COLLEGE MEDIA review

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CONTENTS

This document compiles articles that were previously published online as stand-alone posts on the College Media Review website. During the original release period, content was not produced as bound issues; articles were uploaded individually as they were approved. For archival purposes, traditional volume and issue numbers have been replaced with a volume year, reflecting the publication cycle from July through June. CMR historically published a Research Annual each year. When publication frequency changed, some research articles were published online only. To avoid excluding any work, all online-published research articles are included.

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College Media Review
Journal of the College Media Association

German student offers tips on being College Photographer of the Year

By **Bradley Wilson**, Ph.D.
Midwestern State University

Mario Wezel

Since 1945, the College Photographer of the Year competition has been the premier competition for college photographers. Last spring, CPOY, administered at the University of Missouri, announced the winners selected from 11,024 still images, 82 portfolios, 456 picture stories and 169 multimedia stories and projects entered by 545 student photographers from 99 colleges and universities in 18 countries.

CPOY named **Mario Wezel** of the University of Applied Sciences and Arts in Hannover, Germany, as the 69th College Photographer of the Year. Wezel's work was awarded Gold in the portfolio category, as well as awards of excellence in Documentary and in Interpretive Project.

This summer, Wezel is doing an internship with National Geographic, but took some time to answer some questions and to provide advice for college photographers wanting to enter the competition.

After you were named the top college photographer this year, you said, "This is the craziest thing ever. It is just a big as a surprise for me as it is an honor." Elaborate.

If it comes to my work, I'm very critical about it, to an extent where I don't even believe in it any more. I'm wondering why this or that story is important, why anybody should care about it and of course the fact that I don't think my pictures are strong enough to tell that story. Such criticism is a good thing though. It makes me work harder and push myself out there again, working on a story and trying to find good images. This criticism of my own work, at healthy as it can be, is the reason why I felt like it was a surprise for me to win the CPOY last year.

For someone else who aspires to that goal, what would you suggest?

Do it for yourself and now one else. Don't shoot for contests. Don't shoot to get publicity. Find something that is close to your heart and follow that. Even if others won't understand it nor support it, it is important that you believe in it.

You seem to have experience both working for news media and getting a formal media education. Was more valuable than the other? How did they work together to help you develop as a photojournalist?

I was fortunate enough to enjoy a long education of five years. I could take some time in-between and get back after half a year. That really helped me figuring out what way I wanted to go. If you just work in a college context and have as much time as you like for a project it disconnects you from what the work out there will actually look like. But it also makes you realize how certain things while working on assignments for media outlets could be optimized. For me personally, one couldn't have existed without the other. During my education I was allowed to dream and think big. The work at a media outlet grounds you again. I like the way this works together and creates an idea of the work you could do as a photojournalist later.

Can you remember one moment when you said, "I want to be a photojournalist." or was it a development over time?

It was a longer process. I was shooting part time for the local newspaper of my home town while I was in high school. Just small assignments on the weekends. I grew up in that town. I had lived there for 18 years but suddenly I got a whole new picture of it. I met people I never met before. I saw places I never heard of. It was super cool. The time there inspired me to keep doing this for the rest of my life (hopefully).

Europe, Denmark, Sønder Vissing: On the way back from shopping in the next town, Karina pulls over at the side of the road and starts to play with the kids in the green cornfield. Kristian is more than one year younger than his sister but they are about the same stage of development.

Tell me about other work experience you've had.

My first work experience was at the local newspaper in my hometown Nürtingen, a town with 35,000 residents. I covered everything from sports, politics, concerts and small picture stories. It was super cool. After two years in college I interned at the biggest regional newspaper in Germany called *Weser Kurier*. I had a blast there. I was there with a fellow student and we really got to work a lot on every day stories for the paper. It was really great but we also realized that you can quickly repeat yourself visually if you do this job every single day. I have deep admiration for newspaper staffers that do the work every day and manage to create compelling content over and over again

You're doing an internship for National Geographic now. Tell me about it. Why National Geographic?

National Geographic is a sponsor of CPOY so they give this internship each year to the winder of the portfolio category. It's a fantastic and magical place. Being educated as a photojournalist that is the magazine everybody talks about and refers to. The stories being created there are so well composed and researched. I have never experienced this mixture of thoroughness and creativity. I'm still in the middle of the internship so it's hard to sum up what it means to work along side these amazing editors. It's a crazy opportunity and a place I didn't expect to be.

Tell me about the MINT Collective.

MINT is a collective of six young photographers from Germany and Denmark. We all felt the need to communicate and discuss more about photography. About our own projects but also about what is out there. Most of us are almost done with our education and felt that the amount of discussion we had at college just dropped rapidly. We didn't want to become the lonely wolves but create a hub to go back to, get feedback and be inspired. The pictures that we create and publish together is a mixture of personal work, projects and assignments.

If you had one piece of advice for other college photojournalists, what would it be?

It is really about following your inner voice. It will lead you where you are supposed to be and where you can create the best work possible. Don't do any kind of work or story because you think you are supposed to do it, do it because it feels right. Take your time to find out what story makes your heart beat faster, but work really hard once you have found it.

What now?

Once I'm done with my internship in the U.S., I will go back to Germany. I'm looking forward to be back in my own life for a while, after diving into the lives of so many other people in the last three months. I have two projects that I want to start working on once I'm back in Europe that I'm really excited about. I want to

experience with different ways of telling stories and challenge myself by trying out these things.

Mathias sits with his friend Trols at the sea shortly after the sun has set. They are outside almost the whole day and enjoy being away from the city. With a group of eight friends they have bought an old sialing boat. They live in a small city at the danish coast where they restore to boat. Next year they want to start sailing the world with it. Photo by Mario Wezel

More about CPOY

The College Photographer of the Year Competition was founded by Cliff and Vi Edom in 1945. The University of Missouri administers the contest with support from its co-sponsor, Nikon Inc., whose generosity allows CPOY to offer free entry to college students worldwide.

Bradley Wilson / July 14, 2015 / College Media, Feature / college photographer, cpoy, photography, photojournalism

Research (Vol. 52): Guiding principles in an age of instantaneous publication

cmreview.org/research-vol-52-guiding-principles-in-an-age-of-instantaneous-publication/

July 30, 2015

College Students, Media Advisers Agree with Professionals Regarding Publication of Graphic Spot News Images

By Bradley Wilson, Ph.D.
Midwestern State University

Bradley Wilson, Managing Editor
College Media Review

Introduction – Professional photojournalists have been discussing what types of photos they should take and publish since the dawn of the profession. College media advisers and college photojournalists join that discussion more frequently as technology evolves. When dealing with basic photojournalistic ethics, the research and the abundance of prior literature provide a foundation for a discussion about what types of spot news photographs media outlets should publish in an era when all individuals armed with a digital camera can call themselves photojournalists on the scene of a spot news event.

Background – During the last half of the 19th century, photography was becoming an integral part of society. Photographers carrying bulky cameras documented building, still objects and, for those people who could sit still for the long exposures, formal portraits. By the time of the Civil War, photographers such as Matthew Brady carried their cameras to the action to show battlefields, camps, towns and people touched by the war. When a selection

of Antietam photos went on exhibit in Brady's gallery in New York in 1862, *The New York Times* wrote: "Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought bodies and laid them in our dooryards … he has done something very like it" ("Brady's Photographs," 1862). As historian Naomi Rosenblaum (1984) said of photography at the time, "The photograph was regarded as an exemplary record because it was thought to provide an objective — that is, unaltered — view of solid fact and achievement."

In the decades that followed, photojournalism continued to evolve. The portable and easy-to-conceal Leica camera, invented in 1914 and marketed in 1925, changed the approach of visual reporters. No longer official observers beholden to those in power, photojournalists could be the eyes of the public — prying, amused, or watchdog eyes (Hoy, 2005). Despite the lack of obvious symbolism, Nick Ut's image, "Napalm Girl," became an icon of the war while it posed ethical challenges for the publishers of *The New York Times,* which chose to run the photo, including full frontal nudity of a minor, on the front page. Photojournalists continued to document the realities of spot news in armed conflicts such as the Vietnam War, as Eddie Adams did with his famous image of the execution of a Viet Cong suspect by a Vietnamese general in Saigon, and conflicts in Iraq and Afghanistan.

Discussion of the ethical dilemmas photojournalists sometimes find themselves in also goes beyond the battlefield, sometimes hitting too close to home for viewers who do not necessarily want to see such graphic, spot news images at their breakfast table no matter how untarnished and real they may be. In early 1987, an era before cell phones and instantaneous Web access, an era when editors generally operated under a philosophy of "If it bleeds, it leads," the state treasurer of Pennsylvania, R. Budd Dwyer, shot himself to death in front of a dozen reporters and camera crews during a news conference. Researchers studying the situation concluded, "Any ethical dilemmas faced by journalists during decision making were put aside for later consideration. The material was edited quickly and according to similar patterns, or conventions, …" (Parson, 1988). The day after the event, the story became the media coverage after headlines in newspapers nationwide read "Cameras Record Deadly Farewell" ("Cameras Record," 1987), "Pennsylvania Treasurer Horrifies Reporters, Aides" ("Pennsylvania Treasurer," 1987), "Disgraced Pa. Pol Blows Brains Out at News Conference" ("Disgraced Pa. Pol.," 1987), "Suicide a Dilemma for Media" ("Suicide," 1987).

In an Associated Press Managing Editors' survey of 85 newspapers, 18 percent of morning papers ran a photo of Dwyer with the gun in his mouth, of the shooting or the aftermath. Others ran a photo of Dwyer holding the gun or no photo. Marty Petty of *The Hartford Courant* concluded, "Some common considerations many editors had in selecting which photos to include: the impact of the Dwyer photos on readers with suicidal tendencies…; as the distance from the event increased, the significance of the story decreased; and the public nature of the event heightened its newsworthiness" (Petty, 1987).

In the same report, David Boardman of the *Seattle Times* concluded, “Every day, every edition, we face challenging judgments. Not all are as tough as a suicide photo, but we know that each is important to some segment of our audience. We know that many of the calls we make in a few minutes on deadline can have a lifelong effect for someone, particularly a subject of a story. We consider it an awesome responsibility” (Boardman, 1987).

That responsibility continued for editors in the days following the Sept. 11 attacks, when they continued to show restraint in displaying graphic images. In those attacks, about 3,000 people died in New York City, Washington, D.C. and Shanksville, Penn. Of those 3,000, the first official casualty of the Sept. 11 attacks was Mychal Judge, chaplain of the Fire Department of New York. Shannon Stapleton’s photo of firefighters carrying his body out of the rubble became one of the symbols of the attacks. However, it is hardly as graphic as other images taken that day. For photographer Richard Drew, an Associated Press photographer in New York City, his images — much more disturbing to viewers worldwide — allowed him to humanize the attacks. As he stood on West Street with EMS crews and police officers, he began noticing people coming out of the building, falling or jumping. One image in particular, an image that the *New York Times* published on page 7 in the Sept. 12 edition, of a man falling head first before the buildings fell, caused the biggest stir. “He was trapped in the fire,” Drew said, “and decided to jump and take his own life rather than being burned” (Howe, 2001). In response, readers explained this was not the kind of picture they wanted to see over their morning corn flakes, as David House reported in a Sept. 13, 2001 column in the Fort Worth *Star-Telegram* (House, 2001).

A study of the images used after the attacks revealed that the debate regarding publishing the images centered around three fundamental issues: reader response, victims’ privacy and the ability of the photographs to communicate the story of the day. “Although many editors found the images disturbing, the overwhelming reason for publishing them was that they added to the visual storytelling about what happened during and after the terrorist attacks. Many editors believed readers needed to be exposed to the disturbing images in order to fully comprehend the story of the day” (Kratzer, 2003).

In the decade since, as technology evolved, photojournalists continued to face similar dilemmas, particularly when it came to publishing first or being certainly accurate (CNN, 2008; Osterreicher, 2012). Further, they continued to face increasing demands on their time at work with editors demanding smaller staffs that do more (Associated Press, 2013).

Research questions

With these cases, and many more, as a foundation, two research questions evolved from the historical imperatives of what photojournalists should or should not publish in an era when anyone armed with an iPhone can be a photojournalist and produce images that can be published from the field with little or no intervention by editors.

(1) GENERAL ETHICS: What are the ethical standards both in terms of what can and should be published and how when covering spot news?

(2) ETHICAL CODES: Is there agreement on the wording within a code of ethics? Do the professional photojournalists and college photojournalists have a code of ethics regarding use and manipulation of graphic, spot news images?

Methodology

This research used a 36-question survey partially built upon existing studies of professional photojournalists focusing on their ethical standards in spot news situations and digital manipulation of hard news images. The link to the SurveyMonkey survey was distributed on multiple email distribution lists and on social media outlets such as Twitter and Facebook. Both the Radio Television News Directors Association and the National Press Photographers Association promoted the survey.

Respondents were shown widely published images from the Boston Marathon to determine whether a standard for the publication of graphic, spot news images exists.

In total, 829 people, including 283 professionals, 51 college photojournalists and 57 college media advisers/instructors, responded. Of them, 63 percent were male, and more than 40 percent of all respondents had more than 20 years experience. Nearly 40 percent described themselves as primarily working for newspapers, and more than 25 percent described themselves as primarily working for online media. Magazine photojournalists represented nearly 20 percent of the sample.

Findings

As do all good, spot news leads, the lead on the Page 1 story by Mark Arsenault of *The Boston Globe* described the situation on April 15, 2013. “Two bomb blasts, 12 seconds apart, rocked the finish line of the 117th running of the Boston Marathon Monday, killing at least three people, including an 8-year-old Dorchester boy, wounding more than 130, and leaving sidewalks of Boylston Street covered in blood.” The tally of injured would later be upgraded to more than 250, and the coverage by *The Boston Globe* won that paper a Pulitzer Prize a year later. Discussion of the images published in papers and on websites around the world, similar to those published from previous terrorist attacks, school shootings, war zones or suicides, fostered discussion of whether publications should have published the images from the finish line, how they should have been published and what level of digital manipulation, from cropping to blurring of faces, was acceptable in this spot news situation.

In the image of Jeff Bauman, whose legs were blown off in the blast, the college students/instructors in the survey agreed with the professionals, 84 percent responding that it was acceptable to run the image unaltered. In comments reminiscent of those by viewers who viewed Brady’s Civil War images, a professional photographer responding said, “It’s as it

happened. Reality is always best." Another said, "Americans need to see everything when it comes to a major news event. Softening the blow only serves to dehumanize them to tragedy and reinforces the shallow news consumption that has been fostered here."

Still, 16 percent of college students disagreed that publication of the unaltered image was acceptable, further promoting the discussion of ethical standards. One college student who disagreed with publication of the images said, "Although the image depicts the truth, it is too graphic and perhaps unnecessary in telling the story. The same story can be told without emphasizing the gore." And one professional photographer said, "Viewers should not have to also suffer PTSD because a photographer was in the right place to capture some poor bastard being carted away without his extremities."

Some media outlets, such as *The Philadelphia Inquirer*, chose to mitigate the graphic nature of the photo of Jeff Bauman, later the subject of a Pulitzer Prize-winning photo essay in feature photography by Josh Haner, by cropping it. Of the 522 newspapers archived from April 16, 2013 by the Newseum, 29 used this image on the front page, 13 using it as the dominant image. Every one of these papers published the cropped version of the image.

College students/advisers (89 percent) and professionals (86 percent) agreed that cropping was an acceptable treatment of the image. Comments such as "A crop like this is entirely within the bounds of editorial discretion and entirely understandable for a broad-circulation daily newspaper" — from a college media adviser/instructor — prevailed. Most acknowledged that while cropping the graphic portions of the image might shelter viewers from the graphic content, it was within the established norms for any news photo but not without discussion. "Sure it's acceptable but cowardly," said one respondent, also a college media adviser/instructor. Another college media adviser/instructor viewed cropping the image as a form of censorship. "Their decision was acceptable, but still a clear case of censoring the news." Later in the survey, almost 5 percent of college students and advisers and almost 3 percent of professional photojournalists stated cropping ("removing content by trimming off the edges of the photograph") was never acceptable to news photographs.

The Huffington Post and other media outlets published the second image, another graphic, spot news image by John Tlumacki of the *Boston Globe* of a woman lying in a pool of blood with injuries to her legs, a dazed woman sitting nearby. The professionals and college students/instructors responding to the survey agreed that publishing this image with no manipulation was acceptable — largely for the same reasons and in similar percentages, 91 percent of college students/advisers. "The image is a powerful reflection of a major event. No alteration is needed nor acceptable," said one respondent. Another said, "It is what happened. A NEWS event. Really awful images happen in war/terrorist bombings/natural destructive events like tsunamis and tornados. Showing the truth should always be the guide to be followed." Versions of the image were published in news media outlets such as *Arizona Daily Star*, *Los Angeles Times*, *The Miami Herald*, *The Kansas City Star* and Hagerstown (Md.) *Herald-Mail*.

Regardless of how they stated an image should be published, few cited any links to a specific code of ethics to give them guidance. Only 41 percent of professionals stated they had a company ethics policy and many of those referenced the NPPA Code of Ethics as providing guiding principles. Of the college students and advisers, only 18 percent stated they had any similar policy and many of them also referenced the NPPA Code of Ethics.

Discussion

In general, the results of the survey show that there is merit in continuing the discussion of photojournalistic standards and ethics, particularly in an age of instantaneous publication when street photographers armed with an iPhone may be faced with the same ethical dilemmas about whether to publish an image, dilemmas previously reserved for experienced editors in the security of a newsroom hours after an event. Continuing education, planning and discussion of when it is acceptable to take photos or to publish photos is warranted for anyone armed with a camera — everyone in the newsroom. And a written set of guidelines for photojournalists, possibly with individual case studies from that publication's history, would also serve the 80 percent of student media operations that do not have such written guidelines.

In terms of general ethical standards regarding the publication of graphic, spot news images, the vast majority of college photojournalists and professionals agreed that it is acceptable to document reality without "softening the blow," something that can be written into a student media outlet's own code. And the college students and professionals agreed that the highest standards should be applied to spot news images such as those taken during events such as the shootings at Virginia Tech, Oikos University or Northern Illinois, or fires in residence halls, apartments or Greek houses. Still, everything from how to publish, when to publish and what level of cropping is acceptable for spot news images should be addressed and included in a thorough code of ethics even though professionals and college students/advisers tend to agree in principle.

As to whether any given single image should or should not be published, no single code of ethics or policy can dictate what is right, or wrong. "You can't set ethical guidelines. Ethics, like morals and standards, are personal. Everybody has his or her own. Fine. Except for one small catch: Journalists serve the public. If we aren't perceived as credible, we can't be of much service. Ethics are more than a personal matter in photojournalism because what we do affects a large number of people" (Brink, 1988).

Just as firefighters spend time pre-planning how they will react to a building fire, photojournalists and their editors should plan how they will react at spot news events so that readers will obtain a complete and accurate portrayal of the event that is, based on their community standards, realistic yet tasteful. As the next generation of cameras and current tools such as Eye-Fi allow for nearly instantaneous publication of photographs from high-end digital cameras, the editor as a gatekeeper may no longer be a part of the process

determining what is realistic and tasteful. Photojournalists, who continue to be passionate about their need to document the realities, and sometimes the horrors, of the human condition, need to be made aware of the community standards — standards that differ from publication to publication, city to city, campus to campus — through discussion of specific cases and the expectations placed upon them, and then held accountable to those standards. As Vincent LaForet said, “What really differentiates us from other photographers and media is our credibility. We have a history of getting it right, accurately…. Our credibility is all that we have” (Irby, 2003). When split seconds matter, as technology evolves and the decision making moves into the hands of street photographers, not sheltered editors, credibility and conscience have to remain at the fore of the process.

The guidelines may be as simple as reminding staff members of their obligations to report the truth and to maintain the credibility of their news publication. Quoting a 1994 article by David Johns in *News Photographer*, the magazine of the National Press Photographers Association, Brink (1988) said, “‘The photojournalist cannot escape responsibility for unethical shots. He is the first gatekeeper. The photographer makes the initial decision.’ And since our work is often done in a split second with no time to think, our ethical standards have to be considered before they are tested.”

Limitations and areas for future research

One of the limitations of this research began with the survey, a series of questions that focused on one spot news event, the 2013 Boston Marathon. It is always difficult to generalize findings based on discussion of a single event. Questions in the online survey regarding ethical statements of principle attempted to get at larger issues to provide college media advisers with a specific set of questions — tested in the context of a specific event — they could discuss with their staff members, who could compare their ideas with those of a larger pool of college photojournalists and professional photojournalists. Because the survey was online, it required access to the website and the specific URL which was distributed across various social media outlets and via email to people who were active in college media or interest in such projects, potentially introducing a selection bias.

As with any study using correlation, it is difficult to interpret causation. However, considering the differences between college photojournalists and media advisers and between college photojournalists and professional photojournalists, one area for potential future research is longitudinal. Where and how do college photojournalists learn their ethical principles? Findings may examine the validity of teaching ethics formally in the classroom or the formation of ethical principles before students reach college. Additional research might examine whether those students whose ethical principles do not match the accepted norms of the professional simply enter other careers. Or ethical principles may be evolving along with the technology. What might have been deemed unacceptable 30 years ago may now be acceptable practice under certain circumstances.

When testing those ethical principles, subsequent work might test the guiding principles at the heart of the NPPA Code of Ethics, statements such as, “Be accurate and comprehensive in the representation of subjects.” And “Editing should maintain the integrity of the photographic images’ content and context.” Concepts like fairness and accuracy may prove to be better, more measurable, benchmarks than objectivity and truth when examining any modern code of ethics.

Finally, as mentioned in some of the discussions regarding these images, publication may depend on media type. For example, publication of a graphic spot news image may be appropriate attached to a Tweet and may be appropriate in a large, daily metropolitan news publication but may be entirely inappropriate for a community-based publication that covers the same area.

Table 1

Difference between professionals and College photographers REGARDING PUBLICATION OF SPOT NEWS IMAGES (n=107 college photographers/advisers, n=283 professional)

Question	**t**	**p**	**percentage difference** *(pros-college)*
Online, huffingtonpost.com ran the image with no alteration. Was this acceptable?	0.63	0.52	2.5
The *Philadelphia Inquirer* was one of the news publications that chose to crop the image as it was used on page 1 of the April 16 print edition. Was this acceptable?	0.74	0.46	-2.8
In addition, theatlantic.com later added a disclaimer: “[Warning, very graphic]… (Note: An earlier version of this gallery featured this photo with the graphic warning but without the image blurred. We have since decided to blur the subject’s face out of his respect for privacy).” Should the website have added this disclaimer?	0.76	0.45	-4.0

Online, huffingtonpost.com ran this image with no alteration. Was this acceptable?	0.45	0.65	1.5

Positive effect size values indicate that the professional photojournalists and editors indicated "Yes" more often than the college photographers.

APPENDIX

The entire survey is still open and accessible at http://www.surveymonkey.com/s/photoethics.

Online, huffingtonpost.com ran the image with no alteration. Was this acceptable? (Photo by Charles Krupa, Associated Press)

- College students | 84 percent said yes
- College advisers | 84 percent said yes
- Professionals | 87 percent said yes

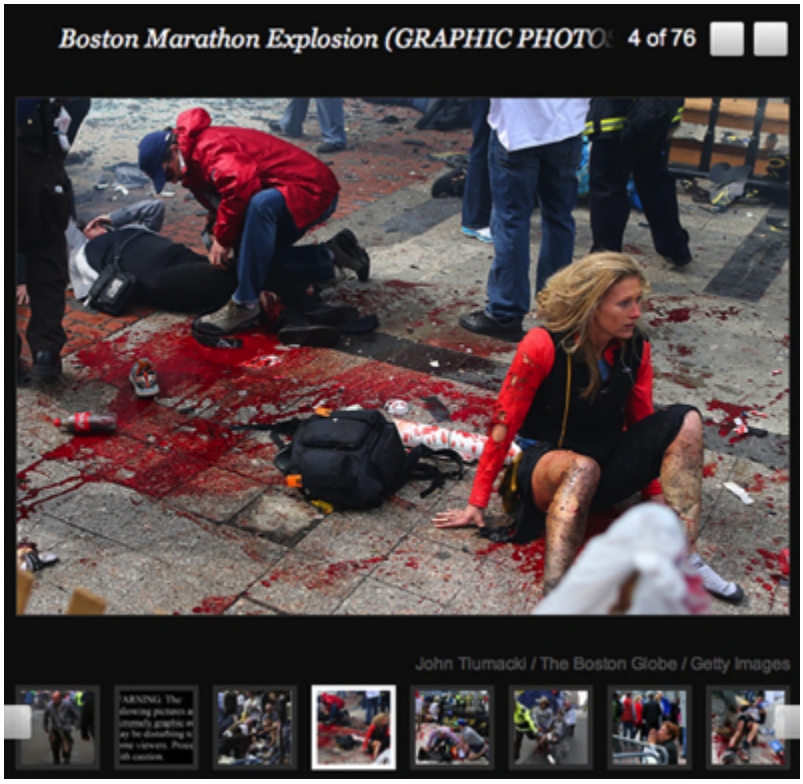
The Philadelphia Inquirer was one of the news publications that chose to crop the image as it was used on page 1 of the April 16 print edition. Was this acceptable?

- College students | 86 percent said yes
- College advisers | 89 percent said yes
- Professionals | 86 percent said yes

In addition, theatlantic.com later added a disclaimer: "[Warning, very graphic]…(Note: An earlier version of this gallery featured this photo

with the graphic warning but without the image blurred. We have since decided to blur the subject's face out of his respect for privacy)." Should the website have added this disclaimer?

- College students | 84 percent said yes
- College advisers | 65 percent said yes
- Professionals | 69 percent said yes



Online, huffingtonpost.com ran this image with no alteration. Was this acceptable? (Photo by John Tlumacki, The Boston Globe)

- College students | 88 percent said yes
- College advisers | 93 percent said yes
- Professionals | 92 percent said yes

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Bradley Wilson, Midwestern State University, is Co-Managing Editor for College Media Review.

Research (Vol. 52) Do college students want to see political news in their newspaper?

cmreview.org/research-vol-52-do-college-students-want-to-see-political-news-in-their-newspaper/

July 30, 2015

Campus Readership Habits

Jeffrey B. Hedrick, Ph.D.
Jacksonville State University

The future of print newspapers is a topic for discussion due to declining circulation numbers over time, as online news consumption rose sharply in recent years, coupled with the costs and technological challenges of the rapid advance of the mobile era (Sasseen, Olmstead, & Mitchell, 2013). Some publishers have decreased their fulltime staff, while larger papers have eliminated bureaus in hot news zones. Several daily newspapers with high circulation numbers in one Southern state (Alabama) have in fact reduced their publication frequency, eliminating at least one day and as many as four days. *The Anniston Star* no longer prints a Monday edition, while the *Huntsville Times* and *Birmingham News* have eliminated their Monday, Tuesday, Thursday, and Saturday print editions. Those who work with students in college media are challenged by survey findings that indicate the job market for 2013 communication graduates seeking employment has “stalled,” unfavorable findings recruitment-wise for programs in general (Becker, Vlad, & Simpson, 2014, 1).

Jeffrey Hedrick

University newspapers have also been affected by economic conditions and socio-cultural changes as well (Craven, 2013). Educational revenue is unpredictable and undependable, particularly in southern states like Alabama that practice “proration,” the process of making mid-year budget cuts (Public Education in Alabama After Desegregation). States are spending about 28 percent less on higher education than they did in 2008, with Alabama spending 39.8 percent less per student (6th highest cut) over the past six fiscal years: FY08 to FY13 (Oliff, Johnson, & Leachman, 2013). These conditions are prompting student media advisers nation-wide to explore ways to make ends meet and maintain circulation numbers.

The current study examines a campus newspaper that has experienced approximately a 40 percent reduction in perceived readership, based upon papers left in the eight distribution bins across campus, over the past four years. Study participants (N=241) are students surveyed within courses at a smaller southeastern public university of approximately 9,000 students at that time. The student media are managed in a way that allows the newspaper editor to independently make decisions with regard to content. The university setting is a "college town," one where a majority oflocal residents work for the university. From a socio-economic standpoint, local school calendars mirror the university's, and businesses experience "down time" during the spring and summer break(s). The content of the campus newspaper does not focus on community news, and it is not published during the summer terms.

The rising popularity of social media, particularly amongst teenagers and young adults, has led to considerable research of how managing editors might spark readership interest, perhaps through social networking sites, online features or digital editions. The focus of this research, however, is more concerned with the typical student's overall perception of the newspaper and its possible usefulness as a resource, whether it be print or online. Also of interest is whether university students at a midsize university in a more rural media market perceive their own campus newspaper as their preferred source for political and community news.

LITERATURE REVIEW

The financial outlook for colleges and universities is a continued decrease in allocations, particularly those that are dependent on public revenue (Majumdar, 2014). Many newspapers are entirely student run and produced independently from course credit, which also separates them from fulfilling a direct educational purpose. From a budgetary standpoint, because no tuition revenue has been earned (from the existence of a course), there is less justification for university funding. While most campus newspapers seek to be financially independent from their universities to preserve the student paper's independent editorial voice, they often do not generate enough revenue to cover their publication costs. However, it is rare to find a campus newspaper that charges students for print editions.

Most student newspapers (approximately 95 percent) have needed university aid to keep publishing "amid the economic pressures that have hammered the newspaper industry" (Otto, 2014). There has been pressure on campus newspapers to consider various strategies for cutbacks, with the transition from print (hard copy) to electronic (digital file) seen the mainstay of most efforts to save money. Many universities have in fact considered the viability of the campus newspaper in print form, particularly in light of the cost savings associated with the alternative means of online-only distribution; the university studied in this research has already adapted production of its yearbook, making it available only electronically.

Student interest in reading newspapers

Both campus newspapers and the newspaper industries have a common desire to provide content that their target audience will read on a regular basis, which will increase advertising revenue as circulation numbers rise. In an article in *USA Today* in 2013, Kaz Komolafe, editor of the *Cavalier Daily*, asserts less interest in the print editions on the part of student readers has made things harder financially. Student media adviser Hillary Warren (Otterbein University) notes that bigger college papers must protect advertising revenue from the print edition, as their operating budget is amassed solely through advertising (Craven, 2013).

Depending on the size of the institution and its local media market, campus newspapers usually target their own faculty, staff, alumni, and students, while serving the young adult market demographic. Some papers, particularly those with daily editions, will cover a broader range of news topics that might interest local residents as well. A number of previous studies (e.g. Barnhurst & Wartella, 1998; Diddi & LaRose, 2006; Lewis, 2008) have explored whether members of the young adult generation, college-age students for the purpose of the current study, represent a promising market for newspapers to pursue, focusing particularly on the demographics of student readers.

Student tendency to read newspapers

A study by Barnhurst and Wartella (1991) found that the college students' subjective experience of newspapers characterized it as a factual yet boring source for citizens, containing information that they perceive unrelated to their lives. The regular consumption or use of newspapers was identified as part of a ritual for young adults, something many do because they were introduced to the practice as children. That study was undertaken before the invention of the World Wide Web, at a time when the Internet was not an option for attaining news information. A later study was undertaken when young adults were able to use dial-up Internet service to attain their news information, with access primarily provided by America Online. A young adult sample in Schlagheck (1998) indicated the majority (68.4 percent) had read a newspaper within the past week, with 49.4 percent responding that they have used the computer to access information.

RQ1: Demographically speaking, what type of college student is more likely to read the newspaper?

One focus group of 12 college students in Nevada revealed they rarely read newspapers or books, while their interests varied from music to personal technology use. When asked what gets their attention when they do seek out news, a few females respondents indicated they don't usually read newspapers and aren't interested in anything that doesn't directly affect them; one male responded he goes online for all his news, particularly information related to technology (*Chronicle of Higher Education*, 2007). A study by Burgess and Jones (2010) found that males read newspapers more often than females, while females prefer to read books for fun and magazines more than their counterparts. Males were more likely to read a section of the newspaper, but not necessarily any more likely to read an entire page or even a complete article. Different perceptions for reading (or not) between gender were found, with being too tired or lacking the time the typical response for not reading amongst females. Their male counterparts, on the other hand, indicated lack of interest as the key non-motivational factor, or that the content was too boring. For the current study, both the campus and local newspapers included in the survey have a heavy focus on sports and in particular football, but both contain content related to the university (that might affect or interest students). This set of circumstances suggests that gender will not be a defining variable of difference, readership-wise, in the current study.

H1: There will be no significance difference between genders, with respect to readership of both the campus and local newspapers.

Campus versus local newspaper

There have been numerous older studies by uses and gratifications researchers (e.g. O'Keefe & Spetnagel, 1973; Henke, 1985; Vincent & Basil, 1997; Parker & Plank, 2000) that have explored why people select certain news media sources over others. A study by Collins (2004) surveyed students to find that high satisfaction with the campus newspaper isn't necessarily related to devoted readership, with the majority of students (most with high satisfaction) reading no more than one in every four issues

(24). When searching for predictors of newspaper readership, age and year in school were positively correlated among undergraduates. Ethnicity was also found to be a relevant factor, with Hispanic and black students reporting higher newspaper exposure than white students. A study by Armstrong and Collins (2009) looked at credibility differences between both campus and local newspapers perceived by young adults. What they found was that whites find both campus and local newspapers more credible than nonwhites, defined by blacks and Hispanics in their study (106). Blacks were found to have lower perceptions of newspaper credibility than both white or Hispanic readers (109). Their findings for race were more statistically significant for the local newspapers, which prompted interest in addressing race in the current study. A positive correlation between exposure and perceived credibility was also noted.

H2: Race will be a significant determining factor for campus and local newspaper readership.

The significant finding by Armstrong and Collins (2009) was a lack of difference in the credibility rating from young adults between local and college newspapers. The local paper was the *Gainesville Sun*, which targets college students and employs student writers to engage readers. The college newspaper used for comparison was a largely circulated daily at a larger university (*Alligator*, University of Florida) with similar target demographics. Despite this finding of comparable credibility from a young adult readership at the University of Florida, a different survey study by these same authors notes that Florida students prefer the campus newspaper (107). Collins and Armstrong (2008) found that more students indicated reading the Independent Florida Alligator at least four days a week than those who read the *Gainesville Sun* even once a week (77). Both were free editions for the Florida students, available five days per week with the circulation of either newspaper close to 40,000.

RQ2: Do college students consider their campus newspaper or other local newspapers as a preferred source for political news information, as opposed to other traditional or online media?

PRINT NEWSPAPERS VERSUS ONLINE SOURCES

The technological innovation of smart technology as it might affect media behavior, in particular the introduction of the iPhone in 2007 by Apple Inc., provides an alternative method for students to acquire online news. Consumers are increasingly turning to online sources to acquire information (Cravens, 2013), with the growing popularity of smartphones fueling this trend (Asymco.com). The iPhone exploded in popularity in 2008 once the iPhone 3G was released with a more affordable $200 price tag (Chen, 2009). With the current generation of college students, the assumption can be made that they have access to online news sources, either through their own personal devices or school computers.

Media behavior studies that research newspaper consumption from 2008 forward (iPhone explosion) often focus on college students, members of the young-adult generation that Hong, Teh, and Soh (2014) have been identified as likely early adopters of more sophisticated mobile technology devices. Separate from technology adoption, the current study is more interested in what media format college students prefer when attaining their newspaper information, whether it be print or online/digital. Diddi and LaRose (2006) found the campus newspaper as the most frequented news source of communication students, with Internet portal sites and late-night comedians (e.g. The Daily Show, The Colbert Report, The Tonight Show) used to a lesser extent.

H3: Communication majors will be much more likely to read the campus newspaper than other majors.

A campus newspaper study of the *Eastern Tennessean* by McCallister (2009) found 68.5 percent of students surveyed likely to "read a printed newspaper from newsstand," while only 49.4 percent indicated they were likely to read an online newspaper (23). An online research study in 2011 gathering information from 600 college students, a sample comprised of only those who had read the college newspaper, found 60 percent prefer to read the print version, 16 percent the online version, and 24 percent prefer either format equally (re:fuel resource, College Newspaper Readership, 2013 report).

R*Q3: Will college students consider online sources better (or worse) than traditional news sources*?

Outlook for print newspapers

Two more recent studies (Ha & Fang, 2012 and Panek, 2014) utilizing the uses and gratifications theoretical perspective indicate that student's overuse of technology leads to a possible displacement effect in that more time is spent online and less time is devoted to traditional news media consumption. Contrary to the popular notion that the youngest generation relies too heavily on online sources, Lewis (2008) used an online survey of college students from two large public universities to find that most young adults feel that in five years they will be less dependent on the Internet (42). Those students, with mean age of 22, responded that their behavior of attaining information using Internet news sites or social media will likely change to a heavier reliance on traditional television news and newspapers. Another emerging pattern of news consumption from that study was the lack of interest (as construed by seldom used, generally less than one day per week) for in-depth coverage of national or international news.

Student interest in political news

The college years, because it is the time when young adults come of age as voters, is an important period to observe students' interest in political news. Previously scholars such as Ben Bagdikian (1990) have attempted to define a correlation between newspaper reading and political engagement, while others have sought to define broader dimensions of student interest. For instance, Jeffries and Atkin (1996) surveyed students taking basic computer courses and used academic major, non-media leisure (activi-ties), and news content preferences as variables associated with newspaper media use. They found positive correlations between newspaper reading in all subjects (defined by their parameters) except those content areas related to leisure-time activity (Jeffries & Atkin, 18). Where academic major was concerned, humanities majors such as English were more inclined to read newspapers, while those majoring in the engineering, math, and sciences indicated less desire to use print media.

Student preference(s) for campus newspaper.

A telephone survey of college students from one southern university in McCallister (2009) reveals that almost half of the respondents felt the editorials, columns, editorial cartoons, and letters to the editors "sometimes reflect issues of interest to them." The minority students were less likely to feel that the paper reflects issues that interest them, and the respondents who were seniors gave less favorable reviews of content el-ements than their freshmen counterparts. When responding to a question asking what type of subject(s) they would like to see more coverage of in the paper, politics was the seventh most popular category from slightly more than 5 percent of respondents. When asked why they didn't read the newspaper, the most prevalent response from more than 30 percent was "no time to read the *East Tennessean*." When given the opportunity to provide ways to improve the newspaper, community news/events outside the campus made up more than 8 percent of the suggestions.

Lizzio and Wilson (2009) found that university student representatives, those that by definition have some interest in politics through their organizational participation, reported that the personal networks are their preferred way of collecting information. The question of what prompts interest has been investigated many times by other researchers, with Schlagheck (1998) revealing that many students reading the newspaper feel that it assists them by informing them about important issues.

There are two local newspapers published by the same company that are the main competitors for student readership: one weekly consensus-oriented newspaper that serves the community, and a second daily newspaper that serves the surrounding counties (circulation base of approximately 25,000). A few communication faculty members proposed a new focus for the campus newspaper that might include local community news. The underlying questions were: (1) whether the students creating the content of the campus newspaper (primarily communication majors) would embrace such a change?; (2) whether the prospective student readers would be interested in such a revised format?

RQ4: Will students living in a college town welcome local, political, or community news in their campus newspaper?

The current study predicts a correlation between media use and interest and/or perceptions of credibility concerning campus newspapers found in previous studies (Jeffries & Atkin, 1996; Schlagheck, 1998; Armstrong & Collins, 2009).

H4: Students will indicate a preference for the local newspaper for its non-campus related information, whether it be local, state, or national political news and events.

METHODOLOGY

After an informal pre-test using graduated communication (COM) students, revisions were made and questionnaires were distributed and collected by the investigator.

Survey questionnaire

The purpose of the questionnaire was to gather information from current students, self-report responses from young adults to inquiries about their newspaper use. The first three questions addressed whether (or not) political news was part of their news gathering routine. This was followed by a set of two questions designed to verify any interest with respect to local political news. The first inquired whether they were aware of local government council meetings that addressed housing policy in the local city, in particular a regulation zoning areas where no more than two un-related adults could occupy a household or dwelling. The second ascertained where or how they learned about this news event, if responding in the affirmative. Another set of two questions queried the participants about their use of different media formats, in the particular context of providing information related to their college town.

The survey then specifically addressed their reading habit(s) with respect to the campus newspaper, as well whether they considered it an appropriate forum for community news. This was followed with a question concerning their use (if any) of other newspapers, whether print or online. Students were then asked for their media format preference for acquiring news, whether it be print, broadcast, or online. A different group of questions addressing attitude towards technology use and in particular mobile device use and texting habits followed. The last survey question concerned the importance of free speech to

their personal life. The survey concluded with a section that gathered important demographic information about each respondent, including age range, ethnicity, gender, academic major, and voter registration status.

Sampling procedure

A variety of students were needed to contrast newspaper reading habits by academic major, in an effort to survey prospective readers of the campus newspaper. The researcher obtained permission from ten professors, only five of which were from the communication department (COM), to reach students in a variety of different academic areas, as well as provide enough response to make a valid comparison between COM students and other majors. About half of the participants were recruited from general education courses, those that every student must take to earn their degree, regardless of major. Whenever administered, the researcher introduced himself to students as a professor conducting a study on students' use of newspapers, relating that the primary purpose was to gather information to assess the future of the campus newspaper. Students were informed that participation was voluntary and that completion of the survey would be construed as consent. The average time spent on the questionnaires was 10-15 minutes, with some individual students taking as long as half an hour.

Sample

The goal of this sampling procedure was to obtain representation from a cross-section of students representing various fields of study, in an attempt to exemplify the diversity of the target population for the campus newspaper – the entire student body. The students' participation was voluntary, with only two non-communication students that declined. In all, 26 different majors were represented with groupings clustered as administratively overseen by department (Table 1).

TABLE 1. DISTRIBUTION OF PARTICIPANTS, BY ACADEMIC MAJOR

Study emphasis	**Frequency**	**Percent** (a)
COM undecided	39	16.2
COM public relations	36	14.9
COM broadcasting	30	12.4
COM print journalism	8	3.3
COMMUNICATION	113	46.9 a
Political science/pre-law	8	3.3
English	7	2.9
Biology	7	2.9
Math/computer science	5	2.1
Music	5	2.1
Art	4	1.7

Chemistry	4	1.7
Psychology	3	1.2
Drama	1	0.4
ARTS & SCIENCES	44	18.3 a
Health, physical. Education, exercise science	13	5.4
Criminal justice	13	5.4
Education	12	5.0
Business/finance	12	5.0
Nursing	12	5.0
Social work	2	0.8
PROFESSIONAL (b)	64	26.6 a
Undecided/undeclared	11	4.6
Masters English	5	2.1
Masters education	4	1.7
OTHER	20	8.3 a

1. All percentages are calculated by row, rounded up and based on 241 participants; section totals do not necessarily add up to column totals accordingly, and overall exceeds 100 percent accordingly.
2. The Professional category includes all majors not within the College of Arts & Sciences at the university being studied.

Sample demographics.

Of the 241 students who participated, 110 (45.6 percent) were male and 131 (54.4 percent) were female. The age ranged from 17 years old (2) to more than 30 years old (8), with the majority (121) falling within the 20-22 year-old range. This sample was predominantly comprised of younger adults, with 179 (74.3 percent) traditional-age respondents, defined for the purpose of this study as 17 to 22 years old. This also reflected the typical university student age-wise, which had been defined as 22 years old during the last enrollment year. A total of 150 participants (62.2 percent) indicated they were Caucasian, 70 African-American (29 percent), 6 Latino (2.5 percent), 1 Asian (0.4 percent), and 13 selecting “mixed/other” as their race; one student declined to answer this field. This closely resembled the ethnic profile of the university at that time, which was 65.2 percent, 28.3 percent black/African-American, 1.4 percent Hispanic, and 0.8 percent Asian (JSU Fact Book, 2012).

RESULTS

RQ1: Demographically speaking, what type of college student is more likely to read the newspaper? The study found there was little difference based on gender, race or age that could accurately identify the typical newspaper reader in college.

H1: There will be no significant difference between genders, with respect to readership of both the campus and local newspapers. The study results affirmed H1, that there were no significance differences in campus readership between respondents based on gender (Levene's test for equality of variance, p = .004). A Pearson test rejected the null hypothesis as well, finding that there was no correlation between gender and campus readership (p = 0.533, needs to be p<.05). Males and females were found to have the same inclinations, based on their response to a question that asked when and how often they read their campus newspaper. When that question changed to their reading habits of other newspapers, there was a similar finding of no difference between genders (p = 0.488).

H2: Race will be a significant determining factor for campus and local newspaper readership. The results of this survey significantly rejected H2, going against what had been the case in previous studies introduced in the literature review. There was no relationship between a respondent's ethnicity and their likelihood for reading the campus newspaper, as well as lack of correlation with respect to likelihood for race to be a factor in determining whether a respondent reads other newspapers (p = .687 for campus newspaper; p = .714 for local newspaper; either needs to be p>.05 to be significant). Ethnicity was tested across eight different variables, showing only one correlation of difference(s) to exist. The results showed a relationship of significance between a respondent's ethnicity and his/her perception of the importance of free speech (p = .025, needs to be p>.05 to be significant).

The only other determining demographic variable found was similar to Jeffries & Atkin (1996), which found that humanities majors such as English were more likely readers.

H3: Communication majors will be much more likely to read the campus newspaper than other majors. There were 113 students that indicated they were communication (COM) majors, while 115 indicated no affiliation to the communication department. The question asked how often the respondent read the campus newspaper with the following ordinal scale choices (1= "never"; 2= "not often"; 3 = "sometimes"; 4 = "often"; 5 = "always") as shown in Table 3. Those that were COM majors had a (2.88) mean response, while those with no relation to the Communication program had a (2.26) mean response. Both were low averages, between "not often"(2) and "sometimes"(3), but the difference was of significance (p = .001, needs to be > .05 to be significant). This affirms H3, finding that Communication majors were more likely to read the newspaper, as opposed to all other majors, though none of the majors were found very likely be a "typical newspaper reader."

RQ2: Do college students consider their campus newspaper or other local newspapers as a preferred source for political news information, as opposed to other traditional or online media? The student response for reading newspapers in general was low, that students were not reading them often. Documented in Table 2 was the low reading rate for all newspapers, with a comparable finding in Table 3 for the campus newspaper. Students indicated a modest preference for online over traditional sources (Table 4), further suggesting their lack of affinity for newspapers in general as a political news source.

TABLE 2. DO STUDENTS READ OTHER NEWSPAPERS?

	Frequency	Percent	Cum. Percent
I rarely do (read) = 1	91	37.8	37.8
once per week = 2	64	26.6	64.3
two-three times per week = 3	51	21.2	85.5

four-five times per week = 4	12	5.0	90.5
basically every day = 5	23	9.5	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 2.22 (about once per week) and the mode response was 1 (“I rarely read other newspapers”).

TABLE 3. DO STUDENTS READ THEIR CAMPUS NEWSPAPER?

never = 1	**Frequency** 80	**Percent** 33.2	**Cum. Percent** 33.2
not often = 2	45	18.7	51.9
sometimes = 3	46	19.1	71.0
often = 4	46	19.1	90.0
always = 5	24	10.0	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 2.54 and the mode response was 1 (“I never read the campus newspaper”).

TABLE 4. WHAT ARE THE STUDENT’S CURRENT NEWS MEDIA PREFERENCES?

	Online preferred over Traditional (a)	**Politics as News Routine (b)**	**Community News in Campus Newspaper (c)**
not at all = 1	25 (10.4)	34 (14.1)	10 (4.1)
probably not = 2	42 (17.4)	64 (26.6)	33 (13.7)
somewhat = 3	60 (24.9)	77 (32.0)	73 (30.3)
probably so = 4	50 (20.7)	47 (19.5)	79 (32.8)
definitely = 5	64 (26.6)	19 (7.9)	46 (19.1)
TOTAL RESPONSES	241 (100)	241 (100)	241 (100)
mean response	3.36	2.80	3.49

Note: Response rate(s) reported as “Frequency (percent)”

1. Response to Do you prefer to get your news online, as opposed to either print or broadcast?
2. Response to Is keeping up with local or state politics a part of your daily/weekly news search(s)?
3. Response to Would you like to see media coverage of the local community in the student newspaper?

RQ3: Will college students consider online sources better (or worse) than traditional news sources? An Internet news source was the discovery means for 10 students, only 4.1 percent, which actually goes against the average response in Table 4 that indicated a modest preference for online over traditional media outlets. With respect to the importance that college students place on various media issues that involve the acquisition of news information in general, the findings were that students place little importance on national political news (Table 5).

TABLE 5. STUDENTS' PERCEIVED IMPORTANCE OF VARIOUS MEDIA ISSUES

	Traditional News (a)	**Online Resources (b)**	**National Politics (c)**	**Free Speech Communication (d)**
not important = 1	8 (3.3)	5 (2.1)	24 (10.0)	2 (0.8)
slightly important = 2	26 (10.8)	27 (11.2)	72 (29.9)	11 (4.6)
neutral importance = 3	47 (19.5)	51 (21.2)	52 (21.6)	46 (19.1)
somewhat important = 4	81 (33.6)	81 (33.6)	56 (23.2)	53 (22.0)
very important = 5	79 (32.8)	77 (32.0)	37 (15.4)	128 (53.1)
TOTAL RESPONSES	241 (100)	241 (100)	241 (100)	240 (99.6)
mean response	3.82	3.82	3.04	4.22

Note: Response rate reported as "Frequency (percent)"

1. Response to How important do you feel it is for students to pay close attention to print newspaper or broadcast television media coverage of local news and events in their college town?
2. Response to How important do you feel it is for students to make good use of the online resources providing news and event information relevant to their college town?
3. Response to How important is keeping up with political news around the country to your daily life?
4. Response to How important is your personal free speech with respect open/unfettered communication?

RQ4: Will students living in a college town welcome local, political, or community news in their campus newspaper? The approach used to ascertain how much interest students might have in political news relied on the response to three questions. First, students were asked, "How closely do you pay attention to the media coverage of local political news?" The response in Table 6 indicates that they have a "passive" interest, with 64 percent indicating they devote casual attention or less to political news. The typical student (mode) of a middle-heavy distribution responded "casually=3" with 3.08 as the average response as well. Second, when students were asked whether keeping up with local or state politics was part of their news routine, most responded that it was not (Table 4). These two findings were taken into consideration, along with a third survey question that determined whether or not students had knowledge of a council meeting that addressed changing city zoning codes that might impact the student's ability to find housing. That question assessed awareness of the fact that the local city council was voting on an ordinance that would make it illegal for more than two non-related adults to reside in a

dwelling within a district that adjoins the campus. If passed, the ordinance would affect students desiring to share an off campus dwelling/ home, limiting their possibilities. It had received attention in the campus newspaper, in other local newspapers, on nightly newscasts, and through fliers placed in resident mailboxes by lobbyists.

TABLE 6. DO STUDENTS DEVOTE ATTENTION TO MEDIA COVERAGE OF POLITICS?

	Frequency	Percent	Cum. Percent
not at all = 1	12	5.0	5.0
very little attention = 2	59	24.5	29.5
casually = 3	84	34.9	64.3
somewhat closely = 4	70	29.0	93.4
very closely = 5	16	6.6	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 3.08 and the mode response (typical student) was 3 ("I pay casual attention to media coverage of local political news").

With respect to attaining political news, the results reveal that only 107 of the 241 respondents (44.4 percent) were even aware of the ordinance vote, regardless of source (Table 7). Word of mouth, either through friends or professors, was the dominant source for approximately 61 percent, with the local daily newspaper the most popular traditional media type. The results indicated that the majority of young adults seeking to acquire local political information were NOT reading newspapers, however, with 19.6 percent using off-campus newspaper outlets while only 8.4 percent consulted their campus newspaper. This suggests most are not necessarily interested in acquiring political news (in general) from such media sources as well. The results infer that, while students might respond "yes," that they would be interested in seeing more local, political, or community news in their campus newspaper, their current news awareness suggests otherwise.

TABLE 7. STUDENT SOURCE FOR LOCAL POLITICAL NEWS EVENT

News information source	Frequency	Percent	Awareness Percentage (a)
no source (did not know)	134	55.6	—
from friends or others (students)	53	22.0	49.5
Anniston Star **(daily newspaper)**	15	6.2	14.0
professor in class	12	5.0	11.2
television newscast	12	5.0	11.2
internet news source	10	4.1	9.3
The Chanticleer **(campus newspaper)**	9	3.7	8.4

student government association	4	1.7	3.7
***Jacksonville News* (weekly newspaper)**	4	1.7	3.7
landlord/mailbox	3	1.2	2.8
facebook	3	1.2	2.8
job/realtor	2	0.8	1.9
other local weekly newspaper	1	0.4	0.9
other national newspaper	1	0.4	0.9
email	1	0.4	0.9
radio	1	0.4	0.9
media professional	1	0.4	0.9
flier on Mountain Street	1	0.4	0.9
TOTAL STUDENT PARTICIPANTS	N=241		

Notes: 15 students indicated multiple sources for acquisition of this information; two indicated as many as four sources (daily paper, campus paper, Internet, friends).

1. The Awareness Percentage column calculations are based on the 44.4 percent of the total respondents that were aware of the local news event, and specifies percentage-wise how those 107 respondents acquired such knowledge.

H4: Students will indicate a preference for the local newspaper for its non-campus related information, whether it be local, state, or national political news and events. When asked whether they would like to see community news in their campus newspaper, the response suggested that students that would prefer inclusion of such reportage. The 3.49 average response (Table 4) was roughly between "somewhat" and "probably so." The students' lack of awareness in the local political event, however, did not support this response. The numbers in Table 7 reveal how students learned about one local political news issue, and only nine students (3.7 percent overall) relied on the campus newspaper. There were 21 students (8.7 percent overall) that used print sources, with 20 reading one of the local newspapers (there was one national). Those students using traditional news media increases to 13.7 percent once those who used broadcast news sources (12 students) are considered.

LIMITATIONS

The study was an initial attempt to obtain a sample from students that might be representative of the entire student population, and surveys were administered in general education courses accordingly. Because of time and budget limitations, the researcher could not gather data from all the various upper division courses at the university, so many of the majors were under-represented. The results do not necessarily reflect the readership habits across the full range of students in various class standings either, a sample representative of the number of freshmen, sophomore, junior and senior students

enrolled. What the results do offer, however, is a cross-section of current and quite possibly continuing students that will be representative of the prospective readership of the newspaper for the next few years.

DISCUSSION

This research has uncovered some interesting details about the typical college student's inclination to read newspapers. Many might consider these as disturbing trends, if a survey of one smaller southern university can be generalized to other universities with similar attributes; these might include a more rural setting, a college-town environment, and a smaller media market, just to name a few. To dispel any possible notion(s) that the students in charge of editing/producing the newspaper were inadequately trained in the basics of news production, the communication department has been ACEJMC-accredited since 2008, and was recently re-accredited in 2014 while given an excellent review by the visiting team. The program has made every effort to adapt to the changing media landscape, including changing its print journalism sequence to digital journalism while making social media, Internet production, and multimedia production course requirements for all majors.

The popularity of social media outlets have led many college students to adopt a lifestyle where their mobile devices are their primary device for acquiring information, and the fact that in 2012 about half of college students owns an iPhone or other smartphone is a testimonial to this. In 2013, the percentage of college students who owned smartphones rose to around three-quarters, including 77 percent amongst the younger students and 74 percent of the older students surveyed (Dahlstrom, Walker, & Dziuban, EDUCAUSE Center for Analysis and Research, 2013). The current study found that most students rely on their friends or professors to attain news of one local political event, however, a word-of-mouth acquisition of information as opposed to media-reliant. This doesn't match the results from a telephone survey of southern college students by McCallister (2009), where that study found mass emails from the university to be the main source campus news and events. This use of personal networks for collecting political information, previously found in Lizzio and Wilson (2009), continues to be observed even with the increased use of mobile technologies by students in the current study.

From a workplace perspective, student media advisers are feeling pressure from administrators above to cut expenses, while also addressing the demands that rapid technological change represent. Academic programs need to "find ways to do more with less," when addressing the use of new media technology (Swanson, 2011, 84). From an audience perspective, Becker, Vlad and Simpson (2013) surveyed recent bachelor's degree recipients to note a decreasing trend in their likelihood to read a newspaper or magazine. The communication graduates were found to be more likely to read news on their mobile device, as well as more likely to have viewed a video online, when compared against survey results from the previous year. These findings support the popular notion that mobile devices and social media are the 'wave of the future' when targeting those in the young adult demographic. This study was one example of an effort to find some way to reinvigorate student interest in their campus newspaper.

CONCLUSION

A few things were made clear by the numbers: (1) Most of the students were not reading their campus newspaper regularly, and about a third had never read it; (2) This same lack of interest in reading applies to all newspapers. This belies the alternative explanation that the reason students aren't reading the campus newspaper might be a lack of professionalism. This study found students to have little interest in local community politics, and the assumption is that the more professional newspapers in the area are

doing an adequate job of reporting the news. There are, in fact, four community newspapers and two dailies newspapers operating under the same publishing company in the area, all with established online editions that might attract the attention of the primary target audience (18to 24-year-old college students) of this study. This target age range is based on students beginning college as 18-year-olds, and relies on evidence from the recent accreditation self study that revealed the typical communication student takes between five and one-half and six years to graduate.

The future of campus newspapers is in a precarious state, as the findings of this study attest to the fact that students simply do not consider the newspaper as their first or preferred choice for news information. The university under study had in fact already instituted major cutbacks to one of the other student media, the campus yearbook, making it an electronic-only (PDF) publication in 2011. The yearbook is no longer a student media publication, and is now produced under the guidance of the marketing and communications department. Because the university has instituted a new program (Quality Enhancement Program) that will issue incoming freshmen new iPads beginning in the fall of 2015, this will invariably affect the strategic choices made for distributing student media into the future. This will be further incentive to repeat the surveys again in the spring of 2016, once the incoming freshmen are acclimated to their new technology. The limitations of the current study with respect to budget and audience reach may well be alleviated if studied in the (future) context of the new iPad technology. Further research needs to be conducted to ascertain just how interested students are in political news as well.

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Jeffrey Hedrick

Jeffrey B. Hedrick, Ph.D., is an assistant professor at Jacksonville State University, teaching undergraduate courses in mass communication that include law, public relations, research, media literacy and Internet production. He served as a media adviser for the campus yearbook at Baker University and has served as a webmaster for several student publications and the Great Lakes Interscholastic Press Association.

APPENDIX. NEWS AWARENESS SURVEY

1. **How closely do you pay attention to the media coverage of local political news?**

   1=very closely | 2=somewhat closely | 3=casually | 4= very little attention | 5=not at all

2. **Is keeping up with local or state politics a part of your daily/weekly news search(s)?**

   1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all

3. **How important is keeping up with political news around the country to your daily life?**

   1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important

4. **Did you know that there has been considerable debate in a Jacksonville City Council meetings concerning a proposed revisal to housing policy, a revision to the current zoning regulations, that has attracted considerable media attention?**

   Yes continue or No skip to #6

5. **If yes, where did you first go/how did you first learn about this news event?**

   Anniston Star | other local daily newspaper | local weekly newspaper | national daily paper | *The Chanticleer* | Internet news source | political blog | email | professor in class | Television newscast |from friends or others | other _____

6. **How important do you feel it is for students to pay close attention to newspaper or television media coverage of local news and events in their college town?**

   1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important

7. **Do you read the student newspaper, *The Chanticleer*, on a regular (weekly) basis?**

   1=always | 2=often | 3=sometimes | 4=not often | 5=never

8. **Would you like to see media coverage of the local community in the student newspaper?**

   1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all

9. **Do you ever read any other newspapers, whether they be print or online, on a regular basis?**

   I rarely do | once per week | two/three times | four/five times | every day

10. **Do you prefer to get your news online, as opposed to either print or broadcast?**

    1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all

11. **How important is your personal free speech with respect open/unfettered communication?**

    1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important

Important voluntary personal data would also be appreciated:

12. **What is your age?** (18-19) (20-22) (23-25) (26-30) (over 30) ; other:

14. **Race?** Caucasian Black/African American | Latino | Asian/Pacific Indian/So. Asian | mixed/other

15. **Are you living on campus or in an apartment/house close to the university?** Yes or No

16. **Are you a registered voter?** Yes or No

17. **Are you a communication major or minor?** No ; If Not, Please specify your major: Undecided or _____

18. **What is your gender?** Male or Female

College Media Review
Journal of the College Media Association

Handing out papers builds overall awareness of the product

— and motivates rack pickups

By David Simpson
Director of Student Media
Georgia Southern University

If you want a college student to read a newspaper, hand it to her.
That may not sound profound, but it's the most important lesson I've learned about circulation at two colleges where I've worked.

At Georgia Southern University, we were printing 3,500 copies of The George-Anne newspaper on Tuesdays and 4,500 on Thursdays (for an enrollment of about 20,000) in January 2014. On some days, a large chunk of those papers remained on racks until they were recycled.

In spring 2015, we printed 5,500 copies on both Tuesday and Thursdays.Returns on a bad day were around 10 percent. The difference was the Street Team.

Eight students on a modest stipend worked two-hour shifts just standing at a busy spot and saying, “Hi, have a newspaper.” Every Tuesday and Thursday, they put 2,800 papers directly into the hands of students. (OK, every now and then there was a problem, but when we were fully staffed and doing it correctly, all those papers were handed out.)

David Simpson of Georgia Southern University enjoying the New York tabloid experience while attending the National College Media Convention. Photo by Sabastian Wee.

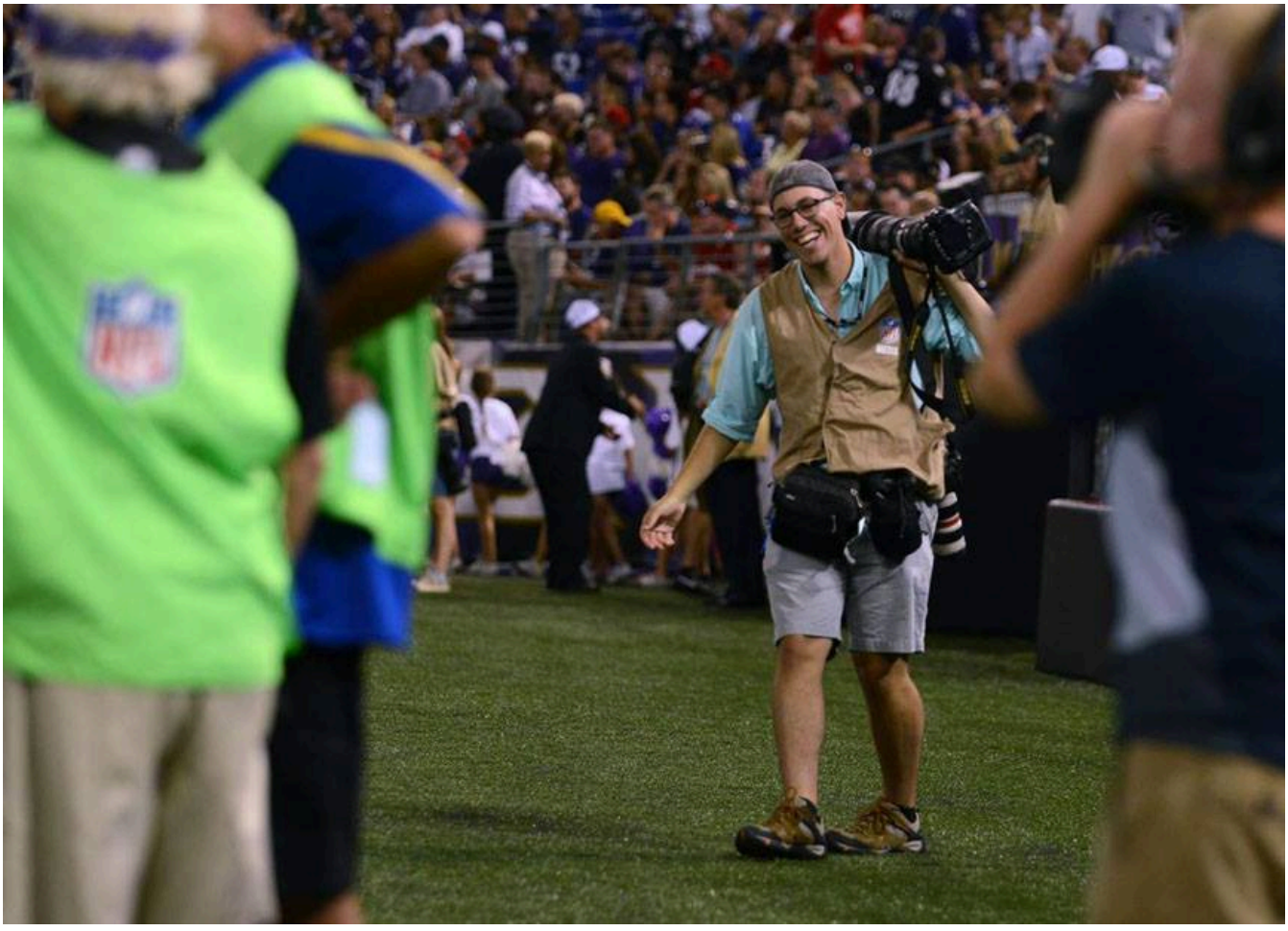
Meanwhile, our rack pickup rates went up. We reduced rack stocks, and the newsroom greatly improved cover design during this period. So I can’t give a definite cause. But my hunch is that handing out papers builds overall awareness of the product and motivates rack pickups.

Maybe you can’t pay students to do this. At my previous institution, editors (and I) did the handouts. They were skeptical at first, but in most cases they found they enjoyed the interaction. When you start, expect a few students to come back and say, “People don’t want to be bothered.” What that means is, “Despite the 50 people who happily took a paper from me, I’m upset because three people were jerks.” Just keep doing it. Our Street Teamers started having “regulars,” just like a New York newsstand might.

Next: Using those people on the sidewalk as social-media savvy marketers!

College Media Review
Journal of the College Media Association

For photojournalists, internships are a must



Al Drago dances after making an early deadline at the Baltimore Ravens vs. San Francisco 49ers preseason NFL game in Baltimore, M.D. in August 2014. Photo by Rachel Woolf.

'Eyes of History' winner shares views on developing skills as photojournalist

By **Bradley Wilson**, Ph.D.
Midwestern State University


Al Drago

The White House News Photographers Association honored Elon University senior **Al Drago** this month as part of its 2015 "Eyes of History" student still photography contest.

The journalism major from Durham, N.C., was selected following a public judging, hosted at the National Geographic headquarters in Washington, D.C. The contest's judges were Matt McClain, a staff photographer with *The Washington Post*; Allison Shelley, an independent documentary photographer and multimedia journalist; and Brendan Smialowski, a photojournalist based in Washington, D.C.

The chief photographer for "Elon Local News" and former photo editor for *The Pendulum*, Drago has gained several accolades in recent years. The National Press Photographers Association, Society of Professional Journalists, and North Carolina Press Photographer Association have all recognized his work.

Drago has interned at several newspapers, including *The Baltimore Sun*, the (Raleigh, N.C.) *News & Observer*, *The (Durham, N.C.) Herald-Sun* and the (Burlington, N.C.) *Times-News*. This summer, Drago is doing an internship with *Roll Call*, a capitol hill newspaper, but took some time to answer some questions and to provide advice for college photographers wanting to enter the competition.

You had a pretty good foundation in photojournalism in high school. How did that prepare you for college? Can you remember one moment when you said, "I want to be a photojournalist." or was it a development over time?

I consider myself really lucky because I knew I wanted to get into PJ really early. In 2004 (age 11) I was on a family trip to Boston and just fell in love with taking photos of flowers. I just kept shooting more and more, mostly my friends and road trip adventures with the Boy Scouts, as I grew up.

By the time I finished middle school I really had an interest in being a photographer. I'll always remember sitting in the back corner of my Introduction to Journalism class sophomore year when I heard my teacher say the term "photojournalism" for the first time. I sat straight up in my chair and was hooked. Seven years later and I still haven't looked back.

Since I already had a little experience in photography I took to PJ quickly and it worked well with my outgoing personality.

A congressional staff member helps roll out a stuffed moose from the basement of the Hart Senate Office building June 16, 2015 in Washington D.C. A stuffed moose and bear were brought in for the Experience New Hampshire event, hosted by Sen. Jeanne Shaheen, D-N.H., which features dozens of local New Hampshire food to be sampled by members of Congress. Photo by Al Drago/CQ Roll Call

You took some time in college to do internships? Where? Why? Would you recommend that to others? Why/not?

Internships are a must. They're the bread and butter for developing photographers that want real-world experience before they leave school. I worked as a freelancer for the *Independent Weekly*, an alternative weekly paper in Raleigh, in high school shooting sports. I met a lot of local photographers and editors and it was my way into the professional world. Since I went to school only 45 minutes from home, I was able to still freelance during my freshman year (and actually start getting paid). But my love was in PJ, not just sports.

I interned right away after my freshman year at the *Durham Herald-Sun*, a small paper covering a medium metro area. It was unpaid so I worked nights as a warehouse manager of a regional newspaper distribution center. I worked midnight to 5 a.m., overseeing 15,000+ daily copies of *The New York Times*, *Wall Street Journal*, *USA Today* and the Raleigh *News & Observer*. I counted papers and oversaw 40 drivers, making sure they had the right papers and inserts. I then slept from 5 a.m. to noon and started the internship from 1 p.m. – 10 p.m. I wasn't very social that summer.

I continued shooting when I got back for my sophomore year, interning all school year at the local *Burlington Times-News*. Small town, small staff, lots of love there. I always wanted to work for *The News & Observer* in Raleigh. It's the biggest paper in the state and I've been reading it all my life. My editor, Scott Sharpe, took a chance on a kid from Elon and I'm so thankful for it. I interned at the *N&O* after sophomore year and really started hitting my stride. I was beginning to anticipate moments and not be intimidated to go feature hunting. I've been freelancing for them part-time for the past two years now and they are one of the friendliest staffs out there.

After junior year I interned at *The Baltimore Sun* and loved getting out of North Carolina and working in a major metro city. The staff had a different vibe and there was another photo intern. I ended up benefiting having an equal that we could both learn together.

Out of nowhere I decided to study abroad in Morocco for the fall of my junior year. I had been interning and working professionally for almost four years straight of daily

grind quick assignments. Morocco was fantastic for getting out of my comfort zone and slowing me down. I focused on making relationships and earning trust with subjects. I documented a Cameroonian immigrant facing sexual assault and discrimination from the Moroccan armed forces. The story is currently being edited by Al Jazeera for a TBD publish date.

I highly recommend interning at different types of papers, both in terms of size and practice. The *N&O* is very innovative whereas *The Sun* is historic in its roots and things went a certain way. It's all about networking, making contacts, and putting yourself out there. Also in PJ its not uncommon to have several internships after you graduate. I'm already planning my next one!

Sen. David Perdue, R-Ga. speaks during the Faith & Freedom Coalition's Road to Majority conference which featured speeches by conservative politicians at the Washington D.C. Omni Shoreham Hotel, June 19, 2015. Photo by Al Drago/CQ Roll Call

What things have shaped your development as a college photojournalist?

College is the best time for meeting new people with completely different viewpoints than your own. It's a place for collaboration and eye-opening experiences, from

unruly roommates, classes on topics or theories you've never even imagined, to living in on your own in some of the most questionable "housing."

Get out there.

Take a class on a topic you know nothing about. Even if you gain one piece of knowledge its worth it. As photojournalists we have to know a little bit about everything, or at least be able to hold an intelligent conversation about it.

You worked for a little while on the student media at Elon. What did you learn from that experience?

Student media is the ultimate training ground for every student. It gives you a taste for the real world without all the consequences if you mess up. It's a great place to take risks, try new designs, and think outside the norm to make gain the most readers. Regardless if you are working for your school paper or the NYT, it's always cool to see your name on newsprint.

One downside about student media sometimes is the turnaround. At some schools students only work on student media for their first two years before working professionally or trying something else. This constant turnaround means each year can have a completely different vibe to it.

My sophomore year I did not get along with the new leaders of the organization and we later went our separate ways for the best. I started working with Elon Local News, the TV news station and absolutely loved it. They welcomed my photographic eye and I welcomed all their knowledge of broadcast journalism. My last two years of school I focused on broadcast and now have an additional skill in my journalism tool belt.

Try new things and tough it out, but if you really don't click there are always other options. Not everyone is made to be a daily news reporter or photographer.

Jack Grady, sophomore, throws up his arms and celebrates as Duke takes the lead while watching the Final Four of the NCAA basketball championship in Cameron Indoor Stadium at Duke University in Durham, N.C. April 4. Grady wore his wrestling head gear from high school, which coincidently is also Duke blue. Photo by Al Drago.

But you also made time for other things in college beyond photojournalism. What advice do you have for others related to that?

The busy life of a photojournalist is not made for everyone. It's a life commitment that goes above every other aspect of your life.

The challenge is finding a balance between work and everything else. In college I tried having a big social life, tried to do well in school, joined a fraternity, lead the photo clubs and organizations, engaged in social media, and had relationships. Most of those things failed because I would always drop everything when breaking news occurred.

The night of the Chapel Hill murders I was getting ready for a student media meeting and then planning on catching up on homework. Instead I got the call around 6 p.m. about breaking news and did not really sleep for the next two days.

In April I remember writing a good chunk of my senior thesis (about breaking news photography) in the back of my car as my friend Eric drove us to Baltimore to cover the riots. Life is all about balance. Also life is fun. You should be having fun while also doing well in school and being social. It's hard but it can be done.

You've recently won some awards. Tell me about those. Why should college photojournalists enter contests? Or should they? What contests?

I like to consider myself a pretty humble guy. I hate bragging and showing off but awards are just that. They are the opinions of a few judges about a few photos during a certain time.

However as a student, awards put get your name out there and help you network. I recommend that student photojournalists enter state press photo association monthly contests, NPPA student quarterly contests, SPJ Mark of Excellence Awards, and if you are serious than the Hearst Journalism Awards Program, College Photographer of the Year awards and White House News Photographers Association Student Contest.

My current internship in DC I landed at the White House gala when my (now current) boss and photo staff were there. It was an informal meet/interview and I was on the hill a few weeks later.

Elon freshman Marissa Baum hugs her fellow Alpha Xi Delta sisters after their sorority won first place in the Greek Week Dance competition at Elon University, in Elon, N.C. April 16, 2015. Alpha Xi Delta's theme, "Seven Deadly Sins," featured different choreographed dances to each sin. Photo by Al Drago.

If you had one piece of advice for other college photojournalists, what would it be?

Never accept complacency. The second you begin to get lazy and ignore shots that you think would be interesting is the second others will take capitalize on it. There are so many photographers out there now that it is hard to slow down and miss opportunities that can advance your career.

Also, *don't forget the basics*. Framing, wide-shots, not cutting off people's arms or legs. It's important to sometimes take a step back and give the viewer context to where the event is happening.

Lastly, *you can never network enough*. If you want to break into a new market or area, study the photographers and pictures coming out of the area, then do not be afraid to send a friendly email introducing yourself. Photographers are actually extremely welcoming people that don't bite!

If you had it all to do over again, what would you do the same? Different?

I experienced college through my viewfinder and loved every second of it. Plus, I have a bunch of fun photos to look back on. Besides all the editorial pictures I made over the years, I also wasn't afraid to bring my camera to fun events with friends- late night fast food runs, afternoon kiddie pool parties, or a spontaneous road trip to an undetermined neighboring town or state.

Photography is fun. It's important to capture the light-hearted moments, as well as be in a few photos yourself!

What now?
I have moved to Washington D.C. and am a photo intern at *Roll Call*, a capitol hill newspaper.

I cover daily life on the hill, as well as the fun, quirky, and unexpected moments from our elected officials. I've seen a 6-foot stuffed moose brought in from New Hampshire, Senate Minority Leader Harry Reid accidentally hang up on a call with President Obama, and elected officials don their summer clothes for "Seersucker Thursday."

I'm absolutely loving working in the Capitol and hope to be in D.C. for the next two years.
After that, we shall see.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College Media Review
Journal of the College Media Association

Dan Reimold — Scholar, CMR contributor dead at 34

Reimold was a leader in college media education, advocacy

- **UPDATE:** Philly.com story includes local detail and information on services.

Dan Reimold, an internationally recognized leader in the field of college media and frequent contributor to College Media Review, died this week, according to a release issued today on the College Media Association discussion group.

What Jim Romenesko did for professional media, Dan Reimold did for college media through his popular blog College Media Matters. He covered the students who were covering their campuses, and he consistently legitimized an often-overlooked area of journalism. When collegiate media was facing budget cuts, publication thefts and other threats, he shed light on their struggles.

The Romensko site reports an official cause of death hasn't been released and a friend tweeted early Friday morning that it was "an accident." Reimold was 34.

Additional information in the developing story is also available at the Neiman Lab web site.

Dan Reimold, college media advocate and scholar

Reimold was an assistant professor of journalism at St. Joseph's University in Philadelphia, where he advised The Hawk student newspaper and taught basic and advanced journalism classes.

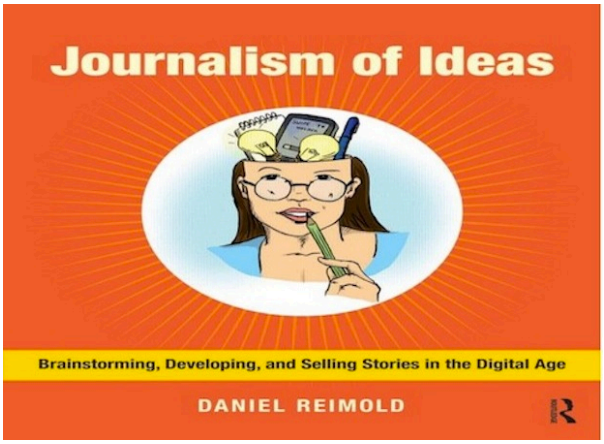
"Losing Dan is a huge blow to College Media Association and Associated Collegiate Press, but also to college media in general," said Kelley Callaway, vice president of member services for College Media Association, of which Reimold was an active member. "He was energetic, funny, innovative and engaging. His loss is a personal and professional one."
In the last few years, Reimold drew large crowds to his blog, but also to his sessions at college media conventions and other workshops and conferences throughout the country.

His hackathon, based on his book "Journalism of Ideas" routinely brought in 100+ students during evening hours, not an easy task in places like New York and New Orleans. His energy and enthusiasm for seeking out the quirky, untold stories on college campuses encouraged attendees to explore those stories at their own schools.

Reimold was known for successfully bridging the gap between collegiate journalism and academics, publishing scholarly articles in College Media Review and Newspaper Research Journal and journalistic pieces for USA Today and The Huffington Post. Reimold was the Campus Beat columnist for USA TODAY College and maintained a monthly column on the student press for Poynter.

His textbook, Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age, was published in spring 2013 by Routledge. His first book on college

media, Sex and the University: Celebrity, Controversy, and a Student Journalism Revolution, was published in fall 2010 by Rutgers University Press. He also had recently begun holding weekly Twitter chats about college media.



"He was undisputedly the foremost scholar on college media today," said CMA President Rachele Kanigel. "I can't think of another person who came close to his stature in the field. His independent news site College Media Matters was the go-to spot for all news about college media and his writings were widely cited by journalism educators and researchers."

"Dan Reimold was a respected, and well-loved teacher, mentor and colleague. Over these next weeks and months, we will keep his family and friends in our thoughts and prayers," said Rosalind Reichard, Interim Provost at St. Joseph's.

He earned his doctorate in journalism/mass communication and a graduate certificate in contemporary history from Ohio University, where he also advised the online student news outlet Speakeasy Magazine. He received his master's degree in journalism from Temple University and his B.A. in communication studies from Ursinus College, where he proudly served as editor-in-chief of The Grizzly student newspaper.

Dan Reimold was a former Fulbright research fellow who taught journalism, mass communication and new media courses at five universities in two countries. Prior to his appointment at St. Joseph's University, he served as an assistant professor of journalism at the University of Tampa and a visiting assistant professor of journalism at Singapore's Nanyang Technological University.

In addition to being a frequent speaker at college media conventions, Reimold was on the CMA Advisory Council and served as a mentor to new advisers and students who flocked to him for advice.

"He brought such energy and vitality to all things college media," Kanigel said. "His enthusiasm was infectious."

College Media Review
Journal of the College Media Association

Colleagues offer tributes to an ambassador for college media — Dan Reimold

For Dan Reimold, fostering a college media "revolution" was a a favorite and frequent topic. He preached this gospel coast to coast. Shown above, he addressed students and faculty at Elon University last year. The noted scholar, frequent contributor to College Media Review, and

founder of of the influential website College Media Matters, died in August at age 34. (Photo by Colin Donohue)

34-year-old scholar provided an internationally recognized voice as an advocate on behalf of college media

As colleges and universities start their new academic years and college media begin new production schedules, College Media Review salutes the late Dan Reimold by recapping some conversations with those who knew him, as well as summarizing a few of the myriad online toasts to the College Media Association member, widely recognized as a gifted educator and expert on college media.

Dan Reimold

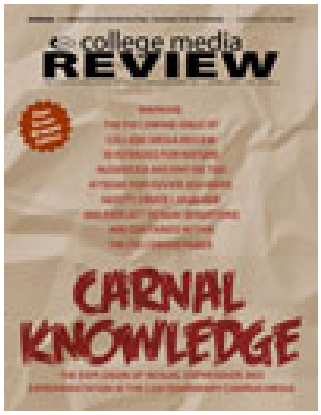
Reimold died August 21. The 34-year-old was an assistant professor of journalism at Saint Joseph's University in Philadelphia and adviser to The Hawk student newspaper.

Reimold was a frequent contributor to College Media Review during its days as a print publication through conversion to a digital first format and thereafter.

"Dan was smart, edgy, engaging and a helluva reporter in his own right. We corresponded and talked frequently over several years that I edited College Media Review, and I always knew if Dan was contributing a story package to the magazine, it would be well anchored," said Robert Bohler, Texas Christian University, past editor of CMR.

"His first piece for CMR was the Carnal Knowledge cover story in 2007 that depicted how sex columnists had aroused interest and rancor — depending on whether or not you were a student or an administrator— on college campuses. Dan was a doctoral student at Ohio U. at the time."

Reimold contributed numerous story packages for CMR, including annual reviews of college media and the magazine's first podcast. (See partial list at the end of this story).



Cover story by Dan Reimold; cover art by Ryan Honeyman

"He was always a reporter who knew how to promote, and his talent revealed itself in his CMR articles. He always met deadline, always pushed sidebars and visuals. The book on journalistic sexual revolution he fashioned from his research, and his expansion into the general blogging on crises in college journalism. Wow, what a talent, and what a loss to our profession and to the students from all walks whom he mentored," Bohler wrote in a message to the CMA discussion group.

When a colleague dies suddenly and busy schedules prevented you from seeing each other as much as hoped, "you curse those work schedules," said John DiCarlo, student media program director and adjunct journalism instructor at Temple University.

"My biggest regret is that I didn't get to spend any time with Dan during his time at Saint Joe's (Saint Joseph's University in Philadelphia).. Busy schedules get in the way, and then you curse those schedules when something like this happens," DICarlo said. "Because I'm teaching a sports writing class at St. Joe's this semester, I figured we'd finally catch up then. I'm kicking myself for taking that for granted."

DiCarlo said Reimold was "about the biggest student media advocate we had across the country," taking pride in showcasing students' work and facilitating important conversations.

"At Saint Joseph's, Dan left an indelible mark – in the classroom, I'm sure, and especially as the adviser to The Hawk, the university's student newspaper. Yes, the students do the work, but you don't win a Pacemaker award without a great adviser pushing the students to do that work and getting them to believe they can produce

the content," DiCarlo said. "I imagine Dan would have been too modest to say it, so I'll say it for him – his students were lucky to have him, and we were, too. "

The Department of English at Saint Joseph's University is working to ensure Dan's excellence as an adviser to The Hawk and in the journalism classes he taught lives on, according to Peter Norberg, department chairman. Reimold's family has requested that memorial donations be made to Saint Joseph's University.

At a time when some naysay about the future of journalism, Reimold helped students get excited about career opportunities and the importance of the press to society, Norberg said.

Dan Reimold in his element — mixing it up with students, in this case student editors of The Pendulum, Elon University's student news organization where he made a campus presentation last year. (Photo by Colin Donohue)

"He was very dynamic and cutting-edge in his teaching," Norberg said, referring to Reimold's desire to keep as up-to-date as possible on trends and innovations involving the news media and sharing the information with students in classes, at The Hawk, and through books, articles, blogs and online conversations.

Rachele Kanigel, CMA president, said she prepared an external review of Reimold's dossier for tenure and promotion. It wasn't long after she mailed it, Kanigel said, that she received a call that Reimold had died.

"Though I've known Dan for years, read his writings regularly, sat on numerous convention panels with him and chatted at more CMA, ACP and AEJMC meetings than I can count, I was struck anew by the volume, breadth and depth of his research about college media. Looking through the thick packet of his writings for College Media Matters, Poynter, PBS MediaShift, USA Today College and chapters from his books (just a sampling of his work), I

was simply in awe of how much he had accomplished in a few short years," Kanigel said in a post on the CMA listserv.

Rachele Kanigel, CMA president

"I felt proud to know Dan and to be able to praise him to his colleagues and dean. I knew he wouldn't need my letter of review — how could anyone think twice about promoting Dan Reimold and giving him tenure?! — but I put extra effort into it because it was for Dan and because Dan gave everything his all."

Timothy Olsen, student media adviser at Utah State University, met Reimold over the summer at a CMA workshop in Houston and later gave him a ride to the airport.

"His passion and love for college media was immediately evident there during his presentations and interactions with the other advisers," Olsen recalled.

"We happened to be leaving the conference at the same time and traveling to the same airport, and I was able to give Dan a ride. We had a great conversation about the state of college media, the nuances of the business in different areas of the country and how to motivate the next generation of journalists. I knew immediately Dan would be an incredible resource for a new adviser in the college media ranks.

"In the short time that I knew Dan I could tell he was a great ambassador for our profession."

Family members said Reimold's death was the result of an accident in his Wynnewood, Pa., apartment. The Philadelphia Inquirer reported that Alexander Balacki, chief medical investigator for Montgomery County, said the cause of death would not be determined for several weeks pending the results of a forensic investigation.

Dan Reimold was the featured speaker last year at Elon University's Student Communications Media Board banquet. Invited to campus by School of Communications Dean Paul Parsons, Reimold also held informal gatherings with students of The Pendulum at Elon and interviewed student journalists. (Photo by Colin Donohue)

*CMR Editor **Debra Chandler Landis** and **Bill Neville**, webmaster, contributed to this story.*

CMR LINKS

Among Dan Reimold's recent contributions to College Media Review's online editions are listed below. He had been a contributor to the print version of CMR since 2007.

- Investigative Reporting on Campus
- College Media — a look back at 2011-2012
- 'Tweetalongs' merge social media, traditional police ridealongs
- Campus radio stations are tempting targets for purchase by outside interests
- College media considered variety of ethical questions in 2012
- Kent State Investigation: A Student Reporter's Story (Podcast)

- REVIEW: Journalism of Ideas: Brainstorming, Developing and Selling Books in the Digital Age"

The Media World took note of the life and contributions of Dan Reimold, 1981-2015.

- **USA Today College:** Dan Reimold: 1981-2015**.** Aug 20, 2015.· **Dan Reimold**, noted college journalism professor, founder of the student media blog College Media Matters and Campus Beat columnist for USA TODAY
- **Storify:** Reactions to Dan Reimold's Death (with images)**.** Reactions to **Dan Reimold**'s Death We are saddened by the loss of our dear colleague **Dan**, who touched so many lives in education and college media.
- **Romensko:** R.I.P. Dan Reimold, 'the foremost scholar on college media"Aug 20, 2015. · **Dan Reimold**, an internationally recognized leader in the field of college media, died this week. He was 34.
- **Media Shift:** In Memoriam: Dan Reimold, The Voice for College**.** The MediaShift team is shocked and saddened to learn of the death of **Dan Reimold**, a contributor, friend and inspiration…
- **Poynter:** Dan Reimold, influential chronicler of student media.

College Media Review
Journal of the College Media Association

#CollegeMedia weekly chats on Twitter to continue

CMA members team to help facilitate continuation of Reimold initiative on Sunday evenings

The weekly **#CollegeMedia** chats on Twitter that Dan Reimold started to highlight the myriad positives in college media are continuing, thanks to the work of Brett Fera, interim director for Arizona Student Media/The Daily Wildcat, and Candace Baltz, director of Oregon State's Orange Media Network.

*The **#CollegeMedia** Twitter chats started by Dan Reimold are expected to continue Sundays at 7 p.m. EST.*

Baltz was the "real catalyst" to continuing the popular chats, according to Fera.

"This is without a doubt 'by committee.' Candace and I have each hosted one of the two #CollegeMedia chats

since Dan's passing, and I can pretty much guarantee that it won't be just the two of us moving forward. There is a core group who have been regular contributors in recent weeks," Fera said.

Said Baltz: "These weekly Twitter chats are one very small part of what Dan did for our industry. His real talent was in building individuals up by calling attention to the interesting decisions being made behind the scenes in student newsrooms everywhere, and the good work being done by advisers and student journalists on any given college campus. He leaves an enormous hole in College Media."

Fera stressed that neither he nor Baltz was "in any way trying to take Dan's place."

"That's just not possible," he said.

The online chats, Fera noted, are great resources for advisers, but would be "nothing without the student input and experiences."

It's expected the #CollegeMedia Twitter chat will continue to held at 7 p.m. EST on Sunday. Archives of the twitter chats will be housed temporarily at https://storify.com/brettfera,

College Media Review / September 3, 2015 / College Media

College Media Review
Journal of the College Media Association

UPDATE — Dismissed student paper adviser's replacement is replaced

UPDATES

More changes in the media advising duties on campus as reported by the Butler Collegian online where the replacement for the displaced adviser is replaced.

Online coverage of developing situation at Butler

The College Media Association is dismayed to learn that Loni McKown, the adviser for *The Butler Collegian* student newspaper and website, has been removed from her advising duties at Butler University. Read more on CMA website.

From the Student Press Law Center

Click SPLC Logo (Above) for Link To Story.

INDIANA — *The Butler Collegian's* faculty adviser has been dismissed from her position and replaced with a university spokesman, prompting concerns among the student editors and college media watchers.

Loni McKown, who had just started her sixth year as the student newspaper's adviser, said she received a letter dated Sept. 4 that said she was no longer the *Collegian's* adviser and could not advise any *Collegian* staff in any capacity. The letter said that if she failed to abide by that directive, she would face additional discipline up to and including termination. Read More at the SPLC website.

College Media Review / September 10, 2015 / College Media

College Media Review
Journal of the College Media Association

Tres años y contando: The evolution of a bilingual student newspaper on a rural campus

Campus journalism that serves a bilingual audience heads into third year

By Marcy Burstiner
Humboldt State University

When I came up with the idea for El Leñador, a Spanish-English student newspaper, at Humboldt State University in Arcata, California, I hadn't spoken Spanish since high school.

Moreover, I taught on a campus with one of the least diverse student populations in the California State University System, and my idea came at a time when The Lumberjack, the student-run weekly newspaper I advised, was struggling for advertising revenue. And, the university was looking for programs to eliminate to make up for state budget cuts.

But there were reasons to proceed with this new publication. Among them: The university had been named a Hispanic-Serving Institution, a designation that would make it eligible for new funds, and the Latino student population had doubled as a percentage of the overall student population between 2009 and 2013. At 28 percent, it was now about three times the percentage found in the rest of the county. Humboldt State's enrollment is about 8,485.

Bilingual press serves students at Humboldt State

I hoped that for a newspaper for and about the Latino student population, the administration would help me find the money I needed. I teamed up with Dr. Rosamel Benavides-Garb, the chair of the World Languages and Cultures Department, who taught Spanish. We tapped into a fund our dean had for faculty-student research projects and secured small stipends for six students from our two majors to research models for bilingual newspapers.

El Lenador, a monthly that averages six pages, is in its third year. Student Juan Carlos Salazar, a member of the initial research team who directed translation for the first two years, said the mission was daunting at first.

"I felt nervous," Salazar said. "We were going to be the foundation of the project. I didn't want it to fail. But I thought, 'We are going to do this and be strong and continue to the future.' My confidence grew and I knew I was going to be part of something great."

Click Image to view the latest edition at Issuu.com

El Leñador needed its own identity. So it would pay for its own pages and have its own equipment. Its staff would earn stipends comparable to those earned by students on the weekly. We secured $3,700 from an alumni fund for student projects and $8,000 from the Office of Diversity and Inclusion.This money would pay for a pilot issue, 10 more the next year, a camera, computer and software licenses.

A fund for Instructionally-Related Activities increased funding by $5,000 with the understanding that the money would be used to incubate the new bilingual monthly.

Half the staff came from outside the journalism major and took no journalism courses. Many were actively involved in Latino organizations; they had conflicts of interest they couldn't and didn't want to avoid.

As a result, El Leñador has been less objective and more activist than The Lumberjack. This became clear in the final issue of its first year when El Leñador

assigned student Adrian Barbuzza to cover a forum held in response to protests by Latino students over a painting called "Super Taco," which the university had bought and hung in the cafeteria.

Painted by a white student, Super Taco portrayed Latino workers in the kitchen of a fast food restaurant. The message many Latino students got from the painting, in that location. was the opposite of what the university had intended. The forum was so packed and so polarized — Latino students and staff facing off against defensive art majors — that it had to be moved to a much larger room.

" I was assigned the story," Barbuzza said. "But I was personally involved in getting the forum going. I had to be able to report effectively and not let my passion get in the way of my reporting."

But it was in the Super Taco coverage that we realized how much El Leñador was needed. It reported the story in a way The Lumberjack could not.

Staff members at release event (from left): Joanna Quintanilla, Monica Ramirez, Charlotte Dejoya, Paradise Martinez-Graff, Javier Rojas, Carmen Pena, Daniel Howard, Jocelyn Ibarra, Kevynn Gomez, Jefferson Posadas, Alejandro Yaquez, and unidentified guest, in pink shirt, for the photo bomb.

By the end of the second year, the confidence level was so high, that the editor decided that the paper could have a completely different structure than the Lumberjack. He thought it didn't need a centralized leadership. No top editor. In part, he worried that there was no one experienced enough to succeed him.

But without a central leadership structure, I told him, there was a good chance the paper would fall apart – arguments would arise and the staff would split into factions that might not be able to work together effectively. The top priority for the

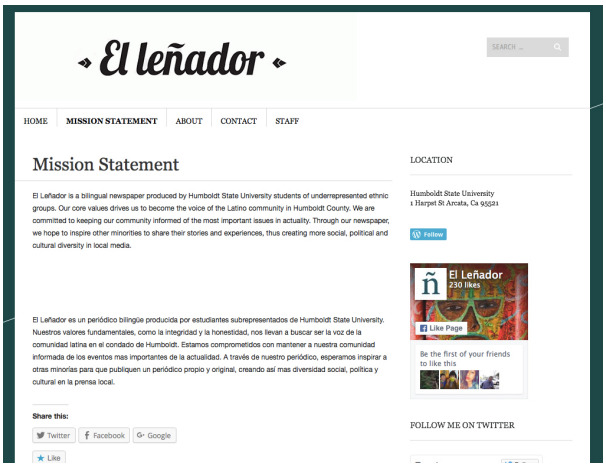
first few years needed to be ensuring the publication's continuity. He needed to appoint a leader, or the staff needed to choose one, and then empower that person.

He did.

We worked on an independent distribution system. The heart of the Latino community was around the town of Fortuna, much further south that the three towns where we distributed The Lumberjack. We arranged for Salazar to take the papers there on a regular basis. People grabbed them up.

"The audience wanted more articles, "Salazar said. "The radio station in Spanish would recognize certain articles and tag us on Facebook. We began seeing El Leñador as a voice and outlet for the wider Latino community."

El Leñador started publishing independently a year sooner than we had anticipated, because of a mistake. Something went wrong with the fall 2014 issue: The headline ended up so badly misprinted we made the decision to reprint the El Leñador pages separately and discovered that it cost less to print El Leñador separately than to add the extra pages into the regular printing of The Lumberjack.



The bilingual newspaper is developing a web presence. Click Image to link to site.

Staffs of The Lumberjack and El Lenador share a newsroom. However, they try to coordinate different production nights, as both staffs have outgrown the small newsroom. While students are encouraged to join both newspaper staffs and the two publications are encouraged to work together as much as possible, the publications seem to be competitive by nature.

Growing El Leñador remains a challenge. We don't want it to siphon Latino students away from The Lumberjack and end up with a rivalry based on ethnicity. And while we expect El Leñador to tap into potential ad dollars from Latino businesses looking

to reach a Latino consumer market, the university has presented some obstacles preventing the paper from hiring its own ad representative.

And after two years in operation, El Leñador needs its own faculty adviser, one with journalism experience who speaks and read Spanish fluently and, if at all possible, comes from a Latino background. Finding that person on an adjunct basis in a rural county five hours from San Francisco is difficult—but not impossible.

What we have found on El Leñador is that if we really want to make it happen, we will figure out the way to do so.

Marcy Burstiner is chair of the Department of Journalism and Mass Communication at Humboldt State University. She advises two student newspapers: The Lumberjack and El Leñador. She is the author of the textbook *Investigative Reporting: From premise to publication,* which was published by Holcomb Hathaway in 2009. Prior to joining the HSU faculty she was assistant managing editor for The Deal financial magazine and website and senior reporter for thestreet.com. She is the co-founder and chair of the Humboldt Center for Constitutional Rights. She has a masters in science from the Columbia University Journalism School.

Marcy Burstiner

College Media Review
Journal of the College Media Association

Shoot-Out provides photographers on-location learning opportunity

From the contest coordinator's notebook: change, evolution the constant in student photojournalism

By Bradley Wilson
CMR Managing Editor

Twice a year, photojournalists come to the College Media Association's national conventions to share ideas, to meet other college photojournalists and to visit another part of the country. And twice a year about 60 of them choose to learn by doing, participating in the CMA Shoot-Out, an on-site photo competition and critique, an event that has helped students as they begin their work as visual communicators.

Mark Watkins, a participant when he was a student at Georgia College and State University said, "Winning 'Class Favorite' at the Shoot-out in Chicago in 2012 was the moment I decided to pursue photography as a career. It was a challenge, and I remember thinking not just how a photograph communicates something, but for the

first time how I can communicate something through a photograph. It seems a small distinction, but I think it makes all the difference."

When I first started helping out with the Shoot-Out, in 2004, students still used film. The contest was limited by how many rolls we could afford to develop, 30. So it didn't take long to move to a digital paradigm. In 2005, to be precise. Kansas City. The theme for the contest was "Kansas City Portrait." Then as now, we challenged students to "to get outside that box."

CMR Managing Editor Bradley Wilson is entering his second decade of work with CMA's on-site "Shoot-Out" for student photojournalists.

FIRST PLACE 2005: Nathan Lang, Johnson County Community College (Anne Christiansen-Bullers, adviser) — Kansas City's 106th homicide of 2005

So, when **Nathan Lang** came back with a photo of Kansas City's 106th homicide, we had lots of discussion about everything from covering spot news to ethics. Two years later, with the convention in Kansas City days before a national election and on Halloween, the students had all sorts of fun covering the lively Power and Light District also prompting numerous discussions about everything from lighting to shooting moments.

And get out in the cities, they did — finding cities like Austin just as weird as promised.

THIRD PLACE 2009 Jessica Hodder, University of Miami (Carl Stano, adviser)

"It's been a few years since my first (and only) shoot-out in Austin. And for those reasons alone, I find it memorable," said **Jessica Hodder** now working at the Knight Foundation as a digital communications associate. "At a time in my student career when I was finding multimedia journalism internships increasingly competitive and hard to come by, the shoot-out was a breath of fresh air and a new way for me to connect with other students from around the country around our shared interests. Not to mention, as a first-timer to Austin then, it was a perfect gateway for conference attendees to get out and explore the city they're in."

In the years since, hundreds of photographers have submitted hundreds of images for critique, learning everything from how to use sidelighting to get texture in their images to capturing emotional, storytelling moments to writing captions.

HONORABLE MENTION 2008: Laura Pedersen, Southern Alberta Institute of Technology (Suzanne Trudel) — THE DEVIL WEARS PALIN – Kansas City resident David Scott shows his ironic side by dressing as the devil and "supporting" the McCain Palin campaign at Pomona Courtyard on Oct. 31, 2008.

LESSONS LEARNED

Indeed, most recently the photographers have had lengthy discussions about the importance of captions and putting them in the appropriate metadata fields to give their images value over time. Even the importance of naming photos with a descriptive name, photo editors attending the session, helps everyone from the photographer to the designer to the editor to the reporter looking for an archive photo of the homecoming queen in five years.

Mark Hertzberg, the now-retired director of photography at the *Journal Times* in Racine, Wisconsin and one of the judges of the Shoot-Out stressed the importance of

attention to detail in captions.

"Copy editors do not have time on deadline to track down photographers to double-check captions (and nor should they have to do so). If I am a copy editor and I see routine spelling errors then I have no confidence in the spelling of unusual names or addresses or maybe even in the facts presented," Hertzberg said. "Captions should be written in AP style, in the present tense and answer the 'Five Ws (and How). AP picture editors complimented us on our captions. One told me years ago he wished the *LA Times* would learn from us. Captions should never infer what the photographer thinks the mood or emotion or motivation of a person might be."

Beyond learning about captions, it's clear that the Shoot-Out opportunity helped at least some of the participants, including **Danielle Veenstra**, a photojournalist from the University of Florida, who participated in the Shoot-Out in the spring of 2013 when the theme was "Greetings from NYC" and in the fall of 2013 in New Orleans when theme was "All that Jazz."

Veenstra said, "I learned so much about people and technique within those short few days than I would have sitting in a classroom. It has encouraged me to pursue a deeper understanding of photojournalism and photography."

And **Timothy P. Riethmiller**, who placed first in the 2011 Shoot-Out echoed those sentiments."Now I know it sounds like gloating but because of the shoot-out I gained the confidence to go talk to people, meet them, and tell their story in a new way. It was a huge learning experience for me," Reithmiller said. "Thank you so much for the privilege to explore what it means to tell a story through photography."

So many times photojournalists working for their college newspaper or yearbook get to shoot the grip-and-grin, the football game or a speech on campus. The Shoot-Out gives students a chance to break out, to try something new. They can take chances. They can play with light. They get to meet new people.

Darin Dubinsky, a full time freelance photographer and photo assistant, said "I absolutely loved the shoot out. Every time I went to a different convention and there wasn't a shoot out, I was sad that there wasn't one. I really feel the the shout out helps aspiring photographers to get out of their element and photograph people and explore the city."

Not only do the students participating in the Shoot-out get to view the city in a new light and get to meet new people so do the judges and critiquers.

ENTRANT FALL 2006: Annabelle Ombac, Virginia Tech University (Kelly Wolff, adviser) — Fireworks are shot marking the 2006 win of the St. Louis Cardinals over the Detroit Tigers for the 2006 World Series.

EVOLUTION

When the students shot on film, it was an expensive and time-consuming contest to run. But digitally, the contest evolved along with the profession.

With prints, critiques and judging was easy and on-site. A group of advisers and local professionals gathered in a room with no windows and talked about the images. We often learned just as much as the students about how to approach teaching photojournalism.

About five years ago, this evolved into a group critique on-site. Now, a group of advisers and, often, local professionals look at the images projected on a big screen and share thoughts with the group of participants. Everyone learns from everyone else.

Just as students learn should be learning from every photo assignment back at home with every single assignment, the instructors and professionals modeled a good critique during the Shoot-out.

Then we started doing something fun. Rather than have a bunch of folks judge the images, we started using a fast-critique system in Adobe Bridge to "elect" a class favorite. Some students left disappointed. Some left pumped. All left having learned something about how to improve their photography and their editing processes.

Tiffany Fields said, "I love the way you handle the critique. Everyone gets to get up and say something about their photo, and then other people offer input. Peer critique is incredibly helpful, as is your input. I love that the 'class favorite' offers a group of winners on the spot, but a more in-depth judging process offers the actual winner."
This was particularly fun and enlightening at conventions such as the fall 2006 convention in St. Louis. Our hotel was maybe three blocks from the new Cardinal's ballpark. And that fall, the St. Louis Cardinals beat the Detroit Tigers to win the World Series. The town went crazy. The photographers had a blast. One of mine even got a pair of panties from a rather intoxicated woman celebrating on the streets. Moments we'll never forget even though some lent themselves to becoming part of the photographic record more than others.

FALL 2014 ENTRANT: Alex Mowrey, Slippery Rock University (Mark Zeltner, adviser) — The all-girls Ursuline Academy class of 2016, referred to as the "Skips" by the academy, performed a Lion King medley with lyrics adapted to reflect the school.

ADVICE

The participants, now up to more than 60 at each convention per year, share thoughts with each other about everything from internships to working with editors and advisers. **Alex Mowrey**, a participant in the New Orleans Shoot-Out in the fall of 2014, working with the theme "All That Jazz" shared some thoughts with his peers.

"I would have to say the most important part of being a photographer is to NEVER stop shooting," Mowrey said. "I carry my camera with me everywhere I go because you never know what you might see."

FALL 2012 THIRD PLACE: Darin Dubinsky, Milwaukee Area Technical College (Robert Hanson, adviser) — Reflections of the Chicago Theatre follow a gentleman down to the "L" train system.

Dubinsky placed third in the 2012 Shoot-Out in New Orleans when the theme was "Reflections." He shared a thought similar to those by Al Drago.

Dubinsky said, “Internships, internships, internships. I highly recommend for all aspiring photographers that are in school to apply to as many internships as possible while they can. Do your research on different photographers in your area and email your favorites to see if they are open for you to intern under them. Do this year round, every year until you graduate. This way you will get to gain first hand on the job experience. Every photographer has different styles, and you’ll learn something different from each one. By having several internships you’ll not only learn a lot, but you’ll also form valuable connections to your favorite photographers in your area.”

Danielle Veenstra, College of Central Florida (Rob Marino, adviser) — Keasha Smith, dancer at The Harem, a gentlemen’s club, sits outside on her smoke break; both relaxing and enticing new customers. Smith has worked hard her entire life in order to survive and she appreciates attitude and gutsiness when she sees it. The Chicago native lets everyone know that “No couples are allowed, only single people are welcome.”

Veenstra, a photojournalist from the University of Florida, shared thoughts beneficial to all visual reporters.

“Don’t be afraid of people,” Veenstra said. “The worst they can do is tell you to not take their picture. At the photo shoot-out in New Orleans, I took a picture of a working girl and after she told me she was surprised I even came up to her. Most people shied away from her, but as photojournalists we are responsible to photograph moments in time and to remember people, places and events. So, go out there without inhibitions and shoot away. It is our job to capture those moments and emotions.”
And Fields encouraged photojournalists attending the convention to attend.

“Every student photographer should participate in the competition, because it’s an exciting way to explore the city you’re visiting and a fantastic learning opportunity,” she said. “I took everything I learned in Orlando, worked on it, and turned around and won two years later in NOLA.”

FIRST PLACE, SPRING 2015: Adam Ernesto Fuentes, Mt. San Antonio College (Toni Albertson, adviser) — Commuters and tourists alike trail across a statue of George M. Cohan, the father of American musical comedy.The city lights and subway haze transform Time Square into a Broadway stage.

PAST THEMES

- Spring 2015 — Humans of CMA
- Fall 2015 — Texas, Our Texas
- Spring 2015 — One More Day (New York City)
- Fall 2014 — Independence (Philadelphia)
- Spring 2014 — A Day in the Life of New York City
- Fall 2013 — All that Jazz (New Orleans)
- Spring 2013 — Greetings from NYC
- Fall 2012 — Reflections (Chicago)
- Fall 2011 — The City Beautiful (Orlando)
- Fall 2010 — The Streets of Louisville
- Fall 2009 — Keep Austin Weird
- Fall 2008 — Kansas City Portrait
- Fall 2007 — D.C. Portrait
- Fall 2006 — St. Louis Portrait
- Fall 2005 — Kansas City Portrait

10 YEARS OF WINNERS

Spring 2016

- *First place and class favorite* | Don Montrelle Green, Southern University, (Jermaine Poshee, adviser)
- *Second place* | Kiarash Abhari, Missouri Western State University (James Carviou, adviser)
- *Third place* | Kainan Guo, University at Buffalo (Jody Kleinberg-Biehl, adviser)

FIRST PLACE AND CLASS FAVORITE: Don Montrelle Green, Southern University (Jermaine Poshee, adviser)
"I grew up on the north side of Las Vegas, Nevada in a single parent household with a father that found better things to do than be a father. I watched my mother work two jobs to make sure that the bills were paid and there wasn't enough money for food. I've been without food before sometimes even for days. We scratched, clawed, and begged for an opportunity at sustenance and this taught me to never waste food. When I was younger, I had high aspirations of going to college, and maybe one day in the future I could visit New York City. I could have never imagine that both would happen so soon. I go to an HBCU in Louisiana and I'm in New York attending this wonderful conference and learning so many new things. This city has shown me that any dreams could come true and as long as you work hard and are advantage of a God-given talent, in which writing was my saving grace. Langston Hughes asked a question, What happens to a dream deferred? I live to show you want happens when a dream isn't.

Honorable mention | Juliana Wall, Cedar Crest College (Dannah Hartman, adviser)
Honorable mention | Michela West, University of Massachusetts Boston (Donna Neal, adviser)

FIRST PLACE: Taylor Slifko, Austin Peay State University (Jake Lowary, adviser)
Aspiring musician and Austin, Texas native, Katy Starr performs at local venue while attracting an obscure fan from Sixth Street Oct. 30. When the stranger appeared in the window Starr was startled but kept playing "Hotel Yorba" by The White Stripes. "I had always grown up playing but it wasn't until recently I figured out I wanted to do music... It's my passion," Starr said.

Fall 2015 Austin

- *First place* | Taylor Slifko, Austin Peay State University (Jake Lowary. adviser)
- *Second place* | Jack H. Taylor, Embry-Riddle Aeronautical University (Wesley Lewis & Caitlyn Zhang, advisers)
- *Third place* | Scott Robert Williams, Youngstown State University (Dave Davis, adviser)
- *Honorable mention* | Violetta Valeeva, Missouri Western State University (James Carviou, adviser)

SECOND PLACE: Frank Ladra, San Francisco State University (Rachele Kanigel, adviser) — Passengers of the Staten Island Ferry watch the sun set behind the Statue of Liberty in New York City on Thursday, March 12, 2015. Designed by French artist Frederic Auguste Bartholdi, the statue has been a symbol of freedom since 1886.

Spring 2015 New York City

- *First place* | Adam Ernesto Fuentes, Mt. San Antonio College (Toni Albertson, adviser)
- *Second place* | Frank Ladra, San Francisco State University (Rachele Kanigel, adviser)
- *Third place* | Pablo Unzueta, Mt. San Antonio College (Toni Albertson, adviser)
- *Honorable mention* | Steven O'Toole, Tallahassee Community College
- *Honorable mention* | Parker Shoaff, University of Portland (Nancy Copic, adviser)
- *Class favorite* | Skye Duncan, Baylor University (Paul Carr, adviser)

FIRST PLACE: Tim Kothlow, California Baptist University (Michael Chute) — Rebellion. Najee Jouyner age 15 moves with speed but grace as he performs numerous tricks at the site.

Fall 2014 Philadelphia

- *First place* | Tim Kothlow, California Baptist University (Michael Chute, adviser)
- *Second place* | Jamie Stricklin, University of Arkansas (Steve Wilkes, adviser)
- *Third place* | Matt Merchant, Kent State University (Mitch McKenney, adviser)
- *Honorable mention* | Rebecca Dietrich, Slippery Rock University (Mark Zeltner, adviser)
- *Honorable mention* | Julie Gurrola, California Baptist University (Michael Chute, adviser)
- *Honorable mention* | Klara Johannesen, John Brown University (Marquita Smith, adviser)
- *Class favorite* | Jamie Stricklin, University of Arkansas (Steve Wilkes, adviser)

THIRD PLACE AND CLASS FAVORITE: Irma Gutierrez Sanchez; Miami Dade College (Manolo Barco, adviser) — One of The Halal Guys of NYC prepares a lamb gyro at the corner of West 53rd Street and 7th Avenue on the chilly night of March 13, 2014.

Spring 2014 New York City

- *First place* | Jessica Christian. San Francisco State University (Rachele Kanigel, adviser)
- *Second place* | Alfred C. Evans, Palm Beach State College (S. Lizabeth Martin, adviser)
- *Third place* | Irma Gutierrez Sanchez; Miami Dade College (Manolo Barco, adviser)
- *Honorable mention* | Aaron Montes, Hispanic News Service (Jody Beck, adviser)
- *Honorable mention* | Tori Addis, Cowley County Community College (Meg Smith, adviser)
- *Class favorite* | Irma Gutierrez Sanchez; Miami Dade College (Manolo Barco, adviser)

FIRST PLACE: Tiffany Fields, Lenoir-Rhyne University (Richard Gould, adviser) — The French Quarter is home to artists of all kinds who showcase their talents along the busy sidewalks of its famous streets. One artist, Bo Battle also known as Silverman, performs his work differently. During the busy daylight hours and into the night he sits at the corner of Decatur and St. Phillip without moving an inch. After he closes up shop, his personality shines as bright as his silver skin, offering friendly advice and smiles to all who pass.

Fall 2013 New Orleans

- *First place* | Tiffany Fields, Lenoir-Rhyne University (Richard Gould, adviser)
- *Second place* | Taylor Craig Sutton, University of Georgia (Ed Morales, adviser)
- *Third place* | Bosley Jarrett, Vanderbilt University (Chris Carroll, adviser)
- *Honorable mention* | Crystal Schick, SAIT Polytechnic (Heather Setka, publishing manager)
- *Honorable mention* | Jessica Bills, California Baptist University (Michael Chute, adviser)
- Honorable mention | Danielle Veenstra, College of Central Florida (Rob Marino, adviser)

SECOND PLACE: Mark Watkins, Georgia College and State University (Macon McGinley, adviser) — New York native Tajjy Melendez, 21, signs his tagline to the Brooklyn Bridge while his girlfriend Yessinia Paidilla, 19, watches.

Spring 2013 New York City

- *First place* | F. Eileen Taylor, Kennesaw State University, (Amie Mowrey, adviser)
- *Second place* | Mark Watkins, Georgia College and State University (Macon McGinley, adviser)
- *Third place* | Thomas Spenner, Milwaukee Area Technical College (Robert Hanson, adviser)
- *Honorable mention* | Danielle Veenstra, College of Central Florida (Rob Marino, adviser)
- *Class favorite* | Mark Watkins, Georgia College and State University (Macon McGinley, adviser)

FIRST PLACE: Philip Vukelich, University of Idaho (Shawn O'Neil, adviser) — Bold heights, new reflections. Miguel Martinez cleans a section of the glass roof overhang above the entrance to Swissôtel, Nov. 3. Martinez and his partner Cesar Gomez give many of the Chicago skyscrapers their reflective shine, including the Trump Tower. "Working up there is amazing. At first I was scared. Everyone is when they start, but now I love it," Gomez said, whose job regularly brings him hundreds of feet off of the ground into the Chicago skies.

Fall 2012 Chicago

- *First place* | Philip Vukelich, University of Idaho (Shawn O'Neil, adviser)
- *Second place* | Shan Huang, Arkansas State University (Bonnie Thrasher, adviser)
- *Third place* | Darin Dubinsky, Milwaukee Area Technical College (Robert Hanson, adviser)
- *Honorable mention* | Mark Watkins, Georgia College (Macon McGinley, adviser)

FIRST PLACE: Timothy P. Riethmiller, Taylor University (Donna Downs) — "Welcome to the Freak Show, my dear!"

Fall 2011 Orlando

- *First place* | Timothy P. Riethmiller, Taylor Unviersity (Donna Downs, adviser)
- *Second place* | Ashton Bowles, Pepperdine University (Elizabeth Smith, Courtney Stallings, adviser)
- *Third place* | Rebehka Blake, Southern Illinois University – Edwardsville
- *Honorable mention* | Name
- *Honorable mention* | Name
- *Class favorite* | Christopher Correa-Ortega, Valencia College (Ken Carpenter, adviser)

FIRST PLACE: Mark Samala , California State University – Fullerton — Esmond Davis, 62, waits outside of a salon and barbershop in the Portland area of Louisville, Ky, Friday, Oct. 29, 2010. Davis routinely visits his group of friends on Market Dr. and 29th Ave every morning prior to going to his shift in a factory.

Fall 2010

- *First place* | Mark Samala, California State University-Fullerton
- *Second place* | Christopher Carter, Olympic College (Michael Prince, adviser)
- *Third place* | Jack Sinclair, Guilford College (Jeff Jeske, adviser)
- *Class favorite* | Christopher Carter, Olympic College (Michael Prince, adviser)

FIRST PLACE: Terry Ting, York University — A Halloween mime attempts at the art of performing a story without the use of speech.

Fall 2009

- *First place* | Terry Ting, York University
- *Second place* | Salvador Chavez, Los Angeles City College (Rhonda Guess, adviser)
- *Third place* | Jessica Hodder, University of Miami {Carl Stano, adviser)
- *Honorable mention* | Abbey Baslock, Johnson County Community College (Anne Christiansen-Bullers, adviser)

FIRST PLACE: Chantal Anderson, University of Washington (Kristin Millis, adviser) — John Elbit, a Kansas City senior citizen sits waiting to catch his bus. "I've lived here for the past 45 years, and I still love it," he said. A grandfather of six, living close to his family is most important to him.

Fall 2008

- *First place* | Chantal Anderson, University of Washington (Kristin Millis, adviser)
- *Second place* | Jordan Wilson, Baylor University (Robin O'Shaughnessy, adviser)
- *Third place* | Chris Asadian, Washtenaw Community Services (Keith Gave, adviser)
- *Honorable mention* | Georgia Rhodes, Michigan State University (Robert Hendricks, adviser)
- *Honorable mention* | Nathyn Gibson, Purdue University Calumet (Jerry Davich, adviser)
- *Honorable mention* | Laura Pedersen, Southern Alberta Institute of Technology (Suzanne Trudel, adviser)
- *Honorable mention* | Mike Villa, Biola University (Michael Longinow, adviser)
- *Class favorite* | Nick Schnelle, St. Louis Community College – Meramec (Shannon Philpott, adviser)

FIRST PLACE: Evan Falk, Ithaca College (Michael Serino, adviser) — Dennis Sendziol, of Naperville, Illinois, visits the gravesite of Sergeant Robert Potock in Arlington National Cemetery on Friday, Oct. 26, 2007. Sendziol owes his life to Potocki after being rescued by him during the Vietnam War.

Fall 2007

- *First place* | Evan Falk, Ithaca College (Michael Serino, adviser)
- *Second place* | Alex Turco, DePauw University (Lili Wright, adviser)
- *Third place* | Jordan Singer, Savannah College of Art and Design (John Bennet, adviser)
- *Honorable mention* | Michelle White, University of Hawaii (Jay Hartwell, adviser)
- *Honorable mention* | Stephanie Hutto, Coastal Carolina University (Linda Hollandsworth, adviser)
- *Honorable mention* | Evan Falk, Ithaca College (Michael Serino, adviser)

FIRST PLACE: Photo by Annabelle Ombac, Virginia Tech University (Kelly Wolff, adviser) — A local woman paints a picture of famous St. Louis Arch on the Mississippi River bank.

Fall 2006

- *First place* | Annabelle Ombac, Virginia Tech University (Kelly Wolff, adviser)
- *Second place* | Eric Hiltner, Eastern Illinois University
- *Third place* | Crystal LoGiudice, Louisiana State University (Pat Parish, adviser)
- *Honorable mention* | Miranda Depenbrock, Northern Kentucky University (Gayle Brown, adviser)

SECOND PLACE: Nick Loomis, University of Iowa — Kansas City resident Tom Deatherage walks his dog, Max, across Grand Blvd. on the way back to his art gallery after gathering salvaged materials for his artwork on Saturday morning.

Fall 2005

- *First place* | Nathan Lang, Johnson County Community College (Anne Christiansen-Bullers, adviser)
- *Second place* | Nick Loomis, University of Iowa
- *Honorable mention* | Michael Dye, Northwest Missouri State University (Laura Widmer, adviser)
- *Honorable mention* | Kristopher Connor, Frostburg State University (Dustin Davis, adviser)
- *Honorable mention* | Cory Peterson, Madison Area Technical College (Doug Kirchberg, adviser)
- *Honorable mention* | Adam D. Wiseman, University of Missouri-St. Louis (Judi Linville, adviser)
- *Honorable mention* | P.T. Dante Ciullo, Oakland University (Holly Gilbert, adviser)

JUDGES AND CRITIQUERS

Over a decade, dozens of photojournalists, advisers and photojournalism instructors have helped to provide on-site critiques, portfolio critiques and have helped judge the images. All of them have been committed to helping these students grow as visual journalists.

Alex Sanchez, Amy Kilpatrick, Amy Zerba, Austin Dowd, Bill Neville, Billy Suratt, Bonnie Dodwell, Brad Smith, Bretton Zinger, Brian Powell, Bruce Plopper, Bryan Marley, Carole Babineaux, Carrie Pratt, Cary Conover, Chris Burks, Chris Carroll, Chris Gillon, Chris Lusk, Chuck Cook, Cindy Todd, Clif Palmberg, Clint Smith, Colin Donohue, Darlene Bouchard, David Kasnic, David LaBelle, David Massy, David Snodgrass, David Studinski, Denise Nemec, Ed Arke, Elena Jarvis, Ellen Austin, Ellen Banner, Eric Thomas, Eva Cranford, Evan Semon, Frank Robertson, Gary Lundgren, George Bridges, Hillary Hollis, Jackie Dobson, Jamie Lynn Gilbert, Jason Ivester, Jason Martini, Jason Weingart, Jean Santopatre, Jeff Grimm, Jeff Reeves, Jim McNay, Jim Michalowski, Jim Sigmon, Joe Michaud-Scorza, John deGuzman, John Marshall Mantel, Josh Merwin, Judy Walgren, Julie Freeman, Justin Miller, Kathleen Flores, Kathy Daly, Katie Buzdor, Kelby Wingert, Kelly Furnas, Kelly Glasscock, Kelly Morr, Kevin Cathcart, Kevin Dilley, Kevin Kleine, Kingsley Burns, Kyle Ellis, Kyle Grantham, Kyle Miller, Kyle Phillips, Larry Buchanan, Lauren Roberts, Laurie Hansen, Leah Waters, Leo Johnson, Leonard Whitney, Linda Barrington, Lindsey Wotanis, Luis Zapata, Mark Dolejs, Mark Hertzberg, Mark Murray, Mark Zeltner, Matt Hagen, Matt Stamey, Mattie Watson, Michael Hernandez, Michael Koretzky, Michael Prince, Michael Weimer, Mike Anderson, Mike Pittman, Mike Ross, Mitch Ziegler, Mitchell Franz, Nathan Hardin, Nick Pironio, Nils Rosdahl, Orlando Flores, Pat Gathright, Patrick Johnson, Paul Friesen, Peter Huoppi, Rachel Hubbard, Rachel Johnson, Rachele Kanigel, Ray Westbrook, Rex Curry, Rich Riski, Rob Bradley, Rob Chron, Robert Heller, Robert Nulph, Ryan Perry, Sally Renaud, Sam Oldenburg, Sam Womack, Scott Strazzante, Seth Gitner, Sherri Taylor, Sree Sreenivasan, Stan Godwin, Steve Sweitzer, Steven Dearinger, Susan Poag, Susan Skalicky, T.J. Maynes, Tara Haelle, Ted Jackson, Thomas Price, Thomas Hallaq, Todd Maisel, Trey Grissom, William Snyder, William Sutley, Zach Hetrick

Bradley Wilson / October 13, 2015 / College Media / college media, College Media Association, photography, photojournalism

College Media Review
Journal of the College Media Association

The nuts and bolts (and more) of redesign in a collegiate setting

"Redesign. The mere word can strike fear into a veteran adviser."

By Ron Johnson
Indiana University

The adviser to *The Maroon*, said he was looking to give the newspaper a boost.

Michael Giusti, Student Media Adviser at Loyola University New Orleans, said the newspaper had a strong tradition, but it was time for an upgrade.

"We have traditionally done well in many areas — ones that I am personally strong in as a professional journalist — writing, editing, story selection," Giusti said.

"But we were missing the whole package. We found that people didn't tend to consume that great coverage because they weren't drawn to it."

Before the redesign: "Crackdown on alcohol," The Maroon, Loyola University, Feb. 21, 2014.

After the redesign: "Smoke signals," The Maroon, Loyola University, May 2, 2014.

Design was the piece that would pull it all together, Giusti said. "But I wasn't the guy to lead it. I joke that when it comes to design, I am a technician, not an artist."

Well, I'm no artist, either, but I signed on to help the folks at *The Maroon* in spring 2014. From advising my own newspaper staffs at three universities of different sizes, I knew the potential. I also I knew the pitfalls.

Redesign. The mere word can strike fear into a veteran adviser.

Yet a redesign is an opportunity. It can be as simple as updating the outdated design furniture. It can be a broader reflection upon how to engage with your readers.

Before you even start playing with type, as designers are wont to do, much more must be considered. Begin the process with an open-minded, critical assessment.

Evaluate your product. Is this the best format? Are there other options? How do we make the most with what we have?

- **Your process.** Are you capable of changing how you cover campus? Can you improve production along the way? Can you meet deadlines with these changes?
- **Your readership**. Who's reading your print product? Whom would you like to reach?
- **Your competition.** How does your print product interact with online, social media and mobile? With your competitors?
- **Your role models**. What publications and sites inspire you?
- **Your content.** How can you stretch your story forms — and match the form to the content?

- **Your staff and resources.** Do you have the visual journalists you need on staff? If not, recruit them. And cross train yourselves.
- **Your presentation.** Your content is crucial, but is your presentation impeding readers from engaging with it?

That evaluation prompts some soul-searching. But then it's time to talk about the nuts and bolts of design, the fundamentals, the trends.

What makes a design work? What diminishes it? We need something more than "that looks pretty" or, my favorite, "it catches the eye."

This is when designers need to become newsroom leaders, to teach their colleagues a design language. Many resources are available to help. Put them to work. Haul out this handout of my elements of design. Use it to critique your paper.

Then, with a better grip on fundamentals, we build a list of targets.

- **The content.** Just how good are you at covering your campus? Is your content relevant? Are you reaching across the spectrum of story forms, or are you just lucky to get a story and a photo to go along with it?
- **The packaging.** Does your front page offer a centerpiece package, with a dominant photo? Does that package include a lead headline, a deck and text on a grid?
- **The simplicity.** Look at the internal margins, or lack thereof. In the centerpiece package, is there white space to set off the headline and the text? That space enhances the content. When you look at a page, you should see the content, not the design.
- **The variety.** In storytelling. In presentation. In packaging.

So much to discuss. So much to plan. But now that I've thrown a slew of questions at you, I'll try to answer a few of that you probably have.

How much does design matter?

It must matter a great deal, or manufacturers wouldn't obsess about packaging.

You can muddle along with a so-so design, but I don't think we should settle for any impediments between readers and our content.

How far does a redesign need to go?

What is the goal of a redesign? A redesign can be a tweak. If your typography isn't working, fix it now.

A redesign can be an overhaul. That means step back, assess what's working and what isn't working.

Do we need someone to help us?

Not necessarily, if your staff has design skills. Even then, some outside eyes can't hurt. Engage your alumni. Get critiques from professionals at workshops and conferences.


IDS

When students die

"When students die," Indiana Daily Student, Dec. 5, 2014.

Just who does the redesign?

The students in charge of the newspaper. Not the adviser. Not an outside consultant.

It's the students' newspaper, and that's been a cornerstone of every redesign I've been part of.

Should we change the format?

That depends upon your printer and your budget.

I've talked to some staffs who want to convert their broadsheet into a tab, to make it easier for readers to handle. That's fine.

I've talked to some staffs going the other way, from tab to broadsheet, to make their newspaper more credible.

That's fine, too.

I've talked to some staffs who couldn't change or wouldn't change. And that's fine as well. Talk to your printer, and ask what you can do to help improve print quality.

Should we change the flag?

Some advisers cringe at the thought. A change in the flag can mean a complete re-branding, a costly process.

So talk this one through. It may be time to update the flag, with typography reflective of the 21st century.

It may be time to simplify what you have. To repair the typography. To strip off the gimmicks and clarify your brand.

It may be time to update your brand fully, and then update your signage as the budget allows.

Bottom line? Work on the flag, but don't obsess about it. I once had a staff spend most of its redesign energy on the flag. They added this. They added that. The result was a too-heavy, too-colorful flag that overpowered the content on the page.

"So close," Indiana Daily Student, April 8, 2015.

Should we change the typography?

Likely, but know what you're doing.

Too many college newspapers have glaring type problems, like tight linespacing and varying column widths. If you're among them, fix your typography now.

How many fonts should we use?

Set some limits. Don’t let your typography get out of hand.

For text, start with a strong serif. Not Times, but at least Times New Roman. Shy away from complicated serifs.

For headlines, consider both a serif and a sans serif. Select fonts that offer four or five widths, with condensed or display versions.

For graphics text, use a simple sans serif.

That’s it.

If you want to work with a gazillion fonts, consider advertising production. In news, we set our structure, and then we’re creative as we work within its flexibility.

I’m a blue-state liberal when it comes to content and design, but I’m a red-state conservative when it comes to type. Know what you’re doing. Choose the right tool for the job.

What if our adviser is scared to change?

I relate. At age 56, I’m an adviser set in my ways. I want my morning cup of coffee and my recliner at day’s end.

But don’t let the fear keep you from improving. Some college newspapers look as if they’re designed for the 1990s. Or 1980s. Or 1970s. (That’s when I had hair, disco shirts and platform shoes. Point proven.) Design issues can distract readers and prevent them from engaging with the content.

What if our visuals aren’t strong enough?

I’ve had many a student, many an adviser say they can’t run large photos because theirs are not good enough.

They never will be, unless you start taking some risks with larger photos.

Give your photographers and illustrators a platform. Show off their good work. They'll step up and begin photographing with design concepts in mind.

What's the best way to emulate a design we like?

Well, don't steal it.

Yes, that has happened, and designers have been fired for it.

So don't carbon copy someone else's design. Learn from it. Study the storytelling, the packaging and the visuals. Study the typography, the white space.

Take those principles and put them to work.

Realistically, are there other risks?

Yes. You might tackle more than you can handle. You might have to learn it by doing it.

Hmm, doesn't that sound like the wonderful world of collegiate media?

Today's journalism is a moving target, and our print editions are taking hits in circulation. If they look bad, we don't stand a chance at maintaining that diminishing revenue stream.

Does a redesign really change how we prepare to interact with readers?

For his Loyola students, Michael Giusti says yes.

"Now in their planning meetings, they are asking 'So how can we show this story visually,'" he said. "They don't always pull it off, but they are at least thinking about it in advance.

"They draw up sketches of their pages a week in advance, and they come in with drafts on paper a day in advance. They are really thinking ahead on the process."

Once we redesign, can we keep the momentum?

That's the biggest hurdle, Giusti says.

"The original crew that did the redesign has now graduated. We are working on Generation 2, and they are getting a little sloppy in their approach.

"Since this isn't my specialization, it is hard for me to keep them on the right path," Giusti said. "We are bringing some key people to ACP to retool, so I hope that will help, but we may be getting to the point where we need to pursue some extra outside help."

Does design help us at the *Indiana Daily Student* newspaper? You bet. Sometimes we succeed. Sometimes we stumble. That's part of the fun.

But if our only strength is design, we're in trouble. The design propels our content — the breaking news, the narratives, the features, the photos, the illustrations and the graphics.

Both design and content are a process. We're at our best when we push the limits of our structure, when we take a risk, when we collaborate on that risk to give it the greatest chance to succeed.

Ron Johnson, CMA president from 1993-95, directs student media at Indiana University. He edited six editions of The Best of Newspaper Design for the Society for News Design. See more of his students' work and more of his resources at *ronjohnson77.tumblr.com*.

College Media Review
Journal of the College Media Association

Vinny Vella, at 22, takes home piece of Denver Pulitzer

Young journo is a strong advocate for value of internships

By Bradley Wilson
CMR Managing Editor

Vinny Vella is a journalist from Philadelphia. He graduated from La Salle University in 2012 with a bachelor's in communication and a minor in marketing. He is working as the night cops-and-crime beat reporter for the *Philadelphia Daily News*.

But at age 22, while working as a Dow Jones News Fund intern at the *Denver Post*, Vella participated in editing stories on the theater shooting in Aurora, Colorado and got his name on a Pulitzer Prize. In the submission for the prize, Editor Gregory Moore said, "Once again, Colorado would be ground zero to mass murder."

His story just isn't that different from many recent college graduates completing internships, job hunting and discovering the power of quality journalism. Except, of

course, he has his name on a Pulitzer Prize.

Follow Vinny on Twitter @Vellastrations and read some of his impressions on the importance of gaining real-world experience outside the classroom.

Vinny Vella of La Salle University listens during the tour of the post-production room. Vella will be doing his internship at The Denver Post. Austin American-Statesman, Thursday, May 24, 2012. Photo by Bradley Wilson

Let's start by backing up to college. What did you do in college that influenced your career?

Well, most professional journalists would agree that working for a college newspaper is paramount; some would argue that they learned more in the newsroom than the classroom. I'll withhold judgment on that last point. But in all seriousness, ours is a field that requires practical experience, not just theory. I don't know of any newspaper in the world that would hire a 4.0 student who hadn't written a single story in his or her life. Clips are a proof of concept to an employer, even someone that's hiring an intern, that you know what you're doing. The easiest way to get them is through the campus newspaper.

Some people say going to college is much more than just going to class. Would you agree or disagree with that? Why?

I absolutely agree. If you need proof, look at the other students around you. Focus on the ones who you only see in class, who don't contribute to campus life in any extracurriculars or make attempts to be social. Do you know anything of significance about them? Would you hire someone like that, whose resume is blank except for a list of classes taken?

College presents a unique opportunity to surround yourself and interact with like-minded individuals. To generate ideas and develop who you are. If you don't do that, if you only view college as an extension of high school or as an obligation, you'll have wasted that opportunity.

You got a communication degree. What's the value of the degree?

It's a liberal-arts degree; it shows I'm "well-rounded." But, cynicism aside, I know people who went to Columbia and struggled to find a job in a major market. Moral here is that where you go to college doesn't matter as much as what you do while you're there. It's extremely generous to say my alma mater has a journalism program. But what it did have was an excellent internship program, one that connected me to the two major dailies in my city.

But if I ever bow out of journalism, my degree shows that I know how to speak, write and listen well. Oh, and that I took about five business classes to satisfy the requirement that all journalism majors "minor" in something.

Students in the Dow Jones News Fund Center for Editing Excellence, including Vinny Vella (left), listen to now-retired Workshop Director Griff Singer during the workshop at the University of Texas. Photo by Bradley Wilson.

Even beyond involvement on campus, you took advantage of some internship opportunities. Tell me about the *Philadelphia Inquirer* and what you learned there.

Spending time at the *Inquirer* was liberating; it showed me that my dreams of being a professional, big-city reporter could be more than just dreams. I learned how to generate story ideas, how to navigate the temper of an editor who has eight hours to do 14 hours' worth of work, and how to suck it up when said editor rips your copy to ribbons.

Honestly, my favorite internship wasn't there. It was at the *Pocono Record*, a tiny regional paper that I grew up reading in Northeastern Pennsylvania. The editor there, Chris Mele, was a mentor that any cub reporter would kill for; I still ask him for advice. The *Record* was my first taste of the daily demands of newspaper life. Mele also taught me how to investigate. Under his tutelage I produced a number of award winning pieces for the *Record*, ranging from an expose on how the county's

bridges were deteriorating to how female public employees still make considerably less than their male counterparts.

You also interned at the *Denver Post*. What were the lessons you learned there?

The Post showed me what it's like to be thrust into a story that has national attention. How to properly plan coverage of an issue that continues to evolve, how to find angles that are compelling beyond the base facts of what happened. To this day, I'm still amazed at how quickly the staff plumbed the depths of those stories.

Vinny Vella works on the daily newspaper student produced as part of the Dow Jones News Fund internship workshop at the University of Texas. Photo by Bradley WIlson.

You also had some exciting things happen while at the *Post*. Tell me about them.

The answer to this refer heavily to my previous answer. The summer 2012 was one of the most tumultuous for the Mile High City in recent decades. When I landed in Denver in early June, devastating wildfires were tearing through the mountains nearby. Meanwhile, at the worst possible time, the paper's ownership slashed the copy desk from about 12 people to just four, including me. I went from writing features cutlines in my first week on the job to writing front-page headlines.

And then James Eagan Holmes opened fire on a movie theater in the suburbs. I was drunk the night that happened, at a screening of the same movie in a theater around the corner from the *Post*. I had no idea what had happened until the next morning, when I woke up to texts and voicemails from everyone I knew.

My good friend Matt, who worked at the *Post* with me, still talks about that night and the days that followed: The hustle and determination that everyone on the staff had, trying to make sense of this maniac's callous act.

And then, about a year later, after I had settled back on the East Coast, I got a call from my former editor telling me my name was going to appear on a Pulitzer Prize for breaking news, that the stories I had edited and helped lay out had won journalism's highest honor.

I peaked at 22.

Would you recommend internships for other college students? Why/not?

Not only would I recommend internships, I would tell any student that if you don't have one, you're wasting your time trying to find a job.

It goes back to what I said above about "proof of concept." Would you hire a tattoo artist who never tattooed anyone before? Who just picked up a needle and promised to do a good job? Or would you find the artist that carried a portfolio of his work with him?

What make your internships valuable to your career overall?

They give you experience that you simply can't get in a classroom. College newspaper experience is great, but college newspaper newsrooms are run by college students who don't have any idea how actual newsrooms are run. They're a great launchpad, but they can't sustain a career by themselves.

Internships allow you to put into practice what you've spent so much time discussing in a classroom, and also sharpen the skills you think you've perfected at your campus newspaper.

There is simply no substitute for an internship. And don't rely on just one. I graduated with five under my belt, and did a sixth one in 2012 through Dow Jones News Fund after I received my diploma.

Wanna know what happened? I got a job with very minimal effort.

Because people knew who I was, and that's important, too. Networking is another tenet of our industry: People trust proven brands. Because editors at the *Daily News* knew my work from when I was an intern, they felt comfortable hiring me. Simple as that.

Tell me a little bit about your job as a crime reporter now.

It's exactly what I want to do with my life. I grew up in a rural area, where there were more trees than people. Working on this beat for a tabloid has been an eye opening experience, and I'm a better person for it. I've been exposed to sections of society that I never would have under other circumstances, and I've come to appreciate life in all forms. Beyond the juicy headlines there are real people who are suffering, hurting. To be able to help them in some small way means a lot to me. And if all I can do is remind people that those victims exist, that they have struggles just like the rest of us, then that's fine with me. It's still making an impact.

Many people are all doom and gloom about the future of the media. Others say there is no more important time to be involved in the production of quality journalism. Where do you stand? Why?

Now is a very crucial time to be involved in journalism. I've seen firsthand how company ownership will mercilessly cut staff and resources to make a bottom line while sacrificing quality content producers. It sucks; let's not beat around the bush. But instead of giving up, let's dig in and keep doing great work. Show the penny pinchers that they can't kill our spirits.

The fact remains that quality journalism is a necessity for our society. And it's another fact that journalists will continue to do what they're doing, even if physical newspapers die out.

So I say stick with it. You won't get rich do it, but you'll never work a day in your life.

Finally, what advice would you have for college media advisers and students participating in their student media today?

Be respectful with each other, but be truthful. For advisers, don’t sugarcoat the reality that there aren’t many jobs, and that competition is tough. For students, shut up; you don’t know what you’re talking about. Listen to your adviser and ask questions. Again, theirs is free advice that you won’t get anywhere else at that level of detail.


Bradley Wilson / October 27, 2015 / College Media / copy edit, copy editing, djnf, dow jones, dow jones news fund, internship, pulitzer, vinney vella

Research (Vol. 53): Convergent media on campus

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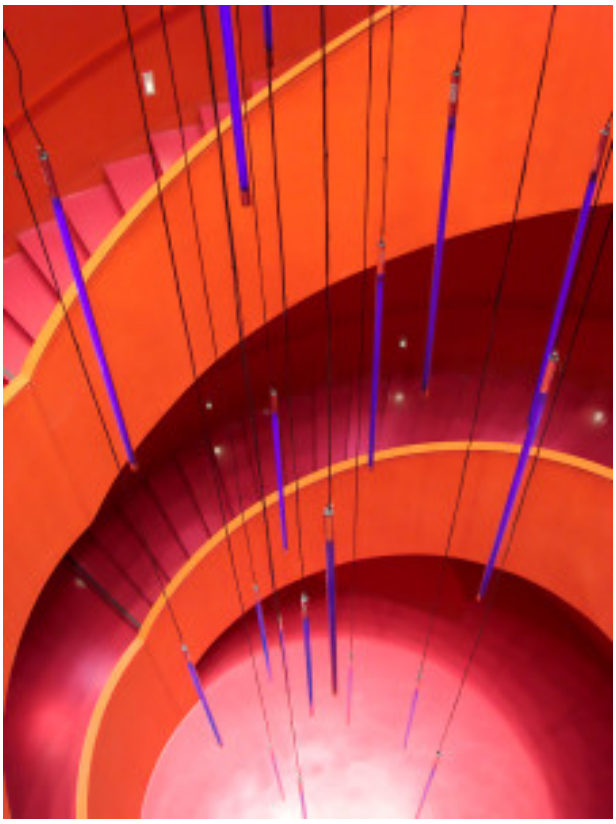
A study of campus media organizations' convergence practices

By **Lindsey Wotanis**, Ph.D.,
Janice Richardson, B.A.,
and **Bowei Zhong**, B.A.
Marywood University



Convergence polychrome (cité de l'architecture et du patrimoine) by Jean-Pierre Dalbéra via Flickr Creative Commons

Abstract: Scholars disagree on how to define "media convergence," but in the past 15 years, literature suggests many newsrooms have shifted toward convergence, and they're looking to hire journalists who understand it. Many university journalism programs have updated their curricula to emphasize convergence. However, students often learn journalism best by practicing it at campus newspapers, television and radio stations, or on web platforms. This paper asks: Are college media organizations practicing convergence? Researchers surveyed 142 campus media advisers to learn about convergence practices in

campus newsrooms. Findings show that while half of advisers report their campus media organizations are practicing convergence, most are only practicing cross-platform publishing. Findings also suggest a correlation between campuses reporting converged media organizations and those reporting convergence-focused curricula.

Introduction

In May 2008, Carl Sessions-Stepp's article, "Maybe it *is* time to panic," was the cover story of the *American Journalism Review*. Sessions-Stepp wrestled with how journalists could continue doing their jobs well in light of all of the changes to the news industry. "Today journalists stand not at the head of the pipeline but in the middle of a boundless web of interconnected media, messages, senders and receivers. This is the new, right-brain, digital world. The journalist-in-the-middle is a ringmaster, a maker and a consumer, a grand impresario of a two-way information flow that has no beginning, end, or fixed schedule" (Sessions-Stepp 2008, 24).

All of this change, he said, didn't affect the way we define news. But it has had a profound effect on "how news is assembled and shared." The new ways in which news is assembled and shared has often been referred to as convergence. Scholars (Lawson-Borders 2003; Dailey, Demo, and Spillman 2005; Jenkins 2006; Quinn, 2006; Sarachan 2011; Kolodzy, Grant, DeMars, & Wilkinson 2014; Filak 2015) disagree on exactly how to define the term, but studies suggest newsrooms have shifted toward convergence, and they're looking to hire journalists who understand it (Singer 2004; Dupagne and Garrison 2006; Smith, Tanner, and Duhe 2007; Massey 2010; Wenger and Owens 2010).

To keep pace, many college and university journalism programs have worked to update their curricula to ensure that students are getting exposure to the practice in the classroom (Huang, et. al 2006; Bhuiyan 2010; Sarachan 2011; Folkerts 2014; Kolodzy, et al. 2014). But, often where students learn how best to practice journalism is by doing it at college media outlets like campus newspapers, television and radios stations, or on web platforms. This paper examines convergence practices at college media organizations in the United States.

Definition of Convergence

For the past 15 years, scholars have been working to study media convergence. Seminars and workshops were devoted to it at places like the Poynter Institute in the early 2000s (Wendland, 2002). In the 2002, Haagerup suggested in a speech on media convergence that no one was quite sure just what convergence was and, more to the point, whether others were actually doing it. He said: "Media convergence is like teenage sex. Everybody thinks everybody else is doing it. The few who are actually doing it aren't very good at it" (Dailey, Demo, and Spillman 2005, 151).

Scholars do seem to agree that convergence is complicated, but a common definition is difficult to find. Dailey, Demo, and Spillman (2005) said that the lack of a common, "behavior-based definition" of convergence has slowed scholars ability to study it. Scholarship in the past 15 years has tried to nail down the meaning of convergence, yet there remains little certainty that all of the work has led to a common definition.

At its most complex level, Jenkins (2006) points to factors that when combined, lead to media convergence. He said convergence "manages to describe technological, industrial, cultural, and social changes" within the media industry (2-3). He argued that convergence not only to the work of journalists, but also involves "the flow of content across multiple media platforms, the cooperation between multiple media industries, and the migratory behavior of media audiences" (2-3).

Huang, Davison, Shrieve, Davis, Bettendorf and Nari (2006) examined literature on media convergence and identified four categories of convergence. Content, they said, has to do with the ways that news is combined or shared at or among news organizations. Form convergence deals with the technology that allow for the combination of "video, audio, data, text, still photo, and graphic art." Corporate convergence refers to media mergers that have led to consolidated newsrooms. And finally, role convergence relates to journalists' ability to work across platforms (227-228).

Subsequent research seems to fit consistently into Huang et al.'s categories, though scholars and practitioners' understanding of convergence has evolved over time. Fifteen years ago, according to Kolodzy, Grant, DeMars and Wilkinson (2014), convergence was thought of as cooperation and partnerships between two or more media outlets that shared resources and content (p. 198). As time went on, however, ideas shifted. "By 2005, educators and critics had started to move on from the partnerships kind of thinking about media convergence and started recognizing technology influences on journalism" (199).

Stephen Quinn (2006) said that "if pressed for a simple definition," of media convergence, he would argue "it is about doing journalism and telling stories in the most appropriate medium" (xiiii-xiv). Sarachan (2011) said that convergent journalism "consists of using video, audio, text, and other emerging platforms, and may also contain elements of interactivity, especially through the use of Web 2.0 tools" (165).

Still, while some scholars have simplified the definition, others argue there is nothing simple about it. Lawson-Borders (2003) said that convergence involves seven elements–what she called the 7Cs: "1) communication, 2) commitment, 3) cooperation, 4) compensation, 5) culture, 6) competition, and 7) customer" (94).

In the past five years, ideas about convergence shifted again, recognizing and in many ways focusing on the role that consumers, the seventh "C" in Lawson-Border's elements of convergence, play in partnerships with media organizations (199). Filak (2015) said that the

goal of convergence is “to provide audience members with content they need, in formats they like, in a way they will accept” (2). In order to produce such work, journalists must have cross-platform skills, or as Huang, et al, found, they need to understand the new role of the journalist in a converged media environment.

But, being able to produce across multiple platforms isn’t necessarily enough. They need to understand their roles and the roles of others in the newsroom and to be able to collaborate with them easily. In addition, in a study of convergence at the Tampa News Center (Dupagne & Garrison 2006), a journalist said that sharing the physical workspace is key to convergence (246).

When taken together, the various definitions suggest that media convergence is a complex practice of news work that, at its most utopian realm, involves journalists collaborating to produce and share content across multimedia platforms, and doing so in a shared workspace under systems of cooperative management, communication, and newsroom culture.

Convergence in the industry

Despite the variety of ways convergence has been defined, evidence suggests that convergence has made its way into the journalism industry. Wenger and Owens (2010) analyzed more than 1,400 journalism job postings and found that while traditional journalism skills remain in demand, web and multimedia skills–often identified as skills critical to media convergence–are growing in demand for broadcast journalists and remaining steady for print journalists (22). Massey (2010) analyzed more than 200 journalism job postings and found “a modest labor market demand for multi platform skills by legacy news organizations” (150). However, Massey also discovered that “contemporary definitions of multiplatform newswork … tend to be overly broad and, thus, ambiguous” suggesting that it may be difficult for educators to know best how to alter curricula to meet the needs of the news industry (151). It may also suggest that news organizations also are unsure of their own needs in a disrupted media environment.

Still, the job ads suggest a need for cross-platform skills in newsrooms. However, as the literature on convergence shows, cross-platform skills do not alone prepare journalists to enter converged newsrooms. Dupagne and Garrison’s (2006) study of the Tampa News Center, which combined *The Tampa Tribune,* WFLA-TV, and the Tampa Bay Online service all under one roof in 2000, suggested other factors are equally important to success in a converged operation. While technical convergence was something that most of the journalists talked about, they pointed to other critical factors, including the ability to share resources, cooperate and communicate among different units, and be versatile.

Killibrew (2002) found that media managers who want to implement convergence need to "create an organizational value shift" among employees (45). This process, he added, takes time and as other researchers have found, the process could be met with resistance. Singer (2004) found that print journalists had "little or no motivation to participate in convergence" (850). Reasons included a perceived professional superiority to their television and web counterparts, as well as a lack of training in multiplatform storytelling (850).

Attitudes and perceptions may also vary among news managers and news workers. Smith, Tanner, and Duhe's (2007) nationwide study of convergence at small and medium market television stations found that news workers and managers had differing opinions on the impact of convergence practices on their newsrooms. News workers were "significantly more likely" to feel that convergence practices negatively impacted the quality of the news they produced, that technological "hurdles" created challenges for producing shared content, and that their managers shared different values about cross-platform content creation.

These studies show how difficult a transition to convergence can be. The literature thus suggests that convergence involves technological, managerial, and cultural shifts in the newsroom, all which require time and effort, and which may be met with resistance. Still, it is clear from research on journalism job ads that colleges and universities need to be preparing journalism students to work in such environments.

Convergence in the curriculum

As such, some colleges and universities have been revising their curricula to include more emphasis on convergence. According to Huang et al. (2002), "about 60% of the J-schools in the United States redesigned their curricula or developed new courses to prepare students for practicing news in multiple media platforms" between the years 1998-2002. However, only 53% of professors said that they felt "technologically prepared" to teach across platforms. Regardless, believing in the trend, 84% of professors reported incorporating elements of convergence into their journalism classes (248).

According to Kraeplin and Criado (2005), teaching convergence requires a cultural shift best taken using an interdisciplinary stance, because "a truly converged curriculum requires the blending of two different cultures and approaches–print and broadcast. Add the Internet to the mix and one has a slew of different terms, writing formulas, technologies, visual needs, conceptual approaches, etc." (48).

The challenge, as Auman and Lillie (2008) point out, is that convergence needs in the industry are not one-size fits all, as "smaller news organizations need versatile backpack journalists; larger ones can afford to have specialists in teams" (361). Some scholars and professionals fear that changing curriculum to place more emphasis on convergence skills dilutes the traditional journalism curriculum, which include critical thinking, reporting, and

writing (Tanner and Duhe 2005). As such, Bhuiyan (2010) suggests journalism educators have a great opportunity to do a better job for students and the public just by incorporating new media skills into the basic courses" (121).

According to Miller and Lubbers (2014), students with strong portfolios have better chances of getting jobs in the field. One of the best ways to establish such a portfolio is to work for a college media organization. A few studies have examined convergence experiments at campus media outlets. Endres' (2008) longitudinal study at a Midwestern university showed that over the course of a semester, students did not buy "into the more general concepts of collaboration and convergence" at a new converged news website. Hammond, Peterson, and Thomsen (2000) had similar findings in their study of a converged newsroom at Brigham Young University, where most students resisted a converged newsroom, identifying instead with a particular medium (23-24).

Steven Chappell, *director of student publications* at *Northwest Missouri State University, experienced similar resistance. He created "Student Media Days," which require students from the newspaper, radio and television stations, and yearbook, to put on a media blitz, producing and distributing news every Thursday. Convincing students to work together took three years to accomplish. "*It wasn't 'another outlet stealing our work.' It was 'we scratch your back, you scratch ours' instead, which had been hard to convince them of in previous years" (Chappell 2015). *Chappell's experience shows the difficulties of converging organizations in order to prepare students for the industry. But more examples are needed.* This paper explores if and how college media organizations are practicing media convergence.

Methodology

The literature shows that there is a movement toward convergence in the media industry and in academic curricula. But what the literature does not show is how college media organizations are adapting to the shift. The convergence practices of college media organizations are the focus of this study.

The following research questions were developed for this analysis:

Q1: Are campus media organizations practicing media convergence?

To further probe *how* organizations that say they are practicing convergence are actually doing so, we developed the following additional questions based on findings from the literature:

- Q2: Are campus media organizations operating in converged news spaces?
- Q3: Are campus media organizations working collaboratively?
- Q4: Are campus journalists producing content for multiple platforms?
- Q5: Are journalism curriculums influencing campus media convergence?

To answer these questions, we conducted a survey of college media advisers across the United States. To connect with college media advisers, we asked the College Media Association (CMA) and the Society for Collegiate Journalists (SCJ), both organizations that serve college media advisers, to send out an email containing a link to an online survey via their list-servs in late January 2015. At that time, the CMA list-serv has a total of 857 email addresses; the SCJ list-serv had 32 emails. The sum of recipients totaled 889 college media advisers.

A week after the original emails were sent by CMA and SCJ, the principle investigator of this project sent a follow-up email to each list-serv, thanking those who had already participated and urging those who had not yet done so to complete the survey. A link to the survey was provided in both the original and follow-up emails. One hundred forty-two participants completed the survey–a 16 percent response rate. Of them, 72 identified as male and 68 as female; one participant preferred not to identify.

The cross-sectional survey was designed by the researchers and contained 37 questions. The questions were developed after a review of the literature on convergence; all questions were designed to tie back to the five main research questions on convergence practices related to management, space, technology, and the sharing of content. The survey included 24 closed questions, which asked participants to select from a pre-determined set of responses, and 14 open-ended questions, which asked participants to draft responses that described their experiences. The survey was created using Survey Monkey, a leading industry provider of web-based survey tools. The project and survey instrument were approved by Marywood University's Institutional Review Board.

Qualitative data were given several close readings by all three authors in search of emerging themes. As themes were identified, the data were reviewed again and cross-checked by all three authors to ensure similar categorization of material.

Findings

Q1: Are campus media organizations practicing media convergence?

One of the first non-demographic questions on the survey asked: "Are your student media organizations converged?" Just more than half (51%) of respondents said that their campus news organizations were converged. Those who answered yes were asked to explain what made their media organizations converged. Responses were coded for multiple themes and often, responses fit into multiple categories.

The majority (48%) of respondents considered cross-platform publishing and reporting to mean convergence in their newsrooms. For example, one respondent said: "We publish in print and on the web site. We also have a weekly video news broadcast, we use online video, and we use blogs" (Respondent 119).

Others described sharing content and reporting resources as convergence. For example, one respondent said: “I encourage all the media organizations to work together. We share photographers and copy editors. My students are encouraged to participate in all groups. Everyone is free to learn editing, writing, photography, and graphic design” (Respondent 56). Another added that sharing happened “to some extent”: “The newspaper and TV news staffs do exchange story ideas and sometimes write stories (especially sports) for TV, newspaper, and the website” (Respondent 69).

Some respondents described a collaborative management structure as making their organizations converged. One respondent said that “the newspaper, website, and yearbook all operate under a single staff” and that those students “partner with the broadcast station” (Respondent 106).

Only 8% of respondents indicated they share physical space when answering this question, saying things like “we have one integrated newsroom” or “web, TV, and radio students all work out of a common newsroom.”

The answers to these two questions were interesting when compared to later, more detailed questions asking about cross platform reporting, collaborative management, and shared space on campus. As respondents answered more specific questions about each of these elements, it became clear that many media advisers did not consider things like collaborative management or shared space as essential to convergence in the newsrooms they advised, as the remaining findings show.

Q2: Are campus media organizations operating in converged news spaces?

Forty percent of respondents said that their media organizations share the same physical space on campus. The extent to which that is actually promoting converged activity, however, is unclear and in need of further investigation.

One of the clearest examples of a converged space was this: “[We have a] 5,000 square feet open-concept media center with radio and TV studio space, 18-desk newsroom, 12-desk advertising/design” (Respondent 34).

Yet other advisers said even though their organizations were housed within close proximity, they were not in open-concept floor plans that promoted collaborative work. For example:

“It’s not quite the same physical space, as there are separate, adjacent offices on the same floor” (Respondent 39).

“If by share the same physical space you mean that we’re in the same building, on the same floor, then the answer is yes. We lack a converged newsroom, though. We have a J-Lab open to all majors and student media workers. Generally, it is the newsroom. We have separate TV and radio studios just down the hall from the newsroom” (Respondent 25).

“The newspaper, radio station, tv station, and literary magazine are all close–on one level of one building–but are not connected. Our newsroom has one office with two computers, one “meeting room” type space, and two offices that are rarely used” (Respondent 31).

Other respondents echoed this, saying often the workspaces set aside for campus media work were underutilized.

“We have a converged newsroom however the media outlets rarely use it. We all have other physical spaces” (Respondent 46).

More investigation is needed to understand why existing spaces are underutilized as well as how shared spaces can do more to promote collaborative media work.

Q3: Are campus media organizations working collaboratively?

According to the literature, collaboration is an important component of media convergence, yet less than half of campus advisers report that their student media organizations work together. More than half (56%) of advisers reported the organizations at their schools operate independently, suggesting that most schools still operate under traditional silos. Only a third of organizations have joint editorial meetings to discuss and plan content; likewise, nearly the same amount employ students who serve as managers overseeing multiple platforms.

TABLE 1: Collaboration data

Do your media organizations have joint editorial meetings?	
YES	34%
NO	66%
Does each platform have its own student manager?	
YES	85%
NO	15%
Do you have one or more students serving as managers who oversee the workflow across organizations?	
YES	38%
NO	62%
Do your media organizations share reporters/editors?	
YES	52%

NO	48%

Just more than half of advisers (52%) reported their organizations share reporters and editors, suggesting that students at schools with multiple media organizations tend to work across organizations.

Organizations that have moved toward more collaboration seemed to do so at the advisers' encouragement. Sixty-four percent of advisers said that they initiated a shift toward more collaboration at their schools.

"I stopped hiring staffs for both and rewrote job descriptions" (Respondent 115).

"We had three staffs. I joined them to one" (Respondent 106).

However, several advisers wrote that they've tried to encourage collaboration to no avail, citing several barriers.

"We're trying to get the newspaper to collaborate with TV and radio for news and sports coverage; it's very hard because of cultures of competition and independence" (Respondent 105).

"I've tried repeatedly to encourage collaboration, but have had limited success" (Respondent 97).

"At times, our media work collaboratively. However, it is too infrequent IMHO (in my honest opinion). As for initiating the shift, yes, I've pushed it. Students, though, have been less than enthusiastic about embracing it" (Respondent 25).

"No encouragement from administration on convergence. Student media is an afterthought. Instructors have tried to get the students to work together, but they don't want to. My university gives the big money and encouragement to other academic areas" (Respondent 138).

"Would like them to work together but they are run by different groups of students and want autonomy because there are more management positions for resume building" (Respondent 71).

"We are starting to collaborate more, but it is slow moving" (Respondent 7).

Advisers suggested that changes to culture, modes of operation, and workspace helped in making the organizations converged. Culture and collaboration were frequent themes.

Our organizations historically were remote from one another until I began pressing, years ago, for greater collaboration & convergence. When our building was renovated, creating a single media center, the groups were forced to interact physically which led to better

collaboration. Each of them previously had separate offices. Travel funds were pooled a couple of years ago to encourage greater collaboration on conferences, workshops, seminars, etc. Periodic meetings of chief student officers from each group were implemented a few years ago to encourage dialogue. At the start of the year we host an open house for all media orgs together (Respondent 61).

“[Our shift was a] product of a multi-year strategic plan that included structural and cultural changes in operational reporting models” (Respondent 51).

“By moving all the media organizations to the same work area the students got to know each other more and began working together particularly with editing and design training” (Respondent 56).

“It took about two years in the same workspace before students began to work together on projects after they became friends and developed a level of trust …” (Respondent 32).

“There is a smattering of interest in convergence but when it comes to operationalizing it, the students stay in their silos” (Respondent 24).

“We’re a small operation at a mid-sized university without a journalism school or major. The media organizations are fully autonomous, which makes deep, substantive change & convergence a real challenge” (Respondent 61).

Barriers including a culture of independence and competition among organizations and students, resistance or lack of support from other advisers or administrators on making changes, and lacking shared space on campus seem to be the most significant in the transition toward convergence. Likewise, those who are trying to converge say the process is a slow one.

Q4: Are campus journalists producing content for multiple platforms?

Eighty-two percent of advisers said their student reporters were producing content for multiple platforms. As noted earlier, many advisers (48%) take cross-platform reporting to mean that their organizations are practicing convergence.

“We think of convergence simply as working in multiple platforms. So, for us, convergence for print also includes online (which includes video and audio editing). I do not know how the television/radio station thinks of convergence, but they also have a website” (Respondent 89).

The spirit of responses indicated that most advisers are working with students to produce content across multiple platforms using various technologies. However, as Respondent 46 pointed out, converging technology is the easy part; inspiring collaborative production of content is far more difficult.

“Converging technology and equipment is EASY … Getting people to be excited and want to work together to create converged content is very very difficult because everyone’s agenda has different goals.” (Respondent 46).

Q5: Are journalism curriculums influencing campus media convergence?

Curriculum seemed to be a key factor in whether campus media organizations were practicing convergence. While only 35% of advisers said that their student media organizations are tied directly to the journalism curriculum, a cross tabulation showed a correlation between convergence curricula and converged media organizations. Twenty-three percent of advisers who reported converged organizations also reported that their journalism curricula emphasized convergence. Twenty-one percent of advisers who reported that their organizations were not converged also reported that their curricula did not emphasize convergence.

Table 2: Cross-tabulation of converged curricula and organizations.	Are your media organizations converged?	Is the communication or journalism curriculum at your school centered on convergence?
23% of advisers said:	Yes	Yes
21% of advisers said:	No	No

In the comments, several respondents elaborated on their connection.

“Every class and organization is focused on convergence. Our students graduate from the program knowing how and having the experience in producing content for multiple platforms” (Respondent 45).

“Because of the curriculum, the media organizations have improved” (Respondent 16).

“The curriculum is focused on multimedia and drives changes in student media” (Respondent 80).

The cross-tabulation also showed that those without convergence curricula were *less likely* to have converged media organizations. Likewise, respondents commented on this negative correlation.

When the curriculum ‘was’ connected to publications, student involvement was high, student satisfaction was high, and readiness for the professional world was fairly uniform. About 10 years ago the faculty disconnected the curriculum from publication. All outcomes are now lower (in my opinion). I am working to encourage the faculty to require publication in reporting classes again (Respondent 111).

Sadly, the curriculum has limited impact on student media operations. Few of the courses have actual practical application for student media operations, even the journalism courses. Only the broadcasting courses developed by the radio station adviser and adopted by the communication department have curriculum impact on our operations (Respondent 102).

“The curriculum is a decade or so behind the times, leaving me to fill in the holes for all who work here” (Respondent 49).

Some respondents expressed frustration at the difficulties of making the transition toward converged curricula and organizations because of limited resources.

We’re at a small school with basically no budget and only two full-time journalism instructors. It is a strain on us to try to give hands-on experience to students. We both have to teach different courses–not three or four sections of the same course. Not to complain because I enjoy what I do, but this makes our jobs extremely tough (Respondent 40).

Discussion/Conclusion

Studying college media organizations is complicated. No two campuses, curriculums, or campus media organizations are alike. For instance, some advisers advise only one campus media organization, while others advise multiple organizations and/or platforms. This makes wording survey questions to gauge their experiences difficult. Furthermore, there are significant differences among organizations based on school size, categorization as public or private, and operating budgets. In the concluding comments, some advisers alluded to the complicated nature of this topic. Respondent 25 said that some “survey questions are difficult to answer with yes-no responses.” Respondent 108 echoed the sentiment:

Some things are true for my dept–convergence, collaboration–which are not true of all student news/media operations on this campus (because they are currently part of four different campus departments, two academic and two under student affairs). So yes, I’m pursuing collaboration, but it has not happened yet outside this department (though inside, with the various publications/outlets here–it has) (Respondent 108).

Respondent 72 said that one of the major challenges to convergence is the fact that the media organizations span multiple campuses that are separated by significant physical distance. “I know this isn’t what you’re looking for, but it is a convergence issue,” added Respondent 72.

Despite the challenges, research on the state of campus media and the ways campus media organizations operate is important and more is needed. Special attention should be paid to the culture of student media organizations and their processes for adopting convergent or digital-first workflows, as such knowledge could help student media advisers as they work to make such transitions on their campuses. Likewise, more research is needed to understand if convergence is still an industry practice and by extension, a practice worth implementing at

college media organizations. Is convergence as its early scholars knew it a fad or is the practice transforming as new media technologies continue to develop and change the ways we gather and share news? The findings of this study–one of the first to look at the convergence practices of a large swath of campus media organizations across the country–are significant for a number of reasons.

First, they suggest that many campus media advisers don't define convergence as scholars and practitioners do. That 48% of advisers believe cross-platform reporting is the primary criteria for convergence is interesting and worthy of further investigation. Campus media organizations serve as important training grounds for future professionals; it's important that the people advising those organizations are up to speed on the expectations in the industry so they can fully prepare students to enter a collaborative work environment. As Respondent 24 said, his/her school is "stuck in the past." While core journalism skills may remain consistent, journalism programs need to adapt to prepare students for work in an increasingly collaborative environment.

Second, the fact that schools with convergence curricula were more likely to have converged media organizations is significant. It suggests that updating curricula to reflect convergence practices, which include cross-platform reporting, collaborative management, and shared space and resources, is a key for success with convergence at campus media organizations.

And finally, the survey revealed that advisers face several barriers when trying to converge campus media organizations. Cultures of independence and competition, lack of support from fellow advisers and administrators, limited resources, and disinterest in collaboration among students mean that many media organizations remain in their siloes, making a shift toward convergence difficult to achieve.

However, knowing these challenges and barriers can allow more campus media organizations to create tools to support advisers as they move toward more collaborative organizational structures at their schools. More research is needed to better understand the cultures and practices of campus media organizations as well as the experiences of campus media advisers. Advisers are often isolated on their own campuses without colleagues who share their experiences. Offering more support for and awareness of campus media advisers' experiences is important for the continued health of campus media organizations, which serve as training grounds for future journalists across the country.

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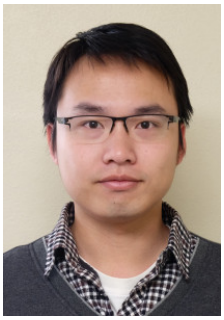
Lindsey Wotanis

Lindsey Wotanis, Ph.D., is an associate professor of communication arts and director of the broadcast journalism program at Marywood University, a private Catholic institution in Scranton, Pa. She serves as co-adviser to the student-run newspaper, The Wood Word, which is making the transition to web-only this January. Since she became a co-adviser in 2010, the newspaper staff has won 23 national awards. She currently serves as Vice

President for Communication for the Society for Collegiate Journalists (SCJ), the nation's oldest organization designed solely to serve college media leaders. She was named SCJ's Outstanding New Adviser in 2013.

Janice Richardson

Janice Richardson, B.A., is working toward her master's in communication arts at Marywood University, where she also earned her bachelor's degree in English in 2009. She is a loan specialist in the financial aid office at Marywood. She has served as a copy editor for The Wood Word since 2011 and is also a member of the Marywood chapter of the Society for Collegiate Journalists (SCJ).



Bowei Zhong

Bowei Zhong, B.A., is working toward his master's in communication arts at Marywood University. He earned a bachelor's degree at Henan University in Henan, China. He started his career as a journalists as an intern at a state-owned broadcast station in China for half a year and continued his career at a province-owned TV station as a political reporter until he came to the United States to pursue his master's degree.

College Media Review
Journal of the College Media Association

Austin Shoot-out: Texas Our Texas

Photographers had to contend with a soggy shoot in Austin

[slideshow_deploy id='3113']

By Bradley Wilson
CMR Managing Editor

The assignment was rather straightforward. "Texas, Our Texas." Give the judges a feel of a piece of the story of Texas, Our Texas. Routine life. Daily life. Work. Play. Offer an analysis of the state that goes far beyond the superficial.

Then came the rain. Lots of it. More rain that Austin had ever seen in a single day — 16 inches.

Then came the tornadoes. Damaged a school south of Austin. Closed the airport.

But the 60 or so students who indicated they wanted to participate in the Shoot-out and the 47 who finally participated persevered and documented a little slice of life in

Texas during the College Media Association / Associated College Press convention in Austin over Halloween weekend.

RECOGNITION

- *First place and class favorite* | Taylor Slifko, Austin Peay State University (Jake Lowary. adviser)
- *Second place* | Jack H. Taylor, Embry-Riddle Aeronautical University (Wesley Lewis & Caitlyn Zhang, advisers)
- *Third place* | Scott Robert Williams, Youngstown State University (Dave Davis, adviser)
- *Honorable mention* | Violetta Valeeva, Missouri Western State University (James Carviou, adviser)

THE ASSIGNMENT: Give your friends an opportunity to learn something about Texas too. Your images should show them something about Texas, your visit to the state capital and maybe even your visit to the State Capitol. Make it memorable. Tell me a story. Give me a feel for the great state. Go beyond the superficial. Get out of the hotel and experience what it means to be in Austin and in Texas.

JUDGES: Amy Zerba, Carole Babineaux, Deborah Cannon, Eric Thomas, Griff Singer, Jamie Gilbert, Jeff Grimm, Jim McNay, John Beale, Kathleen Flores, Kelly Glasscock, Lauren Roberts, Mark Zeltner, Matt Stamey, Mickey Osterreicher, Nell Carroll, Nils Rosdahl, Park Street, Pat Gathright, Ralph Barrera, Sam Oldenburg, Shawn Kaplan, Sherri Taylor, Steve Sweitzer, Tara Haelle, Tom Hallaq

MORE ON THE SHOOT-OUT

FIRST PLACE AND CLASS FAVORITE: Taylor Slifko Austin Peay State University) Jake Lowary, adviser) An Austin Starr: Aspiring musician and Austin, Texas native, Katy Starr performs at local venue while attracting an obscure fan from Sixth Street Oct. 30. When the stranger appeared in the window Starr was startled but kept playing "Hotel Yorba" by The White Stripes. "I had always grown up playing but it wasn't until recently I figured out I wanted to do music... It's my passion," Starr said.

SECOND PLACE: Jack H. Taylor, Embry-Riddle Aeronautical University (Wesley Lewis and Caitlyn Zhang, advisers) Raising Spirits in Austin. The Givers performing live at Austin's famous BBQ joint Stubb's. The band attracted dozens of fans new listeners alike. "We love you Austin!"

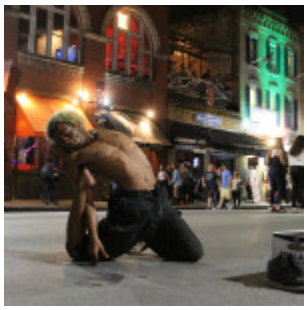
THIRD PLACE: Scott Robert Williams, Youngstown State University (Dave Davis, adviser) To the left, a machine filled with hard-earned money, so easily accessible to those who have had the opportunity to save. To the right, a man in his dog sitting on the dirty, wet ground, hoping someone will share some of that money. Life on 6th Street in downtown Austin is thriving, exciting, and a happy place for most. For "Pockets," 26, however, 6th Street is his place to beg. "Praying for a dry place to sleep," he said.

HONORABLE MENTION: Violetta Valeeva, Missouri Western State University (James Carviou, adviser) Proud to be a Texan. Boots is more than just a symbol, Andrew told me the story of his life, being born and raised in Austin, Texas in the traditional family. He believes that the most important thing in our life is remembering the roots and keeping the traditions. "I would never change this state with any other. I am proud to be a Texan."

James Healy, University of Minnesota (Liam James Doyle, adviser) Bartender Hannah Hollibaugh prepares a round of Flaming Dr. Peppers, an Austin staple, at Big Bang Bar on Thursday night. After eleven years of bartending in Austin, the explosive drinks are just part of the job. "The hardest part is getting everyone to stand back far enough," Hollibaugh said.

Josephine Norris, Delta College (Crystal McMorris, adviser) Musician Will Southern warms up before his music set at the Thirsty Nickel in downtown Austin. Austin is known for its vibrant live music scene. With numerous bars and venues, live music isn't hard to find.

Jack H. Taylor, Embry-Riddle Aeronautical University (Wesley Lewis and Caitlyn Zhang, advisers) Givers deliver the gift of music. Singing into the microphone, Tiffany Lamson excites the croud with her powerful voice. The local Austin BBQ joint Stubb's delighted a packed audience with the talents of the Givers on Halloween's Eve. "The night is young! Go to 6th street, regret everything!"



Rebecca M. Dietrich, Slippery Rock Univeristy (Mark Zeltner), adviser) A contortionist performs in the middle of 6th Street for Austin's night life. The town was covered with party goers dressed up for Halloween as the contortionist performed. The man goes by the "The 6th Street Snake."

Rebekah Hedges, John Brown University (Marquita Smith, adviser) Admiring the art in the city they have called home for the past five years Sarah Dickard and her husband hold each other downtown on Oct. 30. Holding more than four different jobs since moving to Austin in 2010, Sarah said the main goal was to be in this city and the job came after. "I'm currently unemployed again, but we've made a life for ourselves here."

Scott Robert Williams, Youngstown State University, (Dave Davis, adviser) The men dedicated to keeping "Our Texas" safe. "I love my job," said Pedro "Pete" Amador Jr, captain with the Texas State Highway Patrol to his boss, Steven McCraw. McCraw is the director of the Texas Deptment of Public Safety and also serves as the governor's Homeland Security Adviser.

Josh Zytkiewicz, Madison College (Doug Kirchberg, adviser) Stubb's Bar-B-Q at 801 Red River Street in Austin features award winning barbecue along with local and national music acts.

Yunuen Bonaparte. California State University Fullerton (Jeffrey Brody, adviser) Busser at the Chilli Parlor. Alberta Sanic Catel cleans tables at the Texas Chilli Parlor in Austin, Oct. 30. She's been working at the parlor for two months now and believes this is the most authentic Tex-Mex restaurant in the area.

Michael James Nisip; Embry-Riddle Aeronautical University (Wesley Lewis and Caitlyn Zang, advisers) Givers lead vocalist Taylor Guarisco belts into his microphone while percussionist Tiffany Lamson throws a drum stick at the crowd. The band performed at Stubb's BBQ restaurant in Austin, Texas on the eve of Halloween prior to resuming their nationwide tour.

Bradley Wilson / November 24, 2015 / College Media / college media, digital imaging, news, photography, photojournalism

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College Media Review
Journal of the College Media Association

A remembrance: Patricia Roberts

Elisabetta Zengaro and Patricia Roberts. (Photo: Matteo Zengaro)

Delta State's adviser loses battle with cancer

By Elisabetta Zengaro and Debra Chandler Landis
Special to College Media Review

While the late Patricia Roberts battled ovarian cancer, she also fought for college journalism at Delta State University in Cleveland, Mississippi.

She did both with grit and grace, and her journalistic legacy continues, say those who knew her.

Roberts, 66, adviser to The Delta Statement student newspaper and the university's sole journalism professor, died Dec. 7 from complications from chemotherapy. A memorial service was held at the Bishop-King Funeral Home in Lake Village, Arkansas, on Dec. 11.

In spring 2015, the Mississippi Institutions of Higher Learning Board of Trustees approved the discontinuation of five academic programs, including journalism, communications/theater studies, and modern foreign languages, at Delta State University.

The university also decided to eliminate money for printing of The Delta Statement.

Roberts told the Student Press Law Center, Huffington Post and other media organizations the plan to eliminate the journalism program was announced after a Statement story about a lawsuit a former Division of Languages and Literature chairman filed against Bill LaForge, Delta State University president. However, LaForge denied the move was retaliatory, and said the $1 million budget cuts were university-wide.

Throughout it all, Roberts never lost hope.

"Patricia Roberts was a journalism adviser that every student deserves," said Frank LoMonte, SPLC executive director. "Even when she was very ill—how ill she never let me know—Patricia was still sending me messages about ways to preserve the

journalism program at Delta State, to which she had devoted so much. I came to know Patricia as a great journalist, a great fighter, and a great friend."

Said former student and Delta Democrat-Times News Editor Catherine Kirk: "Patricia was so much more than a teacher to me. She was my mentor, my cheerleader and more than anything else, my friend. She reached out and cared on a much deeper level than academics."

"I reached a pretty low point while I was in school and was ready to give up entirely," said Kirk, a graduate of the Delta State journalism program. "She wouldn't have that, though. She never stopped believing in me and kept pushing me to do more than I thought possible for myself."

"She (Patricia) often spoke about her time at the Delta Democrat-Times and how she has witnessed it during its highs and lows through the years," Kirk said. "She was a firm believer in good, honest journalism. When I was hired at the DDT, she told me she knew it would continue to be a high quality paper because I was there. If I can produce even a fraction of the quality of work she produced throughout her amazing career, I know I will have done well."

In 2005, Roberts left a position with the University of Arkansas at Monticello to work as an assistant professor of journalism at Delta State University and to lead the then newly established journalism program. While at Delta State, she served as coordinator of the journalism program—the sole journalism faculty member—advised the Delta State student newspaper, The Delta Statement, and taught courses such as writing for the mass media, news reporting, feature writing, editing for print media, print layout and design, and history of journalism.

Under Roberts' tutelage, the journalism program achieved distinction, and The Delta Statement received numerous state and regional awards for student reporting, photography, graphic designs, and layout.

Roberts was fierce and unrelenting in the defense of her students, and many call her the best professor they ever had, LoMonte said, adding, "I came to know Patricia as a person of great principle who had a well-developed sense of outrage that drives all

of the great journalists that shine their light on injustice. … Patricia truly did believe in the power of journalism, and to right the wrongs that will make people's lives better."

In September 2015, Roberts, fighting cancer, never lost her sense of courage, determined to pull through, not for herself, but for her students.

"I have to say that Patricia and I shared one ideal, which is to listen to your true self," said Thomas Laird, family friend and fellow journalist.

"I know that in the last months of her life, as she was fighting for her life, people closest to her were having to say to her, 'You can't think about your students now, Patricia.' She wanted to get up out of that bed and go back and teach her students. That's not something you do for a living. It's something you believe in, and her whole life was driven by that sense," Laird said. "I'd like to think that the best thing we could see in the memoriam of that would be the continuation of the journalism program."

Roberts was born on Sept. 13, 1949, in Fayetteville, Arkansas, the daughter of Carey F. and Lunetta G. Roberts. Her first reporting job was at the Delta Democrat-Times, where she worked from 1967 to 1969; she worked under the editorial leadership of Hodding Carter III and the newspaper founder, Pulitzer Prize-winner Hodding Carter Jr.

She held a bachelor's degree in American Studies from Rutgers University and a master's degree in journalism from Columbia University. While completing her bachelor's degree, Roberts was a staff reporter for The Home News in New Brunswick, N.J., where she covered primarily the local government. She specialized in magazine writing at Columbia University.

Roberts garnered award-winning, multi-media, international journalism experience that took her to several U.S. sites, as well as such cities as Paris, France, and Kathmandu, Nepal. She worked for the Miami Herald, PBS, Newsweek and Reuters.

In 2003, Roberts decided she wanted to educate and train future journalists and accepted an instructor of journalism position at the University of Arkansas at Monticello. She also helped students establish an online student newspaper, the UAM Voice.

In 2005, she left UAM to work at Delta State University.

> **Of Patricia Roberts, Zengaro writes:** "In my current position, I do a lot of feature writing, which is something I learned from Patricia. Feature writing was probably my biggest weakness, and she was determined to make a feature writer out of me before I graduated. She always pushed me to go the extra mile in whatever I wanted to do, and some of my favorite memories of her are from our class discussions, where she would often share her memories working as a journalist, while encouraging us to pursue our dreams.
>
> "For Patricia, no dream was too big. I remember sitting in feature writing class one day when she taught us how to write a query letter.
>
> "She wanted us to draft a query letter to submit our best feature we had written to our dream magazine. I like sports, so I chose to submit a story to Sports Illustrated I wrote on a former baseball coach at Delta State. At the time I was writing the query letter, I didn't think she really expected us to send it. However, she helped me go through the process of drafting the letter, and at the end of class, she suggested I send it on to Sports Illustrated.
>
> "It took me a little while to get up the courage to do that, but I eventually did. Being a college student at a small university, I never expected a response back. However, I was pleasantly surprised when I received a response from Chris Hunt at Sports Illustrated, even though it was to tell me they couldn't use my story. I never would have tried something like that, if Patricia hadn't encouraged me.
>
> "Patricia was a firm believer that anything was possible in life. She helped give me the courage to get out of my comfort zone and to believe in myself. I think she believed in me more than I believed in myself at times, and I wouldn't be where I am today without her training and encouragement. I learned a lot from

Patricia, but what I learned most from her was not to give up. I learned that as long as you try, you never really fail."

She is survived by her son, Stephan Roberts, and daughter, Gita Sunuwar, both of Lake Village, Arkansas; her sister, Marjorie Roberts Hooper of Jacksonville, Arkansas; her brothers, David A. Roberts of Star City, Arkansas, and Phillip P. Roberts of Cypress, Texas, and her two nieces and two nephews.

Memorial donations can be made to Save the Children and PAWS:

Save the Children
501 Kings Hwy E – Suite 400
Fairfield, CT 06825
www.savethechildren.org

PAWS
1119 Bradley 25 N.
Warren, AR 71671
https://www.facebook.com/P.A.W.S.PersonalAdvocatesoftheWarrenShelter/

Debra Chandler Landis is the editor of College Media Review and student publications adviser at the University of Illinois Springfield.

Debra Landis

Elisabetta Zengaro, former editor-in-chief of The Delta Statement, is a graduate student at Delta State University, where she is earning a master's degree in sport and human performance, with a concentration in sports management. She is a graduate assistant in the university's sports information department.

College Media Review
Journal of the College Media Association

Ron Spielberger was ‘Mr. CMA’

[slideshow_deploy id=’3163′]

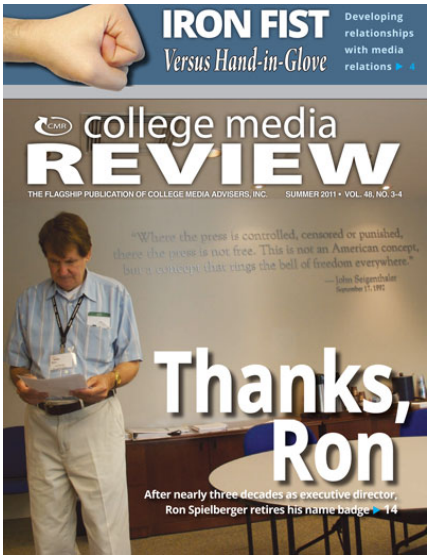
Colleagues praise former director’s contributions to college media and the CMA

From CMR staff reports

Ron Spielberger — called “Mr. CMA” by many admirers — has died, the College Media Association announced today.

“We are heartbroken to hear of Ron’s passing,” Kelley Lash, CMA president, said. “Ron was the consummate gentleman, a kind soul and a wealth of information, advice and support.”

Spielberger served as CMA’s executive director for almost three decades, 1982-2011, CMA’s longest serving executive director.



Ron Spielberger, a prolific contributor to CMR, was the cover choice as he capped nearly three decades of service to CMA. Click for link to 2011 tribute article. (Photo: Bill Neville)

Spielberger was a frequent contributor to College Media Review, often contributing research articles that were the results of a long time collaboration with former CMA President Lillian Kopenhaver as they gathered information and explored the impact of college media programs nationwide.

Services for Ron Spielberger

Visitation

Saturday, January 2, 2016, Noon-1 p.m.
Memorial Park Funeral Home
5668 Poplar Ave.
Memphis, TN, US, 38119

Funeral Service to Follow

Saturday, January 2, 2016, 1 p.m.
info@memorialparkfuneralandcemetery.com

Click to open link with Memorial Park Funeral Home

"Serving CMA as executive director for nearly three decades, Ron was the face of CMA for many, working behind the scenes to make sure the spotlight was focused on issues of importance and on the work of others," said CMR Webmaster Bill Neville, former CMA treasurer. "He seemed to treat CMA like family, knowing families squabble at times but still pull together for the good of all."

In the executive director position, he coordinated numerous fall and spring conventions, summer workshops and other association events. After leaving the position, he continued to serve CMA by chairing the Hall of Fame committee, serving on the advisory council and presenting sessions.

"If you asked Ron Spielberger what his job was with College Media Association, he'd smile and say, 'I'm in the making people happy business,'" Neville added. "Ron made it look easy. Juggling the needs of members, convention management, and innumerable behind the scenes details often taken for granted, while remembering that our members are advocates for the student journalists we

serve. Ron did what he set out to do — he made people happy."

Spielberger with CMA President Kelley Lash

"When I first became a committee chair, Ron was there to answer all my questions with patience and understanding," Kelly Messinger, CMA vice president, said. "His kind manner and easy-going style made him a pleasure to work with. His attention to detail and organizational skills kept CMA on track for many years. He was a great teacher to me and to many. He will be deeply missed."

Spielberger confers with CMA Past President Rachelle Kanigel

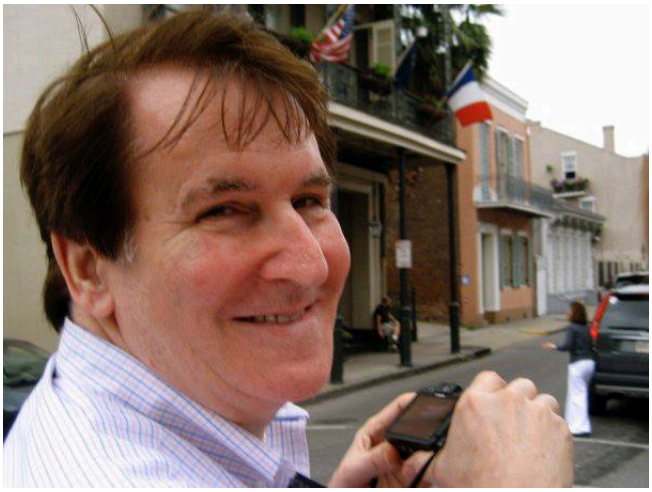
Spielberger was named to the CMA Hall of Fame in 1998, and in 2002 CMA established the Ron Spielberger Service to CMA Award. The award is presented to members who "have advanced the quality of member services provided by initiating or executing enhancements to CMA conventions, workshops, publications, advocacy, operations and/or new programs."

"Ron carried the torch for College Media Association (previously College Media Advisers) for nearly 30 years," CMA Immediate Past President Rachele Kanigel, who served on the CMA board as secretary when Spielberger was executive director, said. "He led the organization through a time of great upheaval in the college media field. As director of our spring conventions he was always calm and unflappable. We will miss him greatly."

Many advisers posted messages on the CMA listserv and on social media to salute the journalism educator.

> Spielberger was a role model and mentor — "Mr. CMA," according to David Swartzlander, of Doane College and former CMA president. "Ron helped countless advisers, including me."

"Only weeks before the 2005 fall convention we learned that our hotel in New Orleans could not accommodate us. I vividly recall on this listserv the fluid messages of concern and worry, many uncertain if CMA would even have a 2005 convention," said former CMA Board Member David Levy.



Spielberger was always ready with his camera

Relocating a CMA convention to Kansas City after Hurricane Katrina shuttered New Orleans seemed like another day at the office for Spielberger, said Levy.

"How did this guy do it? Like picking up a baby and then setting it down into a playpen, this guy lifted this entire convention with his two bare hands, moved it over to Kansas City, and carefully placed it back down all intact, all in one piece, and without ever skipping a beat."

David Simpson, of Georgia Southern University, recalled, "Ron was so welcoming when I became an adviser with zero advising expertise and near-zero budget. He made it possible for me to get to a Summer Workshop, the first of many kindnesses."

Noted John DiCarlo, of Temple University, "Ron was my first point of contact when I joined CMA as a young adviser who was weeks removed from being a sports writer. He was warm, friendly and helpful."

"Ron had so much institutional knowledge, so much understanding of college media and so much of everything I ever wanted to be in college media. Whenever something was blowing up on the listserv or I was in a jam, Ron always would privately email me with the most perfect advice or some crucial information," said Vince Filak, former CMA vice president.

Spielberger at convention in New York

"I won't know what it will be like to go to a convention and not see him gliding through a ballroom or checking in on some one or some thing," he added. "My heart aches for his family."

"This loss is a tough one to take. As others have said so well, Ron Spielberger was the continuity, the bedrock, of College Media Advisers. Officers pushed and pulled and came and went. But Ron directed the organization for the long term. He managed budgets and pinched pennies to ensure our financial stability. He made sure each and every member was served. He welcomed hundreds of new advisers into the fold, and he assured them that when the rough waves came, as they surely would, CMA would be there," said Ron Johnson, former CMA president.

Convention dinners were a chance to unwind after a hard day at the office.

"When I became an officer, and email first took over our lives, I signed 'Ron J.,' lest someone confuse me with 'Ron S.' But when that did happen, what a compliment it was," Johnson added. "Ron Spielberger showed us all how to collaborate, and how to help each other. I miss him already."

“I was lucky enough to be one of those advisers who learned the basics of how to do this advising thing the right way, and then I got to learn from him as I became a leader in our organization. By that time we were fast friends. I loved just hanging out with Ron at dinner or at the evening festivities or at a booth or anywhere really and just chat with the man. He was the nicest, kindest person I know, a southern gentleman, unlike us rowdy Texans, but he liked me nonetheless. And I’m a better person because of that,” said Mark Witherspoon, former CMA president.

“He was the last person I talked to as I was leaving the Austin convention on Halloween day. He was sitting in the lobby reading the newspaper. I made a point to stop and talk to him and give him a hug before I left. I’m so glad I did. I adored him and will miss him so, so much,” said Laura York Guy, former CMA vice president.

“Ron always was the voice of reason. He nurtured and guided so many board members throughout the years–he was CMA’s historian, bedrock and conscience. There will never be another like him. Generous with his time and compassionate about the organization. We have all lost a dear, dear friend. Louis Ingelhart, James Tidwell and Ron – holy trinity of long-time CMAers,” said Laura Widmer, former CMA president.

“Not only was he unselfish; he was self-less. He made everything look easy and ran it all with no fanfare, and wanted no credit. But for him, many a convention or workshop or board meeting would have been ripe showing their cracks. He was our glue,” said Linda C. Owens, former CMA board member.

“Ron Spielberger was one of the nicest, most decent people I ever worked with, and I always enjoyed our conversations — about both work and other topics. We spent a lot of hours together, and he always had a smile, positive attitude and time for friends,” said Logan Aimone, former executive director of Associated Collegiate Press.

“He was one of the good guys, without the white hat. He always had a smile, no matter how hard the job, and always a nice word for everyone. He was a true

gentleman, and someone with whom I loved working on research projects which would benefit CMA. He always thought of the advisers and how the information was going to help the members. This is a heartfelt loss for all of us," said Lillian Kopenhaver, Spielberger's longtime research collaborator

Spielberger with Logan Aimone, former ACP director

"Former University of Texas newspaper adviser Richard Finnell and I worked together several years ago heading up a student newspaper that covered the national AEJMC convention in San Antonio," related former CMR Editor Robert Bohler in a tribute column at the time of Ron's retirement. "One of the few pleasurable memories from that experience was running into University of Memphis professor Ron Spielberger. Not CMA executive director Ron Spielberger, nor convention director Ron Spielberger — just the advertising prof.

"Know how I knew the difference?" Bohler asked. "His lanky frame appeared about two inches taller, and I suspect that was because the weight of a national convention wasn't resting on his shoulders."

"What a loss for collegiate media. He was one of the first people I met when I began my collegiate media career and was supportive and helpful," said Joe Hedges, Murray State University.

"Ron is a huge part of why I'm involved in CMA. He was so welcoming and encouraging to me when I attended my first meeting to discuss presenting. My thoughts and prayers go out to his family," said Kenna Griffin, Oklahoma City University.

"I am so saddened to hear of the loss to us all of our friend Ron Spielberger. He was good and kind and fine. He loved both students and advisers and

demonstrated that love in every connection made. Ron saved us from ourselves at board meetings, business meetings and behind the scenes. He was always ready to share a laugh in particular when he 'hauled the Hall.' During my leadership days with CMA, especially in times of trouble and challenge from inside and out, Ron was always there to suggest an adult beverage. My heart goes out to his family. Miss you my friend," said CMA Past President Jan Talbert Childress.

"A great loss, yet we & our students were fortunate to have had him in our lives," said Bill DiNome, University of North Carolina at Wilmington.

Jody Beck of the Scripps Howard Foundation Wire said that just last week, she and Spielberger had exchanged emails about how he was looking forward to easing into retirement. "He was a source of help and information when I first joined CMA," she said.

"I echo Jody. It's not overstating the case, I don't think, to call him 'Mr.CMA' for all those years," said Swartzlander. "He truly will be missed. My condolences to his family."

Spielberger died Saturday, Dec. 26, when treatment for a stroke triggered a massive heart attack. He had hernia surgery Dec. 18. He was 74.

He is survived by his wife, Debbie, and daughter, Robin, both of Memphis, Tennessee.

A college educator for nearly five decades, Spielberger was an associate professor in the Department of Journalism at the University of Memphis. He was on the board of directors of the Memphis Advertising Federation and was an active consultant and judge for various companies.

The Professor Ron Spielberger Memorial Journalism Scholarship has been established at the University of Memphis. To donate, go to www.memphis.edu/give and designate the gift to the "Professor Ron Spielberger Memorial Journalism Scholarship" fund.

Spielberger's life recalled in [obituary in Memphis Commercial Appeal](#) and in an obituary on [Legacy.com..](#)

College Media Review
Journal of the College Media Association

Government officials reminded to be transparent in their actions

Sean Flynn, assistant United States attorney and deputy chief of the civil division, speaks during the AEJMC Scholastic Division meeting at the Poynter Institute in St. Petersburg, Florida. Photo

by Bradley Wilson

Access to information sometimes takes a nudge, sometimes more

By Bradley Wilson
CMR Managing Editor

Perhaps nothing is more frustrating to a college media adviser or a student working on the college media than being told that they — or their students — can't have information. Sometimes just a phone call to the appropriate person can resolve the problem but often members of the media have to resort to filing a public information request.

While public university attorneys and other officials — acting on behalf of the state government — sometimes delay and appeal to the state attorney general's office, sometimes just the request itself can remind public officials that their jobs are supposed to be conducted in a transparent fashion accountable to the public.

When members of the Scholastic Journalism Division of AEJMC met down at the Poynter Institute for Media Studies in January, two federal government officials discussed the Freedom of Information Act.

SPEAKERS

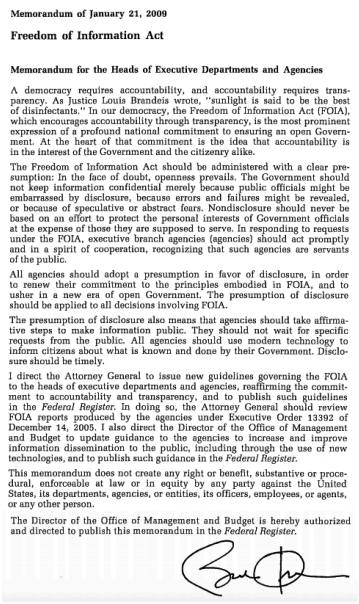
- **Sean Flynn**, assistant United States attorney and deputy chief of the civil division
- **Amy Filjones**, law enforcement coordination specialist, public affairs section U.S. Dept. of Justice

Flynn started off the discussion reviewing the Freedom of Information Act with the members of the AEJMC Scholastic Division at the Poynter Institute.

- "FOIA is a very small part of what we do." Still, it costs the government a lot of money. There were about 755,000 FOIA requests nationally in 2014. In 2013l, they

cost the government about $419.6 million for processing and $27.18 million in litigation-related costs. They recouped $4.3 million from fees assessed.
- FOIA only applies to federal agencies. All states have similar laws.
- Government officials want you to make FOIA requests. Making requests is not a bad thing. "Our current president has directed us to be more forthcoming with requests. We're encouraged to put as much information out there as possible."
- "Democracy is better off when the public knows what the government's doing."

Flynn and Filjones also discussed how U.S. President Barack Obama has directed government agencies to make information available.



Memorandum of January 21, 2009

Freedom of Information Act

Memorandum for the Heads of Executive Departments and Agencies

A democracy requires accountability, and accountability requires transparency. As Justice Louis Brandeis wrote, "sunlight is said to be the best of disinfectants." In our democracy, the Freedom of Information Act (FOIA), which encourages accountability through transparency, is the most prominent expression of a profound national commitment to ensuring an open Government. At the heart of that commitment is the idea that accountability is in the interest of the Government and the citizenry alike.

The Freedom of Information Act should be administered with a clear presumption: In the face of doubt, openness prevails. The Government should not keep information confidential merely because public officials might be embarrassed by disclosure, because errors and failures might be revealed, or because of speculative or abstract fears. Nondisclosure should never be based on an effort to protect the personal interests of Government officials at the expense of those they are supposed to serve. In responding to requests under the FOIA, executive branch agencies (agencies) should act promptly and in a spirit of cooperation, recognizing that such agencies are servants of the public.

All agencies should adopt a presumption in favor of disclosure, in order to renew their commitment to the principles embodied in FOIA, and to usher in a new era of open Government. The presumption of disclosure should be applied to all decisions involving FOIA.

The presumption of disclosure also means that agencies should take affirmative steps to make information public. They should not wait for specific requests from the public. All agencies should use modern technology to inform citizens about what is known and done by their Government. Disclosure should be timely.

I direct the Attorney General to issue new guidelines governing the FOIA to the heads of executive departments and agencies, reaffirming the commitment to accountability and transparency, and to publish such guidelines in the *Federal Register*. In doing so, the Attorney General should review FOIA reports produced by the agencies under Executive Order 13392 of December 14, 2005. I also direct the Director of the Office of Management and Budget to update guidance to the agencies to increase and improve information dissemination to the public, including through the use of new technologies, and to publish such guidance in the *Federal Register*.

This memorandum does not create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

The Director of the Office of Management and Budget is hereby authorized and directed to publish this memorandum in the *Federal Register*.

- Flynn said, "We shouldn't withhold those documents because someone might be embarrassed or someone make a mistake."
- The president's memo is available online. He reaffirms that "A democracy requires accountability and accountability requires transparency."
- And he directs agency officials who are unsure if something should be released or not. "In the face of doubt, openness prevails."
- Filjones said, "We're happy to share what we do. It's not a secret."
- Memorandum for the heads of executive departments and agencies: Freedom of Information Act from U.S. President Barack Obama
- President Barack Obama's FOI Memorandum and Attorney General Holder's FOI Guidelines

The statistics show that government officials are releasing documents. They also show, however, that people are making more FOIA requests.

- 49 percent of documents requested were released in full.
- Flynn said, "Just because there's an exemption, we shouldn't withhold the entire document."
- So, another 42 percent were redacted in some form.

When a citizen makes a request, government officials search where the information is most likely to be.

- FOIA requires that the search for records be adequate and not exhaustive. A legal search might have to be exhaustive.
- Flynn advised individuals making FOIA requests to be as specific as possible when making them especially if they know where the records are located or who has them.

The most challenging requests are the ones that are too broad.

- When FOIA requests go down the wrong path, it's usually because the request was too broad. The natural instinct is to make a broad request.
- However, Flynn advised people to make the request as narrow as possible to get the information required.
- "We have an interest in getting this information out," Flynn said. "We're not doing our job if we're unduly delaying the release in information."
- He said if there is a deficiency in the request, the government officials should have a dialog with the person making the request. "It's supposed to be an interactive request."

Of course he said, "There are certain things that the government has an obligation to protect."

- The sister act to the Freedom of Information Act is the Privacy Act.
- There are exemptions to FOIA including national security, personal privacy, privileged communication and law enforcement.
- But routine emails, for example, would not be exempt. "We disclose emails all the time in the Department of Justice." Even government voice messages are recorded and retained now.

While Flynn said, "We've tried very hard to make it more efficient," one deterrent is the fees including compensation for time to do the searches and duplication costs.

- “Favored” searches — including most news media outlets and educational institutions — only pay for actual duplication costs.
- Often fees can be waived.
- Some requests can be handled without a formal FOIA request. Filjones said, “First start with public information office. If it’s a publicly available document, I’d be glad to just email it.”
- And Flynn said more and more departments just put all their documents online.

MORE RESOURCES

- Department of Justice Guide to the Freedom of Information Act
- Department of Justice Freedom of Information Act Reference Guide
- Freedom of Information Act website
- Student Press Law Center Public Records Letter Generator
- Reporters Committee for Freedom of the Press Open Government Guide
- Society of Professional Journalists Freedom of Information


Bradley Wilson / January 12, 2016 / College Media, Law and Ethics / aejmc, department of justice, doj, foia, freedom of information, poynter

College Media Review
Journal of the College Media Association

Review: 'Dynamics of Media Writing: Adapt and Connect'

Book finds common ground among writing styles for print, web, promotions, advertising and marketing

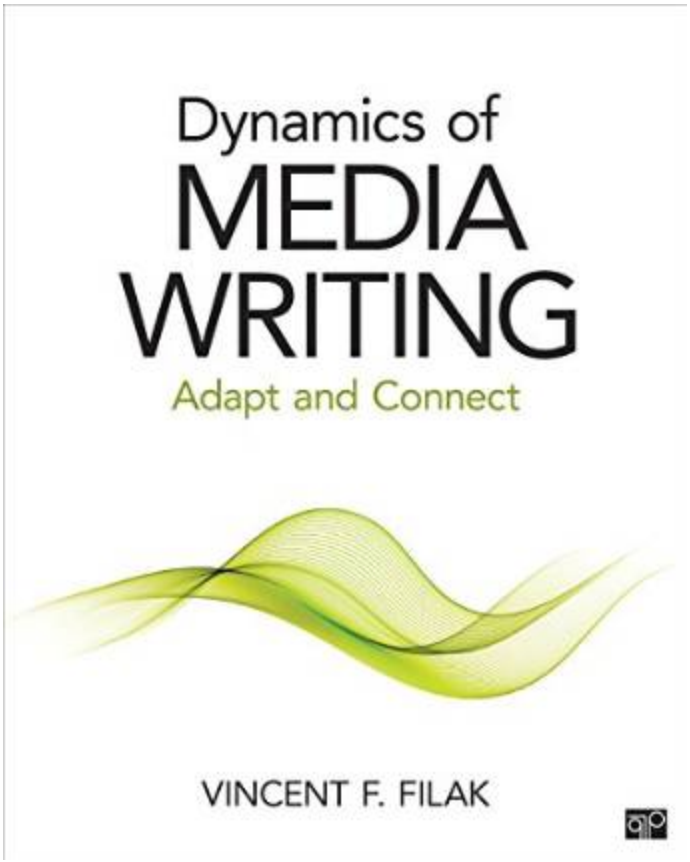
By Lindsey Wotanis
Marywood University

Anyone who has taught a required basic news writing and reporting course that serves as a core requirement for all communication majors—from journalism students to those in public relations, advertising, marketing, or even film—has likely heard the familiar groan, which is usually followed by a question like:

"Why do I need to take a news writing course if I'm studying for a career in marketing?"

The answer: Because in order to work well with others and achieve specific writing goals, media professionals need to understand the style and mission of their colleagues' writing goals.

Beginning students often just don't get it, but media writing teachers like Vince Filak do. Filak must have been sick of explaining this notion to students—and sick of hearing his colleagues groan about all the groaning—because he's just published a new textbook called **"Dynamics of Media Writing: Adapt and Connect"** from **CQ Press** which is likely to help alleviate the frustration.



As he says in the book's forward, "The way we approach media writing in this book is about finding common ground among the disciplines." This is a fresh approach that's long overdue.

The fundamentals of media writing often are taught to students via an introductory news writing class. Many curriculums create a sense of "otherness" by segmenting students into curricular silos, highlighting differences in the field rather than similarities.

Dynamics of Media Writing aims to flip the script. The book is organized to focus on the commonalities among media writing styles first before diverging into more specialized styles in the second half. Topics traditionally found at the end of news writing texts, like sections on writing for the web, or law and ethics, are moved forward to emphasize the transferability of the concepts and skills for all media writers.

The first half of the book includes the staples of traditional news writing textbooks: active voice, tight writing, accuracy, and news values. In the case of the latter, though, Filak makes an important change. Instead of news values, Filak describes audience "interest elements." This may seem like a simple, semantic difference, but

citing interest elements, rather than news values, could help reframe the way students view news writing and understand how it is applicable to their individual career goals—hence, alleviating the groaning.

The second half of the book presents an even mix of emphasis on writing for news as well as writing for promotion. The segment on news focuses on writing for print, broadcast, and web, while the segment on promotion and publicity focuses on writing for public relations, advertising, and marketing—something rarely given such attention in traditional news writing textbooks.

Additional features such as the "Adapt" boxes highlight commonalities among the writing disciplines, demonstrating to readers that concepts from news writing can be applied, for example, in public relations writing and vice versa. "Connect" boxes help keep the readers focused on audience and how writing decisions ultimately impact the way readers consume and understand media writing.

Filak has also called on a number of experienced media writing professionals who offer readers their personal take on a variety of concepts in sections called "Professional Thoughts." These sections conclude with the professionals offering their most important pieces of advice based on their experiences in the industry. It's invaluable for students to hear from those working in the field, and these sections lend credibility and salience to the skills covered in the chapters.

Filak also provides instructors with additional downloadable resources via the publisher's website. Those resources include test banks and PowerPoints for every chapter, as well as extra video and multimedia resources that can be used to supplement course material. Also provided are course cartridges compatible with Moodle, Blackboard and other learning management systems.

Those using traditional news writing and reporting textbooks for the basic media writing course might miss some features they have grown accustomed to, including numerous writing exercises for students to complete in or out of class. Though the "Write Now" sections at the end of each chapter provide readers with options for reflecting on concepts, the text lacks more practical types of writing exercises. As a

result, adopters may wish to supplement with exercises that will allow students to practice specific writing skills or styles.

But, that small critique aside, Filak has provided a timely and useful text for the introductory media writing course. This book has a lot of potential to reframe the way instructors approach the basic writing course and the way students understand the skills as essential to their learning.

Lindsey Wotanis, Ph.D., is an associate professor of communication arts and director of the broadcast journalism program at Marywood University, a private Catholic institution in Scranton, Pa. She serves as co-adviser to the student-run newspaper, The Wood Word, *which is making the transition to web-only this January. Since she became a co-adviser in 2010, the newspaper staff has won 23 national awards. She currently serves as Vice President for Communication for the Society for Collegiate Journalists (SCJ), the nation's oldest organization designed solely to serve college media leaders. She was named SCJ's Outstanding New Adviser in 2013.*

College Media Review
Journal of the College Media Association

Ethics conference honors Walter Cronkite, ‘the most trusted man in America’

Bob Bergland introduces a panel at the Walter Cronkite Conference on Media Ethics. Panelists discussed “Ethics in the Trenches” and included Derek Donavan, public editor of the Kansas City

Star; Bridget Blevins, news Director of KQ2 television; Greg Kozol, digital content director of the St. Joseph News-Press; Ross Martin, editor of the Platte County Citizen and Adam Waltz, anchor and producer at Fox 26 KNPN. Photo by Bradley Wilson

By Bradley Wilson
CMR Managing Editor

In an era where decisions to cover something and to publish something can be made in second, not hours or days, college educators — and working journalists — continue to struggle with how to teach ethics and what to teach. Clearly, it is more than giving students a link to a code of ethics and putting them out on the streets.

To foster education in media ethics, Missouri Western State University hosted the Cronkite Conference on Media Ethics for the second year including academic presentations, panel discussions, lectures and open discussions on various aspects of ethics.

To continue the discussion, here are some thoughts from the conference organizer and three participants.

- **Robert Bergland**, adviser of *The Griffon News* and professor at Missouri Western State University, bergland@missouriwestern.edu
- **Don Krause**, adviser of *The Index* and associate professor at Truman State University. dkrause@truman.edu
- **Steve Listopad**, student media director and assistant professor at Valley City State University. steven.listopad@vcsu.edu
- **Leah Wankum**, managing editor of *Muleskinner* at University of Central Missouri. lmw27450@ucmo.edu

This was the second year of the Cronkite Conference on Media Ethics. Why did you start it?

Bergland: We dedicated the Cronkite Memorial in 2013, and thought that it would be a good idea to have an academic conference in his honor, promoting the ideals of ethics and integrity that he espoused, on his birthday the following year. We were

fortunate to dovetail the conference with the Convocation on Critical Issues, which brought in Cronkite biographer David Brinkley as speaker.

If you had to say there was one take-home point from the first two conferences, what would it be? Why?

Bergland: It's a somewhat obvious point, but important: journalism professionals, teachers of journalism students and high school and college journalists need to be ever more vigilant about being ethical in the work they do, to counter the "anything goes" mentality that has flourished in the age of the Internet.

Krause: Media ethics is so important on so many levels, from college journalists to professionals. The area is so varied, from what types of images can or should be used to how to cover a fellow student's death. It's also important for those involved with the media to discuss the variety of situations ahead of time to gain an understanding of what could come their way and how to handle it, as well as realizing that everyone wrestles with ethical choices.

Wankum: I attended the Cronkite Conference last year as well, and both conferences could be summed up in two words: sharing ideas. We all have our own personal code of ethics, what we think is right or wrong or iffy. We also come from a variety of backgrounds and cultures, and many American journalists have a Midwestern background or obtained their journalism education in the Midwest. We also follow a variety of ethics codes from the Society of Professional Journalists and other communication-based organizations. And we came together to honor the memory and legacy of Walter Cronkite, "the most trusted man in America." Yet the majority of the conference was still spent in panels, discussing our ideas, sharing our experiences on panels and presenting our original thoughts through our academic work. This constant sharing of ideas is critical to practicing excellent ethical journalism and teaching others to do the same by engaging in the sharing process.

Janet Blank-Libra, professor and director of journalism at Augustana University, presents a paper "Pursuing an Ethic of Empathy in Journalism," at the Walter Cronkite Conference on Media Ethics. Photo by Bradley Wilson

What was the highlight of this year's conference? Why?

Bergland: Wow—that's a tough one. The panel of professionals both years has been eye opening. Likewise, the students sharing the ethical struggles they've faced in their newsrooms has been very enlightening. But, this year, the two highlights for me personally were the session on ethics and empathy (featured presentation by Janet Blank-Libra) which changed my whole perception of media ethics, and the North Dakota John Wall New Voices Act, which inspired me to work on similar legislation in Missouri to protect the free press rights of high school and college journalists.

As a college educator, it's clear that you have a vision for why teaching media ethics is important. Why is that? How have you seen the ideas behind media ethics change over time?

Bergland: I've been involved with media ethics for more than 25 years. In fact, my very first academic article — published in *College Media Review*! — stemmed from an

undergraduate honors thesis which involved a survey of college media advisers about ethics in their newsrooms. I've been especially interested in how media ethics have changed since that time. The basic principles have and should stay the same, but the number and types of challenges created because of technology have made journalism and the dissemination of truth so much more complicated, and thus made the teaching and discussion of ethics, and conferences like this, all the more important.

Listopad: Normative lessons are essential in educational space. We don't call it the ivory tower for nuthin'. Educational spaces are the only safe places for teaching and testing practical and abstract ideals. A student who graduates without proper ethical training may enter the workforce with strong values, but will have difficulty defining and articulating their values when faced with market forces and other real-world pressures. We need our students to know what values they are upholding and why.

I'm both young enough to be a major social media consumer, and old enough to appreciate the 24-hour news cycle. I believe we in education are taking the value of timeliness too far. Most information gets better with age, and often times it is blatantly unethical to seek immediacy over completeness.

Krause: Students need to see the role of media in society. By understanding the purpose of the media, students can then decide how to approach a variety of situations. We can never tell students the answer is X or Y because there are so many gray situations. On the drive home, my students and I were talking about the conference. It always seems there is never an exact duplication of a situation. There is also an extra variable. By reminding students of the purpose of the media, it helps them to understand why a certain action (or inaction) is appropriate.

Ethics is becoming more complicated just because our world is getting more complicated. Years ago we had time to think about a situation before making a decision. Today, those decisions are made in seconds. These are tough for journalists who have been in the industry for years, and even tougher for student journalists. Social media also plays a role in that some information may have been released or

speculated on in social media, and that complicates the media landscape. Journalists are not the only providers of content.

Over the years the audience's expectations and acceptance of certain items has changed. People have more access to documents that may detail sensitive information.

Unlike many conferences, this one has a variety of formats including academic presentations, panels and discussion from professional journalists and even high school students and educators. Why get all these different groups together?

Bergland: I've been to many academic conferences in journalism/mass communications that consisted almost entirely of teachers/researchers, devoid of the students we teach and the journalists we prepare our students to be. Especially with a hands-on topic like media ethics, the conference becomes so much more interesting and relevant for everyone when we add students and professionals to the mix. Everyone gets more out of the conversation when all become part of that discussion.

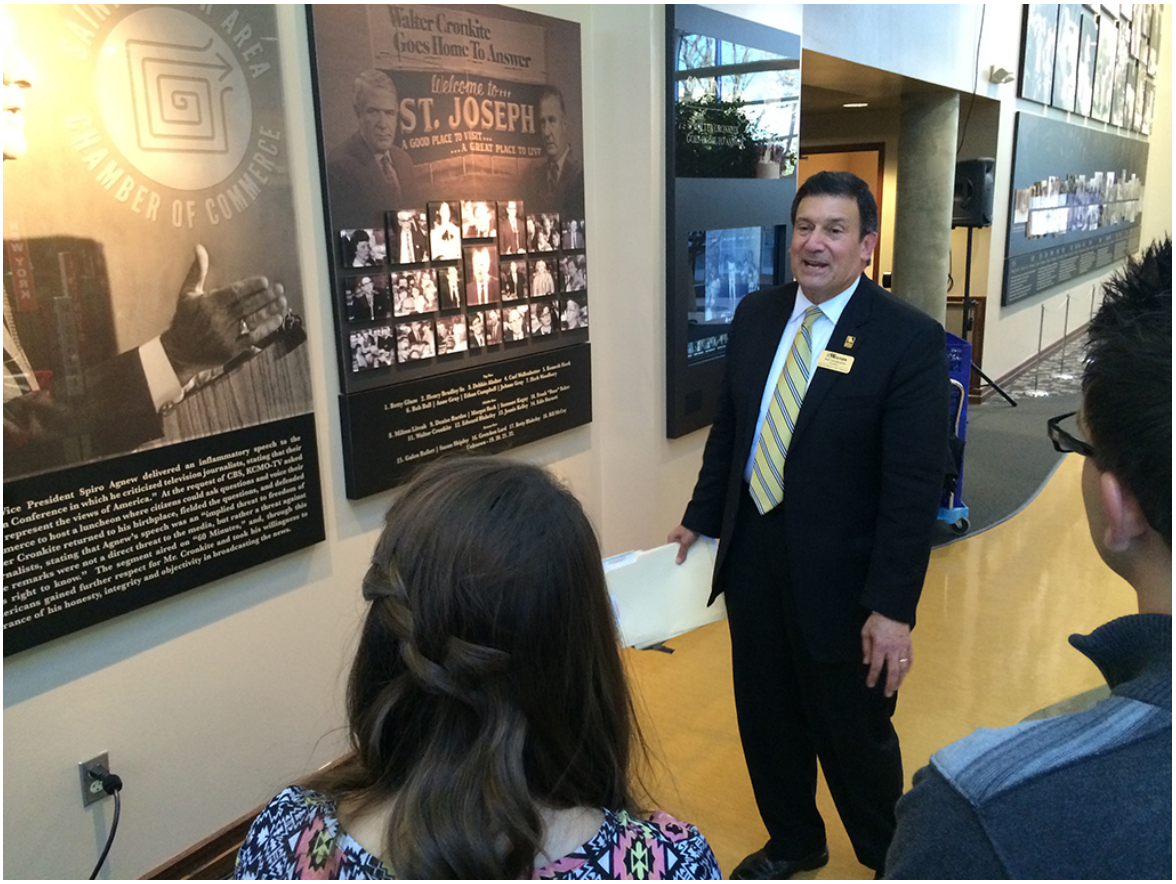
Listopad: In education, the sage advice of the faculty and professionals needs to be tested against the real-life experiences of the students on whom we thrust our ethical standards.

Krause: Ethics is not reserved for one group of journalists. All levels of journalists, students and professionals, face situations that require major decisions that affect people's lives for years to come. Having all areas represented at the conference was appropriate as we can call learn from each other. By getting everyone together at one time, we can all share our ideas and thought processes. By understanding those thoughts, we can all get a better handle on the challenges facing others.

It is also helpful for everyone to see that they are not alone in the ethical decisions

Wankum: it's important to bring these groups together because we are all part of the community of journalists. Too often, the number 18 is taken too seriously as the legal adult age. It implies that anyone younger than 18 cannot practice ethical

journalism, should not be protected by the First Amendment and should be censored when necessary. This is a slippery slope to put our youth down that path, because it teaches them at a young age that they are not taken seriously and that they are not capable of practicing ethical journalism. Furthermore, high school journalists who go on to college and beyond in the field of journalism must be as prepared as possible with the tools they need to succeed. Separating them from their older, more trained peers is detrimental to this essential learning process. It's not all classwork, the way many high school students and college students are being taught. It's nothing less than internships, apprenticeships, job shadowing and other real-world experiences that are what employers are expecting in future hires. And it takes open communication with other journalists. The conference offered these tools, and anyone who attended had every opportunity to take advantage of them.



Missouri Western State University President Robert Vartabedian gives attendees at the conference a tour of the Cronkite exhibits. Photo by Bradley Wilson

This year was special because, at the conference, Missouri Western State University also dedicated a memorial to Walter Cronkite who was born in St. Joseph. Share

some observations from this dedication and why MWSU is the home to the memorial.

Bergland: This was actually the dedication of Phase III of the Memorial, the new CBS studio replica. It, like the rest of the memorial, was the brainchild of the MWSU president, Robert Vartabedian, who was a communications professor earlier in his career and grew up listening to Cronkite broadcasts. When he found out Cronkite was born in St. Joseph and that no other memorial to the late anchorman existed, he spearheaded the effort to create a memorial, seeking out the artists, raising the funds and working with the Cronkite family to make it a reality. This year, it was great to have Sen. Roy Blunt and CBS president Les Moonves be part of the celebration.

At the end of this year's conference, you were already looking forward to next year's conference. Why should people attend conferences like this one generally and the Cronkite Conference on Media Ethics specifically?

Bergland: We are very excited about next year, and planning has already begun. Our first two years, we've wanted to grow the conference slowly and focus more regionally. Next year, we hope to double the number of attendees and sessions and make this truly more of a national conference. In addition, it will be the 100-year anniversary of Cronkite's birth, so we have some extra special activities in the works. Some possibilities include the dedication of Phase IV (a proposed Cronkite moon/space coverage exhibit), a presentation by one or more major news media figures, and (fingers really crossed for this one), the release celebration/First Day of Issue of a commemorative Cronkite postage stamp. Attending conferences in general is great because it opens your eyes to new information and different perspectives, but the focus on media ethics and all the great things planned for next year will make this an especially useful and interesting experience.

NEXT YEAR
Abstract and panel proposals deadline: June 15, 2016
Notification: July 1, 2016
Final papers: Sept. 1, 2016
Conference: Nov. 3-5, 2016

A local television reporter interviews Robert Bergland at the Walter Cronkite Conference on Media Ethics. Photo by Bradley Wilson

MEDIA COVERAGE

"Busted: Walter Cronkite style" — Leah Wankum, graduate student of mass communications at the University of Central Missouri, was awarded a Walter Cronkite bust for being the winner of the Graduate Student Conference Paper Competition on Monday during the second annual Walter Cronkite Conference on Media Ethics and Integrity at Missouri Western State University in St. Joseph.

"New piece of Cronkite display opens" — Phase 3 of Missouri Western State University's Walter Cronkite Memorial was revealed Monday night.

"Final piece of Cronkite Memorial unveiled"

Bradley Wilson / January 26, 2016 / Law and Ethics

College Media Review
Journal of the College Media Association

Student journalists tackle national campaign coverage

Reporting stories for national, regional and college media

While voters trek to the polls in New Hampshire today, college media advisers from Missouri and Oklahoma reflect on the efforts of students in covering last week's Iowa caucuses.

The Caucus Coverage Crew from Northwest Missouri State (Via Twitter at #NWPolitics)

Northwest Missouri State University students, Steven Chappell go to Iowa

Steven Chappell, director of student publications and multimedia instructor at Northwest Missouri State University, and his political journalism class saw the Iowa caucuses up close and personal—as in covering and producing stories for the campus media at Northwest Missouri, located in Maryville.

A university grant helped cover transportation, lodging and other expenses, he said.

To see the students' work, here are links Chappell provided:

- This link: https://www.youtube.com/channel/UCm0faj6jUBbJbcw0Y5sEfjA connects to our video packages on YouTube.
- This link: http://www.nwmissourinews.com/news/politics/?refresh004 connects to our Missourian newspaper coverage

- The KNWT Facebook page, https://www.facebook.com/WatchChannelEightNews/
- The hashtags: #NWCaucus and #NWPolitics were used for all of our Twitter coverage.

Oklahoma students cover Iowa caucuses

The University of Oklahoma Gaylord College of Journalism and Mass Communication sent 14 students to cover the Iowa caucuses, according to John Schmeltzer, professor and Engleman/Livermore chair in Community Journalism.

"They were there from Jan. 17 and returned to campus on Feb. 2. All the stories have revolved around the millennial involvement in this year's election," Schmeltzer said in an e-mail.

"They wrote 24 stories for the *Huffington Post*, produced 14 broadcast packages that aired on *KOCO News 5*, the ABC outlet in Oklahoma City; 2 packages and a Skype interview that aired on *KWTV News 9*, the CBS outlet in Oklahoma City; 5 radio interviews that aired on 'Mitchell in the Morning' that aired on *KOKC AM* in Oklahoma City; and two packages that aired on the OKC *Telemundo* outlet Channel 30. In addition all the content has been posted to the college's online magazine, *Oklahoma Routes,* at okroutes.com, and the website for the college's daily newscast, *OU Nightly*. The only planned part of this effort was the sharing of content with Huffington Post and the college's online magazine and broadcast website," he added.

On upcoming primaries University of Oklahoma students will cover, Schmeltzer said: "Last Thursday, Feb. 3, we dispatched a one-man band reporter to New Hampshire to cover for both text and broadcast that state's battle for the nomination. She was interviewed this morning about what she saw and experienced on *KOKC*. We will be sending two students to South Carolina for the Republican primary on Feb. 20 and two more to that state's Democratic primary on Feb. 27. We will culminate our caucus/primary coverage on March 1, when we blitz Oklahoma and Texas with 30 reporters, two of the 14 states holding primaries or caucuses on Super Tuesday."

Coverage will wrap up, Schmeltzer said, with an end-of-semester package of stories delving into the impact the nation's millennials will have on November's general election and a special report for *OETA*, the PBS outlet for the state of Oklahoma.

A brown bag lunch on the University of Oklahoma campus is planned this week, Scmeltzer said, when students "will talk with their peers about what they learned, saw and experienced."

Links Schmeltzer provided samples of the students' work: "Stories about what we were doing have appeared twice in the Oklahoman, papers across the region, and on the home page of the University of Oklahoma." Below is a link to Sunday's story:

- http://www.oklahoman.com/article/5477292?access=06a728349f35c594302663d411bc31dd.

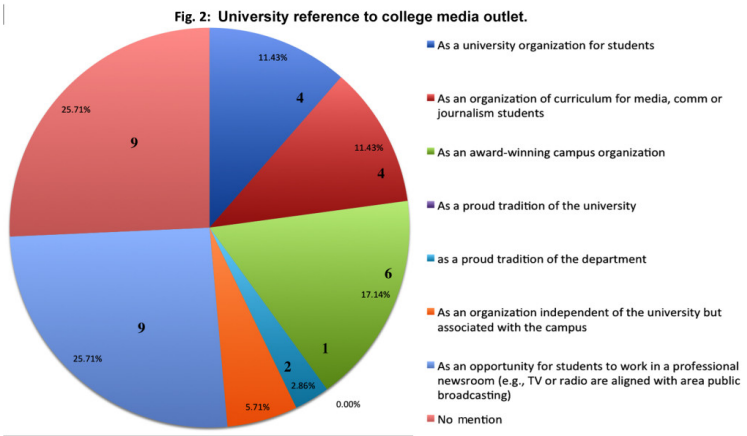
Research (Vol. 53): Measuring the Visibility of College Media at 'Home'

cmreview.org/can-you-see-me-now/

College Media Review February 16, 2016

Can You See Me Now?

By **Carol Terracina-Hartman**
University of Wisconsin-Whitewater
and **Robert G. Nulph**
Missouri Western State University



Abstract: With prior research indicating successful college media programs, as judged against their peers, tend to be housed in academic departments with faculty-level advisors, this study examines how college media outlets are presented, promoted, and used for recruiting within departments and home institutions. How visible are they? Primarily housed in political science, visibility has expanded as a research interest with the advent of social media. For this study, visibility is "organizational behavior to present content communally" (Brunner and Boyer 2008). After examining the top 35 award-winning programs, results indicate low levels not only of presence and visibility, but also self-promotion: college media references are two clicks from department homepage (46%) and 3-4 clicks from university homepage (57%). Media outlets most often post recruitment information (33%). These results suggest a need for growth in promotion, public relations, and associations.

Introduction: College media is an area of active interest for communication scholars as college campuses are viewed as testing grounds for methods of content production and audience integration. Recent research into college media has examined practices related to content management systems (Brockman, Bergland, and Hon 2011), social media usage and policies (Filak 2014), crisis coverage (Heath and Blanton 2015), comparison of online vs.

print editions (Bergland and Hon 2009), and overall newsroom operations (Kopenhaver 2015). Other scholars address regional technology adoption (Payne 2013), digital approaches to interviewing, newsroom sociology, analysis of content, legal issues, and more.

While practices or policies relating to print and digital production or presence are very important, the visibility of student media is seldom studied. How do the university and department present or even acknowledge student media? How visible is student media? Much of college media visibility can be tied to its home institution. While editorial independence dictates college media are not a public relations tool for academic institutions, the media groups would be wise to take advantage of their home institution's public relations tools to garner visibility on their campus. While building promotion and digital visibility into staff responsibilities, the rotating nature of a student staff suggests when college media groups maintain academic or curriculum relationships, much of the visibility should take place at the department level. This relationship would allow for recruitment support and recognition through the department's public relations efforts, e.g., Web sites, social media, and departmental press releases to the university and community media sources, creating a mutually beneficial digital visibility of college media.

For some media groups, it's a struggle to obtain links on a homepage or as part of a department or curriculum-based program. Others are listed in less-than-prominent spots in a dropdown menu or gallery of buttons along the side of a department page, along with all "opportunities" or "options" for student experience or engagement.

With prior research indicating the most successful campus media programs, as judged against their peers, are housed in academic departments with advisors who have faculty status (Terracina-Hartman and Nulph 2013; Kopenhaver 2015) this study examines these top institutions and academic departments for the level of visibility of their college media groups. With today's college students labeled a "dreamer generation" (Diddi and LaRose 2006) and highly likely to seek information online rather than in promotional brochures or catalogs for their academic research, a virtual presence "at home" becomes critical to visibility.

Theoretical Background: Various opportunities exist throughout the academic year for institutions to highlight college media as options for student journalists to practice their craft in a learning lab-type setting. Other opportunities exist to hold up these media organizations as recruiting tools for potential students considering Mass Communication & Journalism as a major as well as applicants, visitors, and recruits to campus who might be drawn to an institution that offers such hands-on opportunities no matter the intended major. After conference and awards season each spring semester, another opportunity exists for an institution and department to publicly acknowledge college media groups and promote them as worthy organizations to join as well as acknowledging the student members for being department leaders for these journalistic accomplishments. Awards from national conferences also give the institution and department the opportunity to highlight the relevance and stature of their program and the level of student work on the national stage.

Yet are they doing so? When a physics team wins a science tournament or a robotics team wins awards at a state fair, it appears a common practice for academic institutions to celebrate this accomplishment with a feature article on a university home page, the department page, and in press releases sent to area media as well as relevant hometown papers. Is the same being done for college media?

As many college media groups tend to be curriculum-affiliated (Terracina-Hartman and Nulph, 2013; Kopenhaver 2015), it is logical to expect such success would be similarly promoted. In short, with academic departments housing programs that build upon curriculum with real-world opportunities, it would be expected that such options would be valued and highly visible among the department literature, home pages, and perhaps the university home pages. Links to student radio, newspaper, magazine, and television stations would be front and center on the home pages of the department and the division, and the university itself. Media build communities and anyone considering attending a university could find out most information about the campus, its citizens, and its activities from college media. Additionally, college media programs often are magnets for touring speakers, accomplished alumni (especially journalists) and professionals-in-residence for short courses. Such events also would give a host institution added impetus to promote and highlight college media. Departments that host speakers and guest professionals-in-residence routinely are in the spotlight for such special events. Is the same being done for college media?

Literature Review: A review of current literature reveals a shortage of research on college media and relationships to home institutions aside from funding agreements. Nonetheless, some studies have been selected that bring to light several variables.

An online presence, or visibility, is essential for any academic or curriculum-based student organization (see e.g., Park and Reber 2008; Poock and Lefond 2001). Portability has leaped to new levels, which according to Diddi & LaRose (2006) makes today's college students a true "Internet generation" (p. 197). The students entering university or studying during this age of development in digital communication tools and technology are more likely to research information about their education, whether it is an academic program or a class schedule, on the Internet (Pew Research Center 2011). Althaus and Tewksbury (2000) report that the Internet is woven into the fabric of the college experience when it comes to seeking and finding information (but not necessarily related to homework assignments).

Historically housed in the political science arena in which scholars linked visibility to presence and measured physical appearances to citizen response, visibility is considered both as a characteristic of an organization and as characteristic of an issue. How and whether a person appeared at an event, whether it was a scheduled news or social event, or post-crisis, such as weather or terrorism, for example offers one option to measure visibility based upon presence and the citizen responses to these appearances. With the advent and growth of communications media tools, visibility has expanded as a research interest. While visibility once had the primary goal of positioning and power-seeking through presence,

recent research has linked this concept with public relations, branding, and relationship-building – essentially organizational dynamics. With new technology, communication has more options for two-way discourse, thus visibility becomes as much about association as it does about presence (Yang and Kent 2014). For the purposes of this study, visibility is defined with respect to use of digital technology: “[visibility] uses organizational behavior to present content communally” (Brunner and Boyer 2008, p. 152). A definition of presence is “parties are communicating in a shared space (or place)” (Anderson 1994).

With advances in Internet and social media communication tools, relations between university and students have altered. These tools offer new options to spread information and a new way to engage students – from visitors and potential recruits, to new enrollees, to enrolled students, to graduates and alumni (Lovari and Giglietto 2012). University Web sites become strategic communication tools in the higher education arena. For example, Abrahamson (2000) reported that prospective students who view a university’s Web site as inadequate will regard this electronic experience as reflective of the university’s overall functioning.

When it comes to future students and computers, the 2010 Social Media and College Admissions Study by Cappex found that college search sites, Twitter, and Facebook are among the most common digital approaches for recruiting and impressing students (Education Insider, 2010). A Pew Research Study found that 92% of young adults aged 18-24 are Internet users, while nearly 100% undergraduate and graduate students report Internet use (Smith, Rainie, and Zickuhr 2011). Hussar and Bailey reported National Council on Education Statistics showing the number of high school graduates nationally is predicted to rise 15% from 2006–2017 while the total enrollment of degree-granting institutions is predicted to increase 16% (2008).

Much mediated communication research has examined the role of digital environments in higher education (Aquilani and Lovari 2009, 2010); Ellison, Steinfeld & Lampe 2007; Griffith & Liyange 2008; Hewitt & Forte 2009). Will and Callison (2006) analyzed the Web pages of 3,738 universities for content and approach, finding that the target audience is donors first, then alumni, and then current students and potential recruits. The content subsequently reflected this target demographic.

Applying Kent & Taylor’s dialogic principles for the Web (1998), Gordon and Berhow (2009) examined university Web pages, selecting 232 of those listed on *U.S. News & World Report’s* “America’s Best Colleges” in 2006 for their sample. The authors conclude that despite the variance in educational offerings and approaches, universities were surprisingly similar in adoption of digital features. Overall, the authors rated the sites high on providing information, particularly liberal arts colleges as compared to national, doctoral-level universities but less strong on dialogic principles, such as live chats or encouraging return visits with offerings of updated information. Additionally, study results show a small correlation between dialogic features and student retention rates ($r = 0.146$, $p < 0.05$). In

short, the authors conclude that the university Web sites tended toward one-way communication: while “advanced technology tools like chats, blogs, portals, instant messaging, podcasts, and RSS feeds are increasingly common features on the World Wide Web, universities have yet to fully realize the potential of such features in the prospective student recruitment process” (p. 152).

Recent research found that university Web sites with dialogic features generated the most applicants and most return visitors (McCallister-Spooner 2010). The author concluded that this level of communication served students who considered institutional programs and faculty before location when selecting a college to attend; thus, level of information was critical to attracting and serving potential recruits. This result supports earlier research (e.g., Abrahamson 2000) which found Web presence second only to college visits.

One of the only studies to survey adult students about specific experiences seeking information on higher education web sites, concludes the sites “come up short with respect to content” (Eduventures 2007). The survey questioned students how useful they found the Web sites on searches for specific information: 63% reported finding the information they sought.

But in a usability study, McCallister-Spooner (2008), found that even being unable to find more than half of the information sought, participants did not express strong opinions in favor of or against the sites. Survey participants did report negative feelings with regard to the lack of dialogic options (McCallister-Spooner 2008).

Method: To define a study sample of student media programs that have exhibited success at the national level based upon student media competitions, the present study examined results from five years of national-level student media competitions, including Associated Collegiate Press, College Media Association, College Broadcasters, Inc., Broadcast Education Association, and Society of Professional Journalists. These organizations were chosen based upon the depth of their national student media competitions and to provide a fair balance between broadcast, online, and print media. Analyzing five years of data from these competitions produced 144 institutions with at least two wins at the national level. The data was then sorted for total number of awards with greater weight given to those with fewer competitions due to the possibility that the same work was able to win a national award at multiple competitions. Then the data was sorted for first-place awards, then second, and then third, and honorable mentions. The resultant sort identified the top 35 programs across these various student media groups (Table 1).

Total Awards = 5 year analysis
ACP,BEA,CMA,CBI and SPJ

	School	1st Place	2nd Place	3rd Place	Hon Mentions	total	# of Comps
1	Arizona State University	41	32	12	25	110	2
2	University of North Carolina, Chapel Hill	35	32	7	16	90	4
3	Kent State	11	24	9	6	50	5
4	University of Oklahoma	6	12	10	19	47	3
5	Elon University	16	13	8	10	47	4
6	St. Cloud State University	20	10	6	6	42	2
7	Penn State	14	15	1	7	37	4
8	Ithica College	11	24	4	4	35	4
9	Savannah College of Art and Design	10	18	2	5	35	4
10	Marshall Universtiy	8	20	3	3	34	3
11	University of Miami	8	6	7	10	31	2
12	University of Southern Indiana	7	16	3	3	29	2
13	Brigham Young University	6	9	4	9	28	2
14	Rowan University	4	20	1	2	27	2
15	University of Missouri	10	15			25	1
16	University of Maryland	9	15	1	3	24	2
17	Indiana University	5	5	3	11	24	3
18	University of Minnesota	13	10			23	2
19	University of Montana	8	12	2	1	23	2
20	University of Wisconsin OshKosh	4	17		1	22	2
21	Louisiana State University	3	16		2	21	2
22	Colorado State University	4	16			20	2
23	Goshen College	6	9	4		19	2
24	Iowa State University	2	7	1	8	18	3
25	North Carolina State, Raleigh	10	7	3	4	17	2
26	University of Florida	5	9	1	2	17	2
27	Michigan State University	3	14		2	17	2
28	Ball State	9	3	2	2	16	2
29	Cal State Fullerton	3	2	5	6	16	2
30	University of South Dakota	3	13			16	2
31	Baker University	8	5		3	16	3
32	Western Kentucky University	3	5	1	7	16	3
33	Texas State University	4	11			15	2
34	West Virginia University	4	4	2	5	15	2
35	San Francisco State University	6	1	1	6	14	1
36	University of Georgia	3	11			14	1
37	University of Wisconsin	3	11			14	2
38	University of Arkansas	1	4		9	14	2
39	Appalachian State	4	1	5	4	14	3
40	Berry College	2	11			13	1

Table 1 – Total Awards: 5 year analysis ACP, BEA, CMA, CBI and SPJ

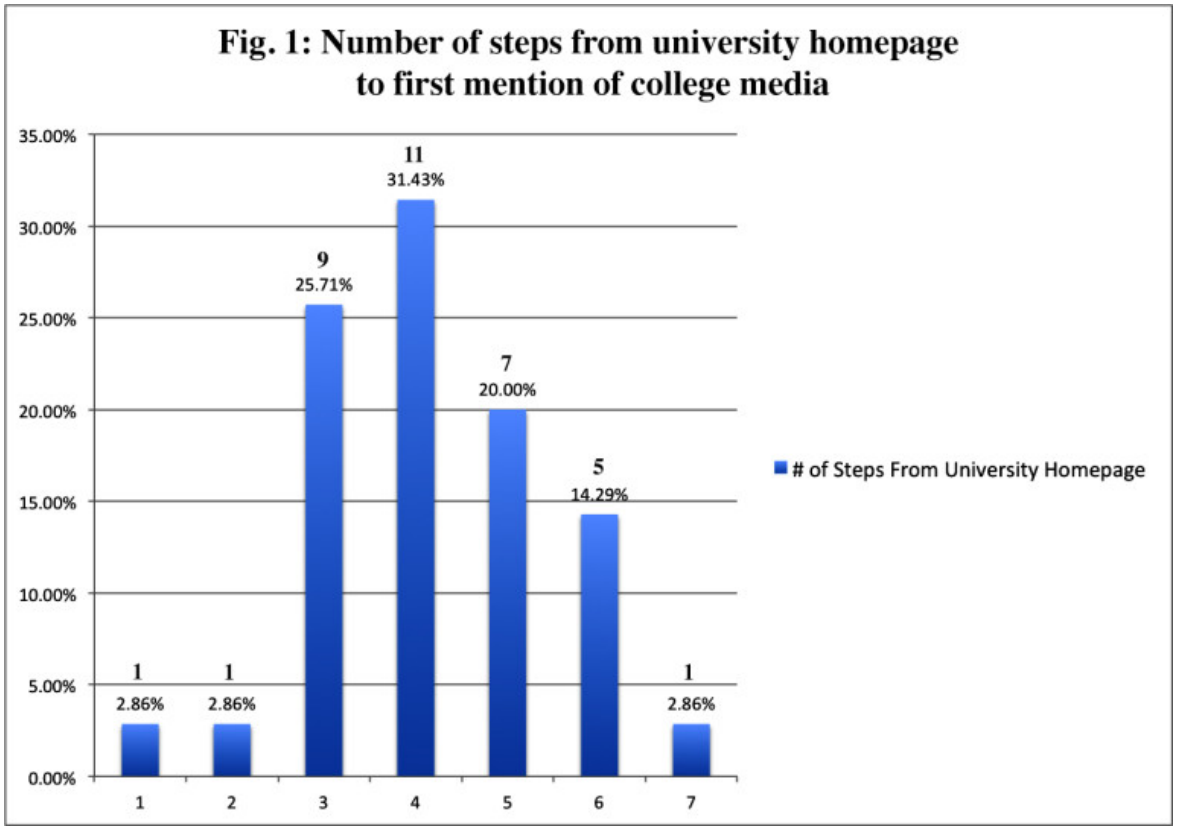
Using this information, a visibility measure was created to examine several variables, including university promotion, department promotion, award praise, recruitment, honors, and presence. This study operationalized visibility with two measures: counting the number of clicks to reach college media from homepage and the number of clicks to reach a college media outlet from a department page. Coders also logged the route they took to reach college media (followed “academics” link or used “search” window). Measurement included mention in department description, announcement of awards, description of history, presence on campus or recent innovations.

Five coders, plus one author, conducted a pilot test using a sample of five university home pages with at least five college media outlets. Training in teams of two was continued as coders reported some difficulty with names of Community Relations offices at some university campuses. To allow for the possibility of chance agreement, a reliability test was conducted, achieving an average score of .82. Three coders then coded the entire sample of 35 colleges. The coding scheme is available in the coding protocol in Appendix A.

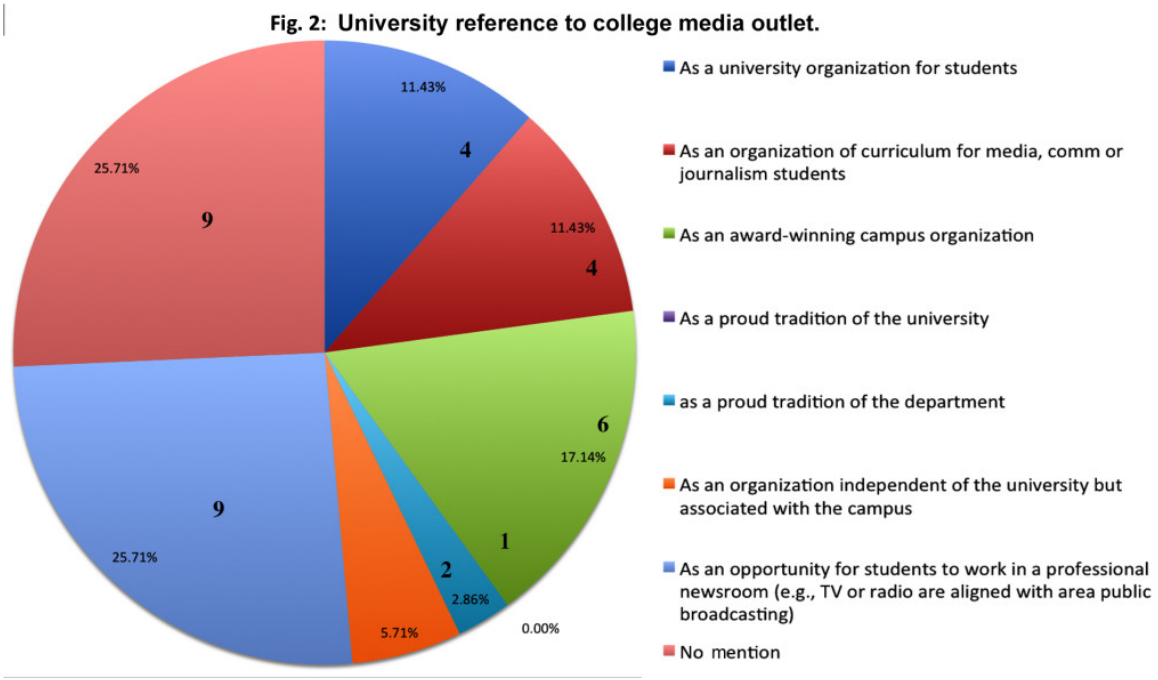
Based upon the literature and test coding, several research questions were developed:

- **RQ1**: How visible is college media on a college homepage?
- **RQ2**: How visible is college media on a department homepage?
- **RQ3**: Do differences exist in how various student media outlets are presented?

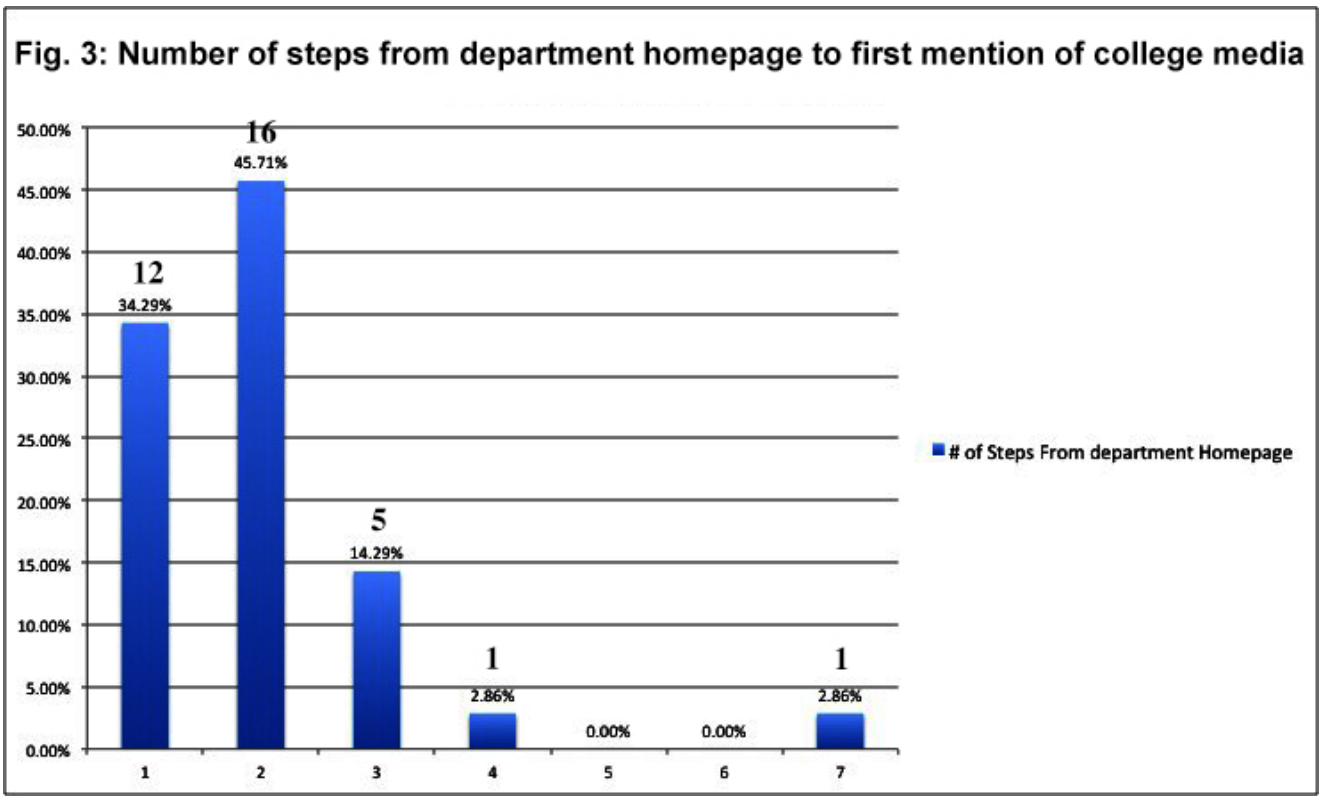
Results: RQ1 asked how visible a college media outlet is on a university homepage. Of the 35 university homepages examined (Table 1) coders searched for all references to college media outlets identified in participation in national college media contests. Results indicate the most common response as 3 steps (26%) to 4 (31%) to find college media at one of the top-ranked institutions (Fig. 1).



Additionally, coders were asked to identify how college media outlets were identified in the initial references on their home institution main pages (Fig 2). The most common reference identified was “as opportunity for students to work in a professional newsroom setting” (26%) followed by “as award-winning organization” (17%).



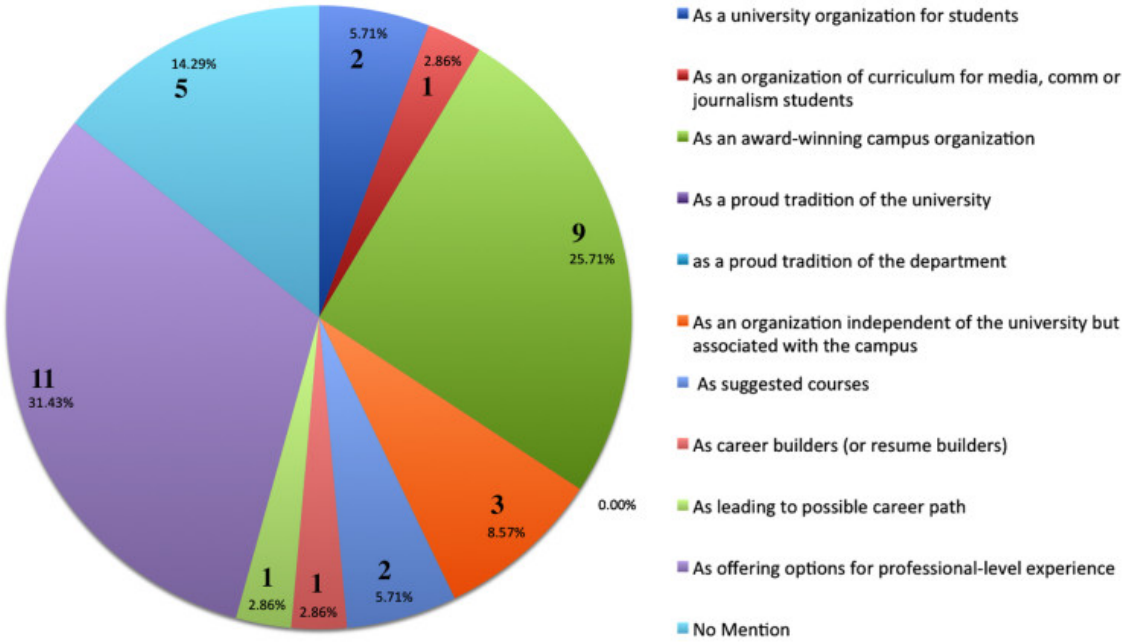
RQ2 asked how visible a college media outlet is on a department homepage, given that many are associated with curriculum and housed in academic departments. Fig. 3 shows nearly half of college media programs in the dataset (16) were visible from a department homepage in just two steps.



To further answer RQ2, finding information about college media outlets (or links to them) appeared very straightforward: a link to the college newspaper from the department homepage by name was visible 22% of the time while 78% of departments linked to college

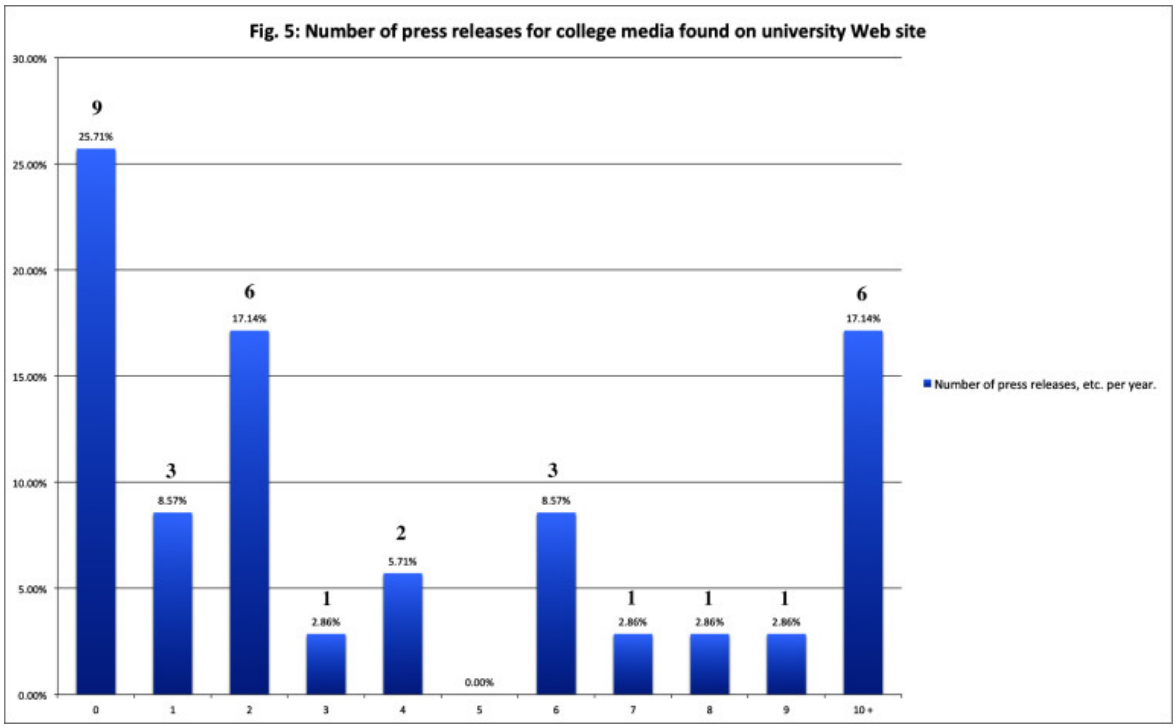
media (more than one) through their department homepages. References to these college media outlets tended to reference them as options for professional-level experience (31%), followed by “award-winning organization” (26%) (Fig. 4), which is slightly higher than the results found for university referent.

Fig. 4: How does the department identify college media organization



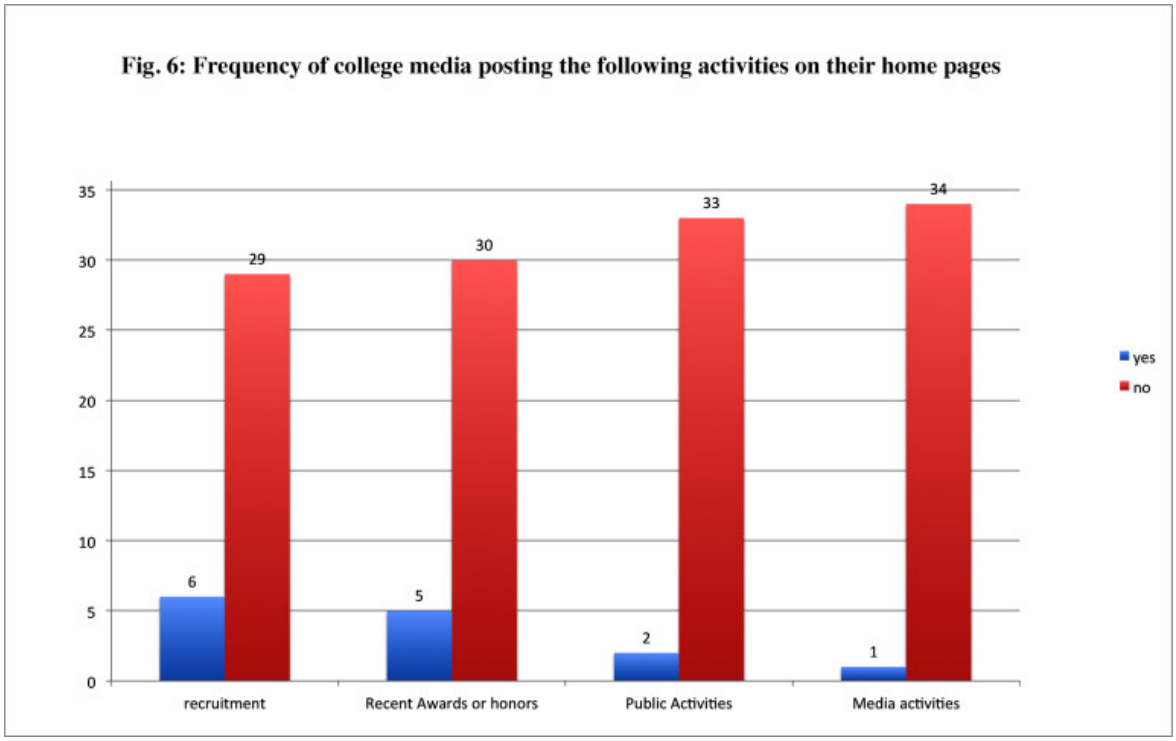
Lastly, RQ3 asked whether the various media outlets at any university might be treated or presented differently. This question is an opportunity to investigate how various funding sources and associations a college or university might have for its college media outlets could influence visibility. For example, college broadcast stations require greater funding streams for equipment and licensing; thus student fees or even affiliation with Student Life or Marketing establish a different relationship than a college newspaper or college magazine (Terracina-Hartman and Nulph 2013). Coders did not find this to be the case; 34 of 35 colleges appeared to present their college media with similar levels of visibility.

The last variable in the present study measured the content of the references to college media whether on the university homepage or a department homepage. Possible mentions include recruitment, class meetings, contact information, awards earned, guest or special lectures, and more. Results (Fig. 3 and 4) indicate the most frequent reference on both college home pages and department home pages is an opportunity for students to work in a professional-level setting. A dropdown menu is a popular option, but rarely is a link to student leaders presented, meeting times, or relevant coursework and advisor information posted.



Coders also followed the links to college media themselves to determine how much of this information was contained in their own communication with the campus community.

Results, presented in Fig. 6, indicate that recruitment information consistently is a primary information post found among most college media outlets. Information about awards or honors or other events was minimally present.



Lastly, to verify whether success was associated with visibility at home, cross tabs and chi square tests of association were conducted for programs in which the result was reaching college media in four steps or less. A significant interaction was found ($x^2(1) = 11.219$, $P < .05$).

Discussion: The goal of this research study was to ascertain to what level visibility was associated with college media and their home institutions, particularly among the top award winners in national level competition. What these results show can offer great direction to advisers and their home departments who hope to help their student journalists as they promote visibility as an organization value and thus, integrate visibility into work responsibilities and routines. Visibility, as an organizational value, may contribute to structure and stability.

In conducting this study, several expectations were present: 1) the coders would be able to locate the university's primary URL quickly and be able to ascertain the names of college media quite easily and precisely. Neither of these things happened. The coders expressed such frustration that a "virtual map" was prepared for coders, identifying the home pages of each academic institution, the names of the relevant departments, and the names of each award-winning college media group and at least one way to reach these virtual places. Coders were encouraged to use any option available on the protocol or develop their own. This need, therefore, revealed critical distances between college media and their home departments and institutions, particularly as the media selected for this study are among the most award-winning in the past five years.

The association between the top programs and the present study's definition of visibility suggests a small level of value at "home"; however, the best method to confirm academic value of student accomplishment would be to compare with other such group events, such as robotics team awards, marketing team competition, and others. Clearly, visibility could and should have a clear relationship to marketing and recruitment (Poock and Lefond 2001). For institutions and departments, the question is: would four clicks be acceptable to potential applicants seeking to learn about college media as they are preparing to apply for college?

These results align with prior research (Filak 2004): while it may be several semesters before curriculum addresses social media strategy and management in the journalism sequence, for example, but student journalists would be best served to begin viewing social media platforms as a tool in the news production process to maintain their presence and visibility with their audience. The interaction between reaching college media in four steps or less from a department homepage and these successful programs suggests visibility is one area where advisers might direct efforts to support their student editors toward integrating these tasks.

This study has several limitations, not the least of which can also be a strength. Defining visibility as steps or a route to finding content about organizations for future students who will only expand their use of digital research suggests that organizations not only need to be present but with high visibility; maintaining one single path to information may not be sufficient. To that end, coders who went straight to a “Search” window as opposed to the “Academics” link on the home page reported more frustration that typing in names of a top newspaper or award-winning TV program did not lead them where they wanted to go. Similarly, tests of association suggest all coders traveled the same steps en route to their virtual location. Such is a weakness of coding methods that risk self-report bias.

That leads to a second limitation: coders were instructed to report the first items they saw in the first mention of college media; however, that location could offer much information, including relevant curriculum, social media links, and event announcements. So, it must be reiterated that choices were not mutually exclusive.

Future: While this study was an outgrowth of prior research (Terracina-Hartman and Nulph 2013), so too should this research continue to expand. A future study could add a separate calculation to measure social media presence (Twitter, Facebook, and Instagram posts) to examine how and when the institution links to college media. Other research indicates most college media uses hosting systems separate from their institutions; yet standards and branding must be followed to either associate or separate the two entities. (Brockman, Bergland, and Hon 2011). College media likely use social media to promote their news coverage during university events (sporting events, lecture series, commencement) (Filak 2014). Yet a review of not only this relationship, but the reverse – does the university tweet about a guest lecturer to a newspaper production class? – could reveal helpful information about features that are successful, need adjusting, or should be implemented. Lastly, repeating the analysis using a random sample of college media rather than top award winners could offer a broad spectrum of relationships between college journalists and their “home” institutions.

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Appendix A

Introduction: This paper seeks to define and develop a typology of visibility within a college media context. While visibility has not been an active area of research, college media visibility among its home institution can prove to be a useful construct to measure. This study's findings suggest visibility may contribute to organizational structure and stability.

Operational Definitions: The unit of measure is the home institution's Web page and available links. Coders will investigate how visible the individual campus media operation is from the home page, the department page, the faculty advisor bio (if applicable), and the campus press office. Information sought includes options for participation; history; organization; mentions of recruitment events; enrollment in associated courses or co-curricular programs; awards; activities, such as conferences, open houses, tutoring labs). There is a lack of theory in organizational visibility pertaining to a home institution when an element of independence dominates the relationship, as is the case with university and college media relationships; thus, we offer a theoretical model of visibility, offering seven steps of generalized visibility. Were a potential student journalist to look for information on a specific program at a specific university, how many steps would it take? Considering organizational visibility literature, which has strong ties to public relations, would this level of visibility indicate overall respect for the attributes, achievements, and offerings of college media?

Visibility analysis

Code Sheet

Coder

- 1= Carol
- 2= Brianna
- 3= Savana
- 4= Justin
- 5 = Ashley
- 6 = Caitlyn

Basic Information University (dropdown menu; please select one)

- ASU= [**this will be a list of the universities**]

- UNC=
- MSU=
- UWM=

Name of the media organization (please select one; dropdown menu)

- ASU= [**this will be a list of the universities**]
- UNC=
- PSU=
- UWO

University Home Page Format: how many steps to reach campus media organization? (please select one)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- more than 8

Indicate how the university or college identifies the campus media organization:

- as an organization for students
- as an organization for journalism students
- as an award-winning campus organization
- as a proud tradition of the campus
- as a proud tradition of a department

Indicate what information is available at the last link:

[open text box]

Locate the department home page (mass comm., journalism, mass comm., etc) Please indicate how many steps to reach college media organization? (please select one)

- 1
- 2
- 3
- 4
- 5
- 6
- 7

- more than 8

Indicate how the department identifies the campus media organization:

- as an organization for students
- as an organization for journalism students
- as an award-winning department organization
- as a proud tradition of the campus
- as a proud tradition of a department

Indicate the department's faculty page. Find the faculty advisor for the media organization. Does this page link the faculty member to the media organization?

- yes
- no

Does the faculty advisor's page link to the college media organization?

- yes
- no

Find the link to the media liaison office (or community relations office). Peruse the links to press releases. Scan the headlines and count how many might feature college media for 1) recruitment 2) awards 3) activities 4) faculty advisor activities or honors. Please report this amount (select one)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- more than 10

Find the college media's homepage or newspage. Do you find evidence of?

- recruitment? y / n
- recent awards or honor announcements? y/n
- activities (open labs, conferences, recruitment for the department) y/n
- [**this question will be buttons**]

Dr. **Carol Terracina-Hartman** is faculty adviser of *The Royal Purple* student newspaper and teaches in the Broadcast / Print / Web sequence at the University of Wisconsin-Whitewater. She also maintains a freelance writing, editing and producing business, focusing on all topics environmental.

Robert G. Nulph teaches convergent journalism at Missouri Western State University and specializes in anything with a lens. He is also an independent video/film producer/ director and photographer.

College Media Review
Journal of the College Media Association

Quate's love of journalism spanned into her 80s

Retired adviser dies in Florida; had been affiliated with CMA since early days

Special to CMR

The late Shirley Quate's love of journalism spanned decades—from her teen years, which found her working for her high school newspaper in Muncie, Indiana, and writing a column for the local paper, to being a member of a writing group in her 80s. As a journalism educator, she taught, advised, was active in college media associations, and retired as a professor emeritus of journalism.

A celebration of life service will be held at a later date for Quate, who died Jan. 28 at her home in Port Saint Lucie, Florida, according to her obituary, published on Legacy.com.

"She was an excellent teacher, leader, worker and friend," said Lesley W. Marcello of Quate, who held offices with the National

Council of College Press Advisers, the predecessor to the College Media Association, and also worked with CMA.

Sirley Quate (Photo via Legacy.com)

Quate held a master's degree and doctorate from Purdue University. While teaching writing and literature as a professor at the Indianapolis campus of Purdue, Quate was also tasked with founding the student newspaper.

After that location merged with Indiana University, "she founded and served as staff adviser for the IUPUI newspaper, the Sagamore, and held offices in the National Council of College Press Advisers,' her obituary said.

Her husband, Wayne, preceded her in death in 2011. They were married for more than 61 years, according to Quate's obituary.

Anyone wishing to make a donation in her honor is encouraged to consider Guiding Eyes for the Blind, Treasure Coast Hospice, or a local, non-profit hospice organization.

Reflecting on her colleague and friend, Marcello cited a 2015 Christmas letter she received from Quate.

Quate wrote, in part: "I have joined a writers' group, and to my delight, they are not useless beginners. In fact, several of the group have already published a number of books. Best of all, participating in the group inspired me to finally finish a short story I had been mulling over for a very long time. It was great fun to read it to the group, and I enjoyed their favorable comments. Nothing like a little positive reinforcement — I've already started another story!"

College Media Review
Journal of the College Media Association

Book Review: ‘Beyond News: The Future of Journalism’

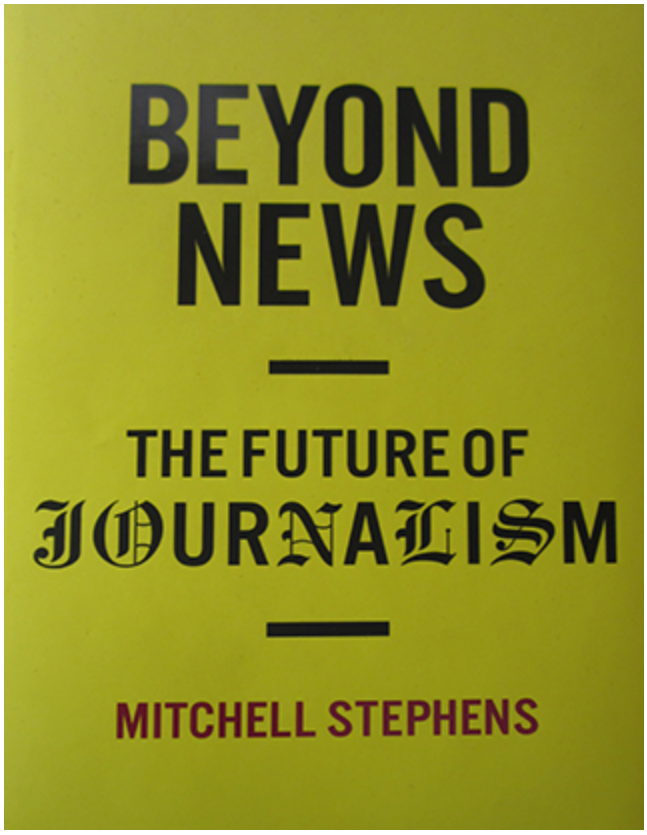
Author: news not in crisis; way journalists are trained is

By Carolyn Schurr Levin
Stony Brook University

In his enlightening and forward thinking book, “Beyond News: The Future of Journalism,” Mitchell Stephens, a professor of journalism at New York University, argues with great conviction that after “more than a century and a half of selling the latest facts, journalists need to sell something else.”

There is “not much of a living in hawking that which is given away free” on the Internet, Stephens continues. Because facts, news and information are pouring out on “our laptops, our tablets, our smart phones,” the era when humankind “hungered after information, after facts, after news,” has ended, Stevens argues. And, so, he concludes, we must now train and allow our best journalists to provide “a wise take on what’s going on,” what he aptly calls “wisdom journalism” – journalism that strengthens our understanding of the world.

Stephens forcefully argues that it's not the news that is in crisis. It's the way that journalists are trained to collect and present that news.



"Like a lot of ideas," Stephens said in a recent interview with the College Media Review, the idea of wisdom journalism "challenges something that we take for granted, which is what journalism is and does," the 19th and 20th century notion that journalists are primarily collectors of facts. He questions "the continued clinging to this notion," because, he writes, "Newspapers, newsreels, and newscasts . . . rank high among the forces that spurred modernism and postmodernism in the 20th century."

Whatever the reason for the slow change in how news organizations try to sell accounts of public events, Stephens believes that today, "journalists need to sell something else" for journalism to survive and thrive.

Stephens, who is about to celebrate his 40th year teaching at NYU, has watched much change in journalism, and believes that the changes are "profoundly for the better."

We can no longer teach students to sit at a desk and do the same kind of journalism as those before them did, he says, noting, "Change is happening, and to keep up, we must teach our students not just to cover the fire, but also to understand and fully explain the complex things that go on in the world."

Not only will this change affect the way the New York Times reports, but it will also affect the way that school newspapers run. Although Stephens acknowledges that his conception of this "informed, interpretive, explanatory" form of analytic journalism will be "much harder work," it will also be so much more useful for the news-consuming public.

Perhaps the most controversial part of Stephens' "wisdom journalism" is his acknowledgement that his definition of journalism could include "even opinionated takes on current events."

Journalism objectivity—specifically, the reporter keeping his or her opinion out of a story–is one of the abiding principles of the profession. Stephens readily agrees that a commitment to objectivity "survives as a goal, a standard, and, if truth be told, a fear."

Yet, quoting Jon Stewart, he argues that the main problem with journalism based on such balance is that it is too willing "to leave it there." Journalists, Stephens says, should have some responsibility for helping us figure out which side of a debate might have the weightier arguments.

Journalism should not just objectively report on current events, but "should improve *knowledge* on current events," he says.

For journalism professors and college media advisers who constantly admonish their students to steer clear of opinion in their news reports, this viewpoint may seem heretical. But, Stephens has an answer to the naysayers.

"Opinions can also be enlightening," he simply states.

Journalists who formulate a considered opinion, where that opinion is not only fair to other points of view, but has also been tested and strengthened by exposure to contrary opinion, in his estimation, will benefit their news organizations and the profession in the long run.

The hiring practices at American news organizations and the teaching methodology at journalism schools may not have yet changed in the ways that Stephens argues they must. Many recent journalism graduates still begin their careers covering local beats, gathering facts and not interpreting them. Many journalism courses still force students into the narrow style of the inverted pyramid, instead of working on more complicated forms.

Such practices will no longer work, in Stephens' view, when the goal is making facts sensible, revealing hidden truths, providing perspective, expanding views of the world, and looking for larger principles.

Will students be able to meet this challenge?

"When you give students more challenging work, you tend to get smarter students," Stephens says.

A university, he confidently asserts, "is a great forum" for this reinvention because "there are lots of smart people around."

What about student newspapers? They can adapt to this wiser journalism as well, according to Stephens. There are so many issues in education for student newspapers to say intelligent things about, including complex issues like student loans and diversity in the classroom.

By providing perspective, making facts "sensible," and looking for larger principles, journalists will get better at playing the role of "evaluators and idea generators," says Stephens, adding that the new approach will benefit journalism and society as a whole.

Wiser journalism, he explains, "should lead to wiser citizens, and therefore, wiser politics."

To his credit, Stephens stands back and notes the potential danger of his proposal.

"Wisdom journalists on deadline may be tempted to substitute bloviating for substantiating," he says, in candid self-assessment. "The license to opine may tempt them to grow deaf to contrary opinions."

But, he believes that we can guard against these dangers by becoming more perceptive in our evaluations of interpretative journalism. And, the potential benefits far outweigh the dangers.

What Stephens is proposing is not a call for the invention of something new, he readily acknowledges. “In some ways, I am just noting what is happening,” he says.

Whether that is the case or not, “Beyond News” is a call “for us to aspire, with more awareness and understanding, to a journalism that regularly does much more than simply recount who said or did what yesterday.”

Perhaps Stephens’ clearest formulation of his proposal for wisdom journalism is from a former student of his, Sarah Hart, who, he writes, suggested that “news is what happened; journalism is what it means.” For those of us working day in and day out to train the next generation of journalists, those nine words should make us stop and think.

Carolyn Schurr Levin is an attorney who is currently a lecturer and the media law adviser for the Stony Brook University School of Journalism and the interim director of the journalism program at LIU Post, Long Island University. She is the former vice president and general counsel of Newsday and a veteran college newspaper adviser.

Carolyn Levin

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College Media Review
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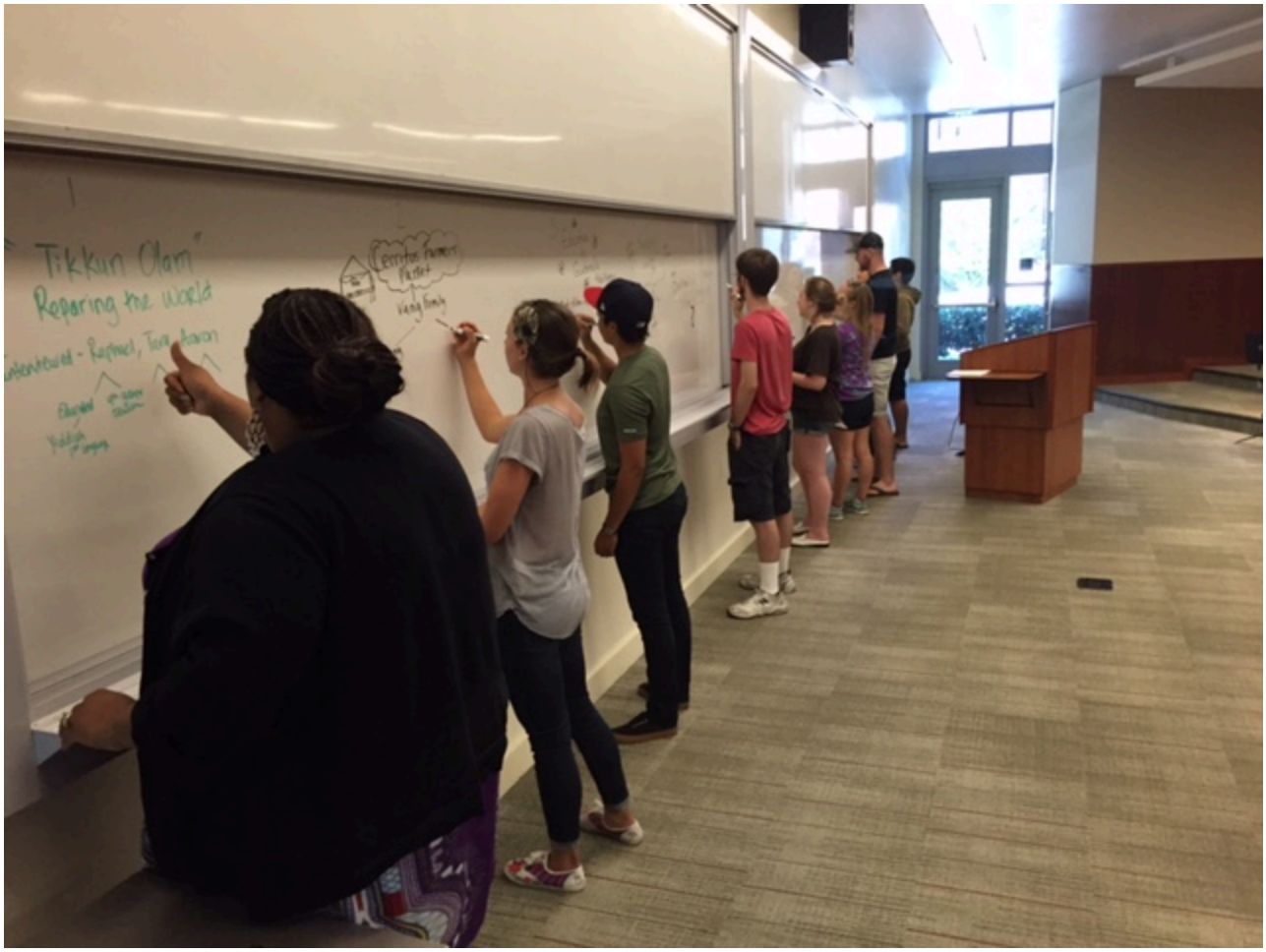
Getting it Right: Muslims, their stories, and your news staffs



Students do "poster sessions" in class putting a writing-and-graphics approach to their encounter with someone of another culture and language. The whiteboard poster practice led to a final poster session where they had to combine the story of their own ethnic journey with the ones they found in their feature reporting and writing.

Campus media can tell stories of Muslims in ways that help build better understanding of life for these students

By Michael A. Longinow
Biola University

Syed Rizwan Farook walked the campus of California State University in San Bernardino like any other student. Friends remember him as quiet but friendly. He was smart. He finished high school early by testing out of requirements. He made the dean's list at CSUSB and earned an undergraduate degree in 2010 in environmental health, according to the campus university's newspaper. But five years later, he and his wife, a woman he'd met on a Muslim pilgrimage in the Middle East, took automatic weapons into a holiday party at a county services building and killed 14 people, wounding 21 others before being killed themselves in a gun battle with police, according to the *Washington Post*.

Newsweek called this young man and his wife "Terror's New Face." Each had, in their own way, taken center stage as a "homegrown extremist." And the result, on college campuses, was a renewed set of fears about danger and risk from students based on what they look like, what they believe, and where they — or their family — grew up, according to coverage Dec. 5 in the *Chronicle of Higher Education*.

Can campus media stop radicalization of Muslims on their campuses, or nearby? Can it, all by itself, bridge the chasms of suspicion between Muslim students and those on American campuses nationwide? Probably not. But it can tell the stories of Muslims in ways that help build better understanding of life for these students. And the time for that is now — or yesterday.

There is no easy fix for campus newspapers to report on, write about, and provide ongoing coverage of Muslims in the Post-San Bernardino era. And the steps might seem easy. What makes them difficult is more a matter of the mind and heart than of technique.

Campus editors and their staffers have to begin with seeing there's a problem. If they do, they'll be leading the way in American media; professionals looking to hire them aren't doing well with this according to a study by Travis Dixon and Charlotte Williams last year in the *Journal of Communication* — a follow-up of another study in 2009 by Oliver Hahn and Julia Lonnendonker in the *Journal of International Press and Politics.*

Joyce Davis, then a deputy foreign editor with Knight-Ridder, warned of the problem 12 years ago, in a plea for *Poynter.org*. "Muslims complain that because American journalists know so little about Islam," she wrote. "They frequently quote ill-informed people or people misusing the religion to promote their own narrow agendas." Davis is now a media consultant and president of the World Affairs Council of Harrisburg, Pennsylvania. *Poynter* is still one of the few voices speaking for change in how newsrooms approach this type of coverage.

Improvement can begin anywhere, but this article will suggest it begins with the interview — but not the simplistic kind. Student journalists have to learn to get outside themselves, and get over themselves. It's about encounter. And it takes practice, patience, and preparation.

We'll take those in reverse order. Suggestions for this article come from a course at Biola University in Southern California in which students are required to tell a story based around a person whose first language is not English, who was not born in the United States, and whose religion or faith background is completely different from the student's.

That story becomes a two-part feature article series that requires sights, sounds, smells, textures and context — lots of cultural explanation and illustration. Photos, video or audio are optional, but interviews must be recorded and transcribed to ensure accuracy. Three interviewed sources are required for each story in the series

(one primary, two supplemental, all must be quoted using full names.) But the admonition is that the more sources a reporter talks with, on the record or off-record, the deeper, richer and more thorough will be the story.

The course does not teach them about how to repurpose political rhetoric or pitch stories about who's angry at whom based on inflammatory words, actions or reactions. It's about helping student journalists tell stories about what it's like to be Muslim in a campus context that very often doesn't understand what that means.

Preparation Start with you.

The interview encounter will be a journey into another culture. But before it begins, the journalists in the project are required to write a paper probing their own culture. They have to trace their ethnic heritage as far back as they can. Nobody is allowed to say "I'm just white" (or just another color.) It's first-person, expected to get personal.

Another part of the paper is description of how the student's upbringing involved encounter with people of other races. And they're prompted especially to think back to instances where encounters were harsh, unkind, obtuse, painful for them ,or for people they knew. It's a tried and true method according to studies of diversity discussion by Peter Frederick in the journal *College Teaching* in 1995, and a study last year by Ann Marie Gunn and James King on diversity discussion in preparation of educators in the journal *Teacher Development*.

Media advisers who don't teach classes might draw the same result in a long meeting. (Provide food and block out a couple hours.) What happens is the opening of a door in student journalists' minds into what culture means. By beginning with their own cultural journey, students become ready (or get closer to ready) for interviews with people whose journey has been made difficult.

Begin with interpreters

Before a journalist can approach someone of another culture, particularly one with reason to distrust them, it's best they to talk to people who can help them

understand the very premise for the article. If a student has friends or family who are Muslim, they might begin with them. Bringing such cultural interpreters into class is a good first step. A panel is even better. For media advisers, it could begin with bringing the cultural interpreters into a meeting with editors. That could be in the newsroom, or better yet a local Islamic Center or community library conference room.

Some of the interpretation might be of language. If the most important person in your story speaks Arabic better than English, don't let students muddle through it on their own. Direct them to a language interpreter. Dave Kaplan, an author and investigative reporter, cautions that you need someone fluent not just in the language but in its cultural usage. They need to know how to explain slang, euphemisms and figures of speech, according to interviews with cross-cultural journalists by Lori Luechtefeld in *IRE Journal* in 2003.

Students in this project often begin the first story of the series thinking the interpreters aren't necessary. By the second story, they know better. Research in *Journalism Educator* by Sharon Bramlett-Solomon, in 1989, showed that the resulting interviews are deeper and provide more detail.

One student of mine who went to an Arabic interpreter found he knew of a business owner who did eyebrow threading out of her home. She wouldn't meet with the student in public, but let the student come into her living room. When the student asked for the woman's name for the story, it got quiet. There was Arabic exchange with the interpreter. The woman said she couldn't give her name because she was an asylee. She had real fears about her safety if her name got into a story.

Read, watch and listen

Even the best journalism is, by its nature, derivative. Your students aren't the first to try this. Some have done it well; others have botched it. Have them check out prior coverage of this person or their region of the city or state. The first time I taught this course, I had student journalists do an in-depth business profile. The real story was a person, but it was also their donut shop, their bakery, nail salon, or restaurant.

When students found out that a certain ethnic group predominated ownership of nail salons in our part of the state, the perspective helped their coverage.

Another semester I had students focus on schools, children of immigrant families, and how much "being smart" or "success" were to kids in those families. The more the students read up on the culture and how education matters to that culture, the better were the questions. (I also had them read *The Smartest Kids in the World and How They Got that Way* by Amanda Ripley, a journalist who had dug deep in global cross-cultural storytelling. Her in-depth approach showed my students that real people dig deep the way I was saying they should.) For advisers, one way to get your staff thinking about this is to have them analyze coverage they see online. Have them pull it up in a newsroom meeting. (To really get them jazzed, have them pull up coverage from competing campus media.) Talk about what worked and what was generalization or culturally superficial. Talk about how to get a better story on your campus or nearby.

Patience Take the time

Invariably, a roomful of campus editors will sit around the room and talk about how important this story is and give it two weeks. For a daily, that might seem like a long time. But for a newspaper or media outlet that's never done a cross-cultural story, or that's done one that didn't go well, time is crucial. Help students respect the complexity. And remind them that in some cultures, hurry isn't part of the equation — particularly when someone not of their culture is asking questions. This could be the kind of story a staff plans starting in September and runs in February. Do it right, running not just the story (or stories), but charts, sidebars, timelines. Photos and maybe video that's appropriate and helps explain well.

Relationship first, tools later

The power of encounter is person-to-person, eyeballs to eyeballs, in the same space. True, it's not journalism until it's in a form that can be conveyed. But the student's first approach might be better with no notebook or pen and definitely no camera, tripod, lights or audio gear, according to a study in 2006 by Nancy Graham Holm for *Journalism & Mass Communication Educator*.

What we did in class was to have the students interview a cultural interpreter. He stood up front and fielded questions. Early on, we also took part of a class session and students went out to chat up those on campus (Asian, African-American, Middle Eastern) to ask their thoughts about a recent news event that affected that group. One student in the class called it profiling. I called it dialogue. And the students learned that people don't mind talking, particularly when the student asking shows genuine interest in learning. They learned awkward isn't in the asking. It's asking badly. Media advisers who don't have class time per se, could encourage a staffer (or staffers) to start on a smaller cross-cultural story as practice before diving into a bigger profile piece.

Expect to feel stupid

Students who try will make mistakes. All the preparation won't help when, in the interview moment, they get flustered or distracted and say something that sounds uninformed or could offend. The answer is not just more words — ignoring what happened. Awkward as it is, the answer is apology. Hopefully it won't mean shutting down the interview and starting over another time (though that might be needed.) Your student is a visitor, in some sense, an intruder. The source — like any source for any story — has no reason to help her. Unless so persuaded, the source has no vested interest in the student's getting it right. In fact, they half (or fully) expect her to get it wrong. Humility can win over some of the toughest sources.

When you're turned away…

Majority culture students are often miffed, tempted to walk off in a huff, when they approach a minority culture person and get rejected (maybe harshly.) Sources from another culture have lots of reasons for anger that rises fast when a journalist approaches. It could be they were misquoted — or somebody they care about was. Maybe badly done mainstream media coverage is flashing in their mind. It could be the topic brings back moments that hurt, maybe deeply — a phenomenon noted by Kate Wright in *Journalism* in 2012.

Or, more simply, the student journalist wasn't smart about the approach: The source was busy; they were surrounded by people who could be critical if they talked to a

journalist.

The answer might be perseverance. Send them back. Get them to try again. Or it might be time to try another source. But this cross-cultural story need not be over because a source wouldn't talk. It is smart, though, to learn what went wrong. (The cultural interpreter might be where to go for some insight.)

Ask well, and follow up.

Students doing this project learned that when they went into a cross-cultural interview with no prepared questions, they regretted it. Campus journalists get away with "winging it" too often. On-campus sources will pour the story out with barely an invitation. What students learn with this project is that the best questions come from their reading, from prep talks with the interpreter, maybe from having been turned down by someone because questions were unclear or came off as culturally offensive.

Students also learn (again) that vague is bad. When a cross-cultural source speaks a generality, or gives a passing reference to something, it's not time to move on. It's time to stop and go back. Research in 2010 by Kroon & Eriksson in *Journalism Studies* suggests that's also about patience and humility.

Questions that show the student journalist has done her homework are sometimes an opening into a deeper story. Some cross-cultural sources will be impressed that the journalist talked to every other Muslim shop owner in the plaza; they're interested in what those peers had to say about the shop owner's success. (Be warned, this isn't always the ticket to easy interviewing; name-dropping without genuine interest can smell like schmoozing in any culture. When the student journalist communicates genuine interest, real curiosity, the backgrounding comes off as icing on the cake.)

Practice — Go before you go

In one semester, one of the bolder of my students donned a hijab (which she scouted out and found at an Arabic clothing store) and visited a local mosque for women. She

didn't get a lot of questions answered, but she gained perspective that made later interviews more vivid. Arabic culture, up close, gave insight that no amount of reading or video watching could equal. Student journalists who have never been the only Caucasian in an Arabic grocery or restaurant need to do that before they get far into their research. The tendency to be awed by cultural difference diminishes when the reporter has been around that difference a few times (better yet, a lot of times.)

Write before you write

Drafts are the key to good writing. But the urban legend is that brilliant journalism just happens — typically in the waning moments before deadline. It's hooey. Profs know it; media advisers know it. But on stories like this, it's crucial that student journalists put the piece together early. That's so they can tear it apart, rewrite the lead, hack out paragraphs that don't help, and go back for more information. It could be that the whole piece needs to start over, maybe with better sources.

Don't do this just once

One of the common frustrations of cultural minority groups is journalists who parachute into a situation or event, cover it (maybe badly), then disappear — instantly losing interest in the people they persuaded to go on the record. As a professor, make it your ambition to keep teaching and guiding such that cross-cultural story coverage continues in ever improving ways. Advisers can counsel their editors that to really be thorough about telling the story of Muslims on your campus, the answer is coverage that continues in a patient, observant and culturally insightful way.

Michael Longinow is faculty adviser of *The Chimes*, an independent award-winning weekly and daily online newspaper serving Biola University in Southern California. Prior to advising at Biola, he was faculty adviser to *The Collegian*, another award-winning student weekly serving Asbury University in Central Kentucky. Longinow has covered politics, business, crime, civil rights issues and urban development in Illinois and Georgia. The

product of Mexican and Ukrainian roots, Longinow grew up in the Chicago area where diversity struggle and the deep-seated conflicts born of racism were deeply imprinted on his mind. Longinow holds a bachelor's degree in political science from Wheaton College (IL) where he served on Wheaton's campus weekly; he holds a Master of Science in editorial journalism from the University of Illinois-Urbana (where he served on the Daily Illini), and earned a Ph.D in educational policy studies with a cognate in journalism history from the University of Kentucky.

Michael A. Longinow

College Media Review
Journal of the College Media Association

Reflections on a learning experience in Vietnam

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Jay Hartwell, Fulbright scholar and CMA member, reflects on what he brought to Vietnam—and what he learned

Jay Hartwell has been advising student media programs at the University of Hawaii at Manoa campus since 1997 after working eight years as a general assignment reporter in Honolulu and six years researching and writing a book about contemporary native Hawaiian culture. In 2013-2014, he received a 10-month, Fulbright Scholar grant to set up a student media program at Hue University in Vietnam. College Media Review spoke with him about the experience and his interest in Vietnam.

Jay Hartwell and big smiles from the class.

CMR: What prompted your interest in Vietnam?

Hartwell: I returned to Hawaii to work as a journalist in 1980 but never traveled to Asia until spring break in 2012, when my own children were grown up and out of the house. For three weeks, I stayed with a Vietnamese family whose daughter my family had hosted in Honolulu six summers earlier. I spent all my time in Hue in central Vietnam, because I wanted to learn more than I could by city hopping. While helping the family at its private school for three weeks, I asked their daughter to accompany me to Hue University of Sciences that has a journalism program. Through her translation, they requested a lecture on Hawaii journalism education for their 400 students. I put one together in a few days and during the Q&A, a student asked, "How are we supposed to get jobs if we don't have any experience?"

That's when I got the idea for a Fulbright grant and a Hue workshop during the upcoming Christmas break. I had 15 years with experiential learning through my university's student media program. Our staffers get internships and jobs. Vietnam uses lectures to teach students who need/want hands-on experience to get jobs. I proposed a two-week, news magazine workshop for the Hue students during Christmas, then setting up a student media program through newspaper and magazine production classes at Hue University through the Fulbright Scholar program. The workshop succeed; Fulbright accepted; Hue agreed to have me with modifications to the proposal, and the process began in August 2013 when I moved in with the family whose daughter we had hosted.

I ended up hiring a full-time translator and over 10 months taught eight, two-week-long workshops to 30 students each that resulted in either a photo magazine, video magazine, or multi-media website. The best 30 students from the first six workshops were then selected to document in photos and video the biannual Hue Festival that brings in troupes from around the world. During my off weeks, Hue University granted me permission to teach shorter journalism workshops at provincial universities in Thai Nguyen, Can Tho and Da Nang, which a colleague suggested as they rarely get foreign faculty visitors, and for the Vietnam Journalists Association in Hanoi and Ho Chi Minh City, where I also lectured at the U.S. Embassy's American Centers.

The experience was exceptional because it validated and exported my belief in the value of experiential learning. It also allowed me to learn more about a country and its people for whom I have developed much respect.

CMR: During your Fulbright year, you attended the Engaging with Vietnam conference in 2013 and again in 2015. What were your topic(s) at the conferences?

Hartwell: The Engaging with Vietnam conference is co-sponsored annually by my university. It brings together scholars and students from Vietnam and around the world to discuss the production of knowledge about Vietnam. I first attended in December 2013, when the Fulbright program sponsored our attendance.

I had three goals: assist my university, generate new contacts within the Vietnamese academic community, and create dialogue about journalism education. In my first four months in the country, I had observed how expats and journalists depicted the country. I hoped my session "(Mis)Understanding Vietnam through Photography" would start conversations that would lead to others that would deepen my contacts.

Checking magazine proofs

Because of those contacts and others, I was invited to organize a panel discussion on the "Future of Journalism Education in Universities in Vietnam" at the July 2015 conference that was held in Hanoi. I invited deans from Vietnam two largest journalism programs, and the editor of VietnamPlus, to discuss whether the country's journalism faculties are keeping up with how news gets received in Vietnam: primarily through social media apps and mobile phones. Two scholars, from U.C. Berkeley and University of Social Sciences and Humanities Hanoi, responded. We also addressed how partnerships with foreign universities and trainers prepare students and

professionals and the internationalization of media curriculum and its impact on Vietnamese society, politics and culture.

The conversation led to others about journalism education in Vietnam, but progressing beyond conversation requires being in the country to teach, collaborate and meet with others who have an interest in change.

CMR: How have your Vietnam studies and work changed your view of Vietnam and southeast Asia in general?

Hartwell: My views of the country and region started with that first visit. I expected but did not encounter any prejudice or anger because of the American/Vietnam War. Most citizens were born after 1975 and many love the United States and dream of studying there. My students were enthusiastic in every workshop and loved sharing their country's sites, food, beer and music. Many people I encountered were smart, willing to work hard and learn new things.

During a Fulbright seminar with Vietnamese counterparts, a retired American university administrator (who had been working in Vietnam for 10 years) told us that no matter how much we learned, none of us (including him) would ever really understand the country. I agree, and I had the advantage of working each day with a translator and daily life with a family. The country has 5,000 years of history; resulting in so many layers (religious, cultural, political) that only unravel with language fluency and time.

During the Fulbright year, I traveled briefly in Cambodia and Korea and attended the East-West Center's International Media Conference in Yangon, Myanmar, where I conducted workshops for the U.S. Embassy's American Center. Last year, I met with journalism faculty at three universities in Hong Kong before going to the Engaging with Vietnam conference. Each country (and each region within a country) is different, but if I were restarting my professional life, I would be in Asia. There are so many opportunities and much to learn and see.

CMR: How did the journalism workshops go?

Hartwell: My Vietnamese students embraced the two-week workshops because of my collaborative teaching with translator An Thien Huynh. He helped us through the cultural, technological and educational speed bumps. Decision-making for each group was by consensus so all voices had an opportunity to focus, revise and complete the project theme. If there were problems with submissions, the best willingly would go back, reshoot or redesign, and resubmit within hours. The groups' enthusiasm for and celebration of their final accomplishments invigorated my stay, as did their reverence for teachers and their desire to share Vietnam.

Before ending the Fulbright experience, I told the Vietnamese students they could continue the work we had started. I urged them to create their own publications and to use social media to share group and personal work. I monitor what has not been happening through Facebook. I don't know whether academic and cultural demands (final exams are everything) limit what they can do, but the initiative and independence of my best students in the United States is inspiring. Americans learn so much through our student media programs, especially when they make mistakes. And I keep learning from them, because they are willing to challenge what we do and how.

CMR: Am I right in understanding that Vietnam's constitution provides for a free press? How close—or how far—is Vietnam from having a free press?

Hartwell: Journalists and their outlets are licensed by the government, which also employs them. A few outlets, such as Thanh Nien News, are critical of private and public policies and corruption at micro and macro levels. Documentary reporting and presentation by VTV International can be exceptional. But the government imprisons critical bloggers and the country is considered one of the 10 worst for press freedom. Journalists understand and discuss the constraints (more so in some cities than others). Some told me they have indirect ways through their reporting to address problems. Increasingly citizens bypass traditional news mediums and use social media to organize and publicize protests that have stopped government action. In my workshops, professionals sought more information on international standards for editing, design, reporting, multi and social media. But I do not have enough understanding of the country to predict whether Vietnam's growing partnerships with the United States will result in more press freedoms.

CMR: You have said you'll no longer be the student media adviser at the University of Hawaii after the 2017 spring semester. Where will your next life chapter take you? Any plans to return to Vietnam?

Hartwell: I will turn 62 that year and qualify for my pension and medical benefits. I have told the university that I will be leaving to pursue other ideas that hopefully will include journalism workshops and educational consulting in Asia and special projects in Hawaii.

Providing opportunities for my students' personal and professional growth has been rewarding enough to keep me at the university for 19 years. Being able to do so in Vietnam was the culminating experience.

College Media Review / March 15, 2016 / College Media, Media Management

College Media Review
Journal of the College Media Association

NYC Shoot-out: Students of CMA

Photographers given opportunity to reflect on conference attendees

[slideshow_deploy id='3311']

By Bradley Wilson
CMR Managing Editor

I couldn't be at the College Media Association convention in New York City this spring. It was just bad timing the week before our spring break. Yet I knew there would be an enthusiastic group of students wanting to participate in the Shoot-out. Jack Zibluk again stepped up to help with the administration.

But I wanted to get a feel for what I was missing. So working with Brandon Stanton's basic reporting concepts in Humans of New York, I tweaked the assignment to challenge the students so we could all have a little fun and learn a little more about our conference attendees as well.

Co-sponsored by the National Press

Photographers Association

Just based on the results, I'd say everyone had a little fun and learned something in the process. It was good to see that the students had time to get out of the hotel, visiting different parts of the city that never sleeps. The top entries made me feel like I was there.

But they went beyond that. The best entries also gave me some insight into the individuals who attended the convention. The write-ups didn't take a shot-gun approach, telling me a little about a lot. They took an in-depth approach, as Stanton does, telling a lot about a tiny piece of the person's life. If there was ever a time to exercise what a friend of mine used to say — "If you have five minutes to take a person's photo, spend three minutes getting to know them and two minutes taking their picture. — this is it. Get to know them. Pick one interesting aspect of their life and tell me more about that.

RECOGNITION

- *First place and class favorite* | Don Montrelle Green, Southern University, (Jermaine Poshee, adviser)
- *Second place* | Kiarash Abhari, Missouri Western State University (James Carviou, adviser)
- *Third place* | Kainan Guo, University at Buffalo (Jody Kleinberg-Biehl, adviser)
- *Honorable mention* | Greg Babush, Moraine Valley Community College (Ted Powers, adviser)
- *Honorable mention* | Juliana Wall, Cedar Crest College (Dannah Hartman, adviser)
- *Honorable mention* | Michela West, University of Massachusetts Boston (Donna Neal, adviser)

THE ASSIGNMENT: Emulating the style of Humans of New York, your assignment is to document the visitors to New York City for the College Media Association conference. This is your chance to meet someone new. Get to know them. Tell their story in a new environment.

Go beyond the superficial.

There are three key components this adventure: getting to know someone, taking their photo and telling their story.

1. Get to know someone new or someone from a new angle at the CMA conference (a student, an adviser or a staff member).
2. Take a photo of them in the New York City environment, preferably not the hotel lobby. Visit the website and emulate that street photography style.
3. Document a vignette of that person's visit to NYC and write that up in a style similar to what Brandon might do. Put that information in the Description metadata field.

JUDGES: Amy Kilpatrick, Bonnie Dodwell, Bretton Zinger, Carole Babineaux, Cary Conover, Chuck Cook, Elena Jarvis, Ellen Banner, Eric Thomas, Hillary Hollis, Jamie Gilbert, Jim McNay, John Beale, Lauren Roberts, Leah Waters, Lois Weiss, Mark Zeltner, Matt Stamey, Michael Koretzky, Mitzi Lewis, Nils Rosdahl, Park Street, Pat Gathright, Peter Huoppi, Rich Riski, Sam Oldenburg, Sherri Taylor, Tara Haelle, Tom Hallaq

MORE ON THE SHOOT-OUT


Bradley Wilson / March 22, 2016 / College Media / college media, humans of new york, new york city, photography, photojournalism, shoot-out

College Media Review
Journal of the College Media Association

Christian university takes on national politics

Coverage amidst the Palm trees: (from left) Ryan Teason, Aaron Broghamer and Brent Primus.

Student journalists take on presidential political coverage in Florida

By Danielle Mendocha
Palm Beach Atlantic University

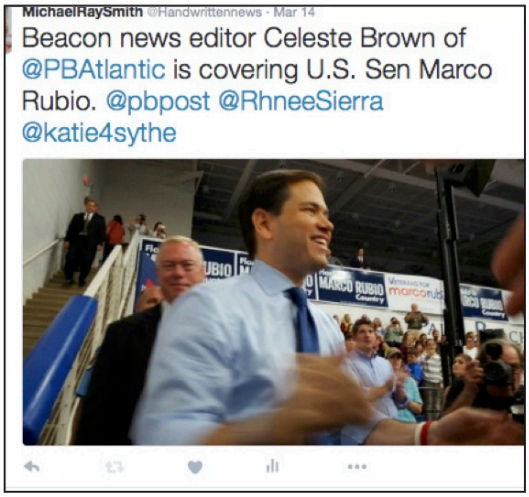
Donald Trump, Hillary Clinton, Ben Carson and Marco Rubio dropped by the neighborhood the other day along with the national and international press.

Providing news coverage were The New York Times, CNN, a Japanese TV network... and journalists from Palm Beach Atlantic University in West Palm Beach, Fla.

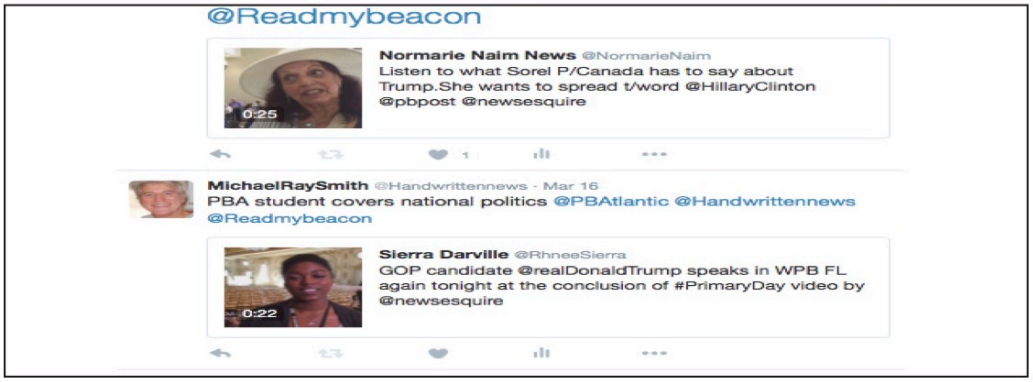
These days PBAU journalism students are covering national politics for the campus press and the nearby Cox daily newspaper and building portfolio credits along the way.

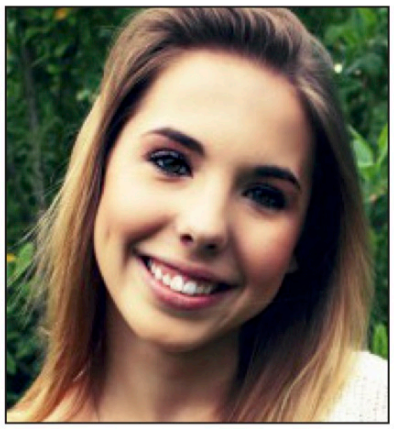
“Student portfolios that include only parking and cafeteria woes aren’t the kind of content that typically impresses an employer,” noted PBAU journalism professor Michael Ray Smith, author of “7 Days to a Byline that Pays.” “The dean suggested that PBA’s journalism program get off campus and cover the news, and what better venue than the U.S. presidential race?’

A former writer for publications such at Atlanta Journal, Baltimore Sun, Christianity Today and others, Smith has led journalism programs across the nation for member universities in the Council of Christian Colleges & Universities. His work has helped him become the only CCCU journalism professor to receive the national College Media Advisers Noel Ross Strader Memorial Award for exercising the principle of freedom of the press “at some risk to personal or professional welfare.” Nonetheless, Smith is quick to acknowledge other Christian universities employ equally talented journalism educators who could be eligible for the Strader recognition.



Palm Beach Atlantic University journalists Ryan Teason, left, Aaron Brogham-er, center, and Brent Primus were among the first of the press to be on the scene for a press conference.





Journalist Danielle Mendocha, one of the students who live-tweeted Clinton's rally.

While Smith advises The Beacon student newspaper, journalist-turned-professor Don Piper advises the online web site in addition to building the area's first sports media program.

So far, PBA's off-campus strategy is a matter of blending campus news students can't get anywhere else with news of the area that is of interest to this Christian, liberal-arts community.

“Our program is deliberately focused on getting student journalists reporting off campus,” Smith said, adding that the 3,000-student campus is uniquely situated just two miles from GOP frontrunner Trump’s lavish Mar-A-Lago country club where the billionaire holds frequent press conferences. “It helps students to get a realistic experience of working in news.”

For instance, editors Sierra Darville and Celeste Brown worked at a recent Trump press conference, making videos that they immediately posted online and live tweeted in the whirlwind of competing reporters howling into network cameras.

“It was a lot of fun just being able to work along side real reporters and producers,” said Darville who worked side-by-side with CBS 12 TV reporter Israel Balderas, a PBA adjunct journalism professor. “I received more experience in those few nights than I have in my entire college career, and it was great to have that feeling of accomplishment.”

News editor Celeste Brown agrees, saying, “Live tweeting and working off campus is always surreal because I’ve dreamed about doing journalism for the past four years and I’m finally doing what I love in a way that actually impacts people.”

Brown spent time with the Tampa Bay Times and cut her editorial teeth.

“The work I’ve had the opportunity to take part in is incredibly exciting and rewarding because these experiences not only make me a better journalist, but allow me to see how important the work of a journalist really is,” she said.

On the same night just a few blocks from the School of Communication and Media building on Pembroke Place, a team of Advanced Reporting and Writing students descended on Palm Beach County Convention Center to interview more than 1,000 supporters restive to see former Secretary of State Hillary Clinton rally the vote hours before Florida’s Super Tuesday.

Earlier in the week editors Darville and Brown camped out in PBA’s Rubin Arena to ask candidate Marco Rubio about his prayer life but before they could get to the make-shift green room, Secret Service agents shooed them away. Nonetheless, the

two editors managed to live-tweet the evening action to the Palm Beach Post and Digital Editor Kristina Webb of the Palm Beach Post.

Webb later wrote the students saying, "I wanted to send you a quick note of thanks . . . for your Twitter coverage last night. Everyone did a great job."

National politics isn't the only off-campus coverage The Beacon student newspaper students and the Readmybeacon.com writers cover. Journalism students cover area businesses, events, particularly ministries, and some government.

This semester journalism students interviewed West Palm Beach Mayor Jeri Muoio, who highlighted city improvement projects and business openings on fashionable Clematis Street and CityPlace. The students covered the opening of a Memorial Fountain dedication on the island of Palm Beach and met with writers such as author Valerie Ramsey who is starting a high-end magazine in the area.

During the 2014-2015 academic year more than 20 writers talked to journalism students about the business of journalism today. In turn, students covered city commissioners, visited the police department and studied regional history at the Historical Society of Palm Beach County, but covering national politics has its appeal.

"Out in the professional field, there won't be hundreds of students that I know and talk to everyday," said journalism student Peter Amirata, who covered a Trump press conference. "Covering events off campus is more challenging, but something that is very useful at the undergraduate level."

Multimedia editor Katie Forsythe agrees.

"It's a very high energy and exciting environment to witness political history being made right in front of your eyes," said Forsythe. "For me, the funniest part was definitely seeing so many people who could not even vote or contribute to the political sphere in a very real way—non-citizens or people not of voting age—be so adamant about their candidate!"

For journalist Aaron Broghamer, living the news in real time is novel.

“You don’t have to wait for a reporter to tell you what’s happening because you are the reporter,” he said.

The result: Some students find the immersion daunting; others such as bilingual journalist Normarie Naim find it exhilarating. A wife and mother of three, Naim is an intern at a Telemundo TV station in Orlando where she lives. She drives nearly three hours one way to take classes.

“Live-tweeting is what we do at Telemundo,” she said. “Covering the Hilary Clinton rally was an amazing experience.”

Related links

- http://www.readmybeacon.com/2016/03/16/hillary-clinton-stretches-her-lead-after-tuesday-primaries/
- http://www.readmybeacon.com/2016/03/16/gop-candidate-donald-trump-sweeps-four-primaries-during-super-tuesday-elections/
- http://www.readmybeacon.com/2016/03/14/senator-marco-rubio-discusses-policy-family-at-west-palm-beach-rally/
- http://www.readmybeacon.com/2016/03/03/my-day-with-the-national-press-corps/

Danielle Mendocha is a journalism student who prepared this article on assignment for ReadmyBeacon.com, an award-winning web site.

College Media Review
Journal of the College Media Association

Book Review: Media, Mobilization, and Human Rights: Mediating Suffering

Insightful articles examine media's attempts to inform the world about suffering

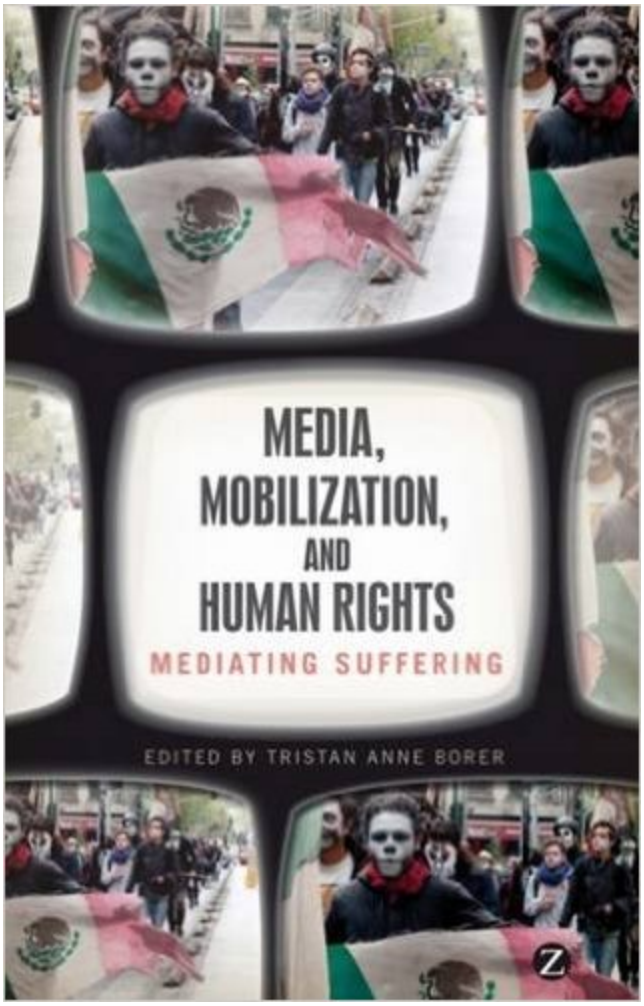
By Susan S. Novak
SUNY Potsdam

Student newspaper advisers and journalism teachers know the difficulties of helping young reporters understand the nuances of objectivity and bias, false balance and fair reporting. We ask such questions as: Do we know our audiences? Are we framing? Employing a U.S.-centric or regional slant? Supporting only one side?

Advocacy creep into news reporting is concerning, but in some stories, a degree of advocacy may have a legitimate place. Even some well-known reporters have argued the point: In a 1996 article about the Bosnian War coverage, Sherry Ricchiardi quotes CNN's Christiane Amanpour as saying, "”In certain situations, the classic definition of objectivity can mean neutrality, and neutrality can mean you are an accomplice to all sorts of evil. In this case, genocide and crimes against humanity," and Bob Steele

of the Poynter Institute as suggesting that in this war, "presenting the other side in the interest of neutral reporting is 'simple-minded.'"[1] (26)

Human suffering is an area of coverage that reporters should consider carefully, and this is the focus of Tristan Anne Borer's 2012 volume *Media, Mobilization, and Human Rights: Mediating Suffering*.



Edited by Tristan Anne Borer. Published by Zed Books (2012); 264 pages, $36.95 (paper). ISBN 10: 1780320671 ISBN 13: 9781780320670P

Writers who deal with genocide, starvation, disease or war victims likely cannot ignore their natural human empathy, and they *do* want to feel they are making a difference with their writing; decent humans naturally strive to end suffering. After all, as Borer notes in her introduction, "One of the central tenets of the human rights advocacy movement is the belief that information about human rights abuses leads to action to halt them."

But the process of choosing and attacking stories, and following what happens after we publish them, is seldom clear-cut. Media specialists of all stripes must consider whether their words really effect changes in their readers that can result in action, or whether repeated coverage desensitizes readers or pushes them to hopelessness. In addition, people might already be primed to respond in specific ways to certain media stories they consume.

Borer's edited volume provides a deeply insightful and broad-ranging collection of articles that examine just such questions about the media's attempts to inform the world about suffering and the tactics these media use to direct our focus and emotions toward enacting change or possibly pushing a political agenda.

David Kieran begins the discussion by examining the U.S.'s 1993 humanitarian crisis intervention in Somalia. He argues that media sometimes connect current to previous historic events in ways that influence how readers respond to new situations. During the 1990s, he says, "Americans routinely encountered opposition to human rights wars that persistently yoked Somalia and Vietnam together," and that "they also read important and bestselling popular texts about both the Vietnam War and the Somalia intervention." The popular literature about Somalia, he says, "appropriated and redeployed the tropes and dominant discourses of the Vietnam texts that had preceded it a few years earlier," causing the public to reject support for the current crisis.

Michael Galchinsky's contribution falls outside journalism, but he expands the idea of evoking empathy through global media by examining artistic literary modes and considering the desires of human rights artists, some of whom face censorship, punishment or worse for their expressions. "Those works of human rights culture that reach for the global public," he says, "aim to inspire international outrage and intervention," although "it is not clear that a global public exists."

Complementing that discussion of outside pressures on creative works, Ella McPherson uses a case study of Mexican newspapers to explain how editors there employ very practical considerations when deciding whether to cover certain human rights issues. Of the available local newsworthy stories, she argues, those that best fit the framework of each newspaper's political, social, and economic aims are the ones that will see publication.

Dan Chong, speaking for U.S. journalism, outlines five distinct framing strategies commonly used to argue social and economic rights. For human rights activists, he says, "framing strategies attempt to 'mediate atrocity' by making us aware of, sympathetic to, and actively engaged in the daily, and often unseen, suffering of others."

Chong observes that "Issues also tend to gain political support when they are framed as universal moral claims rather than as the narrow desires of a particular interest group"." This is an interesting fact in light of Galchinsky's uncertainty

about the actual existence of global publics (and hence, presumably, universal morals).

Borer moves the discussion from media framing strategies to an outline of three types of "shock" media used to attract attention to human rights abuses. Under certain circumstances, she says, shock tactics can fail, as when they exoticize the "other" or fail to acknowledge their own Western slant. She reminds readers that "When media portrayals of suffering fail to reduce the proximity between the audience and the sufferer, any proposed action to alleviate their misfortunes is less likely to follow." (164)

Two chapters delve into Douglas Kellner's idea of media as "spectacle." Andrew F. Cooper and Joseph F. Turcotte discuss the use of celebrities to draw attention to special issues "to help galvanize public opinion and support." Because celebrities do not officially represent their nations, the authors say, they can choose how to focus on their causes, sometimes with detrimental effects. For Joel R. Pruce, the interesting aspect of spectacle involves "the types and degree of engagement cultivated by the exposure to graphic imagery of suffering." By returning us again to lack of support in the Somali crisis, he cautions that "the claim that information deficit is at the root of inaction ignores the possibility that information overload may be equally detrimental."

Finally, Sarah Kessler observes that social media – still a relative newcomer to the advocacy game – is making some inroads but also generating forms of "support" that lead to "slacktivism." The fact that social media are decentralizing leadership means that anyone can become an activist organization.

Overall, Borer has created an informative and well-thought-out collection that will provide all media instructors good lessons in media literacy and news judgment. The broad coverage of articles here made it an interesting and thought-provoking read.

As a newspaper adviser, I found the articles that touched on international considerations to be particularly useful for filling a weak area in many textbooks. As our students head out and begin their own careers in publishing, their words will reach increasingly diverse audiences, both nationally and internationally; however,

many of them as young reporters may not have the tools in their toolkits to help them bridge social and cultural gaps. Any research we can share with them about international media issues will help illustrate that our country's vision is not the only way of understanding the world.

In addition, this book offers valuable information for students who choose to use their journalism skills for nonprofit or human rights organizations. As governments continue to cut funding from 501(c)(3)s, those organizations will come to depend increasingly on knowledgeable writers to help them illustrate the suffering in the world and the help needed to end it.

Susan Novak

Susan S. Novak (novakss@potsdam.edu) is an associate professor of journalism and PR at SUNY Potsdam. She has worked for more than 35 years in writing and editing positions in magazine, newspaper, and scientific organizations. Her research focuses on Russian journalism and on the problems faced by college campus newspapers run as clubs with minimal professional direction.

College Media Review
Journal of the College Media Association

Students in the trenches for political coverage

The Alestle at SIU-Edwardsville keeping tabs on presidential campaigns

Photo courtesy Alestle

Covering presidential campaigns can be an "invaluable experience" for student journalists, promoting staff collaboration and providing important content for

college media, according toTammy Merrett, who advises The Alestle at Southern Illinois University-Edwardsville, a university with an enrollment of about 14,000 students and about 23 miles from St. Louis. Merrett, a college media adviser with 19 years of student newspaper advising experience, has worked in the field as a professional journalist–both as a reporter and editor–since 1986.

"The staff plans to continue its periodical coverage of the presidential campaigns as Election Day quickly approaches," Merrett said. "During this season of presidential campaigning, The Alestle has kept up with the latest issues regarding the candidates as they battle for their parties' nominations."

Among other things, Merrett said the students:

- Collaborated on editorials about Republican front-runner Donald Trump, scrutinizing his statements and methods.
- Covered a rally hosted on their university's campus for Democratic candidate Bernie Sanders, ultimately compiling a news article and photo gallery. The staff ran into difficulties, she said, attempting to live tweet the event, for the amount of people in attendance greatly limited access to Wi-Fi in the stadium.
- With SIUE's close proximity to St. Louis, two Alestle staff members covered a Trump rally there, as well as an event for Democratic candidate Hillary Clinton, the weekend before the Illinois and Missouri primary elections.

The Alestle has a weekly print edition and weekly online-exclusive edition in the fall and spring semesters, as well as summer editions.

Here are examples of the students' Trump coverage:

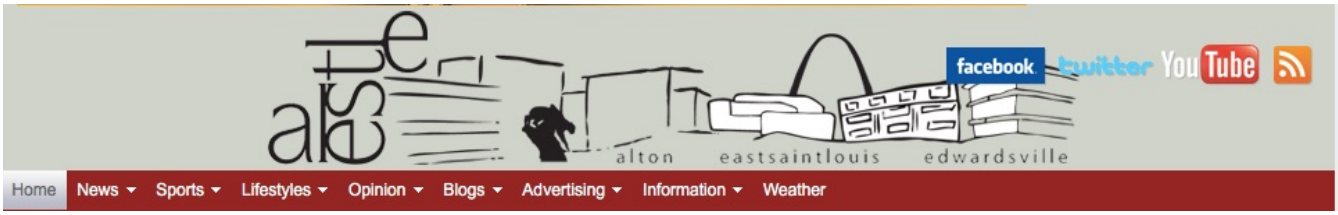
- http://www.alestlelive.com/news/article_7c3f7f4e-e8c4-11e5-b599-df4b5b63b75f.html
- http://www.alestlelive.com/opinion/article_398783e0-e595-11e5-a6a4-f7a90cf41ac6.html
- http://www.alestlelive.com/opinion/article_4aa4d508-5cbd-11e5-9422-b30d9fa6f581.html

General voting op-ed:

http://www.alestlelive.com/opinion/article_f60d74e0-e0c0-11e5-a6dd-4711792a4209.html

Bernie Sanders coverage:

http://www.alestlelive.com/news/article_ca8d2c6e-e27a-11e5-bb67-c32deaa286bb.html



College Media Review will continue through the November election to publish examples of political reporting—print, broadcast and web-based–by college journalists throughout the country. Advisers who would like to share their students' political reporting should e-mail Debra Landis at dland2@uis.edu for more information.

College Media Review
Journal of the College Media Association

A cautionary tale of a coverage firestorm

Reflections and recommendations from the adviser of the college newspaper that published what the Daily Beast described as 'the most racist front page in America'

By Shawn W. Murphy
SUNY Plattsburgh

I took one look at the paper and my heart sank. I sighed. I knew this would understandably hurt feelings and upset readers. I did not predict, though, that it would yield a Daily Beast article titled "College Paper Prints The Most Racist Front Page in America." Once this article was published online, the clickbait medium, along with social media, immediately drew attention to what had happened on our campus. Oct. 23, 2015, would have been like any other Friday morning during the academic year, in which I, as faculty adviser to the student-run newspaper Cardinal Points, read and mark up the hot-of-the-presses issue in preparation for my

Monday night post-publication critique delivered to the entire staff, except on that morning there were a slew of emails in my inbox and messages on my phone.

Shawn Murphy

I did not know about the firestorm that was to come. I did not know that there would be many more email and phone messages from regional and national reporters who wanted to interview me and the student-editors. I did not know about the hate emails that the students on staff and I would receive from people on and off campus. I did not know that administrators and faculty – including journalism professors in my own department – would come down so hard on the newspaper, its student staff, and me. I did not know that I would witness student-editors in utter anguish and tears about the backlash for what the felt was a one-time mistake in the production process, not a malicious act of racism. And I did not know how lonely and difficult it would be to defend students' First Amendment rights and explain what my professional organization, College Media Association, considers to be a legally and ethically sound best practice for a newspaper adviser – the post-publication critique without mandatory prior review.

This article for College Media Review marks the first time I have spoken publicly about what happened. I did not speak with any of the local, regional and national reporters who asked to interview me for a quick sound-bite quote to drop into a story they had already written. And it was suggested to me that I channel interview requests to the college's director of marketing and communications. Instead, I wanted to tell the whole story under my own terms and in my own words; after all, there was no one closer to it than me and the student-editors. I wanted to let enough time pass so that emotions could subside, then explain how it all went down. In doing so, I would explain how this situation came to be; examine what have been the ramifications for the college, the department, the newspaper, its student-editors, and me as the adviser; outline what structural measures Cardinal Points have taken

in the aftermath to regain trust and credibility; and offer advice to my advising colleagues across North America.

This is a cautionary tale to other advisers at public colleges.

HOW IT ALL WENT DOWN

The broadsheet front page, above the fold, of that issue of Cardinal Points contained a student-penned, four-color cartoon showing a smiling black student, dressed in academic regalia and proudly holding up his diploma, while standing in the middle of a city street where we see a boarded-up building, a broken window, graffiti on the side of a building, a bent stop sign, and an abandoned car up on blocks. The cartoon was intended to illustrate the news story under it with the headline "Minority admission rates examined," which was accompanied by an editorial in the opinions sections headlined "Give everyone a chance," which praised the college's admission staff for its success in recruiting more minority students from New York City to our rural northeastern New York campus and spoke about the widespread benefits of having a more diverse student body. But it was the cartoon with its offensive stereotypes people saw, not the words. This was aided by clickbait and social media where only a photograph of the cartoon was shared worldwide.

It was the proverbial perfect storm that created that imperfect front page. The newspaper's editors report that while planning out that issue the week before, there was a lack of understanding of and communication between them and the student artist about how to best illustrate a story about minority student admission rates. Some reporters had missed their deadlines, which compressed the production time for editors who were laying out and copy editing pages. The large-format printer, which was used to print out pages for copy-edits, died after years of dependable service, forcing editors to have to edit on screen where it can be more difficult to catch mistakes. On tight deadline, the news editor quickly glanced at the computer screen to see if there was a cartoon in the designated box on the front page, indicating the artist had submitted the cartoon – but that cursory glance at the screen did not include *thinking* about what was actually in that box, just that something was physically there. The managing editor, who is black, later said she did not have the social context to critically evaluate the cartoon because she had

grown up in a predominately white Scandinavian country, where her family had emigrated as refugees from a North African country. And the editor in chief, whose eyes are typically the last on the paper, had car troubles and midterm exams that prevented her from actually seeing the final pages.

THE AFTERMATH

Following publication, SUNY Plattsburgh college administrators stated they were concerned about what this might do with recruitment and retention efforts of students, particularly minority ones, during a time of overall declining enrollment and tight budgets at SUNY campuses. They wanted to tighten control over content in Cardinal Points, so they put increasing pressure on the dean, department chair, faculty, the student-editors and me as the newspaper's faculty adviser. Over the course of a few weeks, top administrators seeking to "manage and control" the student-run newspaper so that "this could never happen again" met repeatedly with the dean and department chair, the dean met with student-editors and me, and department faculty met with student-editors and me – all the while applying pressure on the students and me to agree to a system of mandatory prior review.

I have done my job the same way for 23 years at three college newspapers in three states, with 19 of those years here. This includes making myself available at any point in the production process to discuss with editors their concerns about the implications of any content that may be covered or published as it pertains to the law, ethics, taste or sensitivity. And it has included my comprehensive post-publication critique, complete with feedback from accuracy reports that are emailed to each source in each story for each issue. I give this verbal critique for each issue to the entire staff.

Ironically, for many years at the National College Media Convention I have filled rooms with fellow advisers and student newspaper editors wanting to hear my advice about how best to critique a student-run newspaper, and I once authored a cover story for *College Media Review* about critiques, but now on my campus and in my department my expertise at being a newspaper adviser was being scrutinized – at one point a colleague directly stated that I was being negligent of duty by not doing a mandatory prior review of the entire paper each week.

It should be noted that Cardinal Points is an autonomous newspaper with editorial independence. It is an incorporated 501(c)3 under the name Plattsburgh State Media Inc., a status that came about after a 1997 incident in which the Student Association, the campus' student-run governmental body, attempted to censor a news story about a dorm fire caused by a student who fell asleep in his bed with a lit cigarette in his hand; when editors refused, the SA froze the budget of *Cardinal Points*, which at that time was a student club. Before then and since, any student, regardless of academic discipline, has been able to earn academic credit for working on staff. Those credits are issued through a catalog listing of JOU 402 under the name Newspaper Practicum. For me, this advisership counts equivalent to a course in my schedule every semester. Herein lies the wrinkle. While the newspaper and practicum actually run on separate parallel planes, the college administration sees them as perpendicular planes where the students answer to me as the adviser. However, as I've told the students on the newspaper staff for many years, "I work for you, you don't work for me."

But, in fall 2015 I was suddenly told that I must do pre-publication, or prior, review. It didn't seem to matter that over the years the newspapers I advised had been judged an All-American 20 times, a finalist for the Pacemaker twice, best college newspaper in the state three times, and the student-journalists had won dozens of awards in state and national competition – most of these while I've advised Cardinal Points in the way that I have. The college was in damage control and worried about the financial implications of this cartoon publication.

In the midst of the racial protests that erupted at SUNY Plattsburgh after the cartoon publication, the college president, frustrated by the logistics of clamping down on Cardinal Points at a public college, stated at a Faculty Senate meeting: "We also have the First Amendment. But then, we have the Second Amendment, too, and you don't go giving guns to toddlers. And we shouldn't be giving a newspaper to people who don't know how to run one" – indicating that the newspaper was his to "give" and alluding to its editors being like children.

On Nov. 3, department faculty met without me and passed a resolution, which was given to me the next day. It read: "The Cardinal Points faculty adviser shall preview all issues of Cardinal Points prior to publication to advise students about content

that may be ethically or legally inappropriate. In the pre-publication review, the adviser shall neither censor nor control newspaper content but shall advise, guide and instruct students on content."

In an effort to educate my colleagues about what is the national standard for advising a student-run newspaper, I told them that the College Media Association doesn't endorse any advising model that includes *mandatory*, comprehensive, line-edit prior review. And I said it is not a pedagogical approach to advising that I endorse when the publication becomes my work rather than that of the students. Furthermore, I shared with them excerpts from "The Adviser's Personal Code" in the CMA's "Code of Ethical Behavior." The document states:

- "There should never be an instance where an adviser maximizes quality by minimizing learning. Student media should always consist of student work."
- "Faculty, staff and other non-students who assume advisory roles with student media must remain aware of their obligation to defend and teach without censoring, editing, directing or producing. It should not be the media adviser's role to modify student writing or broadcasts, for it robs student journalists of educational opportunity and could severely damage their rights to free expression."
- "Advisers should be keenly aware of the potential for conflict of interest between their teaching/advising duties and their roles as university staff members and private citizens. It is vital that they avoid not only actual but apparent conflicts of interest. The publicity interests of the university and the news goals of the student media are often incompatible."

However, the ethics of advising didn't seem to matter to my department colleagues, so I tried the legal approach. From the SPLC website I shared the following clear-cut legal statement: "No student media, whether official or non-college-sponsored, will be subjected to mandatory review by college administrators, faculty or employees prior to publication or withheld from distribution." It was to no avail.

Seeking to confirm what I had told my colleagues was illegal at public colleges in New York, I reached out to the Student Press Law Center about whether prior review – as mandated in this resolution – was illegal. I got my confirmation on Nov. 5.

Wrote Adam Goldstein, a former journalist and now an attorney at the SPLC: "Is it legal in New York for a public college to prior review a college publication? There's an easy answer: no." Goldstein noted that the faculty resolution itself was also illegal. "Even instituting a vote as to whether to prior review is *itself* unconstitutional, even if the prior review wasn't unconstitutional (which it is, here)." I shared this with my colleagues.

During the next week a faculty colleague contacted Goldstein, who responded, in part: "It's not that the adviser is *prohibited* from seeing the content, it's that no state official or employee can *require* that editors share the content. In most colleges, editors routinely show work to their advisers before it's published to get feedback, then lay it out and send it to be published. In fact, if the editors voluntarily went and showed the adviser the content as it's laid out, the adviser could look at it on their behalf with no First Amendment problem. What creates the legal issue is the state-imposed requirement that someone review the content prior to publication."

With this resolution shot down, it was back to the drawing board for my colleagues. On Nov. 10, they passed another resolution after I had left the meeting for a pre-announced childcare obligation. It was handed to me the next afternoon, Nov. 11. It began by stating that the practicum students "request that the following become a permanent part of the course procedure and a vital aspect of the course learning experience, beginning Nov. 11." It continued with a numbered list mandating what the adviser must do; in doing so, the adviser is also referred to as "the teacher" of the practicum, drawing a comparison to a traditional course rather than an experiential learning opportunity such as a practicum or internship. It said that I must be physically present in the newsroom "on Wednesdays from at least 7-9 p.m. to teach, guide and advise students when they are preparing the newspaper for publication," on top of my weekly critique time of Mondays 7-9:45 p.m. – much to the concern of our faculty union, which I later consulted. The resolution continued, "The faculty adviser should view the entire content of the newspaper prior to publication to advise students about content that may be ethically and legally inappropriate."

When I asked a colleague how this came about, he said that he and other faculty spoke with Cardinal Points editors. He claimed editors asked for this. I said I found

that hard to believe and voiced my concerns at the time, making it clear that I did not support any *formalized* prior review of all content for each issue. Later, the paper's top editors told me they did not write the resolution, despite the appearance that they did by the way it was written. They said faculty walked into the newsroom suddenly, and unannounced, where they showed the few editors present this already-written document and asked them to read and sign it on the spot. The editors said they expressed concerns about the document and how it was written. They said they felt that the faculty members were acting with a high level of urgency and that they felt as if they were being pressured to sign right away. They said they definitely did not want the whole paper reviewed. These editors signed nothing and said they would first have to discuss this with the full Editorial Board and with me.

After my weekly post-publication critique the night of Nov. 16, I left and the staff discussed this resolution and the broader issue of someone, other than them, reviewing all content prior to publication. This meeting included the *entire* staff, not just a handful of random editors or even the full Editorial Board. This included the junior staff who were the paper's future; the following week elections were to be held for positions of editors who were stepping down after public outcry for them to do so. The staff decided not to sign the resolution or subject the newspaper to mandatory comprehensive review of content prior to publication.

On Nov. 17, I spoke with Goldstein at the SPLC. Regarding how this deceptive resolution came about, he said: "The goal is still illegitimate. … It's part of an attempt to restrain rights, which makes it illegal." In short, he said it went against the spirit and letter of the law – which is the First Amendment of the U.S. Constitution.

From my view, I was concerned that faculty, under pressure by administrators to clamp down on content, discovered a way to fudge the illegality of state-mandated prior review. To me, this resolution seemed to be coercing the students into a prior review arrangement, especially knowing that faculty had a hand in this. Students, who did not know all the facts or considerations, approached by powerful, influential and respected faculty members pushing for prior review would undoubtedly feel intimidated and wish only to please them, especially if they had classes with these professors.

A faculty colleague told me that the next step would likely be for the department to rename JOU 402, Newspaper Practicum, so that the word "practicum" was not used. He said that whatever it was called, it would be clear that it is a class with a teacher, not a practicum with an adviser – thus putting the pressure to review content prior to publication on this person. To date, though, this has not happened. However, there was an attempt by faculty colleagues to rewrite my JOU 402, Newspaper Practicum, syllabus and the course outline, which is the college's master recipe, if you will, for that "course." They wrote these documents to include measures of mandatory prior review, brought them up for vote at a faculty meeting, and passed them – despite my objections. Later, the faculty union told me that they had no right to write my practicum syllabus and that they had a dubious motivation for rewriting the course outline. The union representatives said that I was clearly wronged, yet their focus is more on academic procedural issues and the labor implications – not the issues that are most important to me and the students who run *Cardinal Points*, which are the First Amendment, College Media Association's code, and what's considered the national standard and best practice for college newspaper advisers.

I contacted Goldstein at the SPLC to see what he had to say about this. When I emailed him the syllabus and course outline, he replied on Dec. 8, in part: "There are two elements to unconstitutional censorship: (1) an action motivated by a desire to control, punish, or influence content; (2) some detriment, however slight, to future publication of lawful content. (Note that the detriment need not be outright censorship – simply burdening the publication with hoops to jump through would still be detrimental.) The proposed changes to the course outline meet both parts of that test and would give rise to a cause of action against the institution.

"Here's the wrinkle: nowhere in this test does it limit WHAT action is taken. So it does not matter whether the institution attempts to directly impose prior review, or impose it through a contract with editors, or alter the definition of the course to include an element of prior review, or any other action we could imagine from now until the end of the universe: if the motivation is improper and the effect is in any way detrimental, the action is unconstitutional.

"Apart from being unconstitutional, the consistent efforts to find ways to handcuff the students is probably the wrong way to approach them. I don't get the sense that

these editors are hostile to the concerns of the institution. But if the editors get the sense they aren't being treated with respect – or that their rights are being infringed – they could quickly become hostile. (If a student called me and requested a referral attorney because their rights were being infringed, I don't really have the discretion to turn them away if they're right; my job would be to find them a volunteer.)

"I have to point out that any action (the college) took that could in any way effectuate that result would be flatly unconstitutional. ... a court is unlikely to be especially sympathetic to the marketing needs of the State weighed against the civil rights of the public."

This, to me, seemed very clear-cut, so I shared it with my faculty colleagues who had voted in favor of rewriting the syllabus and course outline. One colleague said in a meeting about Goldstein's legal advice, "It's a red herring; everything from him is a red herring." I pointed out to this colleague some key passages Goldstein had written about the illegality of what they had proposed and passed, particularly the phrase "unconstitutional censorship," and he snapped, "Well, the president and dean say this is a pedagogical issue, not a legal one, and I agree." He said that I can get whatever response I want from how I phrase my queries to Goldstein. I suggested that we have a conference call with Goldstein that includes the journalism faculty, the dean and the president so that they can ask questions however they wished, and he simply said, "That's not necessary."

I then shared with Goldstein what had been said at that meeting, to which he responded on Dec. 10: "I rolled my eyes at the pedagogical issue comment. Saying that this is a pedagogical issue and not a legal one is delusional, because everything is a legal issue. It's like saying that arson isn't a legal issue, it's a chemistry issue.

"At this point the list of options is a little narrower. The students could raise a legal challenge, certainly. And there's no reason not to pursue all of the union options. If the administration is this determined to have a hostile relationship with the editors, though, I'd be worried if I were them that the editors are likely to take this as an invitation to do a colonoscopy on the e-mail communication between these state actors, via FOIA, to cement the unconstitutional intent (as if it wasn't dripping from every line of every meeting so far)."

I shared with the dean these concerns about the course outline and made it clear I would not do prior review. At press time for this College Media Review article, I have not seen the course outline come up for vote with the Courses and Programs Committee.

MOVING FORWARD

Following the cartoon publication, Cardinal Points, whose reputation and credibility were severely damaged, immediately tried to right its wrong. First, they ran an online apology on the newspaper's website, via social media, and through a campus-wide email. Second, they apologized in person before a packed forum organized by AKEBA, the SUNY Plattsburgh Black Student Union. It then lobbied to continue to publish, despite cries to suspend publication from some students and a high-ranking college administrator. Meanwhile, editors and I participated in many private and public meetings with various concerned and/or furious constituents. Cardinal Points then published a front-page apology that repudiated the cartoon and explained how it happened and what staff were doing to help prevent a similar incident. The entire eight-page news and op-ed section were devoted to this topic.

In Cardinal Points' published "Plan of Action," it declared that it would fully cooperate with an independent examination led by an ad-hoc committee assembled by the college president; devote the remaining fall issues to an examination of the paper's error and its wider implications; examine the best way to run the paper, starting immediately; and use the paper moving forward as an instrument of restorative justice, focused on issues of race, gender and other concerns pertinent to the student body.

Since then, Cardinal Points has delivered on its promise. In doing so, it has taken a leadership role on campus. Aside from stepping up its diversity and inclusion coverage, which includes working with the Multicultural Alliance to get story ideas, the Editorial Board has created for its editors a "red flag list" of potentially controversial topics about which they should seek advice from their adviser prior to publication; created a procedural document that goes beyond the position descriptions that already existed so that there is now a chronological checklist to use during the entire production process that aligns with the editors' responsibilities;

and updated the newspaper's Guidebook to include the red flag list and procedural checklist. In addition, in my capacity of overseeing the practicum, I created an apprenticeship program and a speakers' series.

The for-credit, graded, semester-long apprenticeship is for students who are not journalism majors or who have not taken a news writing course, yet wish to get involved with the newspaper as a staff member. An apprentice attends the Monday night general staff meetings, receives educational training into the basics of reporting and news writing, shadows a veteran reporter, is assigned some stories by editors, and gets feedback during my post-publication critiques. The stories they write – one news story, one column and one feature story – are encouraged to about a diversity issue centered around under-represented students on our campus. To help promote this, I emailed the president of each diverse SA-sponsored student club on campus. To date, though, this has not yielded one apprentice.

The speakers' series, titled "Worthy of Our Attention," is a collaborative effort between Cardinal Points and the college's Institute for Ethics in Public Life. The briefings, done by former ethics institute fellows, are for the benefit of the newspaper's staff. The focus is on social, political, scientific and other concerns affecting their lives locally, nationally and globally. The purpose of the briefings is to heighten sensitivity among members of the Cardinal Points staff to the pressing issues of the day, including human and civil rights, politics and the presidential election, climate change, and the world economy, among many others. The briefings are open to members of other campus media or to any student considering joining the newspaper, yet so far only newspaper staffers have chosen to attend.

LESSONS LEARNED

It is important for my fellow advisers to know that being an adviser can sometimes mean that you must butt heads with those who believe you should be doing your job in a different way to ensure a perfect publication. Journalism can get messy. After all, it is a human enterprise – and at our colleges, it is a *student* enterprise. Unlike mistakes made in the confines of a classroom, where these mistakes are confined by four walls, mistakes made in student-run newspapers are visible to all. Colleges are a place to learn, make mistakes, and to learn from those mistakes. This is the

educational process and it is how student journalists learn and gain experience before they begin their professional careers. There is no panacea here, yet I can offer some advice for my fellow advisers:

- Open up – and vigorously and continuously promote – the channels of communication between the staff and you, the adviser. Be readily approachable and accessible for prior-to-publication conversations about content. Make it very clear about the adviser's ongoing role as a resource for consultation in the event that planned coverage or content raises questions about whether it's legal, ethical, in good taste and in sound sensitivity.
- Educate your constituents about how the newspaper functions and what role the adviser plays, and does not, in that production process. These constituents include administrators, the student body, and even fellow faculty – who may have little understanding about the ethical and legal considerations for student newspaper advisers, and could be part of a department that include other humanities.
- *Before an event occurs*, educate your newspaper staff about the ethical and legal implications of what they publish and the responsibility that comes with it. And be sure they know their legal rights.
- Encourage the Editorial Board to create a comprehensive Guidebook that serves as a reference manual for the newspaper's staff, who should receive a copy at the beginning of a semester. The Guidebook should include ethical considerations and legal rights.
- Encourage the Editorial Board to create a checklist document that makes newsroom workflow clearer and more transparent. The workflow chart should state that section editors need to closely review and edit their sections and then sign off on it, and then the managing editor and the editor in chief need to closely review and edit all sections and then sign off on them. This document should ideally be included in the Guidebook.
- Encourage the Editorial Board to create an internally generated working list of potential content (stories, photos, graphics, advertisements) about which it would be wise for the editors to consult with their adviser regarding planned coverage or content that raises questions about whether its legal, ethical, in good taste and in sound sensitivity. This document should ideally be included in the Guidebook.

- Make it clear to reporters, photographers, artists and editors that their actions can have consequences once the newspaper is published, so they need to take their position *very* seriously. With rights come responsibilities.

Shawn W. Murphy (shawn.murphy@plattsburgh.edu) is a professor of journalism at SUNY Plattsburgh. He also serves as faculty adviser to Cardinal Points, the award-winning weekly student newspaper. Murphy also has taught and advised at Midland Lutheran College (Nebraska) and Oklahoma Panhandle State University. Prior to pursuing a career in academia, Murphy worked as a reporter, editor and photographer for several community newspapers and a magazine throughout New England and in Florida. Murphy earned a master's degree in print journalism from Northeastern University in Boston and a bachelor's degree in English/Writing from Plymouth State College in New Hampshire.

College Media Review
Journal of the College Media Association

Making the most of campaign opportunities

From the Royal Purple. Photo by Amber Levenhagen.

Royal Purple staffers cover campaign visits to Wisconsin by presidential hopefuls

CMR Staff Reports

Ideas for news stories can often come from personal experiences.

That goes for political coverage, too, as illustrated by coverage of a Donald Trump rally by staff of the student newspaper, The Royal Purple at the University of Wisconsin-Whitewater.

"Students in a class after mine were talking about how the security and press were taking over their neighborhood because they live near the Holiday Inn in Janesville which hosted the Trump Rally.

"Many in the community said they opposed this choice, not only because of its close location to residential areas, but because it sends a political affiliation," recalls Carol Terracina Hartman, adviser to The Royal Purple student newspaper.

"The students were commenting how they were involved just because of where they lived and the neighbors were all getting together and advising each other on how to be safe, get to work, get their kids to school, do their errands, and shopping in advance," Hartman said.

"So I overheard this conversation and asked if the students would comment for The Royal Purple. I didn't know if the News Editor Kimberly Wethal would assign this as part of the primary coverage or not, but it seemed like a valuable student voice – and certainly an authentic one.

"She did and it is a key part of the reporting."

Here are links to Royal Purple coverage and commentary:

- http://royalpurplenews.com/crowd-divided-over-trump-rally/
- http://royalpurplenews.com/death-to-female-journalists-a-reporters-perspective/

- http://royalpurplenews.com/trumps-campaign-demonstrates-red-flags/
- http://royalpurplenews.com/battle-for-the-midwest-wisconsin-becomes-focus-for-presidential-hopefuls/
- http://royalpurplenews.com/ted-cruz-holds-janesville-rally-2/

Editor's Note: The 2016 presidential race offers myriad reporting opportunities for college journalists, and College Media Review is publishing links of print, web and broadcast works. While some of the links are for coverage weeks back, CMR isn't thinking so much of the "when" factor, but how educative and motivating it can be to see how other journalists, be they students or professionals, are covering the 2016 presidential campaigns. College media advisers are encouraged to send links of their students' work to Debra Chandler Landis at dland2@uis.edu.

Research (Vol. 53) — Corrections and the College Web

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Exploring the use of corrections on college newspapers' websites

Kirstie E. Hettinga
California Lutheran University
Rosemary Clark
The Annenberg School for Communication at University of Pennsylvania
Alyssa Appelman
Northern Kentucky University

Errors: "Ahhhhh." Photo by Kenny Louie via Creative Commons

Abstract: *A previous study found that college newspapers have perceived levels of credibility on par with their professional counterparts, but suggested that quality could be assessed in other ways. Previous research has documented the potential for error corrections to increase perceptions of quality. In a content analysis of College Media Association members' websites (N = 419), the researchers found that some college publications are publicizing corrections, but some are not. Additionally, these practices seem to depend on publication and university differences. Similarities between college and professional publications are noted, and recommendations for improvement are discussed.*

Exploring the use of corrections on college newspapers' websites

Introduction: The Daily Illini prides itself on the accuracy of its reporting … When The Daily Illini makes a mistake in its print publication, a correction will run on page 2A as soon as possible. When The Daily Illini makes a mistake in … its online publication, the article will

remain posted with a disclaimer listing the mistake and the appropriate changes made to the article.

This policy from University of Illinois' daily student newspaper may be the exception, not the rule. While some newspapers such as *The New York Times* have established policies for errors and corrections, both online and in print, this is not the case for all professional publications.[1] As such, corrections may be an area of difference for college papers and professional newspapers.

For example, *The Daily Illini,* despite its policy above, has some issues that yield no corrections on its website. By comparison, in one week, *The New York Times* averaged about nine corrections per day, with three corrections being a light day and 16 a heavy day. Certainly, *The New York Times* would be expected to have more content and, therefore, more mistakes than other publications, but are readers to believe that on the days *The Daily Illini* printed no corrections, there were absolutely no mistakes in the issue? Sources are often reluctant to point out errors and, "Newspapers can hardly be expected to correct errors that they do not know were made."[2] However, as a learning environment, it is inevitable that mistakes will be made at college newspapers. So why are there so few corrections?

In online publications, the most likely explanation is that errors were made but their corrections were not publicized. Professional news organizations have been inconsistent in their online corrections policies.[3] Some are simply correcting the error without acknowledging it was there in the first place (i.e., "scrubbing"[4]), while others are correcting the mistake as a note on the original page. Is this the case with college publications? Are student editors merely ignoring the mistakes and leaving them online? Are they fixing the mistakes without acknowledging them? Or are they adequately publicizing their errors and corrections? And do these practices depend on publication and university differences? This research explores how college newspapers use corrections on their websites in order to address such questions.

Literature Review

Student newspapers are often considered a proving ground for students who wish to pursue careers in communication and journalism. However, while some student newspapers are independent through advertising, many smaller student papers require supplemental funding to survive, which may be acquired through student fees or funding from their schools. This dependence on their institutions has actually increased in recent years, as college newspapers, like their professional counterparts, struggle with underpaid staffs[5] and lackluster interest in print ads.[6]

With this institutional connection, many campus newspapers tend to be described as experiential learning opportunities. The characteristics of promoting students' initiative, providing students with regular comments and suggestions on assignments and giving them

the ability to learn from their mistakes as those most consistent with experiential learning.[7] In a case study of *The Muleskinner*, Central Missouri State University's student newspaper, the publication came under the oversight of the mass communication department.[8] While this setup proved to be effective for Central Missouri (it still runs as a laboratory newspaper today), not all schools have had success with this arrangement. Also, the financial dependence on universities and student fees can lead to fraught relationships and coverage. Indeed, much research regarding student newspapers addresses the relationship between school administration and campus publications,[9] the potential for censorship[10] and issues of control.[11]

No matter the funding structure, "student newspapers can … be valuable and semi-realistic environments in which to teach management, advertising, public relations and law, and in which to learn the complexities and peculiarities of readership communities."[12] And for students who plan to pursue careers in journalism, having hands-on experience in working for a newspaper, either through internships or working for student papers, is seen as a résumé-builder.[13]

While some may argue that there are significant differences between professional papers and campus papers, previous research found little difference in qualities such as readability, thoroughness and story interest. However, there were other measures of "quality" that he did not assess, such as "story accuracy, the balanced use of sources within a news story, the relative importance and placement of articles, the effect of packaging writing with graphics."[14]

One possible way to examine story accuracy is through the use of corrections. Corrections and clarifications are one way that journalists are able to demonstrate to readers that they care about being accurate. In fact, *The New York Times'* decision to print more corrections "may have improved that newspaper's reputation for fairness and accountability."[15] This effort is particularly important, as the public's trust in the news media has continued to diminish. In fact, all forms of news media have reported double-digit declines in reported "believability" between 2002 and 2012.[16] Previous research that compared credibility in print and online products also found that "content credibility of both platforms is problematic."[17]

Theoretically, media and newspapers serve a vital function in the process of democracy. Silverman of "Regret the Error" noted, "the press plays an essential role in the flow of critical information that affects every part of our lives."[18] According to Democratic Theory, "What people know, the accuracy and extent of their understanding, bears directly on their ability to function as citizens."[19] This would suggest that when information is faulty, media outlets have an obligation to print corrections providing accurate information. Student newspapers, like their professional counterparts will make mistakes. Arguably, as learning environments, student newspapers have even more potential to contain errors. As a logical extension then, student newspapers should also have more corrections.

Getting things right should be at the forefront of all journalists' minds. Accuracy and credibility are strongly linked. As the presence of corrections has been shown to cultivate a good relationship with readers,[20] it may be beneficial for college newspapers to use corrections to continue to further enhance their reputations.

This research seeks to explore whether campus newspapers are, in fact, using corrections in their publications. Specifically, as it has been documented that not all professional newspapers have transferred their correction practices online,[21] this research seeks to examine the presence and use of corrections in the online version of college newspapers. As such, the researchers put forth the following research questions:

- *RQ1*: Do college media websites provide information about: (a) corrected errors, (b) contact information, (c) funding structures, and (d) advertising?
- *RQ2*: How do corrections on college media websites differ in terms of: (a) type, (b) objectivity, and (c) impact?
- *RQ3*: Do characteristics of college media websites affect the likelihood of published corrections?

Methods

Sample and General Procedures

The researchers conducted a content analysis of college newspaper websites. All of the websites belonged to schools or publications that had at least one faculty member or media adviser listed in the College Media Association directory. After removing duplicates, there were more than 500 college newspapers. The authors then removed any newspapers that did not have websites and then any websites that did not have search functions. Ultimately, the researchers coded 419 college newspaper websites. The unit of analysis was the website.

Coding and Intercoder Reliability

The websites were coded based on a codebook developed by the primary researcher. Aspects of a previous codebook used to assess corrections at *The New York Times* were used to code the corrections on the student newspapers' websites.[22] Two authors coded the first 120 websites, or about 29% (which falls within the ranges of content units needed for reliability tests[23]), and the primary researcher coded the remaining sites. All of the websites were coded for 17 factors. Intercoder reliability was calculated using Cohen's Kappa (see Table 1). Of the 17 factors, all but one factor had strong Kappa values of 0.8 or higher. However, there were some factors that were found to be more subjective. The categories with discrepancies are discussed below.

Contact information. This measure indicated whether the website had contact information such as email addresses or phone numbers and was coded 1-3 (*1* = Yes, *2* = No, *3* = Unknown). The intercoder reliability for this measure was high (*k* = .812). For this measure, the coders did not specify whether a contact "form" counted as a means of contact. The codebook indicated that the coders were looking for email addresses and phone numbers. One coder also counted contact forms if these were the only means of contact available.

Accuracy. This measure documented whether there was a statement regarding accuracy or ethics on the site. It was coded 1-2 (*1* = Yes, *2* = No). The intercoder reliability for this measure was high (*k* = .816). While some publications had language as explicit as the statement from *The Daily Illini* that opens this research, other "language" was as simple as *The Bucknellian's* policy on free speech, which states, in part, that the school supports free speech and as such, relies "on the good judgment of Bucknell students to follow journalistic ethical guidelines, good taste and compassion."

Funding. As much of the existing literature addresses the funding of student newspapers, each website was coded for information regarding how the newspaper is funded. This measure was coded as 1-5 (*1* = Independent, supported through advertising, *2* = Supported through student fees, such as a media fee, *3* = Supported by student government funding, 4 = Supported through the institution or produced by a class, a laboratory paper, *5* = No information available on website, unknown). The intercoder reliability for this measure was high (*k* = .825). However, this proved to be a very difficult measure to code. Few publications disclose this information on their websites. Many institutions use a hybrid model of some institutional support and some advertising revenue, or else label themselves as "independent" without distinguishing if that was editorial or financial independence; therefore, many newspapers had to be coded as unknown.

Advertising. As it was so difficult to determine where many college newspapers got their funding, the researchers added a measure for advertising. It was coded 1-2 (*1* = Yes, *2* = No = 2). The intercoder reliability for this measure was fair to high (*k* = .759). This measure was also difficult to code. Occasionally, the only evidence that a newspaper accepted advertisements was the presence of an "advertising sales representative" on the staff list.

The subjective nature of other measured variables — such as the objectivity or subjectivity of corrections, the type of error, and the impact of error — has already been documented.[24] The full list of categories and their options can be seen in Table 2.

Results

Sample description.

Table 2 shows descriptions of the coded college media websites. Most of the schools were located in the South (*n* = 147), and the category with the fewest schools was international (*n* = 3). The West was the least represented U.S. region. Most of the schools were four-year

programs (*n* = 347), and the remainder (*n* = 70) were two-year programs. The majority of schools (*n* = 391) had some kind of media studies, communication or journalism program. Most of the newspapers were weekly (*n* = 183), but a good number of the publications did not clearly indicate their publication frequency and were coded as unknown (*n* = 61). About 84% of the papers (*n* = 354) were up to date based on their publication frequency.

RQ1: Information on college media websites

(a) Corrected errors. More than half of the websites coded had at least one correction that could be found using the websites' search functions (*n* = 237). However, only 6.2% (*n* = 26) of the websites had a correction for their most recent issue. Most corrections (*n* = 88) were more than one year old.

(b) Contact information and statements. Most of the websites (*n* = 374) did have contact information such as a phone number or email address. However, only 17.6% (*n* = 74) had a statement or language referencing accuracy or ethics on their websites. Only 5.2% (*n* = 22) had a link that directed readers to a page containing information about how to submit a correction, an error archive, or a policy.

(c). Funding structures. The overwhelming majority of college newspapers—71.1%—did not disclose their funding structure (*n* = 298). Of those that did report their financial information, just under 10% (*n* = 41) indicated that the publications were financially independent, and 8.3% described themselves as laboratory papers (*n* = 35). A smaller number of student newspapers (*n* = 10) got support through student fees (2.4%), and 1.7% (*n* = 7) reported getting some financial assistance from student government.

(d). Advertising. While there was little information about the source of all the publications' funding, the majority of college newspapers, or 71.4% (*n* = 299), did have some information regarding advertising on their websites. This suggests that the majority could have earned income through advertising, but does not make clear to what extent the advertising supports the publications.

***RQ2*: Types of corrections on college media websites**

(a). Type. Of the errors/corrections that were coded, most did not fall under Tillinghast's original 14 categories and had to be classified as "other" (*n* = 63).[25] An example of an "other" correction appeared in Ithaca College's student newspaper, *The Ithican*. The correction reads, "The original story said that Toibin came to speak to students in the Ithaca College Honors Program, but he came as a visitor for the Ithaca Seminar Program, including the Honors Program." This correction could be classified as a clarification, which has been suggested as a possible addition to Tillinghast's original categories.[26]

The most common error after "other" was "names" (*n* = 38) followed by "other numbers" (*n* = 30) and "over emphasis" (*n* = 21).

(b). Objectivity. Most of the errors coded were objective errors of fact (*n* = 211).

(c). Impact. The majority of errors were coded as "low-impact" (*n* = 195). During the coding process, the researchers had to amend the codebook for the categories of objective/subjective, type and impact. Nine publications indicated that an error had occurred but provided no additional information such as what the mistake was, or how it happened. For example, on an article in the *Loyola Phoenix*, the student newspaper of Loyola University Chicago, a correction read, "Editor's note: This version of the article has been updated from the version that appeared in print Wednesday, Feb. 27, in order to reflect corrections to the article. The Phoenix regrets these errors."

RQ3: Presence/Absence of Published Corrections

Logistic regression was used to analyze the influence of seven publication and university characteristics (frequency, funding, type of school, degree offered, presence of accuracy statement, presence of ads, presence of correction link) on whether the website published corrections (Nagelkerke R^2 = .26, omnibus model X^2 = 85.62, p < .001).

Frequency was positively related to publishing corrections, Wald = 38.27, p < .001. Specifically, newspapers that publish daily (b = -2.83, SE = .59, Wald = 23.10, p < .001), semi-daily (b = -1.78, SE = .49, Wald = 13.18, p < .001), and weekly (b = -.90, SE = .34, Wald = 6.88, p = .009), were significantly more likely to publish corrections. (Note: Publishing corrections was coded as 1 and not publishing was coded as 2; therefore, the negative beta weight indicates a greater likelihood of publishing.)

Funding was also positively related to publishing corrections, Wald = 10.36, p = .035. Specifically, newspapers that are independent (b = -.75, SE = .43, Wald = 3.04, p = .08) and those that are supported with student government fees (b = 2.33, SE = 1.19, Wald = 3.84, p = .05) were significantly more likely to publish corrections.

Type of school was negatively but not significantly related to publishing corrections, b = .10, SE = .35, Wald = .09, p = .77. Degree offered was negatively but not significantly related to publishing corrections, b = .53, SE = .50, Wald = 1.11, p = .29. Presence of an accuracy statement was positively but not significantly related to publishing corrections, b = -.41, SE = .33, Wald = .1.56, p = .21. Presence of ads was positively but not significantly related to publishing corrections, b = -.24, SE = .27, Wald = .79, p = .38. Presence of correction link was not significantly related to publishing corrections, b = .02, SE = .60, Wald = .001, p = .98.

Summary

In response to *RQ1*, most college media websites had at least one correction, most provided contact information, and most included advertising information. However, most did not include statements about accuracy or ethics, most did not disclose their funding structure, and only 5% linked readers to information about how to submit a correction. Additionally, in

response to *RQ2*, most corrections were objective, low impact, and "other." Finally, in response to *RQ3*, college newspapers that were most likely to publish corrections were those that published more frequently and those that were independent or funded by student government fees.

Discussion

Interpretation

The goal of this study was primarily to document the use of corrections on college newspaper websites. Are college publications adequately publicizing their errors and corrections? And do these practices depend on publication and university differences? Based on this study, yes, some college publications are adequately publicizing corrections, and, yes, these practices seem to depend on publication and university differences.

The first main finding of this study is that researchers could find corrections in just over half of the websites examined. This means that almost half (43%) did not have easily identifiable corrections. As it is difficult to believe that these student publications are perfect, this observation yields additional questions. Are college journalists fixing mistakes without acknowledging them i.e., scrubbing? Are these publications publishing corrections in their print editions? Do they have policies regarding how to address error? As discussed earlier, professional news organizations have been inconsistent in their online corrections policies; based on this study, it appears that college publications have been inconsistent, as well.

Another commonality between professional and college newspapers is the similarity in kinds of corrections and their impact. In this study, most corrections were objective, low impact, and "other." Previous research has documented similar patterns for corrections at *The New York Times*.[27] This was mirrored in the corrections coded on the college newspaper websites, which suggests similarities between the publication types.

Interestingly, the findings seem to suggest that the more professional a student newspaper is, based on its publication schedule its financial independence, the more likely it is to use corrections. It is important to note, however, that these student publications all have faculty members or advisers who are members of the College Media Association; this could mean that the publications in this study are already more professional than other student media outlets.

During the coding process, the researchers also observed that many college newspapers lacked information about themselves, which suggests deeper issues with transparency. Nearly 15% (n = 61) of the websites coded provided no way for the researchers to determine the frequency of publication. Among those whose frequencies could be documented, the researchers were often forced to use advertising information to determine print schedules. Additionally, almost 10% of the websites (n = 41) failed to provide any means of contact, such as a phone number or email address. This lack of transparency was also noted in the

lack of information about publications' funding—nearly three-quarters of the websites coded did not reveal their financial situations. The lack of transparency in errors and corrections, then, could be seen as part of a larger lack of transparency across the publication.

Practical Implications

This research suggests that college newspapers are similar to professional publications in terms of the types of errors they correct and in terms of their less than vigilant approach to chronicling errors online.. As responding to mistakes promotes credibility,[28] it may be in the best interest of campus publications to re-establish their corrections policies, especially online.

To fully serve their democratic function, student newspapers have just as much of an obligation to publish corrections as their professional counterparts do. As many students ultimately prefer their campus publications for community news,[29] college newspapers must strive to provide accurate information and corrections whenever necessary.

Limitations and Future Research

This research is limited in that it provides only a snapshot of college newspapers. Not all college newspapers are members of the College Media Association and, as such, did not have the potential to be included in this sample. Additionally, the regions are not equally represented, with more schools in the southern region of the United States being included than schools from other regions. This may reflect a preference for the College Media Association, which was based at Vanderbilt University in Tennessee when the sample was generated. Therefore, this research is not representative of college newspapers in the United States.

The finding that few websites were transparent with information about the publication was interesting in itself; however, the current research is limited by the lack of information about the funding structures. Moreover, upon review it was noted that there was the potential for overlap in the categories of student government funding and student fee funding. Future research should more thoroughly investigate student newspaper funding and the reason for other areas of missing data, such as publication frequency, by obtaining more information through an interview-based study.

Additionally, this data does not suggest that college newspapers are not *making* or correcting errors; it simply shows that they are not *publicizing* those errors or corrections on their websites. As discussed earlier, professional online news organizations have been inconsistent in their online corrections policies. Some are simply correcting the error without acknowledging it was there in the first place (i.e., "scrubbing"), while others are correcting the mistake as a note on the original page. It is, therefore, likely that this is happening on college newspaper websites, as well. This study, then, is meant to show the preponderance, or lack thereof, of official, publicized corrections on news websites; because of the inconsistency in

online corrections policies, this study cannot make claims about the number of published mistakes, corrected or otherwise. A future study that monitored individual articles for revisions and updates could begin to address this concern, but such studies will still be limited until online publications establish consistent methods for acknowledging and correcting errors.

This research does establish a starting point for research about accuracy and the use of corrections at college newspapers. Future research should compare print and Web editions of campus newspapers. It is possible newspapers are using corrections more frequently than this research documented, but that the corrections have not been transferred online. Additionally, other research may wish to examine the prevalence of student newspaper websites in the south. Other studies could also examine handbooks or policy manuals for college newspapers to see if they have policies or procedures in place for handling error.

Despite limitations, what this study does show is that certain publications are more likely to publish corrections than others. Although the presence of corrections may or may not correlate with the presence of errors, it does indicate a focus on quality and transparency. This study's findings indicate that, on the whole, college newspapers' websites still have work to do in increasing quality and transparency through the publication of corrections.

Appendix

Table 1

Intercoder Reliability for 17 coding variables

	Region	Institution	Program	Frequency	Current	Corrections	Current Correction	Age	Number	Link	Nature	Type	Impact	Accuracy	Contact	Funding	Ads
K*	.987	.867	.884	.974	1.00	.942	.904	.859	1.00	1.00	.878	.807	.815	.816	.812	.825	.759

*Intercoder reliability using Cohen's Kappa was calculated for two coders for about 29 percent of the overall sample (*n* = 120). Total *N* = 419 college media websites.

Table 2

Frequency and valid percent statistics for 17 coding variables

Variable	Level	Frequency	Valid %
Region	Northeast	75	18.0
	Midwest	120	28.8
	South	147	35.3
	West	72	17.3
	International	3	.7
Institution	2-year program	70	16.8
	4-year program	347	83.2
Program	Yes	391	93.8
	No	26	6.2
Frequency	Daily	50	12.0
	Semi-Weekly	44	10.6
	Weekly	183	44.0
	Biweekly	45	10.8
	Monthly	25	6.0
	Less than monthly	8	1.9
	Unknown	61	14.7
Current	Yes	354	85.1
	No	61	14.7
Correction	Yes	237	57.0
	No	179	43.0
Current Correction	Yes	26	6.3
	No	390	93.8
Age	No corrections	178	42.9
	Less than 1 month	62	14.9
	1-3 months	23	5.5
	4-6 months	12	2.9
	7-9 months	21	5.0
	10-12 months	31	7.5
	More than 1 year	88	21.2
Number in Current Issue	No corrections	393	94.5
	1 correction	18	4.3
	2 corrections	5	1.2
Link	Yes	22	5.3
	No	394	94.7
Nature	No corrections	191	45.9
	Objective	211	50.7
	Subjective	5	1.2
	No information	9	2.2
Type	No corrections	180	43.3
	Omission	4	1.0
	Under-emphasis	3	0.7
	Over-emphasis	21	5.0
	Misquotes	12	3.1
	Faulty headlines	4	1.0
	Spellings	1	0.2
	Names	38	9.1
	Ages	1	0.2
	Other numbers	30	7.2
	Titles	18	4.3
	Addresses	3	0.7
	Other locations	5	1.2
	Times	4	1.0
	Dates	19	4.6
	Other	63	15.1
	No information	9	2.1
Impact	No Corrections	180	43.0
	Low impact	195	46.9
	Some impact	24	5.8
	High impact	8	1.9
	No information	9	2.2
Accuracy	Yes	74	17.8
	No	342	81.6
Contact	Yes	374	89.9
	No	41	9.8
	Unknown	1	0.2
Funding	Independent	41	9.8

	Student fees	10	2.4
	Student government	7	1.7
	Laboratory/School	35	8.4
	Unknown	298	93.3
Ads	Yes	299	76.5
	No	92	23.5

Note: *N* = 419 college media websites.

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Kirstie Hettinga, Ph.D., is an assistant professor of communication at California Lutheran University. She teaches courses in media writing and editing and serves as the faculty adviser to Cal Lutheran's student newspaper, The Echo. Her research addresses issues of credibility and transparency in news media. Her work has previously been published in Newspaper Research Journal, Journal of Mass Media Ethics, and Media Ethics. She earned her bachelor's degree in print journalism and master's degree in mass communication from California State University, Fresno and her doctorate in mass communication from The Pennsylvania State University.

Rosemary Clark is a Ph.D. student at the University of Pennsylvania's Annenberg School for Communication. Her research traces how feminists in the United States have used traditional and digital media as sites of resistance across the movement's history. She has an MA in communication from the University of Pennsylvania and a BA in media and communication studies from Ursinus College.

Alyssa Appelman, Ph.D., is an assistant professor in the Department of Communication in the College of Informatics at Northern Kentucky University, where she teaches courses in journalism and mass communication. Her research focuses on journalism and media effects. She examines the cognitive and perceptual effects of news style, and she is particularly interested in the ways news conventions affect knowledge-gain and credibility perceptions. She received her bachelor's and master's degrees in journalism from the University of Missouri-Columbia and her doctoral degree in mass communication from The Pennsylvania State University.

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A Survey of Convergence in Missouri Higher Ed Journalism Programs

Mark Smith, Ph.D.
Truman State University

Don Krause, M.A.
Truman State University

Abstract: With changes in how audiences receive information, much attention has been placed on the implementation of multi-media storytelling tools and convergence of media outlets to enhance the news consumption experience. Through a survey administered to both print and broadcast association members advising student media in Missouri, as well as a focus group comprised of broadcast journalism advisers, this study closely examined the status of convergence at institutions of higher education in Missouri and the challenges of converging. A significant finding reveals that advisers introduce convergent storytelling

techniques in coursework and have engaged colleagues in discussions of convergence, yet in practice convergence in student media in Missouri higher education remains a challenge for faculty advisers and students. Some of the reasons for the lack of convergence include the different ownership structures of student media within the same university, lack of time among advisers to oversee implementation of convergence as well as learning software to aid in the effort, and difficulties in working through university IT departments to implement combined websites.

A Survey of Convergence in Missouri Higher Ed Journalism Programs

The rapidly changing nature of access to information continues to shape and reshape journalism departments at colleges and universities nationwide. Much of that change is audience-driven in which the news consumer increasingly *demands* control of what they want and when they want it. Such control is embedded in the convergence of technological factors such as online (website) access to news and information and "computers in our pocket with smartphones" (Fisher, May 2014, fifth paragraph).

At Truman State University, faculty advisers and students have faced numerous challenges implementing a convergent journalism model that melds traditional media entities into a new structure combined with the intriguing but still time-consuming areas of multi-media storytelling. The purpose of this study is to identify both the status and challenges of journalism convergence in student media at select Missouri colleges and universities.

Literature Review

Defining Convergence. The implementation and evolution of "convergence" in higher education journalism programs and student media has been the subject of considerable debate. Its origin traces to the transformation of information distribution and consumption gained through computing and its inherent, flexible digital processes. For example, Huang et al. (2006) conclude that using a variety of platforms is a norm in the commercial news distribution process; therefore, "dealing with media convergence in college journalism education is an urgent necessity" (254). At the same time, student media operations and commercial media settings are confronted not only with devising workable, day-to-day models of convergence but also the challenge of defining convergence, which "remains elusive even as buzz about the term increases among media scholars and industry professionals" (Dailey 2005, 150).

For college educators, the focus of this research project, morphing traditional media systems into a new configuration has been difficult to grasp, leaving some educators to wonder about their efforts. Many convergence models blend broadcast, print and online journalism, which creates some doubt in the value of traditional curriculum in a converged world (Huang et al. 2006).

With the growth of the Internet and increased competition, commercial media companies have experimented with various facets of journalism convergence for the last 20 years. In the 1990s, for example, the *San Jose Mercury News* was among the first media entities to produce online content through the nascent America Online (AOL) Internet service. Other newspapers formed strategic partnerships with television news operations, which yielded content sharing and convergent cross-promotion opportunities (Gordon 2003; Kolodzy 2006).

As professional media began converging, many queried whether colleges were properly preparing younger journalists to meet the challenges created by a converging media landscape. Even at the turn of the new century, the president of the Association for Schools of Journalism and Mass Communication questioned whether college students were being properly prepared for a career in the changing world of journalism (Huang et al. 2006). At that time, one media manager concluded that college students need to be made aware of the new ways news can be disseminated, noting being prepared meant being able to work in a multimedia world (Huang et al. 2006).

J-schools experienced much change in the late 1990s and early 2000s in response to the perceived commercial media landscape. According to Huang et al. (2006), from 1998 to 2002 about 60 percent of the nation's J-schools modified curricula in preparation for convergence.

As colleges wrestled with convergence in its earliest manifestation nearly 20 years ago, there was some concern on how well instructors were prepared or willing to include convergence-related material in coursework. A 2002 study found about eight in 10 professors were theoretically prepared to teach convergence, compared to only 53 percent indicating they were technologically prepared (Huang et al. 2006).

Since the push toward greater convergence began, the results among student media operations appear mixed. Most recently, a national survey of college media advisers revealed three significant findings. First, reporting across media platforms surfaced, among the respondents, as an important model (or definition) of convergence. Next, convergence in the curriculum is closely tied to the level of convergence practices in student media. Finally, regardless of definition, media advisers encounter significant roadblocks to convergent implementation (Wotanis, Richardson and Zhong 2015).

This study offers a snapshot of convergence within Missouri higher education institutions based upon: 1) the degree to which particular types of convergence are in practice in student media in the Show-Me state; and 2) regardless of the convergence model employed, what are challenges and barriers to convergence practices in student journalism? First, the study defines various models of convergence, followed by examples of convergence in student media.

Modes of media convergence defined. Broadly stated, Gordon (2003) finds that media convergence may be parceled into five distinct categories: ownership, tactics, structure, information gathering and storytelling. The sections below explicate each category to better understand how the digital world and modern journalism intersect. The model presented here dates to the early 2000s; however, the individual modes continue to challenge newsroom convergence in 2016.

Ownership. Media companies, large and small, have engaged in attempts to find operating and editorial efficacies through mergers and acquisitions. Charges of "media monopolies" are of frequent concern, especially in light of Ben Bagdikian's scholarly work beginning in the 1980s that raised alarms of increasing information control in the hands of a few. The Time-Warner/AOL merger in the early 2000s was touted as a model of modern convergence although company executives struggled "mightily to figure out how they could get their different media properties to work together more effectively" (Gordon 2003, 64). That merger foundered, among other reasons, when the dotcom financial bubble burst in 2001. A long-standing cross-ownership model is found in Chicago. The Tribune Company has owned a television station, radio station and newspaper for several decades, but for much of its cross-ownership history rarely shared content or resources. By the early 2000s, however, greater efforts at synergistic operations emerged. According to Jack Fuller, a company executive, cross-ownership not only is a means of lowering costs and increasing efficiencies but also the opportunity to "provide higher quality news in times of economic stress" (Gordon 2003, 64).

Tactics. For companies that operate under separate ownership umbrellas, local newspapers and electronic media have engaged in tactical convergence. The hope is that promoting a news-gathering entity on another media platform will drive readers and viewers back and forth among local news producers. For example, a local TV meteorologist provides weather content for a newspaper that in turn, or so the thinking goes, will drive newspaper readers to TV station news broadcasts. Beyond sharing content, perceived cultural barriers to greater convergence efforts, such as enterprise reporting, hindered tactical partnerships in the early years of industry convergence (Gordon 2003). Tactical relationships, however, continue to thrive. Recently, the *New York Times* and National Public Radio joined forces to share video content, including social media websites and apps (Mullin 2015).

Structure. Traditional newsrooms have long maintained specific job titles that have changed little over many decades. A TV news broadcast typically has its News Director and/or Producer; a Managing Editor oversees news and editorial operations at newspapers. Online news production has created new job descriptions, especially in converged operations. The *Orlando Sentinel*, for example, created a cable news channel and with it the new position of Multimedia Editor. Other media operations have added Multi-Media Reporters tasked with creating online news content (Gordon 2003). Convergence continues to drive newsroom structures. In response to consumer access to video streaming on cell phones and pads,

The New York Times has revamped its information distribution system. With a greater emphasis on visual storytelling, *The Times* has, for several years, deployed a video department (Somaiya 2015).

Information Gathering. Using multiple tools to tell stories certainly enhances final content but the reality of new storytelling tools has created additional challenges in converged operations. Should reporters gather not only information for textual delivery online but also pictures, video and audio? Fears of reporters morphing into "Inspector Gadget" are not unfounded (Gordon 2003). The foundation of journalism is built on accuracy, fairness and sourcing, among other news values. As Kolodzy (2006) notes, those principles need not be sacrificed in the online age in which multi-media tools carries with it the promise of enhanced storytelling.

Storytelling. Virtually unlimited space online (versus limited column inches in print and restricted timeframes for broadcast) means that reporters have greater freedom to tell meatier stories (Gordon 2003). And with the availability of smartphones that record audio and video, and shoot pictures, "the computer in the pocket" is a commonplace tool for reporters. The level of storytelling is likely dependent upon the nature of a particular news story. Is it breaking news or a longer feature that explores a subject in greater depth? For example, some aspects of enhanced audio, video, animation and interactive graphics may be more applicable to special news events; whereas, text, pictures and "raw video" may better mesh with breaking news coverage.

Video storytelling online, even among traditional news outlets continues to grow. At *The New York Times*, for example, the newspaper employs 75 persons involved with video collection, editing and online distribution (Somaiya 2015).

The five categories of Gordon's (2003) convergence model are geared to commercial media operations. At the same time college and university student media outlets seek to mirror industry standards; therefore, Gordon's model is applicable in the shift toward journalism convergence in higher education. The challenges of media ownership and tactical relationships are not unique to the commercial world of news gathering. In higher education, student media "ownership" may lean toward use of university facilities and budgets, which combine to produce journalism products that may or may not function within co-curricular programs. Likewise, "independent" student publications and broadcast facilities on university campuses may receive funding through student fees and/or other sources, and may or may not engage with faculty advisers and curricular programs. Regardless, the challenge of "merging" stand-alone student media systems "owned" by universities or through tactical affiliations is likely as challenging for students and faculty advisers as it is for media producers in commercial settings. The structure of converged student media along with its inherent challenges of deciding what and how to implement news gathering tools and the level of storytelling produce further quandaries for students and faculty advisers in large part because of the vast swaths of uncharted area heretofore rarely or never explored. As Augie

Grant (2014), a long-time proponent of journalism convergence, noted, “the biggest barriers to implementing change in a newsroom are not economic or technological; rather it is resistance from people who need to learn new words and new ways of doing things” (no page number). Finding consensus among the staffs of media systems with differing cultures of news gathering and reporting creates its own challenges, not only in the commercial world, but likely in student media as well. Illustrations of convergence, explicated in the next section, demonstrate that faculty and students are rethinking the long-standing ethos of journalism through various forms of modern convergence.

Examples of convergence in student media. The mutable news tastes of consumers, driven in the 21st century through such cultural shifts as reliance on portable technology and online social media access, have reconfigured student media at four universities that serve as models of convergence in this study.

University of North Carolina, Asheville. The *Blue Banner* is a weekly student newspaper. A tactical relationship led to a focused delivery of online news content and a structural shift and perception of the weekly, printed product. Funded by a one-time grant, the *Banner* formed a partnership with the *Asheville Citizens-Times* to deliver web content targeted to readers in western North Carolina. The *Banner* both shared and posted content from other members of the same journalism project (DiPalma and Gouge, 2011-2013).

From a storytelling perspective, the *Banner* streamlined its initial vetting process that very much mirrors a traditional radio station newsroom. Reporters post news, video and pictures online minus the scrutiny of a copy editor. The *Banner* staff actively engages in social media, which has led to higher website traffic. A print edition remains in place, but is produced more so as a “promotional product to drive readers to the website” (DiPalma and Gouge 2011-2013, 79). Student print newspaper editions normally generate revenue to cover print costs; however, a paradigmatic shift is on the horizon as *Banner* advertisers have begun to demand that ad messages communicate to audiences online rather than through print. But as DiPalma and Gouge (2011-2013) note, in much the way that television did not replace radio, “the printed college newspaper still has its place” (80).

University of Florida. Tactical, structural, news gathering and storytelling convergence has produced the ROPE model at UF: Report Once, Publish Everywhere. Students are trained to deliver content on more than one medium. For example, radio reporters record audio, but also take pictures for online news distribution; meanwhile, print students produce stories supplied to the radio station. (It is unclear if electronic media contributes to print operations at UF.) Traditional electronic news staffs occupy positions in radio and TV, and the Integrated News Facility (INF) brings those broadcast media together in a single large space. But having student media physically sharing space did not immediately translate to cooperative storytelling efforts. Lack of communication among Traditional content managers impeded the free-flow of information-sharing (Sheehan 2012). To promote greater content involvement, UF student media began using Google docs and other means to communicate news

coverage and story production updates. Sheehan notes that the next step to increase the efficiency of the INF model is “to find—or build—a content management system that works for all platforms” (Sheehan 2012, no page number).

As of late 2015, the UF student print and electronic news websites maintained distinct barriers. Although radio and television media share a converged website, the student newspaper maintains a separate website.[1]

Texas Christian University. A student media website that approaches coverage through Gordon’s (2003) five categories of ownership, tactics, structure, newsgathering and storytelling convergence is found on TCU 360. A combined newsroom brings together print and electronic media with an emphasis on “digital first” (Chimbel 2013, no page number). Much like the changing news consumption habits at other universities, online reporting and an emphasis on social media emerge at the forefront of this convergence model. Students are experimenting with new web tools to tell stories, but full migration from the traditional mindset of news coverage is ongoing. Managing Editor Jordan Rubio notes:

When it comes to breaking news stories, we only have text and photos…we need to incorporate some other media such as video and infographics. Nevertheless, 360 has evolved to become more digital first in its approach. (Chimbel, 2013, no page number)

And although TCU student media touts a digital first approach, the director of student media notes that coursework and the traditional nature of student media (a weekly newspaper now focused on in-depth coverage and regularly scheduled TV news shows) means that convergence at TCU has reached it limits (Chimbel 2013).

Although structural positions, such as student media managers remain in place at TCU 360, those traditional roles have morphed into overseeing content placement already produced; one Executive Editor determines coverage for all media with faculty advisers for print, broadcast and online (Chimbel 2013). Other structural changes include the addition of a Visual Editor and Projects Editor (TCU 360.com).

Efforts of convergence within student media can take several forms, but aim to bring multiple outlets together in an effort to provide a better experience for the end-user and students learning the trade of journalism in 2016. As explicated in the results section, institutions in the state of Missouri have achieved varying levels of convergence.

Method

To gain a better understanding of the levels of convergence in journalism at institutions of higher education in Missouri, a two-prong research method was employed. The researchers, who are affiliated with two higher educational media organizations based in the state of Missouri, prepared and administered a survey that queried members in several areas related to convergence in journalism.

In spring 2015, advisers attending the Missouri College Media Association (MCMA) and Missouri Broadcasters Education Association (MBEA) annual meetings completed the survey, which was also administered through email to advisers on record with MCMA for schools that did not complete surveys at the April meeting. Fourteen members of MCMA and six members of MBEA completed the form. There was no duplication of schools between the two groups.

If multiple surveys from a single school were completed at either MCMA or MBEA, only one survey was used for this study to ensure equal representation.

The survey covered a variety of areas including institutional information, composition of student media, funding sources and use of student media websites (see appendix). In addition to the survey instrument, a focus group was conducted in April 2015 with six MBEA member-schools participating. The institutions were composed of two public universities and four private colleges. The half-dozen institutions ranged in size from a public university with 11,000 undergraduate students to a private school with an undergraduate enrollment of 1,700. One private school had three participants; the other five institutions were represented by one faculty member each.

Researchers closely examined the surveys and responses from focus group participants to detect themes that provide a snapshot of convergent journalism in Missouri higher education. Based on the literature, the researchers targeted themes related to the convergent categories explicated by Gordon (2003): ownership, tactics, structure, information gathering and storytelling.

Findings

Survey Results. Responses were split evenly among public and private schools, with 10 of each. The majority of responses, 18 of 20, were obtained from four-year schools. Size of schools ranged from 600 to 16,000. Nearly half of the respondents, 9 of 20, reported their school size being 3,000 students or less. Three schools reported enrollment at 12,000 or more.

Co-curricular activity. Most schools reported that student media is a co-curricular activity. Only three of 16 responses specified no co-curricular affiliation.

Adviser's role. Two-thirds of the 20 respondents indicated they "advise student media," with one-third indicating they "directly manage student media outlet." When asked to describe their duties, two advisers responded with "assist with story ideas." The majority of respondents, however, indicated they avoid editorial decisions and focus instead on media system guidance, training staff and assisting with the business aspects of a particular student medium.

Newspapers dominate campus media. From the survey, newspapers are still the most common form of student media on campuses across Missouri. The respondents indicated that 15 of 20 schools have newspapers, with weekly papers, (10 responses), being the most common cycle of distribution. Broadcast or cable television was second, with 11 responses, and broadcast radio service received eight responses. In addition to being the most common form of student media, newspapers also have the most stand-alone websites, as all schools with newspapers reported an online presence. Radio is the next most common form of stand-alone website, with four responses, and TV with three. However, in a positive move for convergence, seven respondents reported their schools utilize a shared website for student media. Four schools reported more than one student media stand-alone website, only half of the respondents reported the use of a hyperlink from one site to another.

Student media working together. Survey results point to some form of convergence (tactical, structured, etc.) in student media at Missouri colleges and universities, but as noted below and in the focus group findings in the next section, active discussion of convergence has not produced robust convergent practices. Four of 16 respondents agreed to a statement asking if the student media news coverage at their school is "largely a configuration of separate news units that cover the same events/news stories." Six responded to the question with a "no," while another six responded with "occasionally student media come together for coverage." For those schools not actively converged, 12 out of 15 respondents reported there has "been discussion among faculty and students to shift toward some model of converged media."

Focus Group Themes. Six MBEA members participated in a focus group to better understand the challenges of converging student media. Several themes—grounded in ownership, tactics, structure, information gathering, and storytelling—emerged from the focus group that responded to levels of journalism convergence at their respective institutions. "Ownership" of media on the college/university level varies among institutions, which has affected the tactical ability and willingness of student media systems to "come together." Specifically, differences in funding sources and the level of co-curricular status between traditional news entities and departments strongly shape converging student media operations on a day-to-day basis. The focus group was asked to evaluate the blending of print and electronic student media units into singular "war rooms" in a tactical effort to share story ideas, news coverage possibilities, website collaboration and financial budgets. The six participants reported varying levels of "cooperation" but none had converged student media systems into singular operating units. The road to this definition of convergence (i.e., student media units working together) is marked, in part, by ownership and tactical complexities as one faculty member at a public university explained:

Some [media]…is club driven, [some] is classroom driven…. And so it's not convergence between media outlets [we encounter], but between the department and student media groups, which is one reason why the newspaper is still kind of standing alone to a certain

extent because their funding sources are different and [the] advising structure and freedom of speech is different.

Faculty staffing and time pressures present further roadblocks to merging traditional student media outlets into a singular unit. As one faculty member lamented, “It’s one guy doing all the video and one guy doing all the [print] journalism and every once in a while [we] see each other in the hallway and say [to one another] ‘are you still breathing?’” And it’s not solely faculty that face time burdens. Another instructor noted that widely varying class schedules present yet another obstacle for print and electronic media to find common ground in news coverage: “They [students] go do stories in between classes, so I’m not sure they could ever be coordinated…TV deadlines are different than print deadlines.”

The structure of converged operations (print and electronic student media working together) did not materialize as a topic in this focus group as the majority of institutions had not resolved the challenges of ownership and tactics; therefore, discussions had not progressed on how to construct a converged newsroom with updated production titles.

A significant finding of journalism convergence reveals a distinct disconnect between classroom learning and actual practice for audience consumption. Most university programs among focus group respondents have implemented, at some level, information and storytelling convergence in coursework. Broadcast instructors stated that communication and mass communication students are exposed to convergent news reporting techniques. Basic media courses teach multiple writing styles including traditional print/online, broadcast and the new frontier of multimedia presentations. The respondents reported that online information techniques include the incorporation of text and hyperlinks along with picture galleries, video and embedded audio. A typical comment, from a large university, noted that students are exposed to multiple news story techniques through “…courses as part of multi-media journalism but they’re also getting…print, layout and design and management [courses].” Smaller institutions have forged similar classroom experiences. As one faculty member noted, “for sports reporting, that’s a true convergent class. They’ll write articles for the [news]paper, produce radio pieces, [and] produce television pieces.” Further probing reveals; however, disengagement between the classroom experience and what appears online in student media reporting (regardless of the level of ownership and/or tactical convergence). The majority of schools reported that convergent instruction, which promotes a variety of multi-media tools in the classroom, does not regularly translate to what students produce online for public consumption. At most, what is created by students for traditional media platforms is, many times, “shoveled” online with few enhancements. As one faculty adviser remarked, “We don’t shovel up individual stories, it’s all part of the [TV] newscast that gets shoveled up. There’s no other hyperlinks or anything else or an individual story or anything…I guess I could do that.” Another broadcast instructor acknowledged the curriculum-daily practice disconnect: “I think we do it in our classes but I think if you want somebody running the newspaper [for example] where stories have video and links to other articles, that takes a serious effort.” Another respondent pointed to the time pressures on

faculty who advise student media: “There’s not enough hours in the day. What you’re [the moderator is] saying sounds wonderful and it’s like ‘wow’ [but] the hours aren’t available… [there’s a lack of] man or woman power right now.”

Related to the information and production processes, the focus group was asked to explain how each school implemented website design and information uploading. Only one of the six schools utilizes third-party services for web design and maintenance (including coding issues):

Currently, the newspaper has a site that sits outside the university, and the other media stuff is happening [loaded] on the university website, which is slow and does not get updated enough, so we have a web designer who is moving us to another site, another server in the fall.

The other five participants stated that news delivery online is facilitated by local Information Technology (IT) departments at the respective institutions or by instructors. Website creation and updates to student media news pages emerged as significant challenges. Two schools stated that faculty advisers maintained student news sites (uploading and maintenance); the other schools reported dependence upon sometimes lukewarm relationships with IT departments. As one respondent stated, “…our IT department thinks they own every computer and every monitor on campus. And they’re getting better at it [working with us, but] you have to kinda go through them.”

Only one school reported utilizing “user-friendly” website software, such as WordPress® (another instructor was unaware of the WordPress® brand, a common open source content management system). Lack of training in convergent media software (including not only website software but also updated video and other multi-media software) by and for faculty emerged as a significant theme. IT departments at some universities offer website training, for example, but as one instructor implied, the time spent learning and retaining website maintenance is challenging for busy faculty:

We have a web design team at our university and we send them pictures and stuff and they update it. We recently went to a training session on how to do it ourselves, but I have not had five seconds [to try it] since the training session was 60 days ago and it’s [the knowledge] is gone. So I’m going to go back for a [another] training session.

Faculty resistance to incorporating media convergence and learning new technologies surfaced as a factor for at least one respondent:

Everybody’s on board, the newspaper adviser’s onboard, other media, except for the one guy [instructor] who says ‘no’ to everything. He just doesn’t want extra work…. Yeah that’s the vision I think all of us share, but when I say ‘onboard’ I mean that when we go out for lunch [we say to one another] ‘wouldn’t it be great if we could do this?’ and then nothing happens.

Conclusions

Findings from a questionnaire and focus group reveal that the level of day-to-day convergence in student media is relatively modest among the sample of Missouri colleges and universities in this study. In addition, faculty advisers strongly suggest that significant barriers inhibit further convergence in student media operations.

One challenge for researchers lies in defining “convergence” in journalism programs in college and university programs. For example at Truman State University, the school in which the authors teach, *convergence* refers to student media maintaining traditional identities but at the same time “coming together” for collaborative reporting and storytelling opportunities and the shift to a singular, branded online news and entertainment presence. Meanwhile, the largest university that took part in the focus group defined *convergence* as the melding of traditional student media with commercial media in the sense that students prepare not only media products for an online news site (operated by the student newspaper) but also for commercial print and electronic media in the market in which the university resides. With that qualification in mind, several themes were detected that serve as a snapshot of convergent journalism in Missouri higher education. While many advisers report including convergence into coursework, student media in Missouri has experienced limited progress in moving toward true convergence outside the classroom. Through the survey and focus group, we conclude there is no single reason for the lack of convergence. Instead, a combination of influences, ranging from funding sources to time and skills constraints among advisers, prevent true convergence from taking hold within student media.

Most advisers indicated that convergence is part of classroom instruction; however, a converged mindset, for the most part, does not find its way to practice within student media. Of 20 schools responding only seven survey responses (35%) indicated “shared” websites between student media at the same school. For those schools without a shared website, only four responses indicated there are links from one media website to a sister site. But most significant, the majority of student media in Missouri, of the schools in this study, still largely operate as separate entities.

Dissimilarities within the “ownership” of student media statewide surfaced as a hindrance to convergence. If a university boasts multiple student media outlets, they may be funded differently, which can create difficulties in bringing traditional media systems together. Despite those disparities, convergence is a topic on the minds of those advising student media, but with reservations. At schools where student media is not converged, 12 of 15 respondents indicated there has been discussion to bring some form of convergence to student media. Yet, from the focus group, concerns of simply not having enough time—hours in the day to implement convergence—was a theme echoed by nearly every school. Another constraint to convergence, interestingly enough, is the very technology that propels the new journalism archetype. Lack of training in the software required for a converged website emerged from the study as a concern, as did the requirement at many schools to work

through IT departments. Lack of technical skills, along with less than amicable relationships with IT departments, creates significant barriers to improving the functionality of student media websites. Finally, the perception among faulty that students endure time restraints (e.g., the challenges of meshing class schedules and differing media deadlines) adds another challenging layer of convergence complications.

The structure of student media raises complex issues for Missouri journalism programs. Focus group participants noted that traditional print and broadcast content is frequently “shoveled” online with few enhancements. With consumer tastes rapidly shifting to digital delivery, the structure of student media outlets likely requires new position titles and staffing, but at the same time schools with thin journalism staffs continue to produce traditional print and broadcast product. These stresses bedevil advisers and students alike who seek to juggle the traditional media world with the new frontier of online content.

The meaning of convergence continues to evolve. Regardless, it is clear in this study that the devil in the details lies in its implementation. The literature, however, points to signs of hope for convergent journalism on the university level. Institutions that have implemented convergence in practice are producing positive results. Texas Christian University has created an enhanced model of student media collaboration that serves audiences gravitating more and more to online news consumption. A converged website (i.e., all student media on one web address) focuses on “digital first” with an emphasis on breaking news (i.e., text with pictures). Traditional printed newspaper delivery at TCU concentrates on depth; however, much like Missouri universities in this study the digital emphasis at TCU has yet to achieve a normative schedule of robust storytelling. A strong template, however, has been forged at TCU for others to closely examine and emulate as needed. Other tools to assist faculty and students in the convergence process include innovative software, such as Camayak®, which tracks story proposals and submissions across media platforms.

This study offers a preliminary look at convergence efforts by student media within Missouri higher education. To fully understand how convergence could be implemented at more schools, further study in several areas would be helpful. From the focus group, an interesting discussion relating to the advisers emerged. Further inquiry could address the time constraints and technology concerns facing advisers. Another area of inquiry could evaluate convergence at the high school level and its effects on the college level since many college journalists start with a high school program. Furthermore, future research could examine other schools that have implemented convergence to determine how those programs overcame the challenges of technology and working with IT departments.

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Appendix

Student Media/Convergence Survey

To obtain the most accurate snapshot of convergence in journalism within Missouri higher education, we request information regarding your university. Although we do ask for the name of your institution, the scholarly paper we are preparing does not reveal individual institutions by name. Do not provide responses in which you feel uncomfortable providing such information.

Part I
Institutional Info

- Name of Institution _____
- Public _____ Private _____
- 2 Year _____ 4 Year _____
- Undergraduate enrollment (approx.) _____
- Part II

Composition of Student Media at your school. (Not just your advising duties.)

1. Printed newspaper? ( ) yes ( ) no. If yes, ( ) weekly ( ) daily ( ) other
2. Printed magazine ( ) yes ( ) no. If yes, describe printing schedule _____
3. Broadcast radio service? ( ) yes ( ) no
4. Broadcast or cable television services? ( ) yes ( ) no
5. Is student media at your institution a co-curricular activity? ( ) yes ( ) no. If no to #5, is student media a club/organization (without ties to coursework)? ( ) yes ( ) no
6. Do you directly manage a student media outlet or serve merely as an adviser ( ) directly manage student media outlet ( ) advise student media outlet. How many student media outlets do you manage or advise? _____ What student media/medium do you manage/advise? _____
7. Briefly describe your role as a manager or adviser. _____

Part III
Funding

(answer “yes” or “other” to 1-4)

1. Is funding for student media at your institution provided solely through the university ( ) yes
2. Is funding for student media at your institution provided solely through a dedicated, department or university-wide student fee? ( ) yes
3. Is funding for student media at your institution a combination of a dedicated student fee and funding provided by the university? ( ) yes
4. ( ) other (please describe) _____

5. Is advertising/underwriting part of the revenue stream for student media at your institution? ( ) yes ( ) no
6. If student media at your institution receives revenue from multiple streams, indicate a percentage for each (estimates are acceptable). _____

Part IV

Student Media Website(s),
News Coverage

1. Stand-Alone Newspaper Website ( ) yes ( ) no
2. Stand-Alone Radio Website ( ) yes ( ) no
3. Stand-Alone Television Website ( ) yes ( ) no
4. Combined Student Media Website ( ) yes ( ) no
5. If your school uses more than one stand-alone website for student media (for example, separate websites for the newspaper and TV), is there a hyperlink to the other outlet?
6. Is student media "day-to-day" news coverage at your institution largely a configuration of separate news units that cover the same events/news stories? ( ) yes ( ) no ( ) occasionally student media come together for coverage
7. If student media is not converged, has there been discussion among faculty and students to shift toward some model of converged media (either through news coverage, a combined website, and so on). ( ) yes ( ) no

[1] The WUFT TV and FM station website can found at http://www.wuft.org/news/2015/06/01/gators-sweep-ncaa-baseball-gainesville-regional/. The *Independent Florida Alligator* is found at http://www.alligator.org/.

Mark Smith

Mark Smith is a professor of communication at Truman State University. Dr. Smith's research interests include media history, convergence, broadcast regulation and media criticism. He advises student media and is chair of the media board at Truman State.

Don Krause

Don Krause is an associate professor of communication at Truman State University. Krause's research interests include social media, crisis communication, visual presentation and convergence. He advises the student-produced newspaper, The Index.

College Media Review
Journal of the College Media Association

Review — ‘Passion and Perseverance’ for student journalists and their advisers:

Create a culture of grit, says author and professor Angela Duckworth

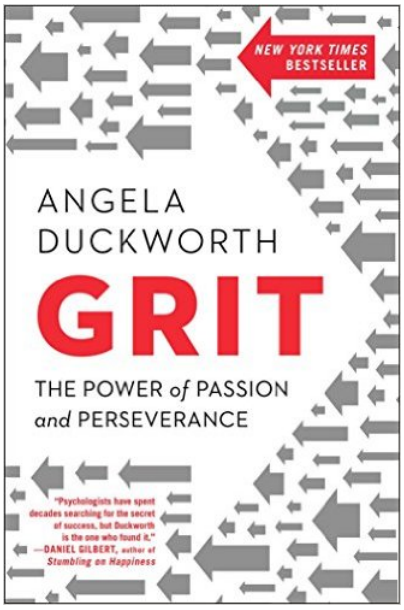
*Reviewed by **Carolyn Schurr Levin,** Stony Brook University School of Journalism*

Think of grit, and you may immediately think of John Wayne in the film, “True Grit,” or Jeff Bridges in the 2010 remake.

But grit, says Angela Duckworth, applies to college students and professionals of diverse interests and vocations—including journalism.

Duckworth, a professor of psychology at the University of Pennsylvania and a 2013 MacArthur Fellow, offers sage advice that can be applied to college media.

The advice: Create a culture of grit, Duckworth passionately argues in her recently released book, "Grit: The Power of Passion and Perseverance," and in her 2013 TED Talk, which has been viewed more than 8.5 million times. TED (Technology, Entertainment, Design) is a global set of conferences run by the private nonprofit organization Sapling Foundation, under the slogan "Ideas Worth Spreading".



"THE POWER OF PASSION AND PERSEVERANCE," BY ANGELA DUCKWORTH

Duckworth defines grit as a combination of passion and perseverance exhibited by high achievers, even when they are faced by challenges and hurdles. People act more gritty, she writes, when they're around gritty people—hence the call to create cultures of grit.

"The Grit Scale," created by Duckworth, is a test which, when taken honestly, measures the extent to which an individual approaches life with grit. It seeks responses to such simple statements as "I finish whatever I begin;" "My interests change from year to year;" and "Setbacks don't discourage me. I don't give up easily." It then provides a chart to calculate "your total grit score" and rank yourself from extremely gritty to not at all gritty.

Perhaps the most important part of Duckworth's grit analysis is her argument that "there is every reason to believe that grit can change." She spends a large part of her book explaining how that can happen.

Learning how to develop grit will aid us in times of difficulty and doubt, according to Duckworth, who stresses, "If we stay down, grit loses. If we get up, grit prevails."

Through an interesting combination of psychological studies, data collection, statistical analysis, interviews with "gritty" people in wide-ranging fields from professional sports to cooking, and personal parenting advice (she intersperses the book with the Hard Thing Rule that she uses with her own children and her experience in potty training her daughter), Duckworth argues that grit can grow.

As college media advisers, according to Duckworth's theory, we have the capability to encourage and quite possibly even accelerate that process in our students.

"All of us are 'parents' to young people other than our own children," Duckworth writes, "in the sense that, collectively, we are responsible for 'bringing forth the next generation." She observes that "[i]n this role of supportive but demanding mentors to other people's children, we can have a huge impact."

In a study of the United States Military Academy at West Point, Duckworth notes that despite the highly selective admissions process, 1 in 5 cadets will drop out before graduation. The ones who survived "had a kind of ferocious determination that played out in two ways." First, they were "unusually resilient and hardworking." Second, they not only had determination, but they "knew what it was they wanted. . . they had direction."

Duckworth believes that it is grit, more than talent, potential, SAT scores, or IQ, that determines success. As much as talent counts, she writes, "effort counts twice." Grit, she says, "is more about stamina than intensity."

The paragons of grit in Duckworth's studies have four psychological assets: (1) Interest, or intrinsically enjoying what you do; (2) Once you have discovered and developed interest in a particular area, you must practice. To be gritty, you must resist complacency; (3) Purpose and the belief that "my work is important, both to me and to others" and (4) Hope, "a rising-to-the-occasion kind of perseverance."

College media could apply such psychological assets by:

- Striving to recruit students from diverse backgrounds with strong interests in media. People perform better when they do what interests them, Duckworth says.

Retention could be aided as well. Duckworth notes, for example:"Interests thrive when there is a crew of encouraging supporters, including parents, teachers, coaches, and peers. Why are other people so important? For one thing, they provide the ongoing stimulation and information that is essential to actually liking something more and more."

- Hold staff members to high—but not unrealistic—expectations and offer constructive criticism, including positive feedback.

- Remember and stress that practice—writing and editing several stories over a period of time—will aid students' growth as writers and editors, and in turn, the growth of the college media for which they work.

Deliberate practice, critical to success, has been studied in chess players, musicians and athletes, but Duckworth explains how the general principles of deliberate practice can apply in other fields, such as journalism. She cites Benjamin Franklin as an example.

Franklin, she explains, zeroed in on his specific weaknesses and drilled for them relentlessly. "For instance, to improve his ability to make logical arguments, Franklin would jumble his notes on essays and then attempt to put them in a sensible order. . . to enhance his command of language, Franklin practiced, over and over again."

Applying Franklin's deliberate practice to a student journalist, he or she would state, according to Duckworth, 'I want every article I write "to be better than the last."

- Work to foster a sense of purpose. Purpose is the intention to contribute to the well-being of others, the idea that what we do matters to people other than ourselves. "[F]or most people," Duckworth writes, "purpose is a tremendously powerful source of motivation."

For many student journalists, informing and connecting their campus communities are highly motivating. Editors and advisers can help reinforce that what staff members are doing on their school newspaper, yearbook, radio or television station truly makes a difference.

- With hope, "fall seven, rise eight," Duckworth aptly writes, quoting an old Japanese saying. Grit depends on the expectation that our efforts can improve our future. .

Grit depends on the expectation that our efforts can improve our future. Successful individuals don't speak of their setbacks, but rather think that everything that happens is something they can learn from, according to Duckworth.

Learning from setbacks is often easier said than done. As advisers, we can cultivate hope and model a growth mindset by demonstrating that we believe in our staffers. We can motivate them to continuously look for ways to improve and reach higher goals together.

But does that always work with overburdened, overextended, stressed 20-somethings?

Maybe. Maybe not.

Duckworth would suggest effective instruction includes providing information and training to students, offering motivation, encouraging competence, and stressing that students should seek "a helping hand" when concerns and challenges arise.

She refers to Ron Ferguson, a Harvard economist who has collected data on effective and ineffective teachers. Ferguson found that psychologically wise teachers "seem to promote competence in addition to well-being, engagement, and high hopes for the future."

The author intersperses her book with maxims from others as disparate as Nietzsche ("With everything perfect, we do not ask how it came to be."), Woody Allen ("Eighty percent of success in life is showing up."), and Henry Ford ("Whether you think you can, or think you can't – you're right).

In her conclusion, she quotes journalist Ta-Nehisi Coates, a recent MacArthur Genius award winner, who said: "Failure is probably the most important factor in all of my work. Writing *is* failure. Over and over and over again."

These declarations enforce that whether it is called follow-through, hard work, learned industriousness, growth mindset, working towards excellence – or grit – many, many accomplished individuals and scholars have long valued its worth.

Encouraging grit in our students has many more benefits than the short-term goal of getting the college newspaper and yearbook published and a broadcast program produced and on the air each day, week or month. By encouraging grit, we are helping them develop passion and perseverance that can be applied to achieving long-term professional goals as well.

In other words, following through on our commitments while we grow up both requires grit and, at the same time, builds grit for our futures.

Who can argue with that?

Carolyn Schurr Levin is an attorney specializing in Media Law and the First Amendment. She has practiced law for over 20 years, including as the Vice President and General Counsel of Ziff Davis Media and the Vice President and General Counsel of Newsday. She is currently a lecturer and the media law adviser for the Stony Brook University School of Journalism and the director of the journalism program and the faculty adviser for the student newspaper at LIU Post, Long Island University. She earned a J.D. from the University of Chicago Law School, a B.A. from Johns Hopkins University, and a Certificate in Journalism from New York University.

Carolyn Levin