outlets, with some advisers overseeing as many as six. Most of the advisers who oversaw a second media outlet advised an online publication (43%) while 22.5% oversaw a magazine. Approximately 17% advised a yearbook, 16% advised a radio station, and 12% advised a student television station.

RQ1 asked how college newspaper advisers would rate on the Maslach Burnout Inventory. According to the inventory's parameters, on the emotional exhaustion scale, 27 and greater is high exhaustion, 17 to 26 is moderate, and 16 and less is low. Journalism advisers in this study reported a mean of 24.65 (moderate) for emotional exhaustion, with a range minimum of 9 and a range maximum of 57.

On the depersonalization scale, 14 and greater is high depersonalization, 9 to 13 is moderate, and 8 and less is low. For ratings of depersonalization in this study, advisers averaged a score of 8.91 (moderate), with a range from 5 to 28.

For personal accomplishment, 30 and less represents a high level of burnout; 31 to 36 is moderate, and 37 and greater is low. The advisers' personal accomplishment ratings in this study had a mean score of 47.25 (low burnout), with a range from 24 to 56. Taken as a whole, this data suggests that the average adviser in our study is not experiencing symptoms of burnout, but that some individual participants might be.

RQ2 asked if differences existed between men and women in regard to their levels of burnout. We conducted three one-way analyses of variance (ANOVAs) with the three burnout scales serving as the dependent variables and gender serving as the independent variable. In the case of depersonalization and personal accomplishment, no significant differences existed (Fs < 1.0, ps > .5). However in the case of emotional exhaustion, significant differences existed (F= 5.49, p < .05), with women reporting higher levels of emotional exhaustion than men (Ms= 26.27 and 23.03, respectively).

RQ3 asked if ratings on the MBI were predictive of job satisfaction. To examine this issue, a multiple-variable regression was conducted, in which job satisfaction served as the dependent variable and the three MBI scales served as the predictors. The regression was predictive and strong (adj. R-square= .50, F (3, 240) = 82.75, p < .001). In examining the individual variables, emotional exhaustion was the largest significant predictor (beta= -.57, p < .001), with personal accomplishment also serving as a predictor (beta= .24, p < .001). Depersonalization was marginally significant as a predictor (beta= .10, p = .062). Thus, the regression indicates that approximately 50% of the variance in the job satisfaction variable can be attributed to the burnout items, with emotional exhaustion serving as the largest single predictor.

CONCLUSIONS

Despite the potential cumulative pressure cooker of teaching journalism in a college environment, advisers in this study are not suffering from high rates of burnout. On the MBI scale they demonstrated only moderate rates of emotional exhaustion and depersonalization, while indicating high levels of personal accomplishment. Additionally, while women demonstrated significantly higher levels of exhaustion than men, they are still only in the

moderate range, although the high end of moderate (26.27; 27 and greater indicates a high level of emotional exhaustion). Nonetheless, burnout is a significant predictor of job satisfaction, particularly on the MBI's exhaustion scale.

In essence, college journalism advisers might be experiencing some burnout, but overall they have learned to cope with the stressors that could create job burnout. Generally speaking, they are not becoming worn down by the work they enjoy, and retain satisfaction in being advisers. Perhaps that is why the participants in this study have remained in the same position for more than 10 years.

The results in this study have mirrored other work involving educators (Sarmiento et al., 2003; Wilkerson and Bellini, 2006; Hogan and McKnight, 2007) where working with students creates a high degree of personal satisfaction and minimizes discontent. Also, the gender differences in this study were similar to those found in the work of Ahola et al. (2006) and to some degree Doyle and Hind (1998), who said women experience more stress because of "greater domestic responsibilities of women" (p. 79). And even though advisers working relationships are coach-like, that did seem to create a high degree of burnout, which mirrors previous work (Hjalm et al., 2007; Raedeke, 2004; Raedeke et al., 2000; Price and Weiss, 2000; Kelley, 1994; Dale and Weinberg, 1989; Caccese and Mayerberg, 1984).

Personal accomplishment was particularly high in this study, which indicates advisers greatly enjoy their work. Personal accomplishment is considered a buffer that counterbalances emotional exhaustion and depersonalization (Maslach et al., 1996). It can be argued that advisers enjoy their work so much that exhaustion and depersonalization are kept at bay. It could also be argued that because most advisers (85 percent) have professional journalism experience, they are equipped to handle the stress of a college newsroom. Additionally, the rewards of being a college journalism adviser are tangible, either with the newspaper product or the success of students (awards, a degree, a professional job, etc.).

There certainly are limitations to this study. Sample size and the limited scope of those participating in the study minimize the generalization of the results. The sample did not cover the universe of university advisers, nor did it provide an ample supply of non-newspaper advisers. Also, because of the voluntary nature of the survey, those who are satisfied in their jobs might have been more inclined to participate than those who are not.

Nonetheless, the results of this study provide further insight into burnout and satisfaction of college newspaper advisers. Perhaps future work can examine the particulars as to how advisers are able to keep burnout at bay, which could assist in developing a work model for educators and journalism practitioners. The results of this study indicate that college newspaper journalism advisers are able to counteract work stressors enough to ward off burnout. How that occurs cannot be derived from this study, but through interviews and further examination, perhaps the "how" can be answered.

Refereed Article

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Scott Reinardy is an assistant professor at the University of Kansas. He was a reporter and editor for 18 years at five different daily newspapers. Reinardy earned his Ph.D. from the University of Missouri, where he was a city editor at MU's laboratory newspaper, The Columbia Missourian. His primary research interests include the examination of stress and burnout of journalists, organizational change in newspaper newsrooms, ethical development of journalists, and experiential education of young journalists.

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Kansas City Redux

I am writing exactly a week following the close of our Fall National College Media Convention in Kansas City. I'm just now getting caught up on work and sleep and back into the flow of things in "my real world" of family, campus and community.

That may sound familiar if you were among the 2,000 attending. At the same time, I trust you left Kansas City richer — both in useful knowledge and collegial experience.

Highlights of the meeting, at least for me, included the debut of our Digital CAMPUS. This hands-on, multimedia workshop package — which ran Wednesday noon through Thursday noon — was borne of the initiative approved by the CMA Board in January 2008. Bottom line, though, it actually happened due to the excellent efforts of Rachele Kanigel (San Francisco State University).

It should be no surprise that our Kansas City keynoters were chosen for their multimedia expertise, and each of the three provided additional insights into and understanding of this exciting challenge facing campus and commercial media.

I trust that each of you is doing what you can to meet that challenge on your own campus and in your own professional training. I know I am.

Like many of you, I come from a print media background. Yet, I'm almost giddy with excitement at all the potential that multimedia already has to offer both those who produce and those who consume media products. What the future holds is bound to be even better.

CMA leadership is convinced that it is vital for our members to do all you can to prepare yourselves to appropriately train the next generation of journalists, and that training *must* include multimedia skills. If you or your students missed the KC multimedia training opportunity, watch for details concerning three similar CMA packages during 2009:

- Spring National College Media Convention in New York in March.
- CMA Summer Adviser Workshop in St. Petersburg, Fla, in June.
- Fall National College Media Convention in Austin in October.

Attendance at the New Advisers Workshop and First Amendment Workshop during the last two summers has been disappointing. With a difficult economy facing many colleges, the CMA Board decided during its Kansas City meetings to change the format of our annual summer workshops. For one, we will be meeting in St. Petersburg, a great Florida coastal venue only an hour and a half from Orlando. In fact, the workshop hotel is *on the beach*. The town is also home to the Poynter Institute (www.poynter.org), with whom we hope to collaborate for many of our workshops. We're getting great room rates, and advisers will be invited to bring their families and stay a few days before and/or a few days after our sessions.

Importantly, this summer workshop is no longer *only* for new advisers. It will have tracks of value and interest for both new and experienced advisers.

Stay tuned for more details.

Adviser awards were returned to a general session in Kansas City after having been presented at a much smaller breakfast event for several years. Adviser Awards Committee Chair Sally Turner (Eastern Illinois University) requested the change, one with which I certainly agreed. We're proud of our honored advisers and should continue to make their recognition a general session feature for years to come.

In Kansas City, I joined a dozen new advisers who gathered for dinner at an Irish pub in the Power and Light District near the downtown Marriott. The get-together was organized by Mat Cantore (Hudson Valley Community College), who knew from his own experience that new advisers sometimes have a hard time connecting with their colleagues at our conventions.

Mat plans to make this a regular feature of our conventions, and I hope to be a part of the gatherings.

Another social that was brought back in Kansas City was the late-evening adviser get-togethers in the CMA suite. Drinks and munchies in a comfortable setting gave all of those attending the chance to relax and get to know one another better. Again, look for this to be part of our 2009 conventions.

To be honest, some of my best CMA memories involve both dinners and suite gatherings with fellow advisers — most of whom I have seen only once or twice a year when we gathered for our conventions. Yet, I count my CMA friends as some of my most treasured.

Kansas City was no different. I saw old friends and met new.

My hope is that each of you finds that same benefit — especially treasured friends — from your CMA membership and attendance at conventions.

Ken Rosenauer

is president of College Media Advisers. He is a professor of journalism and English at Missouri Western State University.
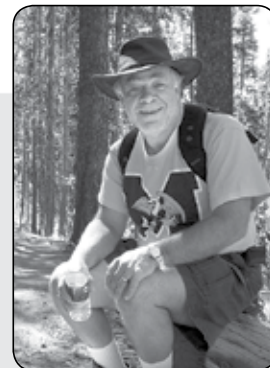
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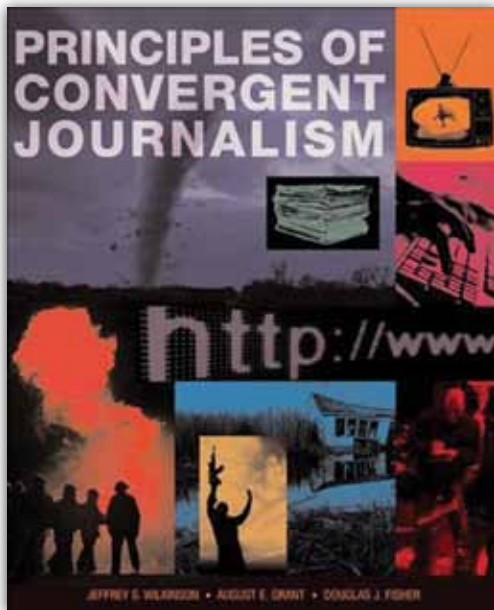All happening at the Crossroads of the World — New York City.

COLLEGE MEDIA ADVISERS

Cover to Cover

by Lance Speere

Principles of Convergent Journalism

Jeffrey S. Wilkinson,
August E. Grant,
Douglas J. Fisher

Oxford University Press, 2009

Lance Speere

is a free-lance journalist and the student newspaper adviser at Seminole Community College in Florida. Lance is a former CMA president and was a longtime college media adviser to the student newspapers at Southern Illinois University's Carbondale and Edwardsville campuses until 2008. He received his master's degree in journalism from Kansas State University.

Absent from the new textbook "Principles of Convergent Journalism" is any mention of the Flip video camera, Twitter or Rob Curley's concept of hyperlocal media. To call that a criticism of this textbook would be unfair. The authors' intent is not to guide the reader (or journalism students) through a detailed how-to on video editing for the Web, or how to create a Google mash up using databases and maps. Any textbook that attempts to play that game instantly outdates itself, dooming it to bargain lists on Amazon after less than a year.

Instead, the authors, all veteran journalists turned university professors with experiences ranging from broadcast to print to new technology, first establish a broad but focused definition of convergence that puts the story at the center of the entire textbook. With story as the backbone, the authors next turn their attention to the "multiskilled journalist." Here the textbook could veer off on a technology-based look at newsgathering, but it doesn't. The authors instead declare that the principal role of today's journalist is "to be able to look at a situation and determine what elements are needed for the various ways that media might be used to disseminate the story."

The strength of this convergence textbook is that it stays true to its stated purpose – to provide a focus on principles that translate across each medium, regardless of the journalist's initial training. The book speaks to the print journalist who needs to learn some basics of broadcast and to the broadcast journalist who needs to utilize print techniques. And both will likely need to become versed in web-based delivery of content.

For more than a decade, many college media advisers have been approached by academic department heads strongly recommending they begin using whatever technology the latest alum said was extremely important for all graduating seniors to know because it is what all reporters are doing at the Daily Times or at WTV3. And advisers serving in academic units have often been among the first to object to having to teach new techniques in newsgathering and distribution as part of the emphasis on convergence. It's hard enough teaching students to understand the value of fair, accurate, balanced, comprehensive and independent reporting, let alone how to write interesting leads, use quotes correctly, and eliminate editorializing from news stories. Let's not forgot the efforts that also go into teaching AP Style and correct punctuation and grammar.

Convergence, though, is likely here to stay. And despite early objections, convergence and multimedia courses are beginning to finally enter the curriculum, from community colleges to four-year institutions. The trick with these courses is finding a balance between those in the fundamentals camp and those with an interest in the tech side. Unfortunately, as any adviser quickly discovers, new technologies and applications are scrapped, rebooted or upgraded as quickly as they are launched.

"Principles of Convergent Journalism" will not help our students figure out how to download video from the Flip video camera for editing in iMovie, nor will it provide instructions on how to then stream that video through a website. It's not designed for that. But students, college media advisers and journalism professors will find a commitment in its pages to preserving the fundamental elements of good storytelling, no matter the medium, all the while emphasizing what works and doesn't work within that medium. And that is why this textbook stands a better chance of standing the test of time.

COLLEGE MEDIA ADVISERS

CMA Adviser Workshop
June 27 - June 30, 2009
St. Petersburg, Florida

Greetings

From the Summer Advisers Workshop
June 28 through July 1, 2009 • St. Petersburg, Florida

This summer, CMA is combining the New Advisers Workshop with the Advising Today's College Media for a first of its kind learning exposition in a new approach to adviser training -- The Summer Advisers Workshop, June 28-July 1, 2009 in St. Petersburg, Florida.

SUMMER ADVISERS WORKSHOP -- The objective of this training is to help advisers SAW through the many issues facing college media today -- law and ethics, recruiting students and training them, budgets and ways to get the most for your program's dollars, how to provide students with tools for their success. navigating the new media landscape, and much more.

NEW MEDIA ESSENTIALS -- By special arrangement, the first 20 who register may select to participate in a day-long track featuring hands-on training in new media essentials with world-class experts in a day-long master class at the Poynter Institute, a session we hope will provide the tools need to cope with an evolving mediascape.

If the Poynter workshop has reached capacity, CMA will provide remaining advisers with a concurrent daylong track custom tailored to meet their individual needs in print, broadcast and new media.

WORKSHOP FEES -- SAW Registration fees will be $250 for a CMA member, and $300 for a non-member (the early bird deadline ends May 19); or $290 member; $330 non-member regular rate (May 20 and after). This fee includes training materials, a reception, two lunch meals, and local transportation as warranted. Registration is available online at www.collegemedia.org.

Summer Advisers Workshop
College Media Advisers, Inc.

WORKSHOP HOTEL -- The Summer Advisers Workshop will be held at the Tradewinds Sandpiper Hotel, 5600 Gulf Beach Blvd, St. Pete Beach, FL 33706. Telephone: 727-363-2215. Room rate is $139 per night, plus tax (about 12 percent). The workshop opens Sunday night, June 28 with a reception, then runs all day Monday, all day Tuesday and out about noon Wednesday.

HOTEL REGISTRATION -- For those who want to arrive early or stay later on their own -- after all, this is Florida -- Tradewinds has agreed to extend the workshop rate for two days ahead (June 26-27) and two days following (July 2-3) the workshop. Reservation deadline is May 26. Call 1-800-808-9833 and ask for the College Media Room rate.

College Media Review wants YOU!

Translation: CMR wants to capitalize on your knowledge and expertise by producing great magazine features that offer CMA members greater awareness and insight about the issues that face nearly all of us at one time or another. This past year, CMR's featured coverage has run the gamut from the increasingly up-front approach of today's collegiate sex columnists to in-depth looks at how campus news media responded to the bloody shooting spree at Virginia Tech. And it's offered a look at the innovative steps taken at Florida Atlantic University to heighten public awareness of the fragility of the right to free speech and how convergence is (and sometimes isn't) working at our newspapers.

And we're reliant on you to help us provide that steady flow of reporting and opinion. If you're working on convention session for CMA—or any other journalism organization for that matter -- then College Media Review could very well provide you another platform to get your message out. If you've identified a trend— troubling, reassuring or somewhere in-between—you may be just the scribe to develop the full picture for your colleagues.

Bottom line, we at CMR want to reflect what's happening in the world of publications advising. And we can't do it without your help. You can convey those great ideas of yours to CMR editor Robert Bohler (the student publications director at Texas Christian University) at *r.bohler@tcu.edu* or 817.257.6556.

CMR
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college media REVIEW

College Media Review, the flagship journal of College Media Advisers, Inc., is the leading academic journal on advising collegiate media, both print and electronic.

CMR is a comprehensive journal for popular and refereed articles serving collegiate media advisers and reaches more than 800 subscribers.

MISSION

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

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

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

GUIDELINES

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

- Length limit is 5,000 words.

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

- Art: Black-and-white and/or color photography or graphics may be submitted in digital format. Art files (particularly charts and graphs) may be embedded in the text of an article for placement but should be submitted as additional stand-alone files. Please provide credit/copyright information for all art submitted.

Non-refereed section:

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

- *CMR* seeks authoritative articles rather than anecdotal.

- For all articles for which it is appropriate, a service journalism approach is encouraged.

- *CMR* prefers articles written in third person; exceptions may be made under extenuating circumstances.

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

Refereed manuscripts:

- Each manuscript should be submitted as an attachment to Associate Editor Lillian Lodge Kopenhaver (kopenhav@fiu.edu). Manuscripts should be submitted in MS Word format and double-spaced in 12-point Times Roman. 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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