The image of the current *Torch* is of a student-run and student-financed publication. Editors and writers have been recruited and trained in a sense on the job. Students who have had experience on high school publications, who have perhaps taken a journalism course at Wittenberg, or who have been encouraged informally by peers and advisors, these are the self-selected few who take up the weekly challenge to put out the campus newspaper. The funding through student government provides operating expenses that mostly are expended through printing processes. Few funds are invested in the resources needed to keep the publication and resource infrastructure current. When the publication has the good fortune to attract a good number of good and conscientious writers whose sense of persistence and purpose is high, the *Torch* also rises in quality. Otherwise the quality is uneven and the weekly responsibility to put out the publication falls on a dedicated and many times overtaxed few.

This transformation investment fund proposal provides an opportunity for a dramatic reversal of this image. On the one hand, it provides the needed software, computers, cameras, and internet capacities in keeping with journalistic standards and practices. This can help students produce a publication that enhances, enables, and rewards their efforts and that in visual appeal attracts other writers and colleagues. That by itself is worthy and can help the *Torch* become a publication that represents our university and community well. But more significantly, this proposal signals an effort to create a student publication that is a prime example of the authentic student work experiences encouraged by the Strategic Plan. In this vision, a revitalized and reconstituted *Torch* bridges co-curricular and curricular learning experiences. Co-curricularly the *Torch* still would receive student government support. It would still provide an opportunity for students to practice the skills required of independent journalists. But curricularly and in keeping with the course and internship opportunities of the new journalism minor, this proposal will create a student publication that is an experiential, professional outlet for instructor-led assignments and activities. In this vision, the *Torch* becomes a formalized and worthy vehicle for student growth and development as they improve as writers and ethical and skilled journalists. In this vision, the *Torch* requires resource supports to emerge as an attractive and authentic learning opportunity that is fully incorporated into a vision of university life where learning occurs both in and out of the classroom.

1. **Provide a brief narrative of the nature of the project and specific aspects of the strategic plan that this project advances.**

The newspaper for any university functions as both a reflection of student cultural and intellectual life and as a shaper of the university's image for its internal and external constituencies. The *Torch*, long part of Wittenberg’s history, is in need of an overhaul to bring it in line with the ambitions of Wittenberg’s Strategic Plan. With implementation funds, the newly created *Torch* Advisory Board hopes to improve dramatically the quality and professionalism of Wittenberg’s student newspaper. As convergence and citizen journalism transform the field at all levels (high school, college, professional), it is important for Wittenberg to embrace this
technology and approach in order to make our *Torch* writers competitive and to make our newspaper a compelling “must read” to the present generation of students. In particular, this means sustaining a professional-looking web presence and blogs, but also reaching into the broader Springfield and Ohio communities for stories. Democratization and outreach are hallmarks of citizen journalism.

Ideally, the Board envisions improving the *Torch* in a variety of ways that will make the paper an appropriate tool for use in Admissions, Advancement, Alumni Relations, Student Development, Community Engagement and of course, Academic Life. A stronger, more respectable *Torch* will provide a reliable way of keeping the entire Wittenberg community informed and will create a forum for discussion of issues that affect us all. The newspaper will become a training ground for students interested in journalism, communication, photography, advertising, editing, publishing, ethics, and other related fields. A revitalized *Torch* could be sent to alumni to keep them engaged in university life and could be used as a recruiting tool for prospective students. A strong *Torch* could be entered in regional and national contests, thus expanding awareness of Wittenberg far beyond our local boundaries. Ultimately, a strong *Torch*, like any excellent newspaper, could and should be a central part of how the community (both at Wittenberg and within Springfield) discusses, defines and displays itself to the world.

The project to strengthen the *Torch* has already begun.

For instance, in 2007 the *Torch* staff and/or the adviser:

- Received Sexual harassment training
- Received Diversity training
- Joined The Ohio Newspaper Association
- Joined College Media Advisors
- Joined Collegiate Press Association
- Attended a New Media Advisers conference in Louisville, KY
- Attended a student press conference in Washington, DC. (*Torch* editors Jocelin Baker, Katie Shoemaker, Dan Rosenthal, and staff writer Jess Bailey attended the conference, and came back fired up with new ideas for a newspaper overhaul, both for content and visuals)
- Organized and attended a half-day retreat for *Torch* staffers and Advisory Board members to plan improvements for the newspaper in.
- Formed a *Torch* Advisory Board in. (The Board worked on creating an implementation fund proposal, and it is presently in the process of drafting governing documents and overseeing changes in the functioning of the *Torch*.)

In 2008, the *Torch* staff and/or the adviser:

- Attended a national journalism conference for students and advisers in New York, NY. (*Torch* editors and writers/photographers Bethany Hart, Drew Choiniere, Cristina Recalde, Lauren Berzins, Angelika Gaselina, Maryam Rezayat, and adviser D’Arcy Fallon attended.)
• Met with Student Senate and presented them with Transformational Investment Fund Proposal for the Torch. The Senate gave its support of the proposal and will be sending a letter to Task Group A.
• Formed a Torch Editorial Board. (The editorial board consists of the paper’s top editors, who meet on Sunday nights to discuss topics for upcoming editorials. These editorials will not just be opinion or personal columns, but well-researched and reported editorials about the issues of the day. Each member of the editorial board will take a turn writing an editorial, but all members will have input.)
• Visited with media advisor at Otterbein and got advice on the operation of their student newspaper.
• Began drafting a “Publication Manual”, due to be finished at the end of Spring semester.

In the coming 2008/09 year, the Torch staff and/or the adviser will continue:

• Annual sexual harassment and diversity training
• Annual retreat with Torch Advisory Board
• Coordination with the Springfield News-Sun and other community news outlets for better coverage of local events, especially given the need to serve our Continuing Education students. Several Witt students have undertaken freelance projects with the Springfield News-Sun’s special sections editor, Cindy Holbrook.

But there is more work to come. A timeline for the Torch renewal project follows:

I. Recruitment and Training

Goal One: To enhance the baseline skills required in the writing, production, and publishing of a student-run university newspaper.
Goal Two: To recruit a diverse cadre of talented writers, photographers, artists, graphic designers, and business students onto the Torch staff.

Fall Semester 2008

1. Editors will attend national training workshop for student journalists in Kansas City, Mo. to improve writing, editing, and design skills.
2. Hold recruitment programs that are designed to invite new students onto the Torch staff.

   a) Run editorial cartoon competition on campus. Announcements will be made in the Torch Spring ’08.
   b) Hold open house at Observatory and recruiting fair.
   c) Continue to recruit students to become staff members receiving internship credit in exchange for working as reporters/editors/photographers for the Torch. (Note: So far students Erik Larkin, Melanie Eichenlaub, Katie Nemeth, Dannie Zucker, Will Wismer, and Madelaine Smyth have signed on to do writing/photography internship with the Torch for Fall ’08.
The Torch recruitment initiative occurs as the journalism minor is growing. As of April 3, there were nearly 30 declared journalism minors.)

d) Distribute information to first-year students about opportunities on the Torch and meet with classes. Diversity of backgrounds and perspectives is a particular goal of the Torch’s recruitment initiative with the aim of including at least one international student writer and at least one “non-traditional” student writer. Aim for diversity across majors/minors on the writing staff.

3. Select, develop and attend initial training workshops for Torch editors. Journalism faculty, and interested Advisory Board Faculty in web design/management, advertising sales, graphic design/layout, and software usage. These workshops would be led by outside consultants from Lakeland College in Fall ’08. We are considering two training modes both of which use the “train-the-trainer” model. In mode one, a faculty and student staff member attend a course on layout/design at Lakeland College in Wisconsin. In mode two, we hire a Lakeland College consultant to run a similar training course on campus at Wittenberg. In either case, the attendees at the initial trainings will be become the guides and coaches for ongoing student and faculty development. (Note: Lakeland won the First Place “Best of Show” award in their category at the Midwest regional sponsored by the Associated Collegiate Press in spring 2007.)

Spring Semester 2009

1. Continue recruitment of Torch staff by following up with recruits retained in Fall 2008.
2. Hold additional training workshops on campus as pioneered in fall. Workshops will include existing Torch staff, but will also include new students recruited in the fall recruitment initiative. Workshops will be led by Wittenberg faculty and students trained in the fall.
3. Establish a set range of beats using new writers and staff. The beats will target a variety of areas both on and off campus: examples may include – international affairs, Springfield Life (includes efforts of Wittenberg’s new Center for Urban and Community Engagement), arts, media, religious life, environment, and faculty/student research.

II. Infrastructure Renewal

Goal One: Revise or develop governing and assessment documents and procedures for the Torch.

Goal Two: Develop revenue streams related to advertising in paper and online publication.

Fall Semester 2008

2. Complete editorial overhaul with “Publication Manual”, and “Advisory Board Guidelines”.
3. Develop formal evaluation and assessment processes to evaluate the products and processes of the Torch. Informal evaluations will occur in summer 2008.
4. Complete advertising, instituting new pricing structure and procedures for ads. Present revenue from advertising ranges from $900-$1500.

Spring 2009

1. Formally adopt all governing documents. Documents will be published in both hard and online versions.
2. Conduct orientation sessions with students and faculty regarding procedures and processes outlined in “Publication Manual”. Note: The “Publication Manual” will provide instruction not only to students working on the Torch as a co-curricular activity, it will also provide guidelines that can be employed by student writers in journalism classes.
3. Conduct first of formal review of the Torch products and processes by Advisory Board.
4. Continue developing and securing new advertising revenue including potential advertising in the online version.

III. Publication and Design

Goal One: Develop the interactive and specialty areas of an online publication.
Goal Two: Develop and implement a new format and design for the Torch

Fall 2008

1. Buy new computing equipment and software.
2. Expand web presence and interactive capacities for the online newspaper. (Note: the Torch went online in Spring ’08 and Tara Osborne is currently working with Wittenberg’s New Media/Web manager Bob Rafferty to develop the blogging area.)
3. Maintain and expand a professional website detailing the Torch as co-curricular and curricular opportunity at Wittenberg. (Note: The expanded web presence will provide avenues for helping current and new students to become involved in the publication.)
4. Investigate models of paper redesign including format (potentially a broadsheet), typeface, logo, and section headings.

Spring 2009

A possible re-design of the Torch logo and section heads if the Torch goes to a broadsheet format. This will be discussed at length if the newspaper staff can meet with a designer/teacher who can train with InDesign.
IV. Curricular Innovation

Goal One: Model Witt Sem offering that promote the understanding and importance of journalism as a craft and democratic/investigative institution.
Goal Two: Incorporate new “Publication Manual” and new writing, production, and staffing opportunities into journalism courses.

Fall/Spring 2008

1. Finalize planning and teaching for a journalism-related WTSM for Fall 2008 that will create experiential opportunities for future students at the Torch. The course, “Forgive Us Our Press Passes” will take a look at the role of journalists in film and literature, exploring such issues as bias, conflict of interest, free speech, muckraking, whistleblowers, and the high cost of reporting the truth. The final project will be a student-produced “newspaper” created with InDesign software.

2. Publish a “Newcomer’s Guide” for incoming first-year students for Fall ’08 which will help them get oriented to campus life. The publication will also generate ad revenue for the newspaper. Adviser D’Arcy Fallon is currently talking with Management Professor Pam Schindler about how one of Dr. Schindler’s advertising/marketing classes could take on the Torch as a client through the Wittenberg Center for Applied Management. Students would work with Torch ad manager Tara Osborne to come up with an invigorating marketing strategy. Assessment: increased ad revenues.

2. Describe the extent of collaboration on campus and outreach beyond the campus essential to and likely coincidental with the project.

The success of the Torch is dependent on many constituencies both on and off campus.

Presently, printing of the paper is an off-campus event and would continue to be so, but editors will explore different publication options, including broadsheet options (rather than tabloid) and color printing costs. Student editors plan to reach out for assistance from the community by talking with the Springfield News-Sun about increasing the Torch’s national/international stories as well as ties to local events, and also for some technical assistance. Outside of the Springfield community, editors have begun making contacts at national student journalism conferences and associations, and they will continue to build ties within these organizations. If implementation funds are approved, the Torch hopes to bring in specialist consultants in newspaper design and management for short workshops to help put the paper on a solid footing in line with competitors at other universities.

Collaboration on campus includes:

1) assistance from the Dr. Pam Schindler and Wittenberg’s Center for Applied Management (explained above).
2) help from Bob Rafferty, Wittenberg’s Director of New Media/Webmaster (explained above).
3) cooperation between the English and Communication departments in recruiting and training staff for the newspaper. The growing journalism minor (with eight minors in its first year) will provide some aspiring Torch journalists, but as the paper’s reputation grows, other majors/minors will be attracted. As part of the changes envisioned here, the Advisory Board will reach out to include other departments in recruiting Torch staff. For example, many university newspapers have a science feature writer or a specialist in political science covering elections. The 2007-08 editors have already made plans for spring 2008 recruitment to include campus-wide competitions and informational sessions.

4) research into building a network of media outlets offering internship opportunities for our students. We would also like to be able to call on local news organizations and alumni to provide guest speakers, consultants and critics, and even financial

5) coordination with Admissions, Alumni Relations, Office of University Communications, and Advancement offices to help develop ways of making the Torch a useful addition to materials used in promoting Wittenberg on and off campus. This effort would necessarily mean increasing the print run in order to have more papers available for such endeavors.

3. Describe the expected outcomes that advance the strategic plan or increase the ability of the organization or individuals to do so.

The Torch reassessment and rejuvenation advances the strategic plan in a great many ways. Among the most obvious overlaps are:

**Goal A**

- **Objective Two, international perspective:** A strong student newspaper would provide the forum to discuss issues of national and international importance. The Torch regularly prints stories on international students and studies, reports on issues such as the Iraq War, and it provides publicity and coverage of the many speakers who come to campus. The web presence for the newspaper could be a useful tool in international student recruiting.

- **Objective Three, experiential learning opportunities for all students:** Students who work at the Torch receive hands-on experience in all aspects of newspaper production, including reporting, editing, production, graphics, computer skills, advertising sales and production, interviewing, and more. The planned changes to the newspaper will provide its staff with national conference and training experiences, connections to working journalists in the field, and opportunities for more in-depth local interaction in the Springfield community.

- **Objective Four, strengthen and promote distinctive program opportunities:** A few students already receive academic credit for internships served at the Torch; we would like to see that program expanded. The Torch could serve as important tool in recruitment and retention of students in Communication and English, both strong and distinctive programs at Wittenberg already. Innovative internships, attendance at national events, and entrance into journalism competitions should also raise the profile of the journalism program at Wittenberg.
Goal B

- **Attract outstanding and motivated students:** Beyond the specific goal of attracting excellent students to Wittenberg’s relatively new and “distinctive” journalism minor and Communication major, a renovated *Torch* will provide a powerful tool for Admissions to use in attracting students from all majors/minors. Many high school students gain experience on a high school newspaper out of interest in writing, and as these students move into colleges, many hope to continue to work on newspaper staffs as they pursue degrees in management, history, political science, chemistry, biology, etc. The Advisory Board anticipates that the *Torch* will not only attract a broad variety of writers from among new students on campus, but that it will also be an attractive reading option for those considering attendance at Wittenberg. In addition, the creation of paid positions in Advertising, Editorial Work, and Photo/Design could attract students interested in majors in Management (advertising or marketing), Art, and English/Communication. Wittenberg’s already strong writing program could also be heralded anew through the *Torch*’s pages. Finally, the creation of a sustainable and professional web presence allows the *Torch* to be a site for recruiting and retention.

- **Create a campus climate where all community members understand and fulfill their individual and collective roles in recruiting students.** As the controversy over the *Torch* humor issue in spring 2007 demonstrated, a university newspaper plays an important role in campus climate. The Advisory Board feels strongly that there is no more important single way to influence a positive campus climate than through the quality of the student-run newspaper.

Goal C

- **Objective One: student learning that integrates learning inside and outside the classroom:** Students working for the *Torch* will be able to see how the lessons they learn in the classroom translate to an actual production environment.

- **Objective Two: Create a campus climate where all community members understand and fulfill their individual and collective roles in enhancing student success and retaining students.** Students reading the *Torch* will be able to see how what they learn in the classroom and on campus is reflected in the experiences of others on campus. The newspaper celebrates both the shared Wittenberg experience and the diversity of the community on campus.

Goal D

- **Enhance campus diversity through our campus design, symbols, and ceremonies.** As much as the seal, the Pass It On symbol, or the buildings in the historic heart of campus, the *Torch* is a potent symbol of the Wittenberg community. Not only can it serve as a forum for discussions of diverse perspectives and issues of common interest, its presence can be a welcoming symbol of inclusion or a closed and off-putting symbol. The planned changes would encourage a more diverse newspaper content and staff.
**Goal F**

- **Objective 2: Create a fully engaged community of learners.** As previously stated, any community needs a common forum where ideas and information can be debated and shared. As our society splinters more and more into small, limited-interest groups, a central forum open to all viewpoints is essential to providing both a sense of community and for giving that community a place to raise its many voices. The Torch can and should be that central forum.

4. **Identify specific methods and metrics by which progress toward the goals can be evaluated annually and successful completion of the project recognized.**

As a startup project that will help develop the requisite skills and infrastructure for a new and revamped student publication, many of the assessments below relate to implementation outcomes or products. Assessments are arranged according to grant sections and goals with projections included.

I. Recruitment and Training

   **Goal One:** To enhance the baseline skills required in the writing, production, and publishing of a student-run university newspaper.

   - Fall -- Two faculty and students will be receive initial training with consultant (Lakeland College).
   - Spring -- Twenty additional students will receive training from ca faculty and/or students will receive training from Wittenberg coaches.

   **Goal Two:** To recruit a diverse cadre of talented writers, photographers, artists, graphic designers, and business students onto the Torch staff.

   - Selection of winner of cartoon competition and incorporation of editorial cartoonist on staff.
   - Identification of 40 potential students for Torch staff including five students from diverse international or ethnic backgrounds.
   - “Newcomer Guide” completed and published.

II. Infrastructure Renewal

   **Goal One:** Revise or develop governing and assessment documents and procedures for the Torch.

   - Production and adoption of new Torch constitution.
   - Completion of Advisory Board governing document.
   - Completion and printing of “Publication Manual”
   - Formal evaluation procedures codified in Advisory Board Procedures and first evaluation conducted.
Goal Two: Develop revenue streams related to advertising in paper and online publication.

- Advertising revenue structure developed and promotional vehicle completed.
- $10,000.00 new revenue in advertising realized.

III. Publication and Design

Goal One: Develop the interactive and specialty areas of an online publication.

- Web design completed including blog and interactive areas. Web area area averages 100 hits daily.
- Web presence for the *Torch* as curricular and co-curricular opportunity goes online.
- Publication design selected.

Goal Two: Develop and implement a new format and design for the *Torch*

- New *Torch* goes into production using new logo, section headings, and style. Twelve editions published. Issue(s) selected for submission to national competitions.

IV. Curricular Innovation

Goal One: Model Witt Sem offering that promote the understanding and importance of journalism as a craft and democratic/investigative institution.

- Witt Sem offering taught modeling with the student publication the use of new new software.
- Four students who have taken the course begin association with the paper.

Goal Two: Incorporate new “Publication Manual” and new writing, production, and staffing opportunities into journalism courses.

- English 241: Beginning Journalism taught using new materials and resources. Feedback from students obtained.

General Evaluation Procedures

In addition to the above matrix, the Torch will undergo ongoing evaluation.

1. The newly created Advisory Board, which meets twice per month, will provide constant evaluation and feedback to those students producing the *Torch*, and the Board should provide a clearinghouse where faculty, students and other readers can comment on the *Torch*’s quality. The Board will encourage the *Torch* staff to conduct a student survey of interest and to provide more opportunity for feedback in the form of blogs, letters to editors, and wikis on the website.
2. *Torch* staff will take an issue every year to the national conference of student newspapers for a free assessment by professional journalists. In this assessment, journalists evaluate content, design, and overall structure of the paper, providing concrete suggestions for change. In Fall 2007 such an assessment helped the present editorial staff begin to implement some changes.

3. The Student Senate will maintain its oversight of the paper, playing a crucial role in reviewing spending and providing solid feedback regarding the changes in the newspaper. Finally, the *Torch* will begin to enter the paper in regional and national competitions (such as those sponsored by the College Media Association) in 2008, with the goal of receiving positive recognition within the next five years.

4. As part of the production and design initiatives described above, we plan to conduct an initial evaluation of the newspaper in spring 2008 using feedback from national conferences and from Advisory Board members. Consultants will also be asked to provide specific evaluation of the *Torch* during their time on campus.

5. Perhaps the most effective and least quantifiable evaluation is that which comes from the audience. Word-of-mouth, size of print runs, queries by students interested in serving on the *Torch* staff all will help determine whether the changes are successful. At the very minimum, these changes will result in a better working environment for our student journalists and a more professional presence for the paper on campus, in the city, and in the broader student journalism community.

5. **Provide a realistic yearly budget for the project and projection of likely new revenue directly related to the successful completion of the project.**

Much of the budget relates to one-time opportunity costs associated with this start up request. For that reason, there is no reason to believe that the costs will need to be repeated in the near future. That noted any first-rate publication, particularly the one described in this proposal, must be receive continual infrastructure support for training and appropriate hardware. We project increased advertising revenue from the new *Torch* that might provide such support. This comes from the creation of new advertising structures and from advertising that might be realized through the publication of the “Newcomer’s Guide.” It is also reasonable to project that a quality paper might serve as an attractor to students and to alumni giving. Any projection related to that income would be merely speculative and hard to quantify. In regards to the budget overall we make the following notes.

1. This budget includes several new computers for the present *Torch* offices in Weaver Observatory (to replace the ancient ones that are there), as well as programmatic costs (software, training, cameras, tape recorders). The budget does not include ongoing maintenance costs, as computing upgrades and other physical maintenance should far until our normal operating budget schedule. See Appendix 1 for the Budget.

2. This budget also calls for InDesign software to be added on to the computers in the Hollenbeck 124 English Lab so that newspaper production can be taught to incoming journalism classes. Adding this software will go a long way towards sustainability because each new crop
of writers/editors would become better equipped to put out a quality paper. Note: At the 2008 journalism conference in NYC, a newspaper editor-turned-journalism teacher critiqued *The Torch* and said the paper’s **number one problem** was the outdated software it was using, which gave the paper an outdated, muddy look.

3. Please note that the *Torch* has already received a December 2007 gift from an **alumnus** equaling $5000. The Board would like to use this fund as an investment for ongoing and sustained development of the *Torch*, independent of the investment funds we request here. In particular, we envision using those funds in 2008-09 as ad revenues stabilize, and as we look into long-term changes (e.g. Broadsheet and/or color) and production (e.g. size of paper, circulation).

4. Finally the Advisory Board has estimated how the investment funds will lead to self-sustained initiatives. Primarily, the Board plans to fund continued paid positions for *Torch* staffers through increased Advertising income. Present funding from Student Senate for the *Torch* cover (along with present advertising revenues) production of the newspaper.

**Proposal respectfully submitted by the 2007-08 Torch Advisory Board**

**D’Arcy Fallon, Department of English**
MFA Creative Nonfiction – Antioch University, Los Angeles, 1999
BA Journalism—San Francisco State University, 1982
Staff writer for the Long Beach *Press-Telegram*, 1982-1984
Staff writer for the San Francisco *Examiner*, 1984-1990
Staff writer for the Colorado Springs *Gazette*, 1990-1999
Award-winning journalist
Faculty Adviser, *The Torch*, 2005-2008

**Michael McClelland, Department of English**
Ph.D. English, Florida State University
Adviser and chair of the *Florida Flambeau*
*Bureau Chief, Florida Environments Magazine* 1990-1993
Reporter, UPI 1986-89
Bureau Chief, Florida Freedom Newspapers, 1985-1986

**Tammy Proctor, Department of History**
PhD History – Rutgers University, 1995
BJ Journalism – University of Missouri, 1990
Copyeditor for *The Maneater* (University of Missouri Student Newspaper)
Feature Writer and County Beat Reporter for the *Columbia Missourian* (city paper)

**Matthew Smith, Department of Communication**
Ph.D. in Communication, Ohio University (including coursework in the Scripps School of Journalism)
Editor-in-Chief for *The Trumpet* (West Liberty State College student newspaper)
Managing Editor for *Quarter after Eight* (Ohio University student literary journal)

**Robert Welker, Department of Education, 1988**
PhD in Educational Foundations – The Ohio State University, 1988
BA/BS in English and English Education – The Ohio State University, 1973
Journalism Teacher/Newspaper Advisor – Watterson High School, 1977/79
List of Appendices:

Appendix 1: Budget
Appendix 2: Sample letter using college newspaper for Annual Fund development
Appendix 3: Report from Jocelin Baker, former Editor, of trip to national conference in Fall 2007
Appendix 4: Brief statement from Torch adviser D’Arcy Fallon
### APPENDIX 1: Budget

<table>
<thead>
<tr>
<th>Torch Revitalization-Itemized</th>
<th>Request</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furnishings (include long table 10 chairs, and misc. items)</td>
<td>$5,550.00</td>
<td>Table priced at online retail outlets, chairs priced Office Max retail outlet</td>
</tr>
<tr>
<td>Six <em>Torch</em> computers and misc. software items for The Observatory (includes power strips, surge breakers, etc.)</td>
<td>$15,000.00</td>
<td>Price quoted by Joe Deck</td>
</tr>
<tr>
<td>Printer/scanner (printer and scanner Richo Aficio CL7200)</td>
<td>$2,463.00</td>
<td>Price quoted by Joe Deck</td>
</tr>
<tr>
<td>Staff cameras (2 at entry level [Canon power shots], 1 more advanced, Canon S3)</td>
<td>$1,000.00</td>
<td>Priced at local retail outlets</td>
</tr>
<tr>
<td>Digital pocket tape recorders for interviews (5)</td>
<td>$200.00</td>
<td>Priced at online retail outlets</td>
</tr>
<tr>
<td>Consultant or course (software use, graphic design)</td>
<td>$10,000.00</td>
<td>Priced in consultation with possible consultant(s)</td>
</tr>
<tr>
<td>White board for Torch office</td>
<td>$300.00</td>
<td>Priced at local retail outlet</td>
</tr>
<tr>
<td><em>Newspaper Designer’s Handbook</em> by Tim Harrower (6 copies at $40 each)</td>
<td>$240.00</td>
<td>Available through Amazon.com</td>
</tr>
<tr>
<td>InDesign Software for Torch computers in Laboratory and in the Hollenbeck English Lab</td>
<td>$11,580.00</td>
<td>Price quoted by Joe Deck (InDesign is sold in blocks of 10 applications for $3860. We need 24 in the English Lab and six for the Torch laptops. InDesign software sold singly is $580 per copy.)</td>
</tr>
<tr>
<td>Travel to Journalism Conference(s) and submission of materials for national competition.</td>
<td>$2,000.00</td>
<td>(Estimated)</td>
</tr>
<tr>
<td>Printing and copying costs associate with new governance documents, promotion of the new Torch, “Newcomer's Guide” and new advertising promotion vehicles.</td>
<td>$2,000.00</td>
<td>(Estimated)</td>
</tr>
</tbody>
</table>

**TOTAL COST** | **$50,333.00** |

**TOTAL INVESTMENT FUND REQUEST** | **$50,500.00**
January 16, 2008

Dr. Tammy Proctor
561 East Cecil Street
Springfield, OH 45503-3659

Dear Maneater alum,

Do you remember your first byline in The Maneater? Or your first ad sold? How about your first late night at the office, or the first time you realized that you actually lost money working at the 'Eater that day, after expenses?

Working at The Maneater was never about the paycheck. It was about passion and experience. It was about flaming typewriters flying off the roof of Read Hall. It was about collecting pennies from staff members in hopes of securing enough money to run an amazing picture in color on the front page instead of in black and white. It was about staying up until 5 a.m. with future lifelong friends — who at times seemed like enemies — writing articles about student leaders, campus administrators and anyone else who needed a good scolding courtesy of our editorial page.

The fact that we were making 48 cents an hour didn't matter at the time because we were making a difference. But some extra spending money sure would have been nice. That's why your favorite college newspaper has launched the Maneater Scholarship Fund for staff members. This program will give student editors, designers, writers, photographers and advertising and business staffers a chance to win a $500 scholarship.

Recipients will be chosen by a six-person panel each academic semester based on select criteria, including dedication and time spent at the 'Eater and commitment and interest in pursuing a career in journalism and related fields. We hope you can help jumpstart the program by donating whatever you can to a scholarship fund. All donations will be recorded as tax-deductible charitable contributions.

The Maneater is as strong as ever. In the past few years the paper has won numerous awards, including the 2007 Pacemaker from the Associated Collegiate Press, a 2006 national Mark of Excellence award from the Society of Professional Journalists and countless accolades from the Missouri College Media Association.

More importantly, however, the students working here are still as passionate as you were. The staff recently launched a Maneater Podcast on the paper's web site. Staffers are still spending an average of 30-plus hours per week in the office ensuring the 'Eater maintains the original bite Joel Gold envisioned when he first wrote those treasured words: "You've been warned." There's an old saying you might have heard: "Once a Maneater, always a Maneater." We hope that you're able to help your fellow 'Eaters by donating to the Maneater Scholarship Fund.

Thank you for your support.

The Maneater staff
APPENDIX 3: Report from Jocelin Baker, former TORCH Editor

TO: The Torch Advisory Board

FROM: Jocelin Baker, former Editor-In-Chief

DATE: January 29, 2008

SUBJECT: Legitimizing the Torch

During our time at the Associated Collegiate Press Convention in Washington, D.C. we discovered that the Torch is several years behind other college newspapers. Seminar attendance, a critiquing session, and casual conversations with fellow college journalists and media advisors suggested that our two main areas of focus should be updating our software and content. Without updated software the Torch will be unable to compete with other campus newspapers at future conventions and will continue to look outdated. In terms of content it is important that the Torch has all of the tools needed to successfully function as a weekly campus newspaper. These updates are necessary if the Torch is to continue towards its path of legitimacy.

Updated Software

Currently the Torch is laid out in Adobe PageMaker 6.5. Not only is the PageMaker software several years behind what is currently being used to design the templates and layouts of other newspapers but because 6.5 is not even the most current PageMaker program it is impossible for us to publish an issue that does not contain printing errors because publishers no longer carry the software we use to design layouts. Updated software would allow the Torch to visually compete with other newspapers in these areas:

- Modern masthead complete with new Torch logo
- Updated font styles for headlines, subheads, captions, and cut lines
- Clearer photographs
- Graphics capabilities (graphs, maps, illustrations, and cartoons)
- More spot and full color options for all twelve pages

These are just a few areas of the Torch that would benefit from updated software. Updated software would mean a chance for the Torch to fully establish a significant web presence. New programs would also allow for more creativity in template design and page layout. During our critiquing session at the conference the Bowling Green advisor stated that as long as the Torch continues to publish using outdated software it will be unable to compete with other campus newspapers at conventions and will continue to be perceived as a less legitimate source of news for our campus.
Content
Because the *Torch* does not publish daily it is essential that we have the tools necessary to produce and print a weekly newspaper that is both professional and relevant. In order for us to compete with local daily newspapers we must be able to publish a newspaper with rich, in-depth content. In order to do this we need to update our newsroom and tools in the following ways:

- Desks and storage space for editors and writers to keep edited copy and contact information (including Wittenberg and other campus directories, business cards, and AP stylebooks)
- Digital tape recorders for interviewing purposes
- Updated camera equipment for more photojournalism opportunities
- Funds to bind past issues into books for a more organized morgue (where old issues are stored in order to keep track of anniversaries)
- Updated telephones and a fax machine for greater communication capabilities
- Continued subscriptions to the Associated Press, Student Media Law Press Center, and other college and professional organizations that can assist the *Torch*

Again these are just some suggestions as to how the *Torch* might work to legitimize its content. These updates, in both the software and content categories, would allow us to compete with other college and professional newspapers as well as re-establish us as Wittenberg’s number one source for news.
APPENDIX 4: Brief statement from D’Arcy Fallon, Torch Adviser

The Torch as a Transformative Tool for a Popular and Ever-Growing Minor

In recent years, the Torch has become an integral part of journalism classes. Although the newspaper is run by students, there is a lot of contact and input from teachers. Students in Mac McClelland, Matthew Smith, and D’Arcy Fallon’s classes regularly write for the newspaper. In Fallon’s Introduction to Journalism class, her students must have at least have three published stories in the Torch to even be eligible for a “A.” The newspaper is truly an educational tool, and becoming more so with every passing semester as the reporting skills required to write and edit are integrated into classes. Students who work on the Torch are under the guidance of the newspaper adviser, and many work directly for a grade. Editors and writers can earn two internship credits a semester (for a maximum of four credits), provided they fulfill a written contract worked out between themselves and the adviser at the beginning of the semester.

Every week, students work together to put out a product. They write stories, take pictures, sell ads, copy-edit stories, write headlines and reviews, and lay out pages for this weekly newspaper. Every week, they have the chance to fail – and succeed. If they fail, the feedback is immediate. If they are successful, the satisfaction helps keep them going. But no matter what, another deadline awaits. Working for the Torch is an opportunity to learn. This is a real-life laboratory in which every mistake and small victory is magnified. These students are not working in a vacuum, but are experiencing how to be accountable to their readers for what they produce in the most direct way.

As the new Journalism Minor grows, there are plans to incorporate the Torch even more as a teaching and learning tool in the classroom, with students learning how to use state-of-the-art design software so that they will be able to keep up with the demands of the ever-changing field. There isn’t a better learning opportunity for up-and-coming journalists than to produce a newspaper every week.