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## A Web 2.0 Strategy For The Meek School Of Journalism And New Media

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A WEB 2.0 STRATEGY FOR THE MEEK SCHOOL OF JOURNALISM AND NEW MEDIA

A Thesis

Presented for the

Master of Arts

Degree

The University of Mississippi

Lauren H. Zimmerman

December 2010

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## ABSTRACT

This paper explains the evolution of the web from a “read only” format to a “read and write” format in which users generate content also. Using the components of a Web 2.0 platform, such as blogging, social networking, and podcasting, a strategy for the Meek School of Journalism and New Media is proposed. This strategy aims to help recruit new students to the school as well as inform current students about events and news. Recommendations included in the paper will discuss specifically how the Meek School of Journalism can adopt a Web 2.0 strategy with the assistance of its faculty, staff, and current students.

This paper also includes a manual for the function of the website. In the manual, webmasters can learn how to make posts, use widgets, and use the website as a tool for recruiting and information. This step-by-step guide will help new Webmasters become more comfortable with updating the website and offers tips on maintaining it.

Dedication: Cheers for Facebook.

Acknowledgements: God bless football, friends, and Colonel Reb.

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## CHAPTER I:

### AN INTRODUCTION TO WEB 2.0

When searching “Web 2.0” online, a phrase made famous by Tim O’Reilly and the O’Reilly Media Web 2.0 conference of 2004, several varying explanations appear, but the one given by O’Reilly provides the most in-depth philosophies. This is to be expected because O’Reilly’s brainstorming with MediaLive International led to the creation of a Web 2.0. Often attributed to the dot-com collapse of 2001, the creation of a Web 2.0 led to a transformation of information on the Internet. To clarify changes in the web, O’Reilly posted a few transitions on the O’Reilly Media website. Its postings explain that “old” websites like Evite.com have fallen to a more interactive website like Upcoming.org, Britannica Online has been replaced by Wikipedia; page views are less important than cost per click; and, most importantly, publishing has given way to participation. The list continues, but the main idea of a Web 2.0 platform is to engage an audience—not to entertain them.

One of the older features of Web 2.0 is blogging. The rise in the virtual diary led to the spread of individual wisdom of people and the creation of the RSS feed. With a vast amount of knowledge being so easily shared and read, people became more informed on a wide range of topics their blog friends were writing about. While people were logging their daily thoughts and errands into a blog, people were beginning to subscribe via RSS feeds, receiving notification when a new blog was posted. This revolutionary tool was a first step in changing the web into an interactive communication tool (other

than email). Now, RSS feeds have evolved into not only a means to subscribe to a blog, but a way to send multiple types of data updates. People subscribing can now be given various data from a change in the economy to a change in the weather. This collection and dissemination of information from one person to another helps maintain the collective intelligence of the public.

One of the most known features of Web 2.0 is social networking. Twitter, Facebook, Myspace, Buzz, LinkedIn and dozens more have emerged as powerhouses in the 2.0 realm. Many organizations have begun to create their own micro-networks, available only to their employees. Millions of people around the world are logging into various social networking sites and they no longer merely want to connect with an old friend; they are looking for information. Businesses have learned how to harness the power of social networks by targeting specific audiences and conveying their messages. For example, Facebook codes user interests and targets advertisements specifically to each person. Having a large collection of a target audience in one spot and the ability to customize advertisements to each person is an incredible benefit to Web 2.0 for businesses and consumers.

Similarly, podcasting lets users tell a story to viewers, but with podcasting the story is told via audio or video. Here, listeners can hear stories that are streamed through the web or have been downloaded. The convenience of being able to watch or listen to a story as opposed to reading it, combined with the ability to access it at any time, makes sharing and obtaining information considerably more appealing. Some universities are using this resource to allow potential students to download lectures and footage from events, and guest speakers to market themselves to high school students.

All the elements of Web 2.0 can help businesses to better communicate with their audiences. At an institute of higher education, these elements can be used to recruit new students and educate current students. Although Web 2.0 is still catching on with many users, a trend in web activity is progressing toward a Web 3.0. It is important for universities to keep up with the evolution to be able to continuously recruit students. The figure below, from Amit Agarwal, founder of Digital Inspiration, gives an accurate explanation of how things have evolved and what to expect with Web 3.0.

Web 1.0	Web 2.0	Web 3.0
"the mostly read only web"	"the wildly read-write web"	"the portable personal web"
45 million global users (1996)	1 billion+ global users (2006)	focused on the individual
focused on companies	focused on communities	lifestream
home pages	blogs	consolidating dynamic content
owning content	sharing content	the semantic web
Britannica Online	Wikipedia	widgets, drag & drop mashups
HTML, portals	XML, RSS	user behavior ("me-onomy")
web forms	web applications	iGoogle, NetVibes
directories (taxonomy)	tagging ("folksonomy")	user engagement
Netscape	Google	advertainment
pages views	cost per click	
advertising	word of mouth	

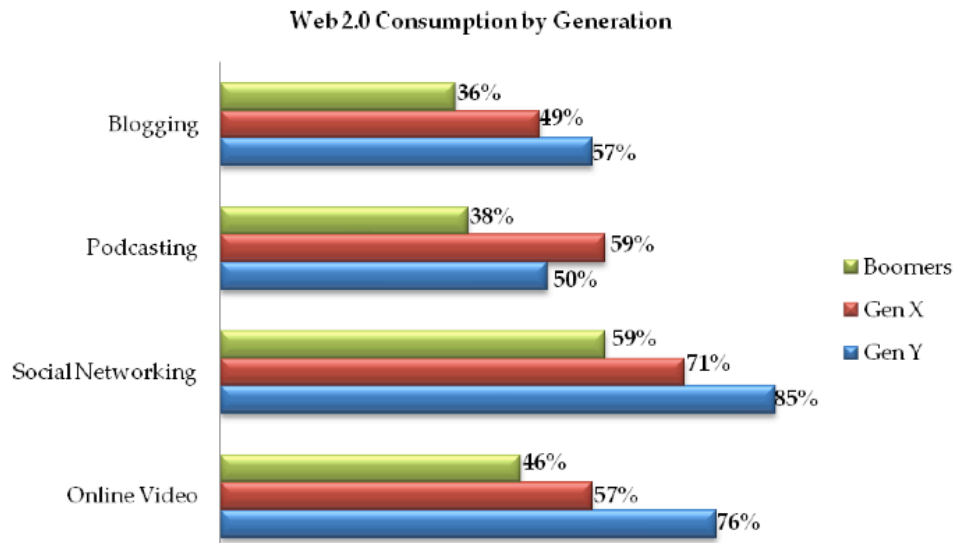
Source: Digital Inspirations 2009

**Figure 1.1** Changing Web Concepts (Agarwal, 2009)

***How to harness a Web 2.0 strategy for universities:***

According to NAS Insights, social media is the most widely used component of Web 2.0 skills among Generation Y (NAS Recruitment Communications, 2009). This

shows that the Meek School needs to be engaging in all forms of Web 2.0 in efforts to be effective in recruiting. It is crucial to build and maintain websites that will attract these students. If done correctly, prospective students will appreciate the well rounded Web 2.0 efforts and recognize that school as having up-to-date, cutting edge technology and skills.



Source: NAS Recruitment Communications, 2009

**Figure 1.2** Web 2.0 Consumption by Generation

Noel-Levitz, a higher education consulting firm, released a study of 1000 high school students interested in attending college. Of those students, 48 percent are visiting university websites a few times a week, 93 percent are going online at home and 23 percent admit to using smart phones to browse. When searching specific colleges, 65 percent said they end up on a home page of the university instead of a departmental page. For any page of the website, it is increasingly important to make it easily navigated. A summary of the report found that “one in four students will remove a school from a list if

they cannot find what they need on their website,” making clarity and ease of use two of the more important aspects of any website (Morissette, 2010). Noel-Levitz also found that 76 percent of students are on Facebook and the same number of students think schools should create their own private social networks. The study also showed that more than two-thirds of students do not mind be contacted by schools over social media sites (Noel Levitz, 2010). This proves that a strong Web 2.0 strategy would be effective in motivating these students to choose a specific college. They do not mind be contacted. They are surfing the web frequently from various places, and they do not mind joining new social network sites to learn more information. It is possible to contact these students, but it must be on terms with which they are already familiar. Today’s youth are more accepting of electronic communication than adults. The telemarketing of today has evolved into a more consumer-friendly approach and reaching these students electronically is now considered standard, not invasive.

The Noel-Levitz study made several good points. First, and most importantly, schools need to recognize that with the latest generation of students, a website is often a first impression. It is a marketing tool that needs to be supported by engaging content in a user friendly, easily navigated manner. On main school websites, it is important to give students an easy way to find the cost of attendance and a way to estimate how much it will cost them with a cost calculator. Although not every student will use it, it was evident in the survey that students believed widgets like cost calculators, RSS feeds, and virtual tours greatly added value (See Figure 1.3). The study also revealed that it was a great recruiting tool to supplement an official webpage with unofficial social media content. This content, including Facebook and Twitter accounts, videos and even

university owned social networking sites, helped students connect to the campus and better imagine their futures there. Students also revealed that this content could be university, professor, or student created and still be effective. When producing content, it will be successful as long as a focus continues on the platforms that will have the greatest impact. If three times as many students use Facebook rather than Myspace, then target the larger number of students with a more specific approach. The last major point is to explore the competition the way a student would. A great way to get ideas or inspiration is to look at what other university sites are doing well. If a website has a great widget or cutting edge marketing tool, it is completely acceptable to replicate it. Ultimately the goal is to get students to enroll.

It is not impressive enough anymore to only have a website. Every business, whether an institute of higher learning or a shoe store, must integrate new Web 2.0 components into its business plan. The following paragraphs will breakdown a few of these components into understandable numbers on why it is a necessity to maintain each type of site. (Below is a graphic explanation of how students first learn about a university). It is equally important to have a website, that 75 percent of students claim to reference, as it is to email students and contact them via social networking methods. It is important to create large amounts of online content so students using search engines, like 65 percent of students admitted to doing, can easily find search engine optimized content (Noel Levitz, 2010).

<b>How do students learn about schools?</b>	
Information received in the mail	89%
Parents, family, friends	80%
E-mail messages	79%
High school teachers or counselors	77%
Finding the school's Web site	75%
Online search (Google, Yahoo, etc.)	65%
Offline resource from library or counselor's office	62%
College fair	61%
Online college planning site	45%
Web site advertisements for schools	41%
School-specific radio or TV advertisements	35%
Sporting events/athletic programs	34%
Planning site sponsored by student's high school	32%
Camp, program, or competition at a school	31%
Billboards	21%

E-mailing prospective students isn't a new strategy, but clearly one that can pay off—especially when targeting the right students with the right message. Similarly, Web site advertisements (or pay-per-click) are another valuable method for building volume at the top of the enrollment funnel.

Source: Noel Levitz 2010

**Figure 1.3** How do students learn about schools?

***The importance of a web presence with blogs:***

Blogs are no longer just a digital diary. They've transformed into an important tool for marketing and public relations. Commercial blogging allows businesses to relay information to their readers in an informal manner. There, readers can also interact with bloggers and fellow readers, creating a community of low cost marketing. Many researchers believe three main factors contribute to any good web page: Content, Design, and Advertising (M. Orzan, 2009). However, for institutions of higher learning, the first two factors are possibly the most important. Prospective students most likely to reference a blog, looking only for information. Give them the content they are craving, like the cost of attendance, extra-curricular activities, fields of study, etc., and the website will be a useful tool of information. However, as explained above, if a website is not easily

navigated, students will dismiss it as a useful reference tool. The design aspect lets universities create an eye-catching, easily navigated page. Although content could be relevant without a great design, it is not likely that students will be “wowed” by a typical page. The study also found that 63 percent of respondents said they would read a blog authored by a faculty member as a way to seek more information about students and faculty at a particular institution (Roach, 2006).

According to many blog experts, viewers like to see three main components in a blog:

*Information:* web users flock to websites to find helpful information. In the case of the Meek School website, viewers probably are looking for information about college programs. Therefore, it is important to use the website to disseminate useful information about what the Meek School is and why it is relevant.

*News:* It’s equally important to tell prospective students what the Meek School can offer them, as it is to show them what the Meek School is doing. It is a powerful tool to be able to show web viewers exactly what the Meek School has accomplished and of what its professors and students are capable. Consistent updating is essential for keeping the Meek School in the news.

*Interaction:* With new types of media being created daily, people desire more interactive stimulation to keep viewer attention on the web. Newer ways of communication, like video updates, interactive timelines, and questionnaires help keep viewers engaged. Exploring new forms of media to use digitally will increase the interest of the viewers.



### ***The importance of a web presence with social media:***

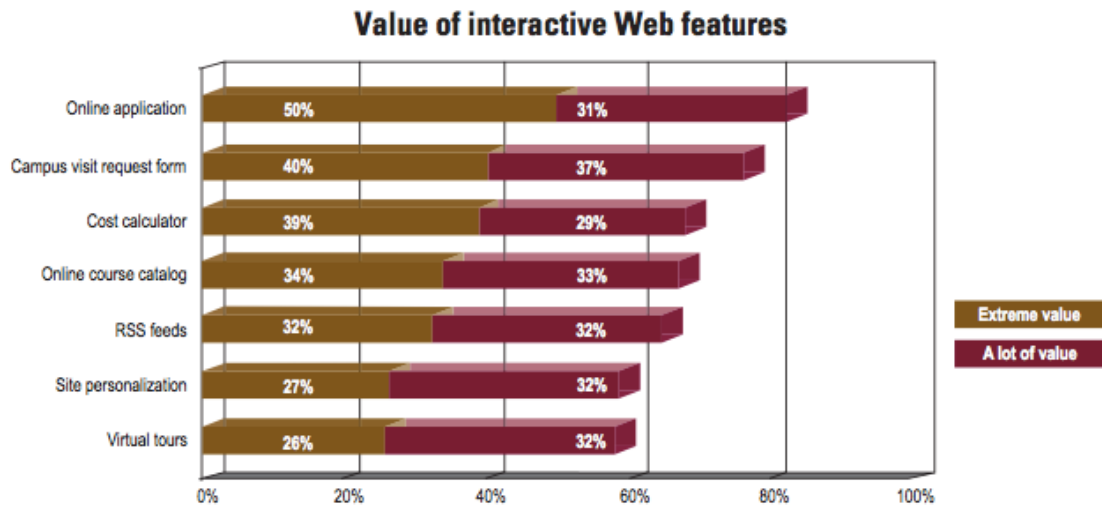
To be effective at communicating with potential students, universities must create a web presence in which the students already have existing accounts. This includes Facebook and Twitter. Facebook, which has more than 500 million active users, is an easy way to let students casually search for information. It is the sixth most visited website on the Internet and has a strong following of young people (Facebook, 2010). Twitter holds more than 106 million accounts and handles about 55 million tweets a day. Twitter also is very popular with Generation Y (Bianchi, 2010). In May 2010, the video-hosting site, YouTube, exceeded 2 billion views a day. The average person spends 15 minutes a day on YouTube. (Site Impulse, 2010) It is the large numbers that make social networking a must-do when recruiting students. If they are already watching the videos, reading the blogs and logging into Facebook, then the Meek School of Journalism should be doing the same thing. It is important to meet these students on their web “playing field”. It is crucial to inundate them with information and applications to stay fresh in their minds.

### ***The importance of a web presence in podcasting and information sharing:***

The most effective way to relay information is the most attention-grabbing way. For the target audience of a university, it is not engaging enough to give information in a paragraph form. When competing for the attention of a student who is looking at several other schools, universities must learn how to disseminate information in a creative and quick way. This is where podcasts enter the Web 2.0 platform. Although simple, podcasts

allow viewers to find and watch information in their free time, based upon the categories that interest them.

The element of information sharing, like RSS feeds, lets Webmasters fill their websites with more information, not generated by themselves, that readers will be interested in viewing. For example, placing a RSS feed from a student newspaper on the Journalism departmental website at a university lets prospective students see what current students are doing, without the webmaster having to generate all of the content. These added benefits will keep student attention on a specific website. The more interactive a website becomes, the more a student will be engaged in that website. Below is a graphic explaining the added benefits that students perceive in specific elements of a Web 2.0 strategy.



Source: Noel-Levitz 2010

**Figure 1.4** Value of Interactive Web Features

### ***The importance of having an impressive website***

Undeniably the most important part of any web strategy is having a website. Today it is essential for all businesses to have a website, even simply Facebook pages, to give their existing and potential customers information. As an institute of higher learning, it is assumed that all departments, at the least, will have, a basic functioning webpage. Therefore, it is essential that the Meek School, which claims to be versed in new media, have a website, and a highly functioning, elaborate, and resourceful website.

The drawbacks to having such a heavy web presence is the time and cost. To maintain one typical website can be a fulltime job. When adding supplemental pages like Facebook, Twitter, Youtube, etc. It becomes a daunting task. The time it takes to generate unique, engaging content for all of these sites is not within one person's ability. It will take a team of people to produce videos, edit copy and post to the web. It is with the building of a team that the costs start to accrue. However, the results far outweigh the costs when interest in a program increases because of a great web presence.

## CHAPTER II:

### TESTIMONY FROM MEEK SCHOOL FACULTY

Views were gathered from four individuals from different positions at the University of Mississippi regarding the Meek School website. The first view was given by Peter Cleary of Brand Services. His experience in web design and marketing gives Cleary expertise in using websites to market Ole Miss to potential students. According to Cleary, websites are a pivotal element in recruiting students. If sites are not easily navigated and constantly updated, it could decrease the interest of a student wanting to attend a university. He says,

“Websites are the standard for communicating with the university audiences: students, prospective students and alumni. According to a [TodaysCampus.com](#) article published in 2009, 90 percent of parents use the web when selecting a college for their child. One area where many universities fall short is the ease of providing information. There are many statistics available to support the importance of a web presence for a school, department or the college as a whole. However, the IT departments instead of the admissions or communications departments control many universities’ online efforts. This creates a problem as IT professionals are process and systems based experts and not communication experts and therefore have difficulty creating a site that provides visitors with the information they are searching for in an attractive and efficient manner. The University of Mississippi’s website is such a place. There are many pages with not only outdated information, but hard to find information. Users must click through on average 3 to 4 pages before getting to the source of the information.

This can be a liability when attempting to recruit prospective students as they will become frustrated and move elsewhere. In today's environment it is critical that a university site be created to provide the necessary information instantly.

“The Meek School of Journalism site is attempting to play a leading role in the new generation of web communications. By embracing a dynamic site platform like Wordpress, the school can quickly add information without the cost and time needed to create a static web presence. A dynamic site is also a great way for the school to showcase students' work. This not only provides content for the school's site, but also serves as a great recruiting tool for future students by showing them actual results of classroom work. It is more important in our hyper-communicated society to be able to provide the information in the timeliest manner. By using content managed web platforms, students can focus their efforts on quality writing, reporting and delivery of information without the time consuming need to become a programmer. There is a need for basic web functionality skills in order to correctly publish content, but not the need to learn archaic methods of web development. As the Internet has evolved, publishing content will only get easier and for an online journalist. The foundations of journalism will never change, no matter what the publishing platform.”

Although it is incredibly important to have an easily navigated website when trying to recruit students, it even more important to make sure the content on the site is relevant and engaging. Relevant content is a main concern for Dr. Will Norton, Dean of the Meek School of Journalism. He writes,

“There are three reasons that the Meek School needs to have a website and, perhaps more importantly, a web presence. First, the Meek School needs a web presence to ensure it reaches the broadest audience possible. Second, it needs to embrace the web because of the Internet's built-in ability to reach those sorts of audiences. And finally, the Meek School should use the web to communicate an authentic message to those audiences.

“It's important to note that the audience who may be interested in what the Meek School is doing may be difficult to discern. Those interested may include high school students who have a passion for journalism; it may include alumni who are trying to understand the future of the profession; it may include non-journalists who have business interests tied with the media; it may even include those who are simply interested in the future of news. Fortunately, the web is made to reach these sorts of "unknown" audiences. Simply by making content available on a free, high-volume medium, you allow for anyone who is interested or becomes interested to connect with the Meek School.

“There is one other point to make about this audience: it is necessarily a niche group. It consists of individuals who have an interest in the future of the journalism industry. Because of the decentralized nature of the web, it allows for communities to develop around specialized topics. This is what has become known as the long tail. No other medium can provide the reach and interactivity that the Internet can provide. This results both in creating a community and an audience who will be most interested in niche messages. Thus, if the Meek School seeks to most effectively reach this audience, it needs to embrace the ability of the web to reach directly to the audiences who are most interested in what it is doing.

Lastly, even if one recognizes that the web is the most effective way to reach an audience, the remaining question is whether the message communicated will have its intended effect (e.g. educate/inform, persuade to enroll/give, etc.). Because of the social nature of the web, much of the power of advertising/marketing has been taken out of the hands of institutions and put in the hands of individuals/consumers. Individuals are less likely to take what institutions say at face value.

“For any major newspaper article, one could check the website comments and hundreds of responses in blog posts that attempt to poke through biases and errors in the writer's arguments. Similarly, anything said on the Meek School's website will be supported or rebutted by hundreds of posts on message boards, Facebook and Twitter. This is good; this is the public holding institutions' feet to the fire and ensuring that they are who they say they are. And if institutions are authentic

in their message, corroboration from individuals augments the power of that message.

“So how can institutions be authentic? By being transparent. As a point of reference I would suggest modeling after the Berkman Center for Internet & Society at Harvard. Rather than suggesting that it has the top faculty in the subject area or that it brings in top class speakers, it aggregates publications, blog posts, audio and video interviews and lectures for anyone on the net to see. It also lists upcoming events and major research projects being undertaken by the Center (see, e.g., the Citizen Media Law Project). This kind of transparency demonstrates a sort of authenticity that is difficult to deny. Moreover, flooding the web with content serves as free advertising for the Center that anyone interested in the content can discover through YouTube/Twitter/Facebook/RSS. If I were a high school student, I'd be much more likely to choose a school because I discovered a lecture from a professor from that school rather than anything in a brochure or U.S. News.”

Strong web presence is highly important when communicating with today's youth. Although research shows that mailed packets and information is effective, teenagers today are connected digitally almost constantly. Therefore having an impressive web presence could give a university an advantage when recruiting students. Charlie Mitchell, Assistant Dean of the Meek School also believes that a strong web presence is beneficial to his school's marketing efforts. He says,

“It makes sense that an education institution calling itself a School of Journalism and New Media would have an Internet presence validating its savvy. After all, recruiting for both of the Meek School's undergraduate degree programs — the Bachelor of Arts in Journalism and the Bachelor of Arts in Integrated Marketing Communication — are predicated on reaching those most interested in flair, speed, clarity and usefulness of information.

“It follows that any material coming from the school should be reflective of those qualities, demonstrating the skill of faculty, staff and students not only to prospective

students, but to alumni and general browsers as well. Said more directly, a school that "advertises" turning out the best communicators should be a leader in communications, across all platforms including its basic website. After flash comes utility. The "wow" will get a viewer to stop, but it must be backed up with current, relevant, accurate and useful information.

"To this end, the main aims of the Meek School website in a leadership role have been:

- To reach prospective students in the region and around the world with precise information about the school, its programs of study and related information and links.
- To serve current students with tools they can use, information on current and upcoming events and programs as well as accurate information and printable forms related to school scholarships, advising and more.
- To inform alumni on upcoming and ongoing school events and news about faculty, staff and students.
- To provide full and direct contact links.
- To serve as a fund raising mechanism so that alumni and others may make direct gifts to school programs that interest them and they deem worthy of their financial support.

"In about 10 weeks, much headway has been made in establishing the definitional parameters of what the Meek School website not should but MUST be. It is an essential component to the school's success and simply must reflect the energy of the school. As much as any other factor, the website is key to the Meek School's continued development as an engaged, forward-looking community of students, faculty, alumni and supporters."

Maintaining an engaging web presence, filling that presence with great content and being relevant are only part of the equation. As Deb Wenger, Professor of Journalism at the University of Mississippi and long-time multimedia journalist explains, a web presence is only complete when supplemented with social media sites. She writes,

"Social media and the Web have forever changed the face of marketing. Whether you're promoting gourmet



coffee or a graduate school, you have to go to your audience. For colleges and universities, that means getting online with the message.

“According to the Pew Research Center, our target audience is “increasingly connecting to the Internet wirelessly (81% have), and nearly three in four of those who go online use social networking sites.”

“Information, as well as other constituencies, our website and social networking efforts are critical to defining and branding the school. It would be highly unusual for a program calling itself a “School of Journalism and New Media” to forgo the opportunities provided by new technologies. In fact, it would indicate to some that we are not really the school we say we are.

“In that same vein, it is critical that our website and our social network presence be of the highest quality. The credibility that the school may build by operating in the new media space can quickly shatter if we fail to take into account some of the best practices in the field. For example, if our links don’t work or our Facebook page is outdated, then we send a message that we don’t understand or fully embrace new media principles.

“Journalism schools are now experiencing, and perhaps have been for some time, many of the challenges faced by those in the profession. We have to change the way we’ve always done things. For educators, that means developing new teaching and recruiting strategies and focusing on new research to help practitioners and academics better understand the role that the Web and social media will play in our world.”

With the biggest incoming class in the history of the University of Mississippi, it was clear that Ole Miss was using Web 2.0 skills that other universities were not. Rachael Shook, an admissions counselor at Ole Miss said she and all other admissions counselors have Facebook accounts used specifically for recruiting students. “The majority of us have created Facebook pages. Your first name is OleMiss and your last name is your real first name, so mine is OleMiss Rachael. We use that to contact students when they are interested in Ole Miss so we can answer any of their questions and be available to them if they need us.” Shook explains that

she uses her Facebook page, which is separate from her personal Facebook page, to connect with students in a more consistent way.

“A lot of times students will change their email address or not check it regularly. Their Facebook pages are almost always consistent so we can contact them that way and it is a lot easier,” says Shook.

She also explains how students now contact her more often through Facebook than any other form of contact. She explains, “I’ll keep my Facebook account open during the day and students instant message me throughout the day with questions and comments via Facebook. It’s a lot easier for them and for us. It allows us to make a more personal connection on a platform that they are most comfortable using.” In a study, roughly 82 percent of prospective college students said they would respond to an instant message from a college representative. Similarly 71 percent of students said they would send instant messages to a college representative using an institution's Web site (Roach, 2006).

Shook says that most counselors also will promote events or news around the campus with the intentions of maintaining a buzz about Ole Miss with their followers. Although Shook admits to not having a Twitter account, she says that other counselors have various types of media so they can quickly let students know where and when the next information session will be, what the latest news is, and answers to commonly asked questions. Shook believes this type of “extra-mile” interaction is a good reason why Ole Miss’s attendance numbers are growing while other schools are struggling to recruit students.

The Meek School may not have its own admissions recruiters, but it is obvious that the social networking and web presence is a major factor when recruiting new students. Making students feel like they are part of what the Meek School is doing is a great way to convince them to enroll with us. It's important to meet the students in a manner with which they are comfortable. Emailing and traditional mail is not always the best communication method. If most of the students are on Facebook, Twitter and other accounts the Meek School will have to bring its message to them on those sites.

### CHAPTER III: THE WEBSITE MANUAL

The Meek School has already begun its transition to a Web 2.0 based marketing approach. Currently it has a Facebook page, a Twitter account, a Flickr account, A YouTube account, and most importantly, a consistently updated website. The website is the only component of the Web 2.0 strategy that is updated regularly. However, with a game plan and a dedicated team, the complete strategy can be utilized for student recruiting purposes. Below is a manual on how to operate the website.

The Meek School of Journalism and New Media's new website is a "trial site" built by the University of Mississippi in an attempt to change all university's HTML-based websites to a more webmaster-friendly template. The new template, which functions on a Wordpress background, differs from traditional websites because most of the intricate HTML coding has been set into widgets. These widgets can be modified to display specific content and moved in various places of the website template. Although Wordpress was once just a traditional blog site, the creators have modified it so it can also be developed into a functioning website server with unlimited templates, functions, and possibilities. A website built through Wordpress has every capability of running as an HTML coded website. Because the Meek School's website is now on a Wordpress background, the log in page looks like the

figure below. To find the log in page, Webmasters can go to the main page, [www.meek.olemiss.edu](http://www.meek.olemiss.edu), scroll to the bottom and click the “Login” button or can go directly to the page by typing [www.meek.olemiss.edu/wp-admin](http://www.meek.olemiss.edu/wp-admin).



Source: Meek School website

**Figure 3.1** WordPress login page

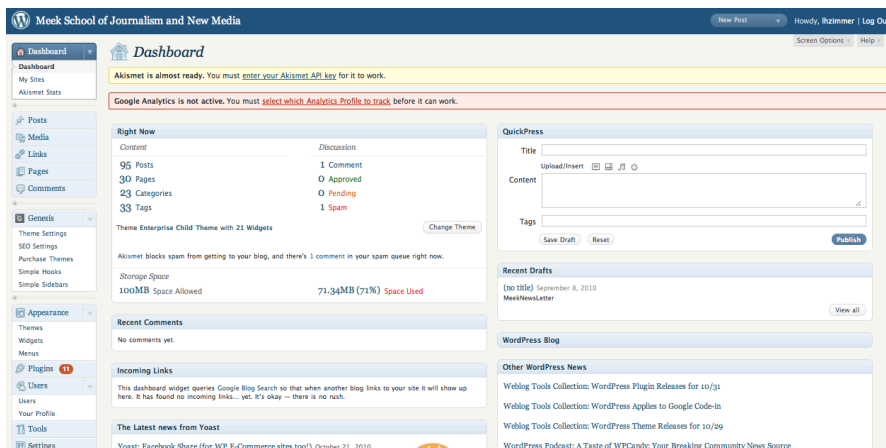
To access the site, the University of Mississippi Brand Services Department and the Information Technology Department must take the university provided student Webmail information and give access to any students assigned to the Webmaster position. With this access, the Webmaster can upload photos, stories, videos and more.

*Behind the Scenes:*

The “dashboard” or main page of the inner workings of the site tells the Webmaster vital information. There the webmaster can see much space has been used, how much space is available for making new posts, the number of posts,

comments, categories, pages and tags as well as a list of any recent comments made on any page of the website.

Along the left side of dashboard are tabs that allow the Webmaster to add new posts, moderate comments, add plug-ins and more. The tab list includes the following: Posts, Media, Links, Pages, Comments, Genesis, Appearance, Plugins, Users, Tools, Settings, Contract, Connections, Events Calendar, and Gallery. Each of these categories will be explained further.



Source: Meek School website

**Figure 3.2** Dashboard Page of Meek website


Under the Posts category, there are four options; “Posts”, “Add New”, “Categories”, “Post Tags”. The “Posts” option lets Webmasters see any posts that have already been made in a descending order. Under this list, Webmasters can edit, throw away or view each post. Often updates will be required on posts. The only way to access the posts through the dashboard will be to go to the “Posts” option and either “edit” or “quick edit” the listing. The next option is the “Add Post” area

that allows Webmasters to add any new information to the website. Here the Webmaster can tag stories and photographs to correspond with existing pages.

A page is an area where a collection of related posts can be published. For example, when adding a faculty member biography, a new post needs to be written. The title of the post will be the faculty member's name and the body of the post will be the biography, contact information, and photograph. When finished writing the new post the Webmaster must assign the post to a page or category to have it appear with the other faculty member biographies. In this case, the category is "Faculty and Staff" which will make the post appear on the page of the same name. See image below to see the completed post as a web viewer would see it.

Will Norton Jr.

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**Title:** Professor and Dean  
**E-mail:** [hw.norton@gmail.com](mailto:hw.norton@gmail.com)  
**Phone:** 662-915-7146

Will Norton Jr. is dean of the Meek School of Journalism and New Media. He was dean of the College of Journalism and Mass Communications at the University of Nebraska-Lincoln from 1990 to 2009. He served as president of the Association for Education in Journalism and Mass Communication (2000-01) and as president of the Association of Schools of Journalism and Mass Communications (1989-90).

He was vice president of the Accrediting Council on Education in Journalism and Mass Communications and is vice chair of the Accrediting Committee of ACEJMC. He has made more than 70 campus visits as a consultant, a member or chair of site teams of ACEJMC or as a state board program evaluator.

Norton is a partner in ownership of The South Reporter, Inc., Holly Springs, Miss., a corporation that publishes two newspapers and a total market publication. He was publisher of *The Dailyowan*. He previously was on the staff of the *Chicago Tribune* and was sports editor of *The Daily Journal*, Wheaton, Ill. Norton is a trustee of the Freedom Forum and the Newseum.

Source: Meek School website

### **Figure 3.3** End result of a Faculty Tagged Post

If posts are not tagged to an existing page, web users will not be able to easily navigate to the post and will need a direct link to find it. It is not necessary to link a page to a tag, but it makes each post easier to find. The third option under the "Posts" tab is "Categories". This is the option that allows Webmasters to pick a

specific category assign posts to. In other words, this is the section that holds all of the categories that any post can be linked to, such as “Faculty and Staff” from the previous example, or “Featured News” which contains the main stories for the main page of the website. If needed, it is possible to create more categories to link posts to as events happen. When Dr. Samir Husni hosted his ACT Experience, a new “ACT” category was created to link related posts to. After the experience was over, the “ACT” category was deleted.

The last option under the “Posts” tab is the “Post Tags” option. This option is crucially important as it regards Search Engine Optimization, or SEO. Every time a post is made about the ACT Experience the “Post Tag” of “Mr. Magazine” was selected. Therefore, any time a search engine was used to search Mr. Magazine or Samir Husni the post on the Meek School website would appear under the search result. This is crucial to drive web users to the Meek School webpage and really optimize the purpose of the website as a recruiting tool for prospective students. By using SEO, web users can read articles featured on the Meek School page without having to directly know about the Meek School page beforehand.

#### *Media:*

Under the “Media” tab there are three options; “Library”, “Add New”, and “WP-Cycle”. The “Library” is the page where all images files are collected. These images may be already tagged to a story or just are unattached to any story and need to still be used. Photographs and images take up a great deal of space allotted to our website by the server, so if an image is not being used, or is no longer relevant, it is best to remove the photo from the website and keep it in another



place. The Meek School's Facebook page is a great location to keep all photographs that aren't being used by the website. On the Facebook page, the person who controls the page can choose to make the photos public or private. The library can also hold videos, but similar to the images, and videos not being used need to be deleted from the website. The next option is "Add New". Here Webmasters can add new images. Images can also be added to the library when adding new posts by clicking the "add image" button above the body of the post. It is easier to add the image while adding a post than to add an image in the library, add a post, then link the two together. This page is only beneficial when adding images that will not be immediately linked to a story. The last option is "WP-Cycle". According to Wordpress.org, "The WP-Cycle plugin allows you to upload images from your computer, which will then be used to generate a jQuery Cycle Plugin slideshow of the images" (WordPress, 2010) To make a slideshow, upload images to the WP-Cycle and place it's widget anywhere on a page to make it appear.

#### *Links:*

After the "Media" tab comes the "Links" tab. This section does not have much effect on the function or the appearance of the website. For the purposes of maintaining the website, only Brand Services and IT need to make any changes to the "Links" section. It controls the links to Plugins, Themes, and other general use Wordpress aspects.

#### *Pages:*

The "Pages" tab allows Webmasters to do two things; look at existing pages and create new pages. Pages include "Students", "Alumni", "Contact Us" as well as

many other items listed on the front-page main header. Pages hold categories which posts are placed on. For example, the page “News” holds four categories, Overby, Journalism News, Ole Miss News, and MCAST. Similar to placing a post under a category, posts can also be placed on a page. However, multiple posts or continuously changing posts are better placed in categories where they can be organized and handled separately. Posts made in a page cannot be handled individually. Therefore, if a post needs to be updated or deleted the Webmaster must go into the original post to delete a section of the page as opposed to finding a specific post and deleting it. Also, it is easier to alphabetize or organize posts that are linked to a category. To get a clear picture, think of a category as a series of individual papers that can be changed, moved, or thrown away easily and think of a page as a long piece of paper that needs to be retyped every time a change is made. However, the long piece of paper (the page) is an exceptional tool for holding all of the pieces of paper (the categories). A page is best used for holding a small introductory paragraph about what the categories will hold. Also, the Webmaster can add pages exactly like adding categories.

*Comments:*

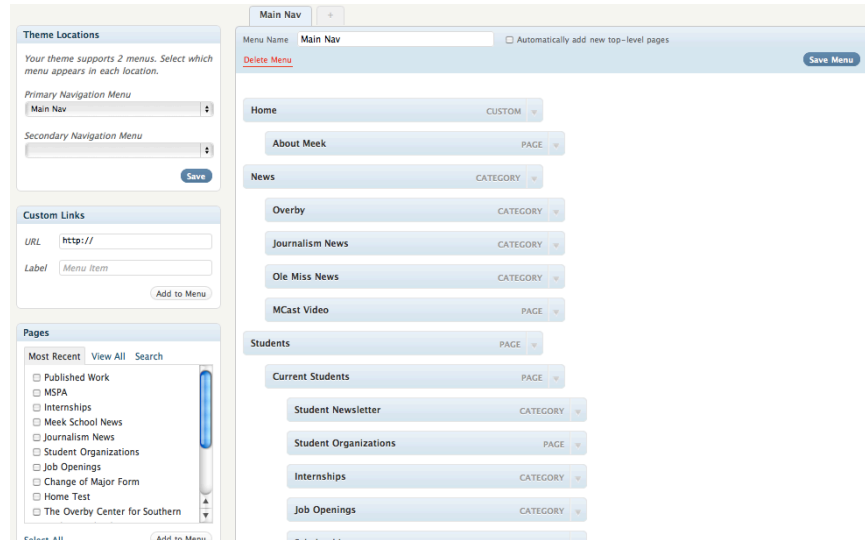
The next tab “Comments” allows Webmasters to moderate comments by reading, approving or deleting them. The Meek School website requires readers to log into the site to leave a comment. Therefore, only Webmasters can leave comments, so the comment moderation section will not likely be used.

*Genesis:*

The Genesis tab page is an avenue for transforming the theme of the page into a more customizable setting. Here Webmasters can adjust settings like primary and secondary navigation, enable or disable comments, and set header and footer scripts. Also under the Genesis tab, hooks and sidebars can be changed as well as search engine optimization (SEO) settings. Generally, this page will not be used unless major changes are needed to the aesthetics of the site. The SEO settings are currently working and correct. No further changes to the SEO are required.

*Appearance:*

The next tab, "Appearance", contains three parts including, "Themes", "Widgets", and "Menus". Themes should not be altered. The IT department must make any changes to the themes as to not alter the functioning of the page. The current theme was built by the IT department specifically for the Meek School. The other two parts, however, will be some of the most used functions of the dashboard. "Widgets" and "Menus" are the main options for changing the appearance and function of the main page and other pages. The menu, as seen below, controls the layout of the website. Each tab in the picture below can be moved or deleted. The far left tabs are those that appear on the main menu header of the front page. All tabs indented once under the main tabs are categories or pages found under the main tabs. It is easiest to think of the menu like a family tree. For example the "Students" tab is the parent tab of "Current Students", "Prospective Students", and "MSPA". The "Current Students" tab is the parent tab of the newsletter, a list of student organizations, and so forth. Any new pages or categories that were created from the previous steps would have to be placed into the menu list to appear on the website.

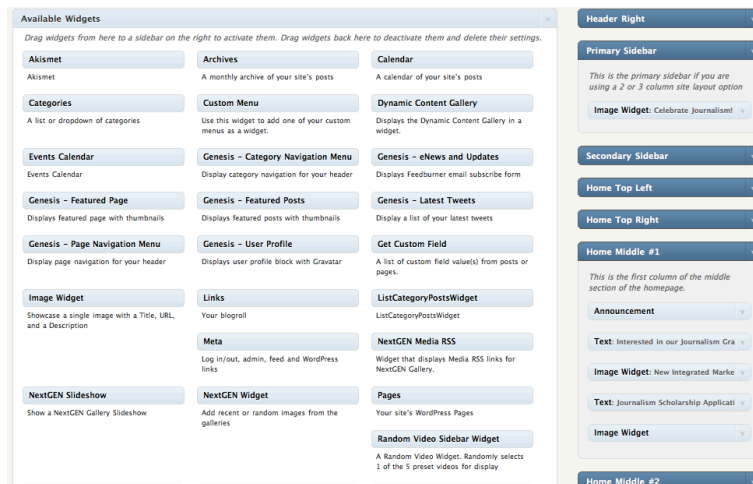


Source: Meek School website

**Figure 3.4** Menu Page For The Meek Website

Widgets are possibly the most important and most used add-ons of the inner workings of the website. As a simple explanation, widgets are a series of intricately coded HTML languages, placed into a end-user friendly format that can be easily added to a webpage to display things like calendars, announcement scrolls, and thousands of other visually enhancing elements. Widgets help convey ordinary information in a more interactive, engaging manner as to attract more visitors to a website. Currently the Meek School website has over three dozen widgets. The most used are the text widgets and the image widgets. Under each widget is a small explanation of the function of the widget, but Webmasters can also seek guidance from the help tab located at the top right of the main page. Widgets are designed to be easily placed onto the sidebar menu to activate them and dragged back to the main holding area to deactivate them. The sidebar menu consists of areas

correlating to the front page, such as Main Header, Middle #1, #2, #3, Bottom and so forth. The image below shows the list of widgets on the left side accompanied by the sidebar menu on the right side.



Source: Meek School website

**Figure 3.5** Widgets and Sidebar Menus

### *Plugins:*

The tab “Plugins” is similar to widgets because widgets are the representations of plugins in the form of an object that can be placed on a website via the widgets interface under the appearance menu. In other words, plugins are the complicated formatting and widgets are the easily read and sometimes interactive elements that viewers see that are the product of the plugin formatting. The main problem with plugins is they are not all compatible. If another plugin is set to update automatically, the new version could be non-compatible with other existing plugins. This will cause one or both of the plugins to malfunction. To

alleviate this problem, plugins must be monitored lightly to assure there are no conflicts. They may also be altered slightly to allow for conflicting plugins to work cooperatively. Luckily, most plugins are not unique. There are several versions, or copycats, of almost every plugin. Therefore, if one is not compatible with existing plugins, a similar plugin can be used to achieve the same goal. In the case of the Meek School site, if any plugins or widgets need to be installed, the IT department must install them. Student Webmasters do not have the authority to download any HTML-based content to the site. For example, the announcement scroll on the front page had to be installed by emailing Peter Cleary, who then email Clay Pounds in the IT department. As soon as the installation is complete, the widget is ready to be placed on the website.

#### *Users:*

The “User” tab tells Webmasters who has access to the site. It has little significance to the student Webmaster. It allows the IT department to control who is allowed into the dashboard of the site.

#### *Tools:*

Similar to the “Use” tab, the “Tool” tab will not be used often by the student Webmaster. The only relevant option in this tab is the “*AStickyPostOrderER*” which allows Webmaster to organize posts in another matter besides chronological. For example, the Faculty and Staff page of the Meek School site is listed alphabetically as opposed to other pages, on which the most recent posts are highest on the page. To accomplish this, Webmasters must select the *AStickyPostOrderER*, and then select the category that needs to be organized. Then, the specific category will appear on

the page with every tagged posting listed with a small box next to it. To order the posts, the Webmasters should write a number in each box in ascending order. The number 1 will correspond to the highest post, the number 2 with the second highest post, and so forth.

*Settings:*

The “Settings” tab is the most complicated since it has more options than any other tab. The general settings allows the Webmaster to change the website name, but not the domain name, the time settings and the email address that corresponds to the school. These settings should not need to be altered.

The writing settings allow Webmasters to change the way emoticons and HTML language is displayed on the page. This is also the area for the setting of remote publishing and “Press This”. These advanced web tools do not need to be utilized in the general functioning of the Meek School site. The only practical setting in the writing section is the ability to choose which default category posts will be auto-tagged as if nothing else is chosen. Currently, the auto-tagging feature chooses “uncategorized” as the category. This category is not linked to any page and can be utilized to feature widgets on the front page that do not have a permanent residence on the Meek School site. For example, if a non-journalism fundraiser needed to be promoted on the front page, a post would be made and tagged as “uncategorized” because there is no existing page that this information belongs. With this tagging, a link is generated, but the post cannot be found without the direct link. However, since a link was created the Webmaster can insert that link into a photo widget on the front page and viewers can follow the picture directly to the link. But, there is no

other way that the direct link to find the page, because it is not tagged to any existing page of the website.

The reading tab controls only a few settings. The only two to change are the number of posts shown on a page and the whether to show a full post or a summary in a feed. Currently the page is set to show 30 posts of full content on all pages unless specifically set otherwise in a post.

Next, the discussion tab is an extension of the comment tab. It allows Webmasters to choose to allow comments to be posted and several ways to moderate them. This tab is irrelevant since the only people allowed to comment on the site are the people authorized to make changes to the site, the Webmasters.

After the discussion tab is the media tab. Here, default settings of the size of pictures can be changed. For example, currently the setting for a thumbnail photo is 150 x 150. Every time a photo is uploaded, the Webmaster can choose to make the photo thumbnail sized and it will always be 150 x 150.

The privacy settings on the next tab control who can view the Meek School site. Currently anyone can see the site and this should only change if the site is experiencing a major problem and needs to be suspended temporarily.

The announcement tab is one of the more useful tabs in the Settings options. Here Webmasters can control the scrolling announcement tab on the main page of the Meek School. Announcements can be added or deleted and arranged in any order. The most helpful part of the announcement settings is the option to auto-deleted postings. When entering a new post to the announcement, selected a specific, future time and date for the announcement to cease display of the



announcement. This announcement scroll is a widget that can be moved to any location on the main page.

The Dynamic Content Gallery controls the large photos and stories on the top of the Meek School site's main page. Since the Dynamic Content Gallery is an intricately programmed widget, it allows users to perform more functions and control more options. The Meek School's DCG is currently set to show up to seven images. The maximum number allowed for images is fifteen and the minimum number allowed is two. The photos used for the DCG are chosen only from photos tagged as "Featured News". There is an option to allow photos to be taken from numerous categories; however, it is simple and accurate to take the photos from only "Featured News" which can be posted with an accompanying story or explanation. The DCG allows for many other options and changes in size of photos and content. Most of the changes affect the way the gallery looks, which fonts are display, which colors are used, and other options.

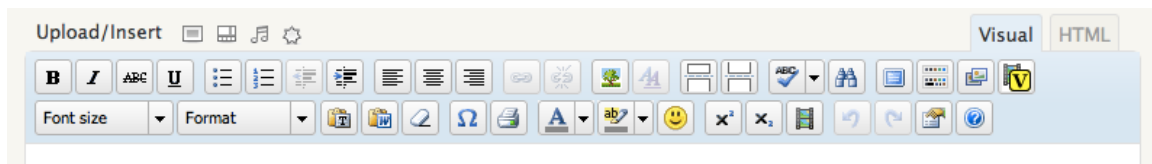
"Sociable" allows Webmasters to check boxes of social network sites desired to appear on the site. These icons allow readers to share in information found on the website with other readers through each specific site. Currently the most popular twelve sites are chose to share. There are dozens of options to choose from. Webmasters can drag and drop sites to reorder their positions on the pages. The image below shows an example of what a typical page of the Meek School site's social sharing options look like.



Source: Meek School website

**Figure 3.6** Sociable Menu Appearing Below Each Page

The “TinyMCE Advanced” allows Webmasters to arrange tool buttons to be displayed or removed from the main toolbar where posts are added to pages. Hovering over each image will show Webmasters the function of each button. This layout is similar to most Microsoft Office Applications. The toolbar currently includes the following basic buttons: Bold, Italic, Spell Check, Alignment, Link, Print, Share, and more.



Source: Meek School website

**Figure 3.7** “TinyMCE Advanced” Bar

### *Contact:*

The contact tab controls the “Contact Us” page on the Meek School site. Currently, this contact tab is a widget that allows readers of the Meek School site to enter their information into an interactive box. The widget then forwards the information to a specified email address, jour@olemiss.edu, which will be read by a Meek School staff member. The contact tab allows Webmasters to change the

appearance of the page's widget box. Image 3.8 displays what Meek School website readers see when they arrive at the "Contact Us" page. This box is the widget that allows readers to ask to be contacted. The second image is a view of what Webmasters see from the background of the widget. In image 3.9, it shows the step between getting the information from the website and sending it to the designated email address. A small explanation is written before the email is forwarded explaining that this information was gathered from the website.

**Contact Us**

---

Phone: 662-915-7146  
Email: Jour@olemiss.edu

Your Name (required)

Your Email (required)

Subject

Your Message

Source: Meek School website

**Figure 3.8** Contact Form Widget

Source: Meek School website

### **Figure 3.9** Contact Form Widget Mail Preferences

#### *Events Calendar:*

The Events Calendar tab controls the calendar widget for the Meek School site. If used properly and consistently, this widget can serve as an excellent reference tool for school activities. It would remind current students of upcoming activities as well as help recruit prospective students with an impressive list of events. However, the problem with the events calendar is the ability to fill it with content. Only a calendar filled with activities will reach its full potential. Furthermore, it is time consuming to enter every event into the widget. Although entering the information into the widget only takes a few minutes, getting the information from professors, staff, and other members of the University does take some persuasion. The most difficult part about utilizing this widget is collecting information from other sources. Since this widget would be used as a point of reference, it is important to assure all the information is correct and up-to-date. Any changes or deletions must be made immediately. This widget does have the ability to create a post corresponding to any event created. This feature allows the post to be linked to the calendar, which is easier and quicker for the Webmaster. An ideal form of this widget would allow multiple users to enter and edit information

without needing access to the dashboard of the Meek School site. However, at this time no such widget exists, but if it is created, training would need to be planned so many contributors would know how to use the application. At this time the Meek School calendar is not visible on the website because there are not enough events to fill it.


This is the conclusion of the brief explanation of what each tool accomplishes. In most cases, there are several ways to achieve a result using different tools. Usually the use of various widgets accomplishes similar outcomes. The next paragraph will briefly explain the uses of some of the most used widgets.

Currently, there are about three dozen active widgets for the Meek School website. These widgets are used on the front page of the website and perform various tasks. The most used widget is the “Text” widget. When added to the page, this widget can display information and links in text format. This can often accompany the “Image widget”, which is used when inserting a photo into the main page. Preferably, the “Image widget” will link to a previously made post pertaining to the image. In the image below there is a photo of Farley Hall which links to the school’s new IMC program. The caption is the text displayed on the front page accompanying the image and the “link” box corresponds to the previously written story when the image is clicked.

**Image Widget:** Meek School Offers Ni

Title:

Image:



Caption:  
To learn more about our IMC program and what it offers click  
<a href="http://meek.olemiss.edu/2010/10/27/integrated-marketing-communications-program-offered/"> here </a>

Link:

Width:

Height:

Align:

Alternate Text:

Source: Meek School website

**Figure 3.10** Sample Image Widget

The image below is what viewers see the widget as in a completed form. Images can be scaled down or cropped to fit each box. The accompanying text is optional.



Source: Meek School website

**Figure 3.11** Image Widget From Viewer Perspective

Other widgets include a media RSS feed, calendar, video player and many others. Each widget has a brief explanation of its function. Help can be sought from the “help” tab on the top right of the page. Numerous widgets can be added to each column of the Meek School site. To make the page engaging and entertaining, Webmasters should try mixing video widgets with image and texts widgets. Currently, there are no interactive widgets displayed on the main page. However, it would be feasible to add a poll or interactive timeline widget to the page.

This brief explanation of how to manipulate the website into a functioning tool for students is merely a small example of what the website is capable of. With time and a few dozen more widgets, this website can become an impressive tool for recruiting new students. There are several ways to manipulate each function of the website to receive a desired outcome. With time, shortcuts become easier to use and the website’s appearance will become more attractive. It is important to learn about new widgets and forms of multimedia as they are created so the Meek School site can always represent a competitive journalism school. The site is best used if updated regularly, contributed to

by many, and become a source of accurate and easily found information to students.



## CHAPTER IV:

### RECOMMENDATIONS FOR THE MEEK SCHOOL WEB 2.0 STRATEGY

I am certain the most difficult aspect of marketing the Meek School using Web 2.0 skills is juggling all the components at once. It is difficult for any one person to handle several social media accounts at one time. This difficulty increases when other people generate a majority of the content for these sites. The most challenging part of my job was acquiring content from professors and staff. Emailing and physically looking for professors to encourage them to keep me up-to-date with their work took up a large part of my logged hours. I believe to make the website successful, there needs to be a great increase of support from the faculty and staff. In my time as Webmaster, less than a handful of Meek School members consistently gave me information for the website, a few more provided me with one or two pieces of information, and more than half have not provided me with anything more than their biography information. It took me almost two months to complete the faculty and staff information page, which in most cases, I only needed a photo from each person. I believe there are several "new media"-minded professors and staff members that see the potential of the website and understand its mission. Without

the support of the other members of the staff the Meek School's web 2.0 endeavor will not succeed.

My foremost recommendation is to explain to all members of the Meek School the importance of not only the website, but the entire effort to market ourselves as a competitive, cutting edge, new media school. Professors should be highlighting their work as well as their students' work. I believe all professors should be required to blog at least once a month about what they are accomplishing, any conferences they've attended, or great speakers at the Overby Center. In the time it takes to sit down and watch a thirty-minute television program, an entire blog post can be written with little effort. To call someone a professor at a school of new media implies that person knows how to do basic tasks like blogging, emailing, and social networking. In this time of transition, our professors need to be on the outer cusp of what potential students think is fresh and new media. Within our faculty we have a professor that is obsessed with magazine, another is wild about design and photography, a third is phenomenal at public relations, another is a whiz at digital media, and many more have specific, interesting topic of journalism that interest them. It would be a great marketing tool to have each professor write a blog about what they love to teach. Then, when prospective student begin to visit school sites, ours will say, "Do you LOVE photographic journalism? So does Professor Blackwell. Read his weekly blog about his adventures in photo journalism and the amazing places he has visited!" The same can be done with most professors. This gives prospective students an informal, incredibly interesting account of what we can offer them. Often university sites are very formally marketed to students and I

agree ours should be somewhat like that. However, any time you can show prospective students the amazing things we can offer them in a light, friendly, entertaining way, it will peak their interest, not to mention have them repeatedly coming to our website for blog updates. From blog updates to book signings, professors can help our marketing efforts in many ways. I realize not all professors are going to participate in blogging. There are a few professors who spend their time with other important journalism practices like the Mississippi Center for Freedom of Information. However, the impressive participation of our professors in greatly powerful organizations like this one needs to be highlighted. If professors choose not to blog, I believe they must at least submit content for the website and supplementary sites about what they're currently involved in and why it's important. The main point being, our professors need to showcase their excellence. They need to stay relevant in the minds of our current and prospective students. Most of our professors are highly skilled in a specific area and we need to utilize their skills to market ourselves.

My next recommendation is to get the students involved. This website is just as important for recruiting potential students as it is for informing current students. I also believe showcasing our students' work would act as a great recruiting tool for potential students. When high school students can clearly see what we're offering, what our students are learning and doing, and that we're proud of the work they are producing, it is a powerful effect. Our students are a direct representation of what we are capable of. Ideally, I'd like to create a section of the website dedicated solely to the great work our students are doing not only in class but also as freelancers,

interns, and new graduates. This will not only serve a marketing purpose, but perhaps also create an atmosphere that encourages students to work their hardest so their efforts can be highlighted and recognized by their professors and peers. There also needs to be more interactivity on the website. This can include polls, timelines, comment sections about “what Meek has done for me”, feature stories, multimedia collages and many more possibilities. The more we engage our audience the better we can communicate with them.

My third recommendation is also crucial to recruiting, but it’s very time consuming. I highly recommend that any school claiming to be involved in new media create and consistently update social media websites. At a minimum, it’s crucial to have a Facebook account as well as a Twitter account. If we dare to be “new media” we need a Flickr account, LinkedIn account, and if we utilize my above mentioned professor blog idea, a site that can host all of the blogs from a central location, among many other possibilities. The more connections we can make, the more likely we are to be seen by more people. Some of these sites take significant time to update, but others like LinkedIn and Flickr only take minutes to tweak. It is important to understand that it is not sufficient to simply activate these accounts, but they must be consistently updated to stay relevant in the minds of our current and prospective students. Keeping these sites relevant will take a large amount of effort, which brings me to my next recommendation.

As I stepped into the role of Webmaster, I realized this job could easily be a fulltime job. Collectively, gathering and editing content, converting and uploading files, emailing and searching for people takes up a significant amount of time.

Luckily, I was allowed to have five hours a week of Amanda Coleman's assistantship from Dr. Will Norton as well as the assistance from Andy Billmeyer's photography services from Professor Garreth Blackwell. Amanda was very efficient at taping and editing video packages so I could upload them to the website. Andy was helpful for gathering photos of events, students, and professors throughout the semester. I can state, without a doubt, my job would have been significantly harder without the help of these two students. Therefore, my recommendation is to create a team of people dedicated to improving the marketing efforts of our Web 2.0 skills. I have faith that the right students would be willing to complete these tasks for class credit and a stronger portfolio. To build a very strong website with videos, good interactive elements and great photography, I believe three students working about fifteen hours a week each, the equivalent of a standard class, could create and maintain something exceptional. Keeping with a teamwork theme, the best way to utilize everything social networking has to offer is to have content generated from multiple sources. Currently the Meek School Facebook page has three administrators, Deb Wenger, Mykki Newton, and myself. The page is updated about once a week, which is not impressive for a school of new media. With increased numbers of administrators come increased numbers of updates, posts, pictures, and general activity on the page, making it more intriguing for prospective students. These prospective students, who possibly spend hours on Facebook weekly, are going to notice which pages are active and intriguing and which are not. A quick fix to this problem is to add each professor as an administrator to the existing Facebook page

and have each person participate in the updating and posting to the page. This can also be a plausible model for the school's Twitter account.

This is a pivotal time of transition for the Meek School of Journalism and New Media. When Ed Meek fought to have "New Media" added to the school's name he was not just thinking progressively, he was indirectly pushing all Meek School faculty and staff to adapt to a changing atmosphere. Journalists today are not just writers and reporters. They shoot, edit, report, travel, write, design, publish and much more. If the Meek School expects to attract students in this time of digital journalism, our professors and staff need also be adapting to the climate. We need to show prospective students what our professors are capable of and what they are currently accomplishing. We also need a network of media to reach students in multiple platforms. The more exposure we have the more relevant we will be in the minds of prospective students. Finally, to maintain multiple website and create and gather content, it requires help from many people. I believe a three student team to generate content for the website is plausible. With participation from other faculty and staff members, the Meek School social media networks can inform current students and play a large roll in recruiting prospective students. With all the recommendations the main concept is support from the faculty and a quick shift towards new media. The professors and staff are the connection between our web 2.0 efforts and the students. We need to utilize what our staff has to offer new students for recruiting purposes. Also important is the communication of our efforts to our current students. It's crucial to let the students know that all of our Web 2.0 efforts are a resource for them and they need to be referencing the site regularly.

When we get these basic skills and resources into action, the Meek School will finally become a school of New Media. I look forward to the new developments and milestones our school will conquer and I'm certain we will soon become a strong competitor for Journalism in Higher Education.

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