»INSIDE: WHAT TO DO WHEN YOUR NEWSPAPERS ARE STOLEN

college media
REVIEW
THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC. • SUJMMER/FALL 2006 • VOL. 44 NOS. 1-2

Take the guesswork out of providing **helpful** and **constructive** critiques for your students' publications

Getting it write.

EDITOR'S CORNER

The tranquility that comes from guiding our youth towards truth and light had come to a screeching halt when the phone rang and a colleague asked what in the name of Hunter S. Thompson were our student journalists being taught "over there" about interviewing.

Here's what had happened: a Daily Skiff reporter had interviewed the instructor for a story but failed to state that their conversation was being recorded. To the instructor, this was a blatant disregard of the time-held practice of informing sources of the intent to record, in not asking for permission. To the reporter, a former editor of a well-respected community college newspaper, it was evident to all she was recording the conversation: she'd held the recorder, slightly smaller than a Snickers bar, in the same hand as her notepad while she aimed it and took notes. "I was holding the recorder right here with my notepad," the reporter told me later. "I wasn't hiding it."

In Texas, like many other states, it's not a legal issue as long as one party or the other knows they're being recorded. But it's long been common practice in most places that reporters acknowledge their intent before they start. One newspaper I worked for required its reporters to tape telephone conversations and to inform sources that they were doing do.

Add to the ethical or legal obligation was the necessity of it: when you place a device the size of the family Bible on the table, it's hard to ignore, and reporters had to come up with a quick disarming spiel to set sources' minds at ease. So, much of the ethical considerations resulted from the perception that sources would clam up as a result of their distrust of technology, the intrusion into their personal rights, or both.

The clash of the instructor's and reporter's views was also a cultural one that suggested another way in which our students may view the world in a different light than do advisers a generation removed. Might the difference in sensibilities old and new (or at least older and younger) signal a pending sea change in the attitudes toward the journalist's use of high technology in a timeworn craft? And would that facilitate the recording of even the most sensitive of interviews—the ones that most require an accurate capture of content?

The result of a couple of quick phone calls to explore that theory? Well, don't expect any radical changes anytime too soon. Kelly McBride, the ethics expert at the Poynter Institute, says the public is becoming more wary rather than less so of intrusions into private lives. The disparity between the public's perception of the media's intentions and its actual intent "is an age-old problem," McBride said. "The public is much less willing to see it as a lack of transparency as it is surreptitious," she said. "We have a need to instill in (journalists) an ethic of transparency." And she said broadcast journalists are doing it better than their print counterparts.

To Charles Davis, who heads up the National Freedom of Information Coalition at the University of Missouri, it's even more fundamental. "It's respecting a source for taking time out to talk to you," Davis said. "(For that), they control the agenda."

And the moral of this philosophical inquiry is? Look fastball, think curve.

And a postscript: In a subsequent interview, the student reporter made it a point to ask another faculty source if he'd mind if she recorded the conversation. Certainly not, he answered with a wry smile as he pulled a device slightly smaller than a Snickers bar from his shirt pocket and set it on the table. It was already running.

In the following pages you'll find several issues that face most of us most of the time, some of us sometimes, and show all of us what we could be doing to promote the cause. Joe Gisondi writes how to benefit students the most with daily critiques, even when you're using red ink, and several other advisers also weigh in. When our students' newspapers disappear from the newsstands like hotcakes, most of us couldn't be happier; sometimes, though, it's a story too good to be true, and Jeff Johns explores the problems when thieves try to silence a newspaper. And as many of us consider or contend with the convergence of our news operations, Pat Parish examines how two such experiments played out at Brigham Young and Ball State.

As always, let us know what you think.

Robert Bohler, *editor*

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CORRESPONDENCE
Address circulation inquiries to:
Ron Spielberger, Executive Director
College Media Advisers
Department of Journalism
University of Memphis
Memphis, TN 38152
or *rsplbrgr@memphis.edu*
Liaison with CMA Board of Directors:
Vice President
Kelly Wolff
GM, Educational Media Company
Virginia Tech
362 Squires Student Center
Blacksburg, VA 24061
(540) 231-4054
kawolff@vt.edu
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EDITOR
Robert Bohler
Student Publications
TCU Box 298060
Texas Christian University
Fort Worth, Texas 76129
Office: 817.257.6556
Fax: 817.257.7133
E-mail: r.bohler@tcu.edu
MANAGING EDITOR
Bill Neville
Office of Student Media
Georgia Southern University
Statesboro, GA 30460
Office: 912.681.0069
Fax: 912.486.7113
E-mail: bneville@georgiasouthern.edu
ASSOCIATE EDITOR
Lillian Lodge Kopenhaver
335 Journalism and Mass Communication
Florida International University, ACII
North Miami, FL 33181
Office: 305.919.5625
Fax: 305.919.5203
E-mail: kopenhav@fiu.edu
ART DIRECTOR
Ryan Honeyman
Georgia Southern University
E-mail: rhoneyman@georgiasouthern.edu
ASSISTANT EDITOR
Kelley Callaway
Georgia Southern University
E-mail: kcallaway@georgiasouthern.edu

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college media REVIEW

THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC.
SUMMER/FALL 2006 • VOL. 44, NOS. 1-2

ON DECK

in the Spring College Media Review:

So you think free speech and the other First Amendment rights ought to be protected in our society? Few Americans would challenge that viewpoint, at least in the abstract, and it's the fodder for classroom lectures and newspaper editorials almost anywhere. But how much do we really take it for granted? Read what happened when adviser Michael Koretsky and his band of free speech advocates at Florida Atlantic University used guerrilla tactics to rattle the status quo.

Getting

GRAYSON HOFFMAN

Critiques can take many forms and formats. Most agree, though, that feedback is a key to improving quality and content. Eric Robinson (left) and Will Adams of the *George-Anne Daily* at Georgia Southern University look at the daily critique of their paper (a marked up copy and written summary) that is pinned to a column in the newsroom for all to see.

it Write.

Providing a critique is part of the adviser's obligation toward building a stronger student staff and more engaging publication

By Joe Gisondi
Eastern Illinois University

My grad school teacher scared the hell out of me in our first writing class. He stood atop a desk and said a writer is like a man standing naked in a room. "Here I am," he said, "critique me."

Fortunately, my professor kept his clothes on -- that would have been a nightmare to more than a few of us. But I understood the point: writers who submit their poetry and fiction are vulnerable, so their work should be treated respectfully.

That story has always stayed with me, especially when I began to teach, but does it hold true for journalism students? After all, student reporters are revealing the thoughts and emotions of others. After a decade of advising, I've found young journalists can get just as defensive and angry over their work on leads, editorials and page designs as their more literary counterparts.

That's why a single critique can send a newsroom into a frenzy. But a critique can also salve old wounds – and it can inspire a staff to write better headlines, report more thoroughly, and make better news decisions. The critique may be the single most important thing we do as journalism educators. A well-crafted critique can be the touchstone for your staff, the reference point against which journalism is evaluated in your newsroom. With them, we can advise students on ways to improve technically, ethically, philosophically, and legally, among other things.

There are many ways to critique a paper. Some, like Loyola Marymount adviser Tom Nelson, recruit past graduates to offer critiques. "The students really enjoy hearing from someone other than me," Nelson said, "and they also gain from making a connection with an alum working in journalism."

Others, like Virginia Tech editorial adviser Kelly Furnas, post comments to an online database. "Editors will ask for their section's report," Furnas said, "It's really helpful for them to see trends of strengths and weaknesses that perhaps they, or I, would miss by just looking at my marked up copy of the paper."

And others like Merv Hendricks, Indiana State's director of student publications, redesign entire pages after publication that instruct students on both design options and news choices. "Especially with today's reduced paper widths, it is hard on an inked markup to explain how a page or part of a page could have been better designed," Hendricks said. "Redesign notes on a markup can easily descend into a maze of lines and arrows. But today's software allows a rather easy way to produce a relatively quick and legible redesign of a whole page or part of a page that shows both the original and the suggested redesign."

For the sake of this article, I am going to focus more on areas that should be addressed in a critique, such as content and design. Plus, I will address ways in which to offer these comments.

Most students want your feedback


"Tell the truth and don't be afraid."
THE DAILY EASTERN NEWS
90th Anniversary
Eastern Illinois University, Charleston
Eastern works with community colleges
Men are minority in nursing
Lakeview College has only 3, 4 male nursing majors
Four bands compete in Kappa Alpha band batt
16 percent of proceeds goes to charity
Recent events impact classes
Assault triggers awareness, self-defense programs
Progress on budget, schedule
Full project to be completed by Jan. 2008
BLOCKING BUSINESS
Franchise costs prevent companies from moving to Charleston area

"These comments are next to a rating system, something I do to oblige insistent editors. I give them up to four stars each day. (On holidays, I've also used pumpkins, valentines and shamrocks). They put much more credence in the ratings than I do. I'll hear the staff rave that they earned 3 ½ several times during the past week. I rarely give a 4-star rating, but I do give that rating when they do an exceptional job, usually a couple of times a semester. I've also given one star on occasion, which usually jolts them," writes the author.

Our comments often hit harder than we imagine, even among our seemingly jaded and cynical editors, so advisers should make sure they praise as often as they criticize. These positive comments can be reinforced by publicly praising staffers in the newsroom. This student will feel good about this extra attention and the rest of the staff will learn what is good journalism. Conversely, we can make sure we're being candid. Too little criticism can demean these moments of praise. Earlier this semester, several editors urged me to be even more critical of their story angles, realizing it was an area that needed help. Our students want pointed advice, not just general pats on the back.

Today's critiques are also for tomorrow's newsroom leaders, so advisers shouldn't despair that a staff seems to be shunning advice. Keep repeating, for example, that columns ought to include some reporting or that reporters should find feature angles when covering meetings, and the persistence can yield changes for the next generation of staffers reading the critiques.

Critiques ought to address three major areas – content, editing, and design

Critiques ought to address three major areas – content, editing, and design. As adviser to the biweekly Valencia Community College paper, I used to organize my comments onto a typed sheet. Grammar and Associated Press style corrections were listed under editing, and comments on story structure would go under reporting. I would also offer some written notes on the paper itself. This task is unwieldy now that I advise a daily newspaper when I also teach some classes. But I still make sure I address these three areas for each edition atop the front page. I recently told the staff that content was not as strong, that we were merely reacting to the day's events. We also needed to offer some in-depth, enterprise reporting. A few days earlier, I mentioned that we needed to proof printed pages and negatives in order to catch the rash of grammar and style errors that had sneaked into the paper the past several days. This gave them a sense on how the paper did overall; they have to read through the comments to learn more specifics.

Content is the most wide-ranging of the three areas. Comments can include ways to improve stories, reasons for different news placement choices and selection of photos. More specifically, commentary here can also address sources, news angles and visual reporting. I should probably have an ink stamp made for a few regular comments: "ask follow-up questions" and "show, don't tell."

Some content areas where we can usually address on a regular basis include:

- Language
- Depth of reporting
- Follow-up questions
- Visual reporting
- Leads
- News angles/relevance

PRIMARY AREAS TO CRITIQUE

Language. Students have more than a few language problems. Wordiness, though, is the biggest culprit, and often a lack of precision yields a lack of concision. To compensate for a limited vocabulary, student journalists often rely upon jargon, colloquialisms, and idioms to express thoughts that are consequently vague and turgid. In critiques, we point these out by crossing out unnecessary words and by adding language options.

A sports reporter offered the following lead for a women's soccer game:

> "Eastern is riding a two-game win streak after coming away with two victories this weekend at Lakeside Field, topping Tennessee Tech 3-1 on Friday and Austin Peay 1-0 on Sunday."

First, the adviser can simply run a line through the unnecessary language:

> "Eastern ~~is riding a two-game win streak after coming away with two victories this weekend at Lakeside Field, topping~~ Tennessee Tech 3-1 ~~on Friday~~ and Austin Peay 1-0 ~~on Sunday~~."

PANTHER SPORTS CALENDAR

SPORTS

Eastern Illinois University, Charleston

Monday, September 19, 2005

TWO-POINT CONVERSION

DAN RENICK, SPORTS EDITOR

Panthers not alone in losing

ILLINOIS STATE 27, EASTERN 6

RED ALERT

Spoo calls loss in home opener 'embarrassing'

WOMEN'S SOCCER

Panthers snap 6-game slide

Don't just tell 'em... show 'em

PANTHER SPORTS CALENDAR

FRIDAY	Women's Soccer at SEMO	7 p.m.
	Volleyball at Murray State	7 p.m.
SATURDAY	Men's Cross Country at Louisville Invite	9:30 a.m.
	Rugby vs. Clemson	11 a.m.
	Football vs. Sanford	1:30 p.m.
	Volleyball at Tennessee-Martin	2 p.m.

SPORTS

Eastern Illinois University, Charleston

Monday, September 19, 2005

ILLINOIS STATE 27, EASTERN 6

'EMBARRASSING'

Spoo furious after Panthers get pushed around in home opener.

By Dan Woike, Sports Reporter

It was a memorable game, Eastern's home opener against Illinois State, but for all the wrong reasons.

Eastern head football coach Bob Spoo said his team's 27-6 loss to the Redbirds Saturday at O'Brien Stadium left him with a simple impression.

"Complete embarrassment, really," he said. "They just shut us down totally, offensively. I thought our defense at least kept us in the game a little bit.

"But, it's about as embarrassing of a loss as I can remember."

The Redbird defense limited the Panthers to just 237 yards of total offense, with 70 of the yards coming on Eastern's only scoring drive. Sophomore quarterback Mike Donato's six-yard run capped an eight-play drive midway through the fourth quarter — spoiling ISU's bid for its first shutout since 2000.

Donato and the offense gained only two first downs in the game's opening half, both coming on big gains from sophomore running back Travorus Bess.

Bess broke free for a 32-yard run in the second quarter, and in the

Carrie Hollis/The Daily Eastern News

Sophomore quarterback Mike Donato scrambles away from Illinois State defensive lineman Brent Hawkins' pursuit Saturday night during the Panthers' home opener at O'Brien Stadium. The Redbird defense limited the Eastern offense

TWO-POINT CONVERSION

DAN RENICK, SPORTS EDITOR

Panthers not alone in losing

After last weekend's loss to Illinois State, it doesn't seem there would be much to be happy about for Eastern football.

The offense couldn't move the ball. The defense looked good, but they were on the field too much. Overall, it just wasn't a fun game to watch.

As they head into the conference season, the Panthers will be happy to know that they are not alone.

In fact their 1-2 record looks pretty good.

There is only one team in the Ohio Valley Conference with a winning record right now. Tennessee-Martin stands atop the OVC with a 2-1 record.

True, Martin is the only team to play a conference game (a win over a weak Tennessee State team) but it's nice to know that there are others in the same boat with the Panthers.

Two-time defending champions and 2005 preseason OVC No. 1 Jacksonville State is 0-3, and last year's runner-up Eastern Kentucky, also picked second this year, is winless in three tries.

Granted those teams do open with tough schedules (JSU had to play No. 10 Furman and Div. I-A Alabama-Birmingham), it doesn't change the fact that the Panthers have one win under their belt and those other teams don't.

The first win is usually the hardest, too. Sometimes a coach may say something like, "our team doesn't know how to win."

It sounds like a ridiculous statement, but in some cases, it's true.

Teams can have good players who can control the tempo of a game but can't seal the deal. With that said, do I think Jacksonville State is one of those teams? No.

But three straight losses for the Gamecocks (four if you count the playoff loss at the end of last season) may make it hard to remember how to win.

Eastern, while it may have had a tough day against Illinois State, knows how to win, and it's just a matter of playing together to make that happen.

Dan Renick is a senior journalism major. If it's obvious that he has talent but no idea how to write a

WOMEN'S SOCCER

Panthers snap 6-game slide

By Matt Daniels, Staff Reporter

Eastern was able to end its six-game losing streak on Friday with a 3-0 victory against Indiana State. Unfortunately, the Panthers weren't able to build on that win as they dropped a 1-0 match to Evansville on Sunday.

For head coach Tim Nowak, he was happy to get his first win at Lakeside Field on Friday.

"There's things that we can fix, but it feels good to get the win," he said.

Having only scored four goals prior to Friday's match, junior midfielder Trisha Walter put Eastern on the scoreboard with a goal six minutes into the match. Walter stole a pass from an Indiana State defender on the left side of the field and dribbled 10 yards before shooting high over Sycamore goalkeeper Rachel Rudzis.

"I think it gave us confidence," said Walter in reference to the first goal. "We were just ready to come out and I think that (the goal) just helped us keep going."

The two teams did not score the rest of the first half, as Walter almost had her second goal in the 15th minute when she took a cross from senior midfielder Sharyne Connell and one-timed it in the air. The shot went wide left as Walter nearly missed scoring her 15th career goal.

Eastern expanded its lead to 2-0 in the 61st minute as senior defender Lee Ann Langsfeld scored her second career goal.

Connell sent the ball into the box off a corner kick where a diving Rudzis could not make the save, and

see SPLIT page 10

Carrie Hollis/The Daily Eastern News

Junior forward Trisha Walter fights for the ball against Indiana State sophomore defensive back

One method the author uses as a teaching tool is to execute a redesign of a page (right) using the same elements and content. Of course, the adviser does not have to cope with the same deadline pressures as did the students who designed the original page (top), but the goal here is to help students see the process at work.

I then inserted "swept past" and moved the location of the game to the end of the story, eliminating 15 words in the lead. The result:

> "Eastern swept past Tennessee Tech 3-1 and Austin Peay 1-0 on Sunday at Lakeside Field."

Certainly, the lead could be further improved by elevating why the team swept the games or by focusing on a key play in the lead. These comments can be offered in the margins, on a typed sheet, or during a verbal critique of your publication.

Sources. You can also comment about depth of stories. Sometimes, reporters go short on stories that require more details, sources and perspectives. They may think 700 words is a lengthy centerpiece, and they need to be told how they could improve these stories by revealing additional sources, interviewing additional people and addressing additional angles. Next time, they might put the extra effort into writing these pieces. Other staff reporters reading these comments might amp up their own reporting.

Visual presentation. Content can also mean presentation. Sometimes, content in stories should be broken out. Lists, certainly, should be offered in a more readable fact box. Difficult definitions can also be offered in a fact box or with a photo illustration. Seek out these examples in your critiques. Eventually, a key editor or two will see the wisdom in these suggestions and start making these changes, although that might be a semester or two down the line. But change occurs only if you keep addressing your key points.

Follow-up questions. Asking follow-up questions is essential to good reporting and good stories, so reporters need to know where they could have asked additional questions, especially after quoted material. For example, "The size of class rooms will be increased and the building will provide state-of-the-art teaching and learning space." But how specifically will this building be state of the art? What will they do to the rooms?

Leads. Sometimes the lead item is buried in the third, fourth, or last paragraph. Staffers need to be reminded that they can restructure stories to elevate these buried leads. Reporters, especially newer ones, sometimes forget to lead with the most compelling, newsworthy information. And, just as often, editors are hesitant to move paragraphs and restructure stories. But they need to be reminded that reworking stories is part of their job as editors. Critiques can show them how a later paragraph can be inserted in the lead..

Show, don't tell. That's what we want our students to do in their stories and that is how we need to educate them. For example, we ran a story a year ago where we said Eastern students are taking longer to graduate. How do readers know this is true? Certainly not from a rather general lead that read: "Some Eastern students are finding it difficult to graduate in four years." The story relied upon anecdotal information from students who were complaining. The story did not show this to be true. Plus, this reporter used the always vague and inaccurate reference to "some" in the lead.

In the margin, I suggested that next time we should do considerably more reporting. "Speak to state and local administrators. This story has a poor angle. Editors, you should kick back stories to reporters until they are fully investigated. How do Eastern students' graduation rates compare to students at other schools? That's the angle. This is just a man-in-the-street story."

Summaries. The main points can also be emphasized on a separate typed sheet or in an email. I add mine atop page 1. Some typical critique summaries have been:

"A few good stories. Too many stories, though, missed their marks by addressing uninteresting topics. Design has improved but story content has dropped. We cover hard news pretty well on a few beats. More reporting is needed."

"Some good stories and decent story package on page 3. Let's get those terrific in-depth pieces and find the more interesting angles on daily stories. Report. Observe. Dig in. Good luck with the new semester ahead."

These comments are next to a rating system, something I do to oblige insistent editors. I give them up to four stars each day. (On holidays, I've also used pumpkins, valentines and shamrocks). They put much more credence in the ratings than I do. I'll hear the staff rave that they

Reworking stories is part of their job as editors...

earned 3 ½ several times during the past week. I rarely give a 4-star rating, but I do give that rating when they do an exceptional job, usually a couple of times a semester. I've also given one star on occasion, which usually jolts them.

DON'T GRADE THE PAPER

We love to correct mistakes, don't we? We circle misspelled words and errors in AP style. We insert commas with carrots around subordinate clauses and we point out that "Ill." is not needed after Charleston, because we publish in Illinois.

We do not need to correct every sentence, though. We should point out editing mistakes, like the wrong page number listed for a jump line, a misspelled name, and the occasional comma.

After Deadline
Indiana State University

After deadline

A critique of editorial content in the Indiana Statesman • Indiana State University
Issue of May 31, 2006 • Compiled by Merv Hendricks, director of Student Publications

Summer '06 at the Statesman

Marginalia

Thanks for joining the Indiana Statesman summer news staff. Welcome. We are glad you are bringing your energy and talents to the newspaper. Good luck in reaching out to the Statesman's readers this summer — many of whom are a whole lot like you.

This little sheet called *After deadline* is designed as a way to give the staff post-publication feedback from the news adviser. This feedback is not the same as pre-publication review and approval. In our system, the editors make the content and coverage decisions; the advisers advise and try to provide constructive criticism designed to help you all improve in your work. (For more about *After deadline*, see "Marginalia" in the far left col. of this page.)

I know that many of you are new to the newspaper. And more than that: You also are new to newspapering.

What follows, then, is more of an orientation to some of the practices and approaches to newspaper journalism than it is criticism of the first issue of the summer. We all obviously want to advance from the quality of the first issue. Lying just ahead of us all are:

• a New Student Guide being produced during the rest of this week for incoming students who will attend the Sycamore Advantage summer registration and advising program beginning on June 8;

• the remaining five weekly issues: June 7, June 14, June 21, June 28 and July 7;

• the Back-to-School Issue, a gargantuan (52-page, five-section) orientation publication to be distributed at move-in time in August; and

• one (perhaps two) feature sections that will make up part of the first-day-of-classes issue for Aug. 23.

So, you all quickly need to become aware of and comfortable with some of the assumptions and practices that underlie newspapering.

To that end, 11 short bits of advice make up the rest of this edition of *After deadline*.

— *Merv Hendricks, adviser*
— *June 2, 2006*

11 nuts & bolts of newspaper journalism

1. Make your story timely for the day of publication

Newspaper editors and writers place a premium on fresh news. So do readers.

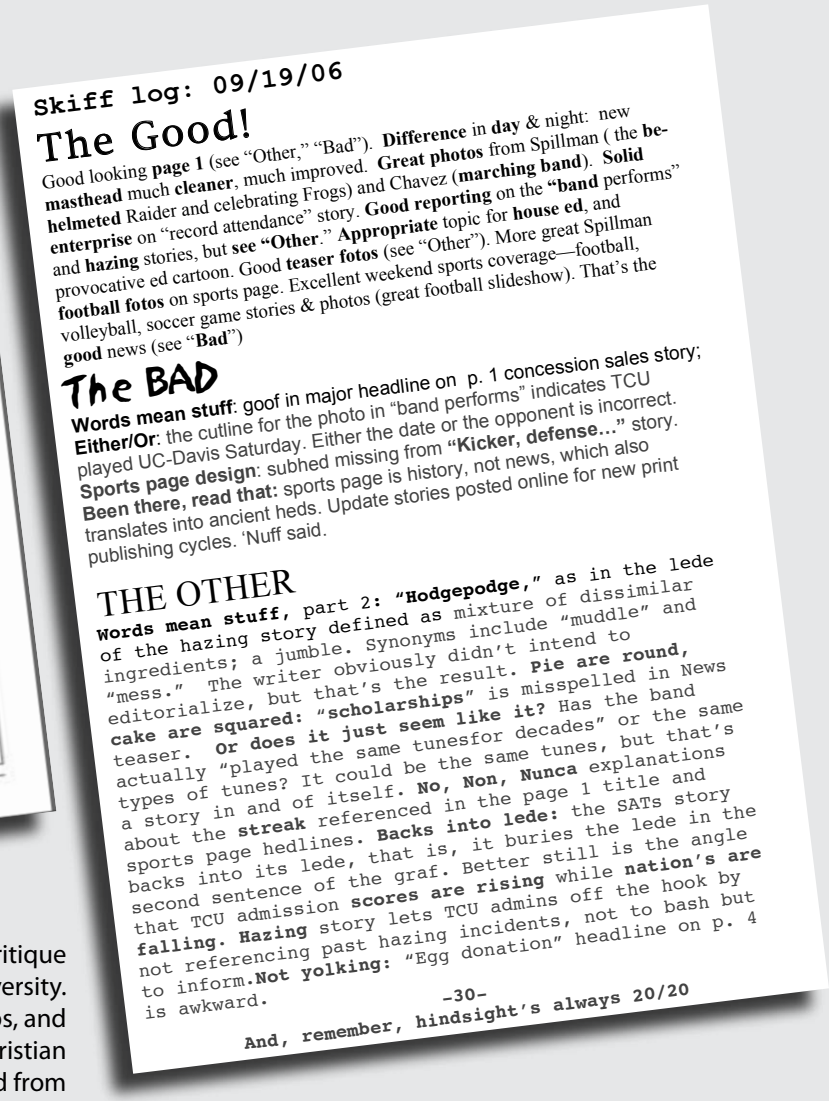
To achieve that goal of freshness, you need to write news stories in ways that include, very near the beginning of the story, the most recent and/or most important information you can obtain. Placing such vital informa-

tion "high" in the story is in contrast to "burying" those details lower in the story.

This process can include searching for developments in stories that could be discovered *the day before* the paper is published by con-

Veteran adviser Merv Hendricks produces a newsletter-style critique called "After Deadline" for his students at Indiana State University. The critique combines philosophy, writing and editing tips, and plaudits for the student contributors. Robert Bohler at Texas Christian University takes a cue from the nautical name of the paper and from Star Trek – the *Daily Skiff* (a skiff is small sailing vessel) – to produce a "Skiff Log" that summarizes "The Good, The Bad and The Other" to provide his studetns with timely feedback.

Critiques can take many shapes and forms



Skiff log: 09/19/06

The Good!

Good looking **page 1** (see "Other," "Bad"). **Difference** in **day** & night: new **masthead** much **cleaner**, much improved. **Great photos** from Spillman (the **be-helmeted** Raider and celebrating Frogs) and Chavez (**marching band**). **Solid enterprise** on "record attendance" story. **Good reporting** on the **"band** performs" and **hazing** stories, but **see "Other**." **Appropriate** topic for **house ed**, and provocative ed cartoon. Good **teaser fotos** (see "Other"). More great Spillman **football fotos** on sports page. Excellent weekend sports coverage—football, volleyball, soccer game stories & photos (great football slideshow). That's the **good** news (see "**Bad**")

The BAD

Words mean stuff: goof in major headline on p. 1 concession sales story; **Either/Or**: the cutline for the photo in "band performs" indicates TCU played UC-Davis Saturday. Either the date or the opponent is incorrect. **Sports page design**: subhed missing from **"Kicker, defense…"** story. **Been there, read that:** sports page is history, not news, which also translates into ancient heds. Update stories posted online for new print publishing cycles. 'Nuff said.

THE OTHER

Words mean stuff, part 2: **"Hodgepodge,"** as in the lede of the hazing story defined as mixture of dissimilar ingredients; a jumble. Synonyms include "muddle" and "mess." The writer obviously didn't intend to editorialize, but that's the result. **Pie are round, cake are squared: "scholarships"** is misspelled in News teaser. **Or does it just seem like it?** Has the band actually "played the same tunesfor decades" or the same types of tunes? It could be the same tunes, but that's a story in and of itself. **No, Non, Nunca** explanations about the **streak** referenced in the page 1 title and sports page hedlines. **Backs into lede:** the SATs story backs into its lede, that is, it buries the lede in the second sentence of the graf. Better still is the angle that TCU admission **scores are rising** while **nation's are falling. Hazing** story lets TCU admins off the hook by not referencing past hazing incidents, not to bash but to inform.**Not yolking:** "Egg donation" headline on p. 4 is awkward.

-30-

And, remember, hindsight's always 20/20

Skiff Log
Texas Christian University

But we do not need to grade the paper. I'll add some commas when I cannot resist and circle some AP style mistakes, but I do not have the time to correct the entire newspaper each day. We can pick our spots. If we see a rash of errors in one area, we can hit that hard on the critique. If I see the incorrectly placed comma or the occasional misplaced modifier, I can circle them and go on. This can drive an editor or reporter in to the office for clarification, and it can also create another opportunity to discuss editing.

Headlines can be corrected from time to time, including rewriting them when they are factually incorrect or bland. You can encourage them to use more active verbs, find compelling angles and to be precise. The adviser can cross out words like "discussed," "hosted," and "visited" in the headlines and. Instead get them to focus on what was discussed, what was hosted, and who visited.

S&G report
Georgia Southern University

The *George-Anne Daily* is a student activity populated by some journalism majors (and many other non-majors) but is not affiliated with a journalism department. We're in student affairs.

The first thing I do each morning, while the coffee is brewing, is to mark up the paper. I use green ink. Corny as it might seem, I use Smiley Faces when I see things I like. My grad assistant (in English Literature), who serves as writing coach, marks it up next. She uses red ink. Another grad assistant (in history), a former sports editor for the local daily in town, marks it up next. He uses blue ink. The one goal I set before this group is that for every negative comment, they need to find a positive one as balance. No one is going to respond to all negative zingers all the time.

By the time the three of us have finished marking up the critique paper in red, blue and green, it looks like our little tribute to the rainbow coalition.

The two graduate assistants then summarize all the markings into a daily report called, this was their choice of name, not mine, "Shits & Giggles," with the subhead "Life can be fun or full of crap -- your choice." (They came to this name because they sensed that they staff was not having enough fun with their work -- and though the work can be hard at times, even tragic on occasion, whenever possible the task of working at a newspaper should be a lot of fun.)

The daily S&G report is transmitted via email to about 25 student editors, section editors and key staffers. The heavily marked paper is then pinned to a bulletin board in the middle of the newsroom, near the layout station.

The Graduate Assistants hand out a Daily Oscar for outstanding performance in today's edition. (They also compile the George-Anne Graduate Assistant award, or coveted GAGAs, to present at our end of term social gatherings, but that's another story.)

The students have warmed up to this approach and seem to look forward to it. In fact, they save all the critiqued editions in a file drawer. If we are late with a critique, they ask why. They want to know how they have done.

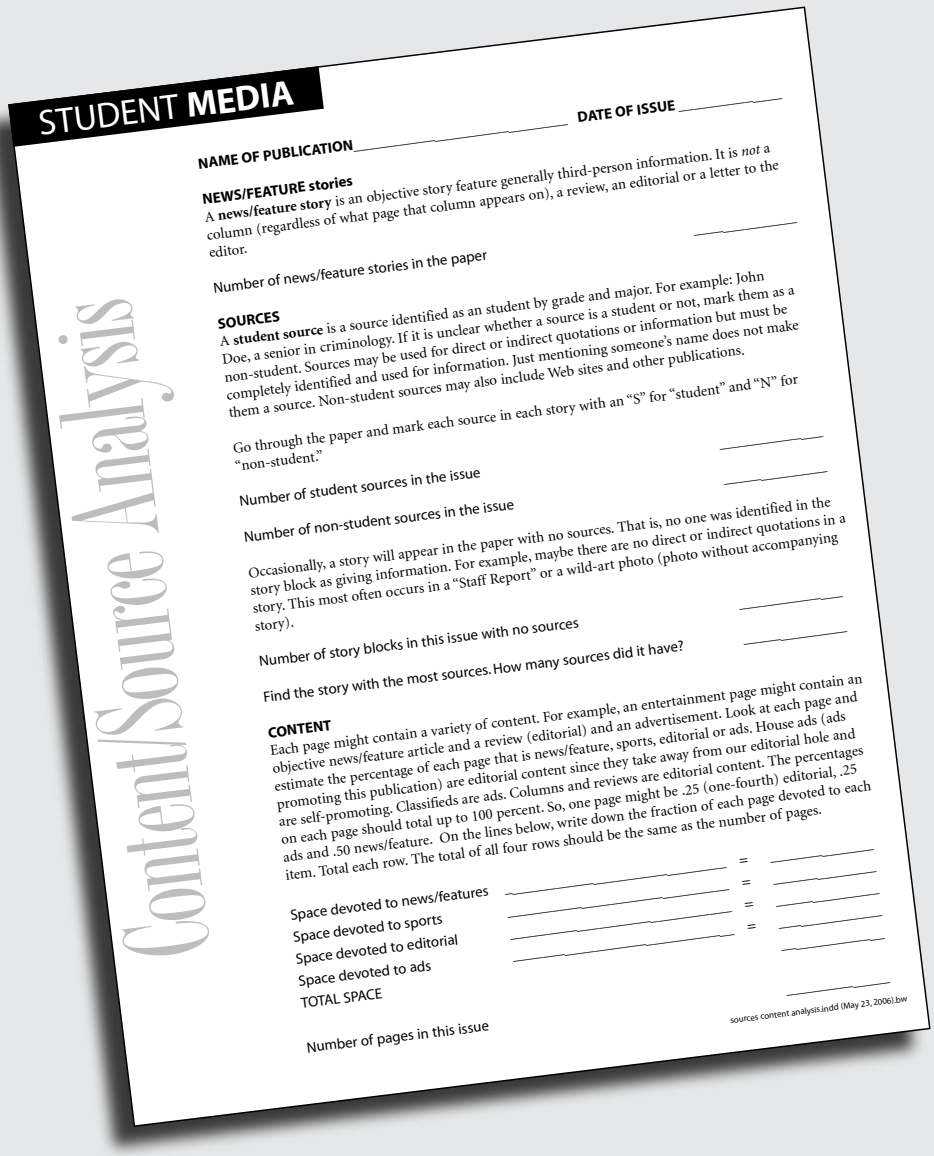
Obviously, there's no infringement on their first amendment rights since all is done after the fact.

It works for us.

I think the key in our approach is that we share the critique with everyone... not just the editor. After all, once printed, the newspaper is there for all to read and react to. Or to recall the words of H.R. "Bob" Haldeman, Nixon's hatchet man and chief of staff, "Once the toothpaste is out of the tube, it's hard to get it back in."

A typo is no less of a typo whether it's noticed by an adviser or a reader or the college president. And, it's hard to get that extra ink off the typo and back into the ink fountain once the paper has been printed.

Bill Neville



STUDENT **MEDIA**

Content/Source Analysis

NAME OF PUBLICATION _____ DATE OF ISSUE _____

NEWS/FEATURE stories
A **news/feature story** is an objective story feature generally third-person information. It is *not* a column (regardless of what page that column appears on), a review, an editorial or a letter to the editor.

Number of news/feature stories in the paper _____

SOURCES
A **student source** is a source identified as an student by grade and major. For example: John Doe, a senior in criminology. If it is unclear whether a source is a student or not, mark them as a non-student. Sources may be used for direct or indirect quotations or information but must be completely identified and used for information. Just mentioning someone's name does not make them a source. Non-student sources may also include Web sites and other publications.

Go through the paper and mark each source in each story with an "S" for "student" and "N" for "non-student."

Number of student sources in the issue _____

Number of non-student sources in the issue _____

Occasionally, a story will appear in the paper with no sources. That is, no one was identified in the story block as giving information. For example, maybe there are no direct or indirect quotations in a story. This most often occurs in a "Staff Report" or a wild-art photo (photo without accompanying story).

Number of story blocks in this issue with no sources _____

Find the story with the most sources. How many sources did it have? _____

CONTENT
Each page might contain a variety of content. For example, an entertainment page might contain an objective news/feature article and a review (editorial) and an advertisement. Look at each page and estimate the percentage of each page that is news/feature, sports, editorial or ads. House ads (ads promoting this publication) are editorial content since they take away from our editorial hole and are self-promoting. Classifieds are ads. Columns and reviews are editorial content. The percentages on each page should total up to 100 percent. So, one page might be .25 (one-fourth) editorial, .25 ads and .50 news/feature. On the lines below, write down the fraction of each page devoted to each item. Total each row. The total of all four rows should be the same as the number of pages.

Space devoted to news/features _____ = _____
Space devoted to sports _____ = _____
Space devoted to editorial _____ = _____
Space devoted to ads _____ = _____
TOTAL SPACE _____

Number of pages in this issue _____

sources content analysis.indd (May 23, 2006).bw

Self-Directed Content Analysis

North Carolina State University

If you want to help out with a little project I'm working on, attached is a form your students can fill out to do a quick content/source analysis of your newspaper. For this to work, I really need at least three different issues of the newspaper you analyze. It takes about five minutes per issue.

We've got it down to a science.

First we go through the paper and scan each story for sources marking them with an N for non-student or an S for student. While we're on that page, we make note at the bottom of what portion of it is news or feature or sports or editorial. For example, if it's a five-column layout and four columns are sports and one column is an editorial column, we mark .2/E (editorial) and .8/S (sports) at the bottom. Those numbers should always total to 1.

Then we just go through and put totals on the attached sheet.

Bradley Wilson, North Carolina State University

REDESIGN THOSE FLAWED PAGES

Design can be particularly difficult to critique on the page itself. It can look like a football playbook, arrows and lines running across the page that reveal where the dominant art should have been located and how to implement a hierarchy of headlines across the pages. Better is to offer a few general comments on the side or top of the page that begin with 'DESIGN" and then tell the editors how the main art should have been placed between the two columns of text or how the mug shots should be cropped tighter.

Next, advisers might consider redesigning a page that illustrates their points. The main headline, for example, might not be clear, interesting or large enough to grab the average reader. Or the main art might be too small for the front page. Showing an option is the best way to teach them. It doesn't take having to be a graphic artist. It can be the simpler ideas, like focusing on increasing the size of a photo or moving a photo to the center of the page. The adviser can go into the server, redesign the page, print it, and post it on the wall or even save it as a PDF and send it to the senior editors and designers and let them see the pages side by side. And a different design element can be the focus each week. Added bonus: at the end of the semester, it's a design session already packaged for the next staff.

Joe Gisondi is the adviser for the *Daily Eastern News*, the student-run newspaper at Eastern Illinois University, where he also serves as an assistant professor of journalism. He has also advised the student-run *Valencia* (Source newspaper at Valencia Community College in Orlando, Fla.) And he worked 20 years as a reporter and editor for several newspapers in Florida.

Stop! Thief!

When your papers are stolen...

By Jeffrey Alan John
Wright State University

Mark Stalcup knew something was wrong when he discovered a new island in the Wabash River last March. It was a mucky heap of floating newsprint, all that remained of almost the entire press run for that week's Vincennes University *Trailblazer*, the student newspaper that he advises.

Disgruntled fraternity members, upset with a story about their greek organization, had targeted the paper for an initiation ritual that had them heaving thousands of copies into the river, according to Stalcup. That scenario, minus the notable environmental impact, is altogether too familiar to many student newspaper advisers: Students, or even faculty and administrators, removing hundreds or thousands of copies of newspapers from campus distribution points in an effort to muzzle an unflattering story.

What advisers have to say…

Mark Stalcup, adviser, The Trailblazer, Vincennes University (papers stolen November 2004): "Maintain a better relationship with campus organizations. It's a lot harder to steal from your neighbor than from some invisible group."

John Ryan, director of student publications, Eastern Illinois University (papers stolen December 2004): **"Write about the theft incident. Cover that story. Tell the readers what happened."**

Bradley Wilson, coordinator of student media advising, North Carolina State University (papers stolen March 30, 2005): **"Stay on top of your circulation. Spot check. We have people calling in if they see an empty distribution box."**

Adam Goldstein, new media legal fellow for the Student Press Law Center in Washington, D.C., calls loss of a significant portion of a press run "an effective form of censorship." Tom Evans, campus newspaper adviser at North Carolina Central University, has called the act "gangster censorship." By any name, it's also elimination of an issue's worth of work that is expensive in dollar terms and demoralizing for student staffers.

The Student Press Law Center has tracked newspaper theft for nearly two decades. As early as 1987 SPLC reported the theft of papers at the University of Florida, Gainesville, including subsequent litigation that SPLC called "one of the first cases involving the theft of a 'free' newspaper ever to go to court."

Since then the Center has continued to receive and process an increasing number of theft reports, with an accompanying sense of alarm. "It's doubling every three years at least," said Goldstein. "Maybe we weren't paying attention, at first. But now it's increasing dramatically."

For today's student newspaper adviser, the numbers – more than 30 college student newspapers reported incidents of unwarranted removal during the 2004-'05 academic year – point to an ominous trend. Given the unfortunate likelihood of such incidents, what can an adviser do to prepare for situations in which members of the campus community make a "statement" by removing most of a press run? And when thieves strike, what should be done? To answer these questions, several advisers and journalism administrators who have experienced theft incidents offered advice and some surprisingly consistent observations.

WHEN THE PAPER IS STOLEN

Everyone contacted for this article agreed that when large numbers of newspaper copies turn up missing the adviser's first action should be to see that the incident is reported immediately as a theft. However, even this fundamental step can be surprisingly difficult, notes Goldstein, because of the way the traditional campus newspaper is distributed. "The fact that it's free is a significant problem," he says.

Bradley Wilson, coordinator of student media advising at North Carolina State University, encountered just such a problem when 8,000 copies of the *Technician*, N.C. State's student newspaper, disappeared from campus distribution bins early in the morning of March 30, 2005. "We turned it over to the police. They said it's free, it has no value," he complained.

"My reaction was to get really ticked off at the police officer," he added. Wilson calculated the costs, including printing, staff payroll and loss of advertising revenue, totaled $2,399 for the *Technician*, which prints 15,000 copies.

At Eastern Illinois University, when staffers filed a report describing the theft of about 4,000 copies of the *Daily Eastern News* in December 2004, Director of Student Publications and Professor of Journalism John Ryan had to explain the value of the press run and other costs. "The police had a hard time grasping the concept," Ryan said.

"It's doubling every three years at least. Maybe we weren't paying attention, at first. But now it's increasing dramatically."
Adam Goldstein
Student Press Law Center

Ryan estimated the press run cost about $400, with additional expense for the salary of the operator of the university-owned press. Other fees could include salaries for the stuffing crew, display and classified advertising, he said, adding that the thieves took the paper on Friday, typically a low-circulation day, and the *Daily Eastern News* rebounded the following Monday with a story about the theft.

Like Eastern Illinois, Arkansas State University has its own press, which has made replacing a stolen press run much easier, said Joel Campbell, chairman of the journalism department there. The *Herald* staff has had lots of practice responding to theft incidents: According to Campbell the paper has been stolen about five times in the past six years. "Our strategy is to get that thing reprinted and get it out there quickly," he said, adding that the paper's response also includes using the investigative skills of the paper's reporters to find and report the theft story.

Those are sentiments echoed at Vincennes University, where adviser Stalcup suggested quick replacement, followed by good reporting of the incident. "Put the talents of your investigative reporters to work," he said. "That's how we found a lot of the people who were responsible."

But advisers shouldn't be surprised if student staffers choose not to pursue a theft incident. Student journalists may see an investigative story about the theft as an activist response to criticism of their reporting, and they don't want to "stir the pot," said Bradley Wilson at N.C. State. "They're moving on to the next issue," he said, adding that he believes such a passive approach sends the wrong signals. "The message is that `our newspaper has no value,' and that [theft] won't be prosecuted," Wilson observed.

THE LONG-TERM DEFENSE STRATEGY

Encouraging editorial backbone should be part of a long-term strategy to prepare for theft of campus newspapers, Wilson suggested. He urged student media governing boards to adopt policies holding editors accountable for vigorous response to theft incidents, and making quick prosecution easier. "Here's the procedure. No judgment calls when the paper is stolen," he said.

Advisers and the Student Press Law Center suggest that "prosecution" can and does come in many forms. The four students involved in the 1987 University of Florida incident were charged with theft, sentenced to six months' probation and community service, SPLC reported. In one high-profile California case, a county district attorney charged the mayor of Berkeley, California, with petty theft after the public official admitted to assisting in the theft of 1,000 copies of the *The Daily Californian* at the University of California at Berkeley, according to the Center.

Records kept by SPLC indicate that if perpetrators of newspaper theft are identified, they're far more likely to be referred to campus judicial systems. At Vincennes University, for example, anonymous sources outed the guilty students, and their fraternity cooperated in order to emphasize that only a few members were involved. "Their cooperation enabled us to send it through the student life conduct system," said adviser Mark Stalcup, who is a licensed attorney. "I didn't want to go to the criminal [system]. A lot of [the perpetrators] didn't realize what they were doing." The fra-

2006 College Newspaper Thefts

BANNED IN BOSTON
Boston College _ Approximately 3,000 copies of a freshman orientation guide produced by the student newspaper, *The Heights*, were removed from stands following an administrator's displeasure over content that "misdirected students from what (the university) wanted." The administrator, who said his intent was for the newspapers to be moved elsewhere rather than trashed, subsequently offered to reimburse *The Heights* for its costs.

SUICIDE REPORT PROMPTS TRASHING OF NEWSPAPERS
Glendale Community College – Approximately 2,000 copies of a 3,500-copy press run of the *El Vaquero* student newspaper disappeared from newsstands after the June 9 issue that included a story that examined student suicides at the college. The thefts cost the newspaper an estimated $2,500. The student editor said she suspected college administrators of confiscating copies of the issue, which named a GCC student who had committed suicide. The college president denied university involvement in the thefts.

ELECTION DAY BOMBSHELL, THEFT LEADS TO COLLEGE SANCTIONS
Central Washington University – A student body presidential candidate whose acquittal months earlier on manslaughter charges was reported on election day in May was sanctioned by the university and forced to make restitution after 4,000 copies of the paper were found in a garage.
The Observer reported on May 18 that presidential candidate Ashley Gilmore had been acquitted in September 2005 of a manslaughter charge stemming from the death in 2004 of his roommate when both were students at Washington State University. The weekly *Observer*, acting on the tip, published the story in its May 18 edition, which was also election day at CWU. Of the 6,000 papers distributed on the night of May 17, 4,000 were missing the next morning. An unspecified number of copies were subsequently found in the garage of Gilmore's home, which he shared with five roommates. Gilmore lost the election.

DÉJÀ VU ALL OVER AGAIN: NEWSPAPER CONTAINING RELIGIOUS CARTOON STOLEN TWICE
College of Du Page — More than 2,500 copies of the *Courier* at this Illinois college were stolen – twice - in May after cartoons depicting the prophet Muhammad were included in coverage of the controversy over depictions of the prophet. Editor Kristina Zaremba estimated the newspaper lost $3,000 in printing, labor and other costs. The copies were stolen, redistributed, then taken again before an issue was placed in a glass case outside the editors' offices.
The cartoons were published along with an article about an editorial cartoonist who gave a speech on campus titled "Drawing Fire: A Discussion on the Art of Visual Satire and the Muslim Cartoon Controversy." The cartoons were also accompanied by an editorial explaining why the paper chose to print them. The college's Muslim Student Association was told in advance that the *Courier* was planning on running the cartoons, and a lot of Muslim students complained about the decision before publication, editor Kristina Zaremba said. A response from the Muslim Student Association was also printed along with the cartoons in the stolen issue. Zaremba said college administrators first told her nothing could be done about the theft before later stating that the college could take action.

Robert Bohler
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Student Press Law Center recommendations:

Before a Theft:

- Include a price, and language such as the following on your flag: "Single copies free. Additional copies…" and include a nominal amount.

  In your masthead and rate card include additional information indicating that single copies are free to members of the school community. Also indicate that multiple copies may be available for purchase at an established price by contacting the newspaper's business office. The following language is an example: "Because of high production costs, members of the State University community are permitted one copy per issue. Where available, additional copies may be purchased with prior approval for 50 cents each by contacting the Student Times business office. Newspaper theft is a crime. Those who violate the single copy rule may be subject to civil and criminal prosecution and/or subject to university discipline."

  The actual price is up to you. It's not necessary that you always collect the money. You remain free to give copies away when you feel it is appropriate.

- Meet with campus and law enforcement officials. Explain your concerns regarding newspaper theft and the danger it poses to your publication. Try to obtain their assurance that they will take newspaper theft incidents seriously. Be available to answer any questions they might have and to provide additional information.

- Be alert. Tell staff that they need to report warnings about impending theft to editors immediately. Carefully record the source, nature and time of the warning. If you learn of a theft in progress or have reason to believe that such action is imminent, notify law enforcement authorities. Then, position your staff at likely theft locations to take photographs of those involved. Safety dictates that staff not interfere with the thieves but simply record the criminal activity as it occurs.

After a Theft:

- Get a number. Attempt to determine how many copies of the paper were stolen.

- Get a dollar figure. It can be very important to provide to law enforcement representatives a reasonable estimate of the monetary harm your publication has suffered as a result of the theft.

  Include the following: (1) printing costs, (2) delivery costs, (3) production costs (e.g., wire/photo service charges, graphic art fees, telephone and postage expenses, office supplies, photo supplies, etc.), (4) special printing/production fees associated with a "rush" job should you decide to reprint the paper, (5) salary for publication staff, (6) revenue that may need to be refunded to advertisers, etc. Prepare an itemized list to submit to law enforcement officials, news media and school officials.

- Notify campus and/or local law enforcement agencies. File a formal police report and request a copy. Also notify the local prosecutor's office as they will eventually be the agency responsible for determining whether a prosecutable crime has occurred. Be careful to note who you talk to and what is said.

- Launch an investigation. Send a campus e-mail or use other campus communication resources to ask for information that may lead to the thieves' apprehension. In a few cases, professional journalism groups or interested alumni have offered modest rewards for valid "tips."

  Encourage student staff to inform your readers. Urge them to publish a story, and perhaps an editorial, about the theft in the next issue of your publication.

- Notify school officials. Contact the college president and/or other high-ranking university officials in writing and request that they issue a strong public statement condemning the thefts.

- Set up a "Dumpster Patrol." Search all university trash collection sites or other likely "dumping" locations. If copies are found, call for a photographer and the police to record the scene before removing them.

- Alert local and state news media. Prepare a short press release for distribution, reporting what you know and how you know it. Be careful about publishing unconfirmed reports about the identity or motivation of the thieves.

- Contact the Student Press Law Center (www.splc.org). The SPLC is the only group that consistently tracks such incidents. In addition, the SPLC can provide legal help in successfully prosecuting the theft of your publication.

ternity members who participated in the theft agreed to reimburse the paper about $800, he said.

At Eastern Illinois University, campus police and the newspaper staff investigation found members of the university band involved in theft, but only one individual was identified. Adviser John Ryan said the band director offered to pay for the lost papers, but "we said 'no, just tell them it's not acceptable behavior. There's no such thing as a free newspaper.'"

That economic fact must be emphasized to campus communities, Goldstein of the SPLC and advisers who have experience with theft strongly suggest. "Put a value on the paper. Put 'first copy free, additional copies cost' and put whatever price you want," said Bradley Wilson at North Carolina State. "That's something the police department could understand, and sink their teeth into."

Wilson also urged campus staffs to watch their circulation, using spot checks, if necessary. He said this can be one way to involve the campus community: "We have people calling in if they see an empty box. We want them to be empty, but early in the morning we don't expect many students to be out."

Getting help from the campus community is a valuable aspect of the theft problem, according to advisers. They suggest fostering good relationships with student government, campus police, officials who run institutional conduct or judicial programs, administrators and even local county or municipal prosecutors.

BASIC GOOD JOURNALISM DISCOURAGES THEFT

Good journalistic campus coverage is another fundamental step that will in the long run discourage censorship by theft. Vincennes adviser Stalcup explained that good reporting will bring the paper into contact with many members of the campus community. "It's a lot harder to steal from your neighbor than from some invisible group," he observed.

In some theft cases campus groups felt so alienated from the press that perpetrators willingly revealed themselves in order to confront editors and emphasize a grievance. At Wright State University in Ohio, for example, after about 4,000 copies of *The Guardian* were removed from distribution racks representatives of a religious group brought a bundle of copies and threats of legal action to a meeting with the editor of the paper. Editors typically are willing to fix problems if there are legitimate claims, explains Adam Goldstein of SPLC. But often it's good reporting that prompts theft incidents, according to experienced advisers. "We're all talking about factual reporting," said Bradley Wilson. "None [of the complaints] say bad reporting. We're talking about stuff the campus needs to know."

Unfortunately, some thieves are motivated to steal newspapers by the belief `the newspaper shouldn't be allowed to investigate' some controversy, SPLC's Goldstein said. "When the newspaper points out their crime [of theft], they get indignant," he noted.

To counter these conflicts, he suggested that editors handle the situation like any other legal question. "Contact us or contact the adviser," Goldstein said. "These are not the best legal claims. People who resort to theft aren't especially well educated as to what their rights are."

Goldstein said theft incidents are symptoms of a much larger issue that threatens all manner of printed documents available on campus, such as the ubiquitous brochures and flyers at institutions of higher education, and free speech in general. It's a sentiment echoed by the affected advisers. "Don't back down," urges Mark Stalcup from his position as adviser and lawyer. "It's not just theft, but an issue of free speech on campus."

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Jeffrey Alan John has been faculty mentor for *The Guardian* at Wright State University in Dayton, Ohio, since 1985, during which time the paper has had two incidents involving unauthorized removal of significant portions of the press run. He is an associate professor teaching journalism, graphics and basic writing courses in the Department of Ccommunication. Prior to college teaching, he was a newspaper reporter, PR writer and magazine editor.

CONVERGENCE

A TALE OF TWO PROGRAMS

By Pat Parish

Louisiana State University

Marriage, divorce, and now alimony. That's the convergence tale at Brigham Young University.

The marriage, in 1996, was hailed as the first union in student media of print, broadcast and Web into an integrated newsroom.

The first steps toward ultimate convergence were taken in 1996 under the direction of Lee Bartlett, then chair of the communications department. The television newscast began doing a one-minute news cut-in that was shot in the print newsroom. Also, a graduate assistant for broadcast began going to the morning editorial meeting of the *Daily Universe* newspaper, both offering and taking story ideas.

Laurie Wilson, who followed Bartlett as chair of communications, believed strongly in convergence, says Dean Paynter, one of the people she assigned to make convergence happen. "She saw it as an opportunity for a university to do something interesting and new. She thought it made sense with the coming of new media, and she made it her baby."

Her leadership, Paynter said, was key to making the project happen. "She tried to work with dissenting voices in the faculty, saying, 'Listen, we're going to give this a shot.'" Paynter, who coordinated the broadcast side, and his print counterpart, John Gholdston, met with Wilson every week.

The system she set up featured cooperation in a number of ways, some big, some small.

- The converged operation, called NewsNet, included 150 student journalists producing The *Daily Universe* newspaper, KBYU News and CCN News on television, FM Radio News and the NewsNet Web site. The NewsNet Web site touted itself as "the largest news gathering agency, save the L.A. Times, west of the Mississippi."
- When the project began, the media at BYU were housed in different buildings, making the "marriage" more difficult. A renovation project converted the *Daily Universe* newsroom into a joint newsroom, containing a radio booth, a TV studio, and a common newsgathering area that included a Web desk.
- Once the students were in the integrated newsroom, a student position was created of managing editor in charge of news. Using a common editorial assignment site on the

"The [administrators and staff] who created convergence, loved it and nurtured it, finally left. The replacements didn't have the same investment in it."

Kaylene Armstrong editorial director for the *Daily Universe*

student media intranet, the managing editor made assignments to all media, based on the requirements of a particular story. Andrea Christensen, managing editor in the spring of 2003, says one of her basic approaches was to assign a story to a print person who was then to enlist a broadcast person to go along. When they got back, they would work together to get the story immediately on the Web site.

- One faculty member a day, who wasn't normally in the newsroom, would go to the newsroom, observe, answer questions and lend expertise.
- For the November 2000 election, students from all areas worked together to provide a live webcast all night long of the local and national elections.
- Students who wanted to could work across boundaries, contributing to all media. "We had all these students who were really motivated," Paynter says. "For the unmotivated student it wasn't that big a deal; they were mostly able to stay with what they wanted to do. The people it really helped were those who saw the advantages of getting out of their comfort zone. We would have someone who would want to do a radio feature, or a full investigation for the Friday (broadcast) newsmagazine.... Some of the best work was done by people who just wanted to do some things, stuff that wasn't required..... It was available for students to do whatever they wanted to do, and the best students did that."
- An in-depth investigation on a subject such as welfare reform would be given a front-page story in the *Daily Universe* and a special segment on WBYU, then it would be rewritten and re-produced for the weekly radio newsmagazine. All versions of the story would be edited for posting on the NewsNet Web site.
- For years, the communications department tinkered with the curriculum, trying new ideas, finding problems, trying something else, in an attempt to find a structure "that seemed good for everyone all the time," Paynter says. These efforts included an introductory news course that required students to work in multiple media, a capstone class that required work in multiple media, and a revision of the advanced broadcast class that increased the time dedicated to basic journalistic reporting and writing and decreased the time spent on concerns specific to broadcast. A BYU promotional video about NewsNet said, "The journalism curriculum blows a hole in the traditional barriers between print and broadcast."

After a few years there was no longer a problem with buy-in from the students. Getting buy-in had definitely been a problem at the beginning, Paynter says, when students who had worked in the newsrooms and were accustomed to doing things a certain way were presented a new way. "Those students had the greatest struggle," he says. After awhile, though, "we got to where students coming into the program didn't know any different. The old guard was gone."

The Society of Professional Journalisms named BYU NewsNet the best daily TV newcast in the nation in 2000 and gave it second place in 2001. SPJ named NewsNet the best internet broadcast site in 2001, the first year that designation was awarded. In addition, NewsNet won a couple of EPpy awards from Editor & Publisher for being the country's best collegiate internet (newspaper) site. The judges cited the multi-media aspects of the site as a key factor in their decisions.

Obviously the marriage was a success. Those were the glory days, Paynter says.

Then, the marriage went on the skids. The broadcast staffs moved out of the joint newsroom. Now the print people pay financial support to the broadcast people, sometimes wryly calling it alimony.

What happened?

Even during the glory days, cracks were appearing in the union.

- "A lot of people were getting a broad media background, but then it started narrowing," Christensen says. "The broadcast students began to focus on getting their broadcast right and print students focused on print."
- Some of the revisions in the introductory news course were scaled back. Instead of all students studying all media equally during the semester, each student was allowed to emphasize either print or broadcast.
- A debate raged over whether the advanced broadcast class, which had implemented a focus on basic journalistic skills, properly prepared students for broadcast jobs. Eventually faculty restored the broadcast skills emphasis.
- The television people saw convergence as getting in their way, say Paynter and Kaylene Armstrong, editorial director for the *Daily Universe*.
- Difficulties included motivation and time, Christensen says. With most reporters being beginners, "they have not caught on to this vision; they are not motivated to be converged." Time difficulties were chronic. Christensen says that although she tried as managing editor to get all media to work jointly on a story, it happened too rarely. "Students have one hour till the next class. They may not be able to call a person from another area because it might take 10 minutes. It's the time constraints of being a student." Also, coordination suffered because of her class schedule. "As managing editor I wasn't there all the time."

Armstrong says, "The [administrators and staff] who created convergence, loved it and nurtured it, finally left. The replacements didn't have the same investment in it."

BYU NewsNet was an experiment, with a lot of people trying really hard over a number of years to make it work. It was undoubtedly one of the most intensive efforts to converge that college media have seen. Therefore, the failure of convergence at BYU can be cautionary to other college media programs trying to move into cooperative efforts.

Christensen, Armstrong and Paynter say they have learned that convergence takes, at minimum, strong support from above -- administrative, financial, and curricular – and that support must be sustained. Because, as Christensen says, "it's just easier not to be converged," any lessening of priorities or support can doom the effort.

Ways BYU converged

- **All media units cooperated**
- **Joint newsroom with overall managing editor**
- **Students could work across boundaries**
- **Curriculum attempts to incorporate multimedia**
- **Live webcast of election with all units contributing**
- **In-depth stories produced for all media**

Students, not advisers, must own process

By Pat Parish
Louisiana State University

In the WCRD-TV newsroom at Ball State University, a television displayed a busy office scene alive with noisy chatter. The station manager reached up with irritation to turn down the volume and resisted, at least temporarily, the desire to throw it out the window.

Upstairs and across the building, a tiny eyeball-like camera followed a student crossing the *Ball State Daily News* office. She frowned at it and resisted, at least temporarily, the desire to throw the creepy eye out the window.

True, the camera/monitor system allowed real-time chatting between the far-apart staffs of the newspaper and television station, which need to talk because they cooperate in a daily broadcast and in newsgathering efforts.

But the students hated the system. In a day of instant messaging and text messaging and cell phones, who needed it?

It was a university staff member who thought up the video chat system and had it put in. The students didn't use it and eventually the system was removed.

The story of the unpopular PolyCom videoconferencing system epitomizes Vince Filak's philosophy about students and convergence: Students, not advisers, must own the processes.

"Most of our cooperative efforts are on the fly, volunteer."

Vince Filak
Ball State University

"The more you lean, the more resistant they'll be," Filak says. "Any time you're controlled, it doesn't feel like your own project."

So at Ball State there is no established convergence project. Instead, "we have acts of convergence," Filak says.

Students at Ball State have a daily newspaper, *The Ball State Daily News*; a magazine, *Expo*; an online multimedia magazine, Ball Bearings; and a TV station, SCRD. The *Daily News*, *Expo*, and *Ball Bearings* are student-run publications, while the TV station is run by the telecommunications department.

During the academic year, you can see the DN's editor appearing nightly on WCRD's newscast. Fifteen minutes into the show, the WCRD anchor says, "Let's cut to the DN newsroom. Dave, what's going to be in the paper tomorrow?" On cue, Dave, the editor in spring 2006, would stand before the ParkerVision camera that resides in the DN newsroom and briefly tell the top news stories.

A *Ball Bearings* staffer might whip together a quick Flash quiz that has worth but is not extensive enough for *Ball Bearings* standards. The DN, because it's a daily operation, might sometimes choose to use such a quiz on its website as a standalone feature, along with a notation, "Brought to you by *Ball Bearings*." Working collectively "allows [the DN] to have some digital stuff on our website," Filak says.

The DN and BB staffs sometimes cooperate on story coverage. Then, the DN's site features a link, "See *Ball Bearings* for more on this subject."

Once a semester or so, *Ball Bearings* staffers produce a major project, such as a campus-oriented game. One such game focused on fitness. Students plugged in the list of buildings they walked to that day and the site calculated calories expended. They plugged in a list of what they ate and the site calculated calories taken in. When the game was ready the BB's sister units pitched in to help promote the game.

These "acts of convergence" have been the students' ideas, Filak says. "Most of our cooperative efforts are on the fly, volunteer."

Ball State advisers have not established a formal convergence project because "it's important to realize that not everybody has to play with everybody for every project every single time."

Convergent acts are more likely to happen when students have learned to recognize the "skills, talents, and value" that another group brings to the table. For example, Filak says that telling newspaper people they need to work with the television people "because they are television people" will not spur cooperation as much as the newspaper people's discovering that the TV people can offer them some sort of value. Once one unit's staff understands the value another group can bring, "they'll decide it's worth checking in with them."

The result, Filak says, is that students will begin saying, "Let's look at things you guys do that we don't, that will provide a better overall product for all of us."

Pat Parish is associate director of student media at Louisiana State University, where she advises the magazine and yearbook and supervises convergence efforts. In CMA she has been editor of *College Media Review* and of *College Media*, the newsletter. Before coming to LSU, she was a newspaper reporter and freelance writer and editor.

college media
REVIEW

College Media Review is the flagship journal of College Media Advisers, Inc. It is the leading academic journal on advising collegiate media, both print and electronic. It is an all-encompassing journal that serves collegiate media advisers.

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