

Multimedia Narratives, Data Visualization, Collaborative News Engagement and New  
Media Business Models: How the World's First Academic Journalism Library Enables  
Digital Creativity and Struggles to Preserve the Resulting Products

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### Abstract

The Missouri Method, practical hands-on training in real-world news media, is still the pedagogy of choice at the Missouri School of Journalism and has been for more than a century. However, today's journalism tools and the products they create have little resemblance to those used in 1908 when the school was founded. The journalism library at the University of Missouri has supported scholars and journalists for more than a century. The mission of the library has never changed, but its role continues to expand to include access to and management of content creation technology. Today, news is created and delivered by methods early twentieth century newspapermen could not even imagine. This paper will share innovative experiments in news media, including: U\_News, a collaborative multimedia broadcast using Google + Hangouts to create communities; Intersection, a video streamed community discussion platform hosted by public radio; Newsy.com, a multisource video news analysis service; *Columbia Missourian*, a "digital first" newspaper employing social media engagement tools; and news and magazine applications (apps) created for mobile devices. This paper will also examine emerging media business models like Spot.us, an open source project to pioneer "community powered reporting." Finally, the paper will share challenges libraries face in assuring that digital objects created today are preserved for tomorrow's historians.

*Keywords:* Missouri Method, innovative, news media, media business models

Multimedia Narratives, Data Visualization, Collaborative News Engagement and New Media Business Models: How the World's First Academic Journalism Library Enables Digital Creativity and Struggles to Preserve the Resulting Products

### **The Evolution of News**

The origin of the concept of news, the source of journalism education, and the evolution of both have been subjects of numerous books and articles written by historians, journalists and social scientists. Stephens (2007) suggests that news was probably spread by word of mouth around 40,000 B. C. His news timeline indicates the convergence of many important events which played an important part in the dissemination of news: the creation of the alphabet by the Canaanites in 1500 B.C; the Chinese invention of paper around 105; and Gutenberg's invention of the letter press in 1450. According to Stephens, the word "news paper" was first coined in 1670 England, but it was the publishing of Benjamin Harris' first American newspaper *Publick Occurrences Both Forreign and Domestick* in Boston on September 25, 1690 that news began to be shared in a print on paper format.

*The Daily Courant*, first published in London on March 11, 1702 claims to be the world's first daily newspaper. However, it was on September 3, 1833 in New York City when Stephens claims a new news business model was born. Benjamin Day created *The Sun*, to appeal to a mass audience with a mixture of human-interest and crime stories. He sold it for a penny, one-sixth the price of most other papers. *The Morning Courier and New York Enquirer*, the most popular paper in the New York at the time, sold 4,500

copies a day. By 1835, *The Sun* was selling 15,000 copies a day. Advertisers were attracted by *The Sun's* large circulation. The synergetic relationship between newspapers and advertisers forged during that time became an enduring model for most of the nineteenth and twentieth centuries, allowing advertising revenue to keep publishing costs low. Even though newspaper publishers were concerned that radio and later television would ruin the model, it was still the advertising channel of choice until media mergers, debt and the Internet changed it. Audiences may persist, but revenues have plummeted.

### **The Birth of Journalism Education: A Professional Approach to the News**

In the book, *Journalism 1908: Birth of a Profession*, Winfield (2008) suggests that 1908 was a “watershed” year for journalism. After years of circulation wars when many journalists were paid by the inch, embellishing the news with larger sensationalized stories, and the “frenzy” surrounding the Spanish-American War in 1898, journalism leaders sought accountability and professionalism. According to Plaisance, “journalists began evaluating themselves as compared to other established professions, such as medicine, law, the clergy, engineering and education.” (Plaisance, 2005, p. 480) A solution many subscribed to, was “prescribed professionalism” through a university education. Such training would include “correct practices and knowledge of historical roots and acceptable principals.” (Plaisance, 2005)

Elkin listed journalism as a “modern profession, only just emerging from the biological stage of development.” (Elkin, 1908, p. 541) Theory alone would not be

enough, in Elkin's opinion. He felt strongly that every journalism department should "edit a daily paper." "For the journalist," Elkin posited, "like the scientist, requires to have his laboratory and testing apparatus always at hand." (Elkin, 1908, p. 554)

Joseph Pulitzer was "reviled by old-line journalists as a barbarian and panderer to the reading public's worst instincts, stained by his newspapers' behavior in the run-up to the Spanish American War" (Narone, 2010, p.22). He hoped that his scheme for a College of Journalism at an Ivy League school, Columbia University, would distinguish himself from William Randolph Hearst and offer a form of "social purification."

"Before the century closes schools of journalism will be generally accepted as a feature of specialized higher education like schools of law or of medicine." (Pulitzer, 1904, p. 642) The Columbia University School of Journalism was established in 1912 with his financial assistance, but Pulitzer would not live to see it happen. According to Narone (2010), "...the healthiest journalism schools grew in the more modest land-grant universities of the heartland. There the same motivations met less condescension" (p. 22).

Sara Lockwood Williams (Williams, 1929), referring to her late husband, Walter Williams' (first dean of the Missouri School of Journalism) address before the Missouri Press Association on May 29, 1908:

He envisioned a new professional status with the opening of the School of Journalism that fall at the University of Missouri. This educational advance 'seeks to do for journalism what schools of law, medicine, agriculture, engineering and normal schools have done for these vocations.'

The School's educational goal 'adds the laboratory to the lecture method, the clinic supplementing of the classroom. It trains by doing.' He emphasized that the distinct feature of the school, besides 'its recognition of journalism as a profession, is this employment of the laboratory plan.' (p. 411)

Based on Williams' design, "the new school would be both classroom and laboratory" (Winfield, 2008, p. 5).

Williams would also write what is often evoked as the definitive code of ethics for journalists, *The Journalist's Creed*. (Farrar, 1998)

On September 14, 1908 (Winfield, 2008), the Missouri School of Journalism began classes and published the first *University Missourian*. An article announcing the opening of the new journalism school stated, "the *University Missourian* will give the students actual laboratory work, the training of a real newspaper office." This technique would be coined the "Missouri Method" and practiced in the school's other media outlets as they were introduced into the curriculum.

At the same time, Sara Lockwood Williams, informally established the first journalism library with clippings from various local and national newspapers and 25 books, donated by a Kansas City "newspaperman".

In 1920, the journalism library became a branch of the University of Missouri libraries. As the *Missourian's* name evolved and space increased, the *Columbia Missourian* library or "morgue" followed the *Missourian* to its new home in Lee Hills Hall, joined by VOX magazine and the photojournalism department. Today, the

journalism libraries are two distinct but affiliated branch libraries. The newspaper librarian, embedded in the newsroom, assists student reporters and faculty editors.

The Frank Lee Martin Memorial Journalism Library has moved many times over the past 103 years, but since its centennial year, 2008, it occupies the first two floors of the Reynolds Journalism Institute in the six-building journalism complex.

As new media platforms emerged, the Missouri School of Journalism embraced new opportunities for their students adding curriculum to address professional training in those areas. According to Weinberg (Weinberg, 2008), the first radio news course was added to the curriculum in 1936. In 1947, the school created a radio sequence where students “wrote and read” the news under the direction of journalism faculty. KFRU, a local commercial AM radio station, served as a radio broadcasting laboratory for journalism students until the University received a license in 1966 to build a noncommercial educational radio station. The first KBIA broadcast aired during the month of April 1972. National Public Radio began operating in 1970, making KBIA one of its earliest affiliates.

Weinberg (2008) notes that in 1949, Earl English, dean of the Missouri School of Journalism, investigated adding television broadcasting to the curriculum. On January 15, 1953, the University of Missouri received a license to operate a commercial television station. The National Broadcasting Company (NBC) served as the primary network connection for the station, but KOMU also carried programming from the Columbia Broadcasting System (CBS) and the American Broadcasting Company (ABC). In 1954,

NBC became the sole network connection for KOMU. KOMU remains the only commercial network television station in the United States, owned and operated by a university.

Weinberg (2008) quotes Robert Logan, former associate dean for undergraduate studies, now at the National Library of Medicine, when he said that the Missouri School of Journalism "...remains by far the most multidimensional of any program in the United States or globally." (Weinberg, 2008, p. 225)

According to Foote (2008), by 2007, university journalism and mass communication programs could be found on every continent in almost every country. "...Programs in the United States now comprise a minority of the estimated 3500 programs worldwide." (p. 132)

### **The Decline of Legacy Media and Rise of New Media Models**

Journalism education has at its roots, training students for success in legacy media industries. Internet access and all of the freedom that it implies has turned traditional media upside down. Media delivered via the Internet has been difficult to monetize. New media business models are needed and journalism education must follow.

Fancher (2010) believes "...journalism must be re-invented as an interactive endeavor if it is to remain relevant and accountable. Journalism education must play a key transformative role" (p. viii). He suggests that "key elements of that re-imagining are: experimentation, collaboration and engagement" (p. viii).



Over the past 100 years, journalistic standards, codes of ethics, and business models linked content, audience and advertising. Barriers to entry were high and communication has primarily been one-way. *The Knight Commission report on Information Needs of Communities in a Democracy* concluded that the information needs of America's communities "are being met unequally, community by community" (Knight, 2010, xii).

The Knight report also suggested "journalistic institutions do not need saving so much as they need creating." (Knight, 2010, xv) It concluded that for democracies to function, its people need access to credible and relevant information; they need tools, skill and understanding to use the information effectively, and they need to be engaged with information and one another. Technology can provide opportunities for creating new media tools and channels, but it is vital to democracy that everyone has the opportunity to engage and participate.

The Pew Research Center's State of the News Media 2012 (Mitchell, Rosenstiel, 2012) reported that 27% of Americans get news on mobile devices and more than 80% of smartphone and tablet news consumers also get news on their laptop or desktop computers. On mobile devices, news consumers are more likely to use an app rather than search for news, which indicates a bond with traditional news brands. Social media is increasingly becoming an important driver of news. News websites saw the greatest increase in audience (17%); network and cable news grew (5% & 1%), while print newspapers continued to decline (5%). Online advertising increased (23%) while most media sectors saw a decline, with newspapers seeing the largest at 7.6%. Community

news sites saw some successes and failures as some business models worked and others did not.

Digital investment in 2011 (Pew, 2012) trended heavily toward video content. ABC News provided video content for Yahoo News and Reuters developed original content for and will host 10 original news shows on YouTube. The *Huffington Post* announced its own 24-hour online news channel and sent waves through the print media as the first completely digital media organization to receive a Pulitzer Prize for national reporting in 2012. In early 2011, AOL announced that there would be 1,000 “patches” (AOL community news outlets) across the United States by year-end and that they would be profitable, setting the tone for hyperlocal news sites. By the end of 2011, these goals were in question with lowered expectations for profitability.

As newspapers continue to shrink with new rounds of cost reductions, they are also stretched by the need to generate content for smartphones, tablets and establish a social media presence.

(Grabowicz, 2012) reminds us that using Web 2.0 tools and strategies began to gather momentum in the mid-2000s. News organizations began using the Internet to distribute stories. Blogs, social networks and mobile devices are used to reach people wherever they are engaged on the Internet, with the operative word: “engaged.”

Historically, news has been “pushed” out to the consumer, often mediated by a “gatekeeper.” When news organizations began using the Internet to deliver stories, most included aggregation, sending content through email and RSS feeds to desktop applications. This still occurs, but entrepreneurial news organizations and journalists are attempting to engage audiences by “pulling” people to websites. Grabowicz suggests this serves two functions: More in-depth stories and richer content can be published on a website than in the relatively short snippets of information distributed to people via mobile devices, on YouTube and Flickr, or through blog postings. Providing deeper content fulfills the public service function of journalism and can help form online communities at news websites where people can gather to discuss issues of importance to their communities, both geographic and topical.

Attracting a loyal audience of repeat users to a news website offers a way to monetize journalistic content by selling the dedicated audience to advertisers. Creating a viable business model for online content has been a particular challenge for news organizations, with website advertising rates, as measured by CPM’s or costs per thousand views/impressions, usually a fraction of what can be charged for a print or broadcast product. How to engage an Internet and mobile news audience is a work in progress.

Many new visitors glance at a story and then leave, developing no sense of loyalty to the website. Grabowicz (2012) cites a 2008 Northwestern University

Research Study that found an online visitor spends an average of one minute per day on a newspaper website compared to 27 minutes per day that newspaper readers say they spend reading the print product on a weekday and 57 minutes on Sunday.

University of California- Berkeley Graduate School of Journalism operates three local news websites in the San Francisco Bay Area. They found that the more successful a site is based on the number of page views, the less success the site had in engaging its audience to stay on the site to read. They discovered that much of the engagement issue has to do with when people access online news sites. Traffic data from their websites shows that most people are going to the sites while at work. Traffic increases starting early in the morning through noon and then decreases the rest of the day. There is a huge drop-off on the weekends. Based on these data, to develop engaged and loyal audiences will require creating more focused and in-depth topical content making use of multimedia and digital tools. This includes databases, data visualization tools, games, as well as developing online communities and social media. (Grabowicz, 2012)

Michael Skolar, vice president of interactive for Public Radio International and a former Reynolds fellow at the Missouri School of Journalism suggests that a common thread weaving through social media is that: “Creating community engenders value for people. And providing value is the heart of any successful business model” (Skolar, 2011).

### **Journalism Education, Community Engagement and New Business Models**

Journalism schools have the obligation to assist communities in engaging with information. “They should beta test new models for journalism and understand how ecosystems emerge as well as contribute to the policymaking process that underpins them” (Anderson, Glaisyer, Smith, Rothfeld, 2011, p. 2).

The Knight report: *Shaping 21<sup>st</sup> Century Journalism*, called on journalism programs to “Redraw the boundaries of journalism education so that programs provide a broader set of skills for multiplatform (often entrepreneurial) journalists of the future.” (Anderson, Glaisyer, Smith, Rothfeld, 2011, p. 2) They (Anderson, Glaisyer, Smith, Rothfeld, 2011) also call on the media industry to make a stronger financial commitment to supporting innovative thinking, research, and curriculum development in the journalism field while asking local and federal governments to support and help fund research and community journalism programs.

Twenty-first century journalism education programs are employing a variety of approaches aimed at training digitally converged and entrepreneurial journalists. At the University of Missouri, all students learn multimedia fundamentals, creating for video, audio, still photography, audio slide shows, mobile apps and the Web. They use social media in all aspects of news creation and community engagement. Mobile apps are created in cross-disciplinary classes, some in cooperation with legacy media organizations that take advantage of academic multidisciplinary team research and development.

The Reynolds Journalism Institute (RJI) was launched in 2004 with a grant of \$31 million from the Donald W. Reynolds Foundation. RJI's 50,000 square-foot headquarters was opened in connection with the centennial celebration of the Missouri School of Journalism. The facility, part of the Missouri School of Journalism complex, provides state-of-the-art resources to test and demonstrate new technologies, experiment with new approaches to producing, designing and delivering news, information and advertising. It hosts live-streamed global conferences and funds fellowships for professionals and scholars aimed at enhancing the practice or understanding of journalism or advertising.

RJI fellows are provided eight-month fellowships to pursue innovative ideas, test them and assess their effectiveness. Ultimately, the goal is to deliver solutions that journalists and citizens can put to use in their own communities. David Cohn, a 2010-2011 RJI fellow developed a new funding model for news. Spot.Us pushed community-focused sponsorships. The model unlocks sponsorship dollars when community members engage with a sponsor's message. Basically, it funded reporters. A free-lance reporter could pitch a story to the Spot.US community. If they thought that it was worthy of sponsorship, they could help fund the story. Cohn raised over \$80,000 during his fellowship. In early 2012, he sold Spot.US to American Public Media's Public Insight Network (PIN). PIN is a crowd-sourced community of individuals with varied expertise. Questions are posed to the community network. Community network "sources," with either expertise or experience with the topic may be asked to share information that could add human

interest to the story. The goal is to personalize the story and engage the news consumer.

Each spring, RJI hosts RJIInnovation Week where faculty, fellows, media professionals and students share innovations in research, media engagement and new business models.

Jim Spencer, CEO of Newsy.com, explained to an audience at RJIInnovation Week, that the success that Newsy, a multi-source, multi-platform video news website, has experienced can be directly related to applied research. He points to Newsy's award winning iPad app that was designed around the findings from the 2011 *State of the News Media* report. Spencer, a Missouri School of Journalism alum and veteran new media entrepreneur returned to Columbia, Missouri to launch the Newsy start-up. He chose Columbia because of the journalism school, which he considered an important partner in the success of his business. Besides the internship and employment opportunities for students, the professional staff teaches courses in communication practice, and online audience development.

Joy Mayer, the *Columbia Missourian's* community outreach coordinator, associate professor at the Missouri School of Journalism and former RJI fellow is an engagement evangelist. Her motto is: "Ditch the Lecture. Join the Conversation." Mayer, in a recent conversation during "RJIInnovation Week" at the Reynolds Journalism Institute, talked about the British newspaper *The Guardian's* pioneering effort in engagement. She works to get consumers involved pre-publication, and

journalists engaged post-publication. Mayer suggests that engagement happens through audience identification and measurement of success. She believes that audiences need to be asked for assistance and then have their reaction tracked. Mayer sends student reporters out to meet with media consumers, engaging them in conversations about the questions they want reporters to ask community leaders. She and her staff have created handouts with bullet pointed facts gathered about specific issues of interest to community members. Distributing factsheets to their audience, in one case, community members attending city council meetings have facilitated informed community conversations. Mayer admits that engaging audiences make some journalists uncomfortable, especially those who see news reporting as providing information, not advocacy.

Jennifer Reeves, KOMU's new media manager, journalism associate professor, and former RJI fellow has been engaging her students and the television news audience through social media since the tools were introduced. An early Google+ Hangouts beta tester, she and popular local news anchor and adjunct professor, Sarah Hill, were able to convince KOMU to be the first newsroom to integrate this community engagement tool into a stand-alone news program, UNews@4, in September 2011. Hill invited viewers to join her Google+ Hangouts group for a behind-the-scenes look at live TV news broadcast. KOMU introduced U\_News as a new innovative social brand, complete with its own logo. Viewers were able to share thoughts, tips and learn why some things are reported and others are not. The growing audience was both global and often media-centric, as many other



television stations across the world also began trying out the social media tool and joining one another's Hangouts. Engagement with a global social savvy audience had been wildly successful; Sarah Hill had thousands of friends in her Google+ circle. KOMU had successfully used Google+ Hangouts to have a conversation with an audience in Oslo just after the mass shooting incident near Helsinki occurred. They took advantage of the same social meeting space immediately after a tornado hit Branson, Missouri where they encouraged local audiences to share stories and photos of the incident. Even with all of the global success, local ratings were poor. U\_News @4 soon became U\_News @ 11 in early 2012 and finally was subsumed into KOMU News at Noon in April, 2012 where it is still included, but has been integrated into the traditional mid-day news program. Although a global media success, local audiences didn't seem to get it. Familiar with traditional television news programming focusing on local events, many viewers needed training on how to use social media tools to participate. The groundbreaking event had moved too quickly with a new brand when KOMU probably should have integrated it into the regular news first, introducing it to the local audience. A new interactive news brand like U News was also hard to monetize since local news advertising is still very tied to a local audience and the advertising staff had not been trained to sell multimedia content. Newsrooms are struggling with finding the right balance. The challenge exists on how to manage two simultaneous audiences on two different screens, and how to get them to use both at the same time.

Reeves' Advanced Internet Applications for Radio-TV Journalism is probably the most cutting-edge journalism course offered anywhere. Her class (Journalism 4974/7974) is known as #jenclass. Her students are required to use several social media tools and are expected to "tweet" during class. Current classes are often joined by former students (now media professionals) as they share results of new media experiments. U-News may have been too avant-garde for last year's audience, but maybe not for next year's. #jenclass is leading the media revolution.

It is increasingly difficult to see where one media outlet begins and another ends as media platforms continue to merge and legacy media outlets transform themselves by participating in multiple platforms simultaneously. *Intersection* is an example of public radio, the Internet and social media "crossing paths" with the local community. The weekly call-in/interview program addresses local issues that affect the mid-Missouri audience. The University of Missouri affiliated public radio station (KBIA) assembles a panel that can speak intelligently about a topic and opens the discussion to Internet audiences. The radio program is live-streamed, offering a converged multimedia experience.

The *Global Journalist*, formerly a print publication of the International Press Institute, published by the Missouri School of Journalism, is now a digital-only Web magazine. *Global Journalist* hosts a weekly half-hour discussion of international news by a panel of journalists from around the world. It is broadcast on KBIA, but

also live-streamed from a studio in RJI. It was one of the first multiplatform news magazines to have global conversations.

Tom Rosentiel and Mark Jurkowitz, authors of the *2012 Pew PEJ State of the News Media* report shared several takeaways with the RJI Innovation Week audience on April 26, 2012. Rosentiel shared his comments with the physical and online audience via a Skype connection. He told the audience that changes had been unpredictable. The prediction: people would change their news reading habits when they had many choices. What actually happened: people migrated from legacy products to online while watching circulation grow. Rosentiel explained that the data showed successful newspapers do three things: aggressively sell new platforms, add video to the mix and pursue non-traditional revenue streams. He suggested that the culture of risk aversion and imitation has led to a lack of innovation in news. (Rosentiel, 2012)

Esther Thorson, Missouri School of Journalism associate dean of graduate studies, RJI director of research and professor of strategic communication also spoke during RJI Innovation Week. Her research has shown that the “news business” has no history of marketing. Historically, the media industry tried to separate the news side of the industry from entanglements and advocacy that the sales side of the business brought with it. The news desk needed to be free and unencumbered to do a credible job. All other industries employ marketing. According to Thorson, news industry managers need management training to be able to make good

marketing decisions. They also lack a culture of assessment. According to Thorson, news organizations need an integrated advertising staff that knows how to sell multimedia.

Michael Wolff, *theguardian.com* media blogger says,

“...the news business has been plunged into a crisis because web advertising dollars are a fraction of old media money. And mobile is now a fraction of web: the approximate conversion rate is \$100 offline = \$10 on the web = \$1 in mobile.”

“The bleak or non-existent future for news professionals in a mobile-dominated world is further compounded by our remoteness from, and antipathy to, the thing that has always fed us: advertising. The news business began and thrived on the basis of an historic, if anomalous partnership between the immediate and the commercial. Freedom of the press had as much to do with department stores as with the constitution.”

“ We continue to need some genius or greedy so-and-so to figure out how to make a connection between news and moving the merchandise. Or we are lost.” (Wolff, 2012)

Audience engagement, marketing and assessment are necessary strategies in the world of new media and strategic communication. Juan Señor, moderator of the

82<sup>nd</sup> International News Marketing World Congress listed a set of issues that news media and journalism professionals will be facing. Below are a few of those issues:

- It's all about culture change.
- You need to take on the big issues to remain relevant
- Engagement is key!
- Focus on story page and not so much the homepage
- Innovation must be part of an organisations's DNA
- Do not adopt digital – absorb it
- Technology itself is not a solution – quality journalism is the solution
- Develop for mobile first
- Grow younger, engage and support your audience
- It's about proactive evolution, not desperate revolution (Señor, May 2012)

At the Missouri School of Journalism innovation is encouraged. Technology has been a driver in the new media revolution as the academic program, formerly siloed by platform choice, now trains converged multimedia mobile journalists, encouraging innovation and engagement.

### **The Journalism Library: As Innovation Partner**

The journalism library has evolved with the curricular offerings and needs of the faculty and students of the journalism school. The mission of the library, to

provide the highest quality of service and resource support to journalism students, faculty and alumni, has never changed, but its role continues to expand to include access to and management of content creation technology. The journalism library has a large historical and current monograph collection, but chooses digital-first for periodicals and most newspapers based on current information gathering habits of its customers. eBooks are becoming increasingly more important as we assist more distant learners and readers prefer access on demand.

For decades, libraries have employed online content management systems using barcodes and smart cards to link items to their users. As multimedia creation became part of the curriculum, the journalism school began purchasing video and audio equipment to accommodate these classes. The journalism library recognized an opportunity for a new service offering: managing cameras, microphones and other content creation equipment needed for classes. This partnership has only been strengthened as the library has taken on the role of providing comfortable, collaborative and creative spaces.

When the Reynolds Journalism Institute opened its new facilities in 2008, they provided a new space for the library. Designing the space to enhance collaboration and creation, it is furnished with mobile, comfortable furniture and state-of-the-art-technology. The journalism library provides access to video HD camcorders, digital “still” cameras, digital audio recorders, headphones, microphones, tripods, projectors, laptops, iPads, iPods, eReaders and hundreds of

accessories for checkout. The library is equipped with iMacs, loaded with Microsoft Office, Adobe Creative Suite and Apple Final Cut Pro software. It has five 52-inch flat LCD screens delivering cable and network news as well as locally created content. Infrared headphones are available if a student wishes to listen to the broadcast without bothering others. Flat screens with video-in/out capabilities for presentations and white boards are also available in each of the group study rooms.

The library also provides access to large flatbed color scanners, printers and a microfilm reader/scanner. Journalism students pay technology fees in addition to their tuition, allowing the library to provide access to a variety of equipment needed by students. The journalism library allows students to checkout any type of technology they might need to do their work. They are told that the equipment was purchased with their fees and that the library is managing it for them.

The transition from analog to digital resources has reached a tipping point in the journalism library. In 2011, the journalism library saw 231,000 visitors and checked out 30% more cameras (5554) than books (3366) and almost as many laptops (3311). The journalism librarian provided specialized instruction for 65 classes that included 1395 student participants. The library is a multimedia center constantly evolving based on the needs of its constituents. It is an active and vibrant place where collaboration and creation takes place. It serves as a journalism students' home away from home.

The Newspaper library manages photo equipment for the *Missourian* newsroom as well as providing all of the tools to support the stories that are created. The journalism library serves faculty, scholars, students, and professional journalists throughout the world. The *Missourian* and *VOX* print products are archived, but it continues to be a struggle to manage the mass of digitally born assets created by all outlets each day. It is curation and preservation of the analog and born digital assets produced by the school's media outlets that provide our greatest challenge.

In April 2011, MU Libraries, The Reynolds Journalism Institute and the Missouri School of Journalism hosted the Newspaper Archive Summit, bringing a diverse group of stakeholders together to discuss newspaper preservation and access issues. Summit II, in the planning stages for spring 2013, will address curation, preservation and access issues concerning born digital news.

The local Summit planning group has been exploring cross-discipline collaborations and applying for grants to establish a digital curation center for news media on the University of Missouri campus. We hope to train news media creators to manage the life cycle of the digital objects they create.

### **Conclusion**

It took several centuries for news to evolve from word of mouth into a print on paper format, but in less than one hundred years an explosion of delivery channels now provide consumers with a seemingly endless variety of news format



choices. Legacy media companies have seen advertising dollars decline while watching their costs rise. To survive, they must provide content to consumers on a variety of platforms. Today's news consumers prefer pulling the news they want, when they want it, to their platform of choice. Pushing the news, as legacy delivery channels have typically done in the past, is not sufficient for today's news consumer. They seek engagement; requiring media organizations to better understand their audiences. Media organizations, having kept the advertising side of the business at arms length to avoid conflicts of interest, are beginning to employ marketing strategies to reach their audience. These changes require re-educating journalists. Reacting to the changes, journalism schools are creating new programs to address these needs. Some of the most innovative news products are the result of media and the academy working together.

For libraries that serve journalists and journalism scholars to remain relevant, they too must evolve with the needs of their customers. They cannot afford to lag, but must be leaders in innovation, reinventing service models that anticipate the needs of their customers before they know that they need them.

One of the major challenges for journalism and news libraries is to manage the overwhelming number and types of born digital media products produced at the academy. We must train a new breed of journalists to understand the preservation life cycle of the content they create and a new set of librarians to assist them.

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