COLLEGE MEDIA
r e v i e w

Vol. 56 2018-2019

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.

CONTENTS (cont.)

College Media Review

Journal of the College Media Association

Review: The Basics of Media Writing: A Strategic Approach

Text by Scott Kuehn and Andrew Lingwall offers a coaching approach tailored to its readers

Reviewed by **Carol Terracina-Hartman,** *CMR Managing Editor*

"The Basics of Media Writing: A Strategic Approach" takes results from writing faculty surveys, writing student surveys, qualitative interviews with media professionals and adds some classical rhetoric to offer a strategy-based introductory media writing textbook. Research and rhetoric are a tall order for an introductory textbook, especially one that's not dry, dated, and completely out of context for the millennial generation. But, authors Scott A. Kuehn and James Andrew Lingwall argue, they are taking aim at a modern medium and updating the methods by which professors teach as they offer strategic writing models for students to follow.

In short, the authors, both professors of communication at Clarion University of Pennsylvania, crafted a textbook designed to get students thinking strategically about their writing, from approach through to publication.

"Millennials are not approaching writing the same way you and I would," Lingwall said. "With these three research studies – and the textbooks rooted in the '80s and '90s seem so tired. We wanted to punch up content with a [coaching] approach: 'you can do it.'"

Aiming to cover the basics of media writing to prepare students for the four primary communication media professions (journalism, public relations, advertising, and broadcast), the authors use results from qualitative interviews with professionals to suggest "starting points."
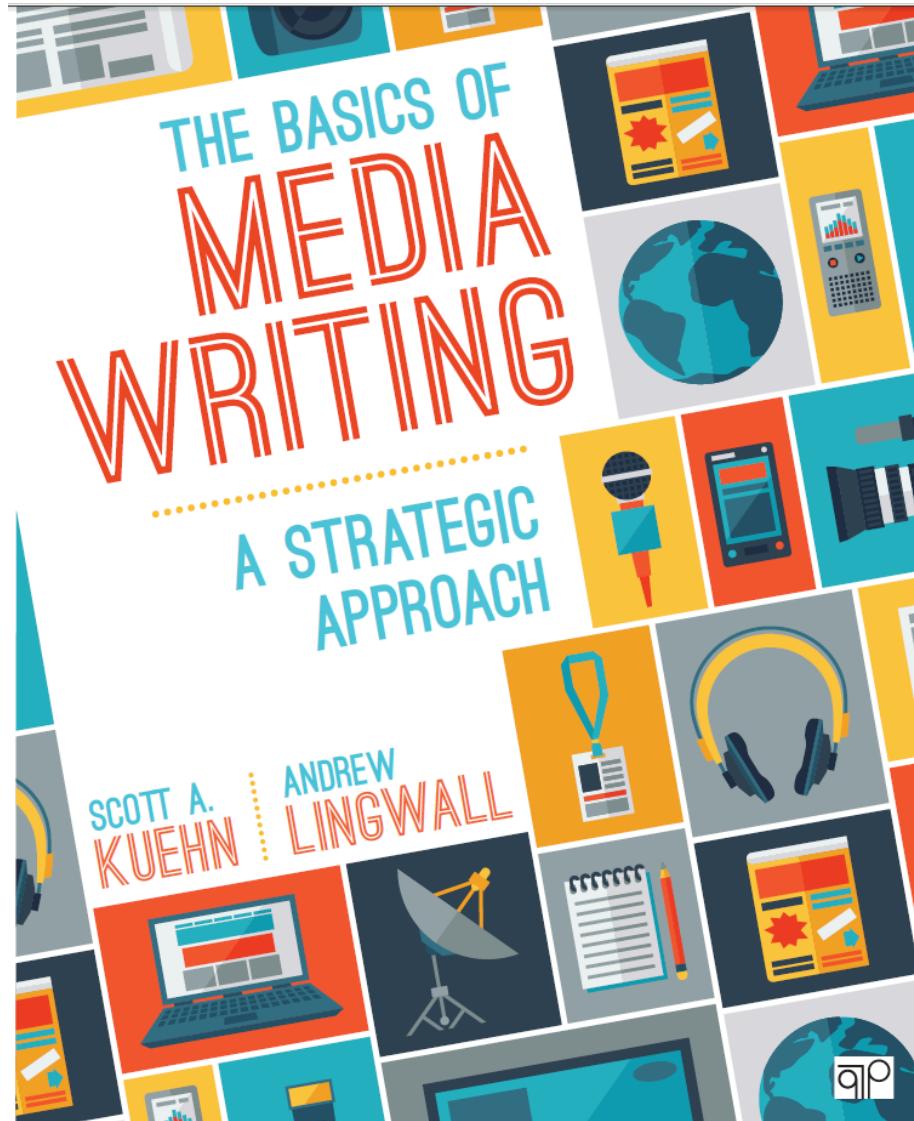
The Basics of Media Writing published by CQ Press Sage Publishing, ISBN 9781506308104.

"The results were 'use the situation and audience to create the message,'" Lingwall said, adding these consistent messages led to development of the Fact Analysis Judgment Action (FAJA) model of being audience-centered. The aim is to lead students toward the appropriate angle or structure for the news piece.

"It's rooted in rhetoric – not the Seven Criteria of News Value – situation and speech/message," Lingwall said. "So the Professional Speech Triangle is a more updated version of that."

The Professional Speech Triangle model guides students to analyze their audience, the facts of the situation, and above all, the goals of their message as they begin to craft their news story or persuasive piece.

As professors facing eager young news writers, it's easy to be overwhelmed early in the semester knowing all the topics, tasks, and themes that lie ahead: What to cover first? The seven criteria of news? Ethics of interviewing? Conducting research and preparation before first contact? The authors intend for the book chapters to be used in sequence.

Relevant for most media advisers is a feature not found in many textbooks: a chapter focusing on the writer. Key to this "focus," says Lingwall, is the Media Writing Self Perception Scale.

"[The scores] indicate for professors how to tailor the course," he said. This assessment tool asks students questions about how they approach assignments, how soon they begin after receiving the assignment, how they revise, how they feel about receiving feedback, what this confidence level about the writing process is, and more.

"Some of the comments from the [student] survey were 'The first draft is my last draft,' and 'I write whatever comes into my head,'" he said. "Overall, I found students lack a lot of confidence. They lacked strategy."

Knowing student habits and lack of confidence suggests young writers lack starting points, or a strategy for their writing. And that's what Kuehn and Lingwall offer in their textbook. Providing two comprehensive writing models, the authors offer students step-by-step strategies for developing ways to analyze their approach to writing.

The design is pretty bare bones: black and white with screens on break-out boxes. A color scheme would be helpful, like presenting the standing features in each chapter with a consistent color to help instructors assign them on syllabi and locate them for students during class.

Each chapter contains a Frontline Media Writing Profile, Pro Strategy Connection, Craft Essential, The War Room, chapter summary, review of key terms, discussion questions, chapter exercises, and additional resources.

"The Basics of Media Writing" gives equal treatment to both news writing and persuasive writing and therefore has a place in many introductory writing courses. With its emphasis on strategy and roots in current classroom-based research, this textbook offers a modern way to teach an old craft.

The book is published by CQ Press Sage Publishing, ISBN 9781506308104.

Lisa Lyon Payne / July 24, 2018 / College Media
College Media Review / Proudly powered by WordPress
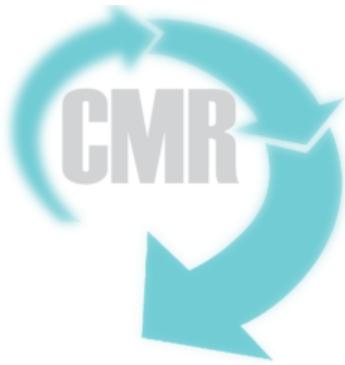
College Media Boot Camp Basics

The Five Ws of College Media Training

By **Kelley Lash**

Rice University

While the temperature outside might not seem to agree, fall is coming, and so are our students. Whether you work with a lab publication, just one or two media, or an entire group of outlets, one of the most important things you can do to serve your students is to set up some kind of training boot camp.

Like anything else in college media, the approach will vary, as you can see in this piece from CMR in 2013. This updated version will focus on the core five Ws and H of college media boot camp: whom are you serving, what will you cover, where should you hold it, when will it have the greatest impact, why it matters and how you can pull it all off.

The most important thing to remember is that training must suit your needs and, most importantly, the needs of your students. No single approach works for everyone, but paying attention to the core questions will help you develop something that sets you up for success in the coming year.

WHO

Advisers are all too often to asked to be jacks of all trades, and we are often expected to have a one-stop solution for training all levels of students across all media. But we know that rarely works.

No matter your level of involvement with your students, you can't be around all the time. Therefore it is important that your top media leaders feel confident running the show without you. So it makes sense that if we train our top-level students really thoroughly, they should be able to teach their staffs. It's absolutely OK to focus on the top leaders first and foremost.

Hopefully, by the time these students reach these higher positions, they've become rather comfortable with the needs of their given media. You probably don't need to cover the basics too much. What they need is leadership training. Consider doing some kind of exercise about discovering your leadership type – Strengths Quest, Colors or this version of Myers Briggs. Once students recognize their personality types, walk them through exercises on how to work with other types. If this isn't

necessarily your strength, reach out to your leadership or housing offices. Professionals in those departments are usually familiar with this kind of training.

If you advise just one or two groups, and you want to have face time with everyone, maybe aim to have training in the mornings for top leaders and then for the full crew in the afternoon. There are many skills that apply to all levels of staffers and getting folks in the same room can really help build camaraderie.

Whether it's the top-level leaders or the whole crew, still provide opportunities for students to train each other. Encourage seasoned leaders to develop training sessions for their peers. This is especially important when a big change is coming, like a redesign or a new copy flow system. You might ask them to share the presentation with you ahead of time, just so you can look for any legal or practical pitfalls. But students love to hear from each other, so start the year off by encouraging that practice. This also empowers your student leaders, and sends the message to all students that students truly are in charge.

Maybe you don't have a large staff and can't really utilize them for training. So ask your colleagues on campus. Look to folks in the journalism, communication or design departments. Ask them to present a session or two on topics your leaders have identified as important. Don't stop with media skills. Reach out to leadership, diversity and athletics and ask them to present. It's wonderful to hear from the folks in marketing and communication or public affairs, you know, the folks with access to the big wigs. Ask them to come in and talk about the best ways to connect with them and the upper administration they represent.

One of the most vital people you can ask to assist in your training is your alumni. Very often they have fond memories of their time in school because they were involved in student media, so they are often more than happy to give back. If you have alums nearby who work in media, ask them to come talk to your crew. You may even get folks who aren't nearby to come in. They get to visit their old stomping grounds and give back to a program they value. Budgets might prevent you from funding these trips, but they shouldn't prevent you from asking.

David Swartzlander at Doane College said alumni from Doane are often more than happy to come talk to his students, and they provide insight he and other professors just can't.

"Alums provide various pieces of wisdom that professors/advisers may not be able to," Swartzlander said. "They can talk intelligently about **today's** journalism/media environment. They know what is happening **now**."

He said he thinks alumni can reach students because they've experienced similar things.

"Another advantage is that these alums sat at the desks where students are perched," he said. "They know what the students must do, what they have to go through. So they can connect that way as well."

But Swartzlander said the most important thing alumni can do for students is to inspire them.

"And the last advantage, and perhaps the best," he said, "is that when students meet alums, you can almost see them thinking: 'Yes, I can make it in the biz. This guy Andy made it. If he can do it, so can I.' It's a motivating factor, just as succeeding at an internship can drive students to excel in student media. I want my students to see the Doane alums who made it in journalism or other media ventures."

But maybe you work at a school without a journalism or media major, so it's much harder to find alumni who went into media who can return to participate in training. If you have the funds, bringing in experts from other programs can be a great investment. Often these folks have been in your shoes and are willing to come to your campus in order to support you. They seemingly offer a different perspective to your students, even though they are likely in the same mindset you are. If your budget or potential audience is small, consider sharing expenses for these professionals with other schools nearby. It helps you, but also helps to train students at other schools, and that serves journalism in general.

WHAT

You need to decide for yourself and your media what you cover in boot camp training. Obviously the options are numerous and varied, but what you choose to cover in boot camp is up to the students you are engaging with and their wants and needs.

If you have a handbook (and I highly recommend that you do), this is the perfect time to go over it with your students. Especially focus on policies that are new or things that were problems in the past. This is also a great time to look over your mission statement and update it if needed. If your student leaders have already developed yearly [SMART goals](), go over them at training. If they haven't developed their yearly goals, this is the perfect time to teach them how to do that.

Make sure to go over communication tips. If your groups use an approved medium, like Slack, make sure folks understand that it is the preferred mode of communication. While you're at it, talk about your after hours availability and rules. If you are available until 9 p.m. for non-emergencies, tell them at this point. And maybe reiterate to them that they, too, should have a work-life balance.

While the possible topics to cover are endless, make sure to cover the basics, like how to run a meeting and how to follow up after a meeting. Don't forget to hit on media ethics, preparing yourself for the workforce and it wouldn't hurt to include some diversity training.

Fall training should hit on leadership, communication, policies, procedures and all of that super important stuff. But don't forget it's also about staff bonding. No matter how long your training is, you are asking students to give of their time. Make sure that even if it doesn't teach them everything you want, that it's still valuable. You can't reach every student with every topic, but you can create a collaborative, supportive working environment. And that might be more important.

WHERE

The most logical place to hold training is your home office. Students know where it is, and it should be free for your use. Since it's a brand new year, consider sprucing the place up a bit. Make it homey. Do a summer cleaning and rearrange things if possible. Add some new decorations (or make some decorations as part of training). Make the place feel new and special.

If your space is too small, or you want to rid training of all distractions, consider getting out of the office and going someplace else on campus. Is there a room at the football stadium that might be fun? A special boardroom usually only available to VIPs? See if you can hold training there, because it will make the students and the training feel important.

Off-campus retreats used to be all the rage when student media revenue was high. And for good reason. Getting away from campus for a night, or even just a day, can encourage group bonding. There is a lot to be said about road trips and sharing a room for a night. Being away from campus is considerably less distracting. You can often rent a conference room in a hotel for a nominal amount, and often it is free if you book guest rooms for the night. You could also rent a home on AirBnB or maybe borrow an alum's home.

WHEN

Your institution's schedule may dictate when you are able to hold your boot camp, so you need to take that into consideration. If you can, try to hold training before classes even start or before the first broadcast or publication. (It's very important that if you go this route that you make your students aware of the training dates during the spring.) It's great if you can get to the students before they are bogged down with classes and other clubs. Many campus housing offices will work with you to allow your students to move in early, so look into it. If you are conducting training during the work week, it's easier to ask your campus colleagues to participate since you aren't asking them to give up their personal time.

If you can't do it before school starts, try to do it before you get too deep into the semester or quarter. You may have to give up a weekend or two, but it'll make your

life easier if the students get some solid training before they are publishing or broadcasting. You can always follow up your boot camp with weekly training reminders or more involved training presentations. Weekend boot camps might not be as intensive as you'd like, but giving students a baseline is still useful and important.

WHY

It's important to determine why you are going through all the trouble to conduct a boot camp. Are you trying to address problems you've had in the past? Did evaluations indicate the students needed more training on certain topics? Does your administration demand you show them some kind of curriculum complete with learning outcomes? Seriously consider why you are investing this kind of time into a boot camp.

Thankfully you don't have to decide for yourself: ask your students. When seniors are preparing for graduation, ask them what they worry about for the next staff. Ask the incoming leaders what they are hoping to fix first, and ask them what they want you to cover in training. Cater your schedule to their answers. Make this all about them.

Administrators often have a hard time understanding why advisers don't edit the magazine or approve TV shows before they air. Being able to show them the skills you work to give students can be really important, and being able to show them a curriculum can buy you some breathing room.

Even if your publication or station is part of a class, a boot camp is a great way to kick off the new year. A quick overview of everything that it takes to make your product is a good thing for students to have, and establishes a report with your students that goes beyond the student–teacher dynamic.

HOW

Ask student leaders (maybe even when they are graduating) why they were involved in student media, what they wanted to learn, and what they wanted to get out of the experience. Don't assume you already know the answers, either. Sometimes students are looking for a place to belong, or a way to serve their campus. So let students answer honestly, and then consider incorporating some training that will help them achieve these ends.

Also ask your incoming leaders what they think training should entail. Sometimes they might really surprise you. Last year my newspaper students asked for diversity training, but they very specifically wanted it to come from someone who knew them and understood their struggles. That left it up to me, but we ended up having a very meaningful conversation about [Tina Fey's sheetcaking sketch](#), the criticisms of it, and how to avoid and address such criticisms of their work. I was uncomfortable leading a discussion on diversity as a middle-class, white woman, but it actually was what my students needed to start opening up the conversation. By trusting my student leaders, we all got something we needed.

One thing to keep in mind is that many skills are better taught without technology. Studies show students learn more by physically writing things down, so when you can, ask that laptops and such be traded in for pencil and paper. Obviously some training requires technology, but if you can simplify things, do it. Not only will students retain information better, but, if they aren't on their devices, they aren't distracted by all the other media in the world.

Finally, boot camp should be fun. Students are giving up their time, and it's possible not every training session will apply to them. So try to keep things fun. Send students on Twitter scavenger hunts, play games. Offer prizes. Don't just lecture students; they can get that in class. Inspire them and entertain them.

Make sure to end training with an evaluation, not just on the training overall, but on individual sessions. When you bring in experts, colleagues and alumni, it helps to be able to provide them with feedback. And that feedback might encourage them to say "yes" to helping next year. It will help you evaluate what to keep and what to change, and the results will help you pinpoint what further training might be necessary.

Every school should approach training the same, but the actual training should be different. By asking yourself these important questions, you can build, and then tweak, a training program that works for your students in your situation. By doing focusing on really strong training, you might just make your life a little bit easier.

Kelley Lash is a Georgia girl in Texas world as she serves as the director of student media at Rice University. She directly advises the student newspaper The Rice Thresher, the yearbook The Campanile, and radio station KRTU. She served as director of student media at Georgia Southern University, where she received her bachelor's and master's degrees. She started her career at Methodist College (University) in Fayetteville, NC. In her many years with CMA she has served as president, vice president of member services, the critiques coordinator and managing editor of College Media Review. She created the adviser certification program and serves as editor of College Media Matters. She is raising a teenager who is considering a career in college media, and she is an avid fan of the Houston Texans and the Houston Astros.

Kelley Lash

Lisa Lyon Payne / September 4, 2018 / College Media

College Media Celebrate Free Speech

Constitution Day is Sept. 17

By **Ted Petersen**
Florida Tech

The Florida Tech Crimson has hosted "Free Speech Day" for the past seven years. As Constitution Day approaches, other colleges might learn from the inexpensive and successful program at Florida Tech.

About six months into my role as adviser to the Crimson, the student-run newspaper at my private university, I learned something new—the Crimson is a free press.

I stumbled onto the document that governs student media at Florida Tech. It has an important sentence: "Freedom of the press, as guaranteed by the Constitution of the United States, is not blocked or interfered with by Florida Tech or any of its trustees, administrators, faculty or staff."

Armed with this new knowledge, I wanted the entire campus community to know what I knew. That desire birthed the first "Free Speech Day" at Florida Tech. It

started small— "Free speech, free press, free cookies" was wall made of Home Depot plywood, some Sharpie markers, and a few dozen chocolate chip cookies. We leaned the wall against a building in the middle of campus and gave a cookie to anyone who wrote on the wall.

The wall quickly became a celebration of free expression. Some comments were inspirational, some critical of the university, some frustrating and disappointing.

We also had a panel of local lawyers and journalists talk about their experience using or defending the First Amendment. The event was funded by a CMA's Ingelhart First Amendment grant.

The event has grown, now "Free Speech Week," with a keynote address, several panels and workshops, free food festival inspired by CMA member Michael Koretzky, and of course the free speech wall.

At the beginning, I wanted the Florida Tech community to realize how valuable an editorially independent student newspaper is to the community. But in today's "enemy of the people" environment, events like this are great reminders that not only is the press constitutionally protected, but serves as defender of democracy.

I hope more college newspapers buy $20-worth of plywood and a five-pack of markers, find a busy spot on campus, and promote the importance of a free press.

If you have any questions about what we do at Florida Tech, please contact me at tpetersen@fit.edu.

Ted Petersen is an associate professor of communication at Florida Tech in Melbourne, Florida. He advises the Florida Tech Crimson and teaches journalism and research methods courses. His Ph.D. is from the University of Florida in mass communication. His most recent research focuses on understanding the lived experiences journalists who cover tragedies and disasters.

Ted Petersen

Lisa Lyon Payne / September 11, 2018 / College Media
College Media Review / Proudly powered by WordPress
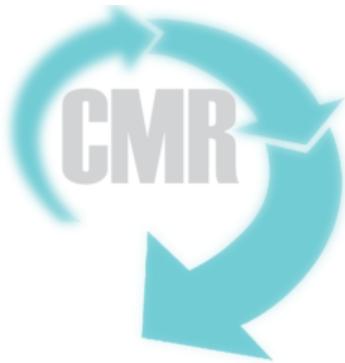
College Media Review

Journal of the College Media Association

Book Review: Bunk by Kevin Young

The Rise of Hoaxes, Humbug, Plagiarists, Phonies, Post-Facts, and Fake News

Book By Kevin Young

Reviewed by **Carolyn Schurr Levin**

You can be forgiven if the barrage of fake news, accusations of fake news, threats of fake news, and disputes about fake news have sent your head spinning for the past year or two. Since the term fake news has invaded our national conversation only relatively recently, it is entirely understandable to desire to take a step back and learn more about the phenomenon and how we got to where we are.

Kevin Young's "Bunk" is a good place to start. Meticulously researched and densely written, "Bunk" was longlisted for the National Book Award for Nonfiction in 2017. To say that "Bunk" is timely is an understatement. In "Bunk," Young provides historical, national and international context for the world of fake news that we now seemingly and perhaps unwittingly inhabit.

Young, University Distinguished Professor in the Creative Writing Program at Emory University and the Director of the Schomburg Center for Research in Black Culture, introduces the reader to his subject matter from a historical perspective, working his way painstakingly from P.T. Barnum and The Age of Imposture to the world we live in today, which, he writes, is "covered in haze." William Dean Howells' words to Edith Wharton, "What the American public always wants is a tragedy with a happy ending," is how Young begins his narrative. The hook of the modern hoax, Young continues, "has been to separate the tragedy from that American happy ending." The hoax, he asserts, is the very absence of truth.
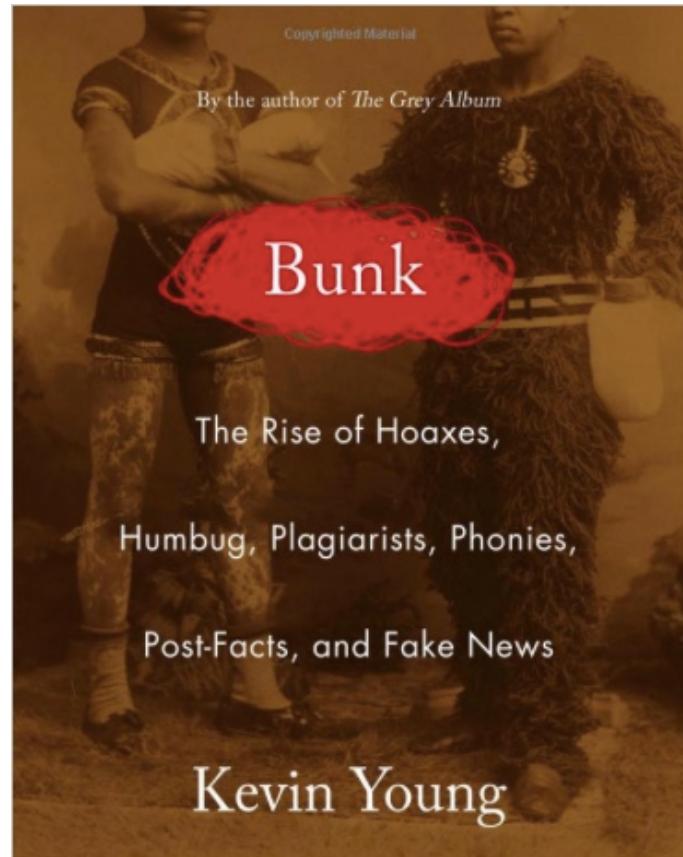
In nineteenth century America, P.T. Barnum's audiences took pleasure in hoaxing and being hoaxed. Young leaps from the delight of P.T. Barnum's "humbugs" to reality television, where today "we can see a promised spectacle implied as real that quickly turns out to be staged – either relatively subtly… or not…"

Newspapers were not historically immune to the hoax. In fact, Young writes, "the penny press was central to the circus." Filled with "sensationalism as news," the penny press presaged the current change demonstrated by the Internet. Young describes the "Moon Hoax," in 1835, when the Sun in New York reported on men with bat wings, unicorns, and biped beavers walking on the moon, leading to much speculation and vast newspaper sales in New York and the rest of the relatively new nation. Of course, it wasn't true. But, this did not stop other papers from not only reprinting but also confirming the story. Within months, the Moon Hoax "created the most popular newspaper in the world, and practically the very industry of the modern press itself." What is remarkable about this example (and examples of other

early hoaxes in "Bunk") is that the widely disseminated "Moon Hoax" story – not bound by facts – was published in the 1800's, confirming, if we were skeptical before, that there is precedent and history to our current era of fake news.

Young shares story after story of hoaxes in our country's history, from bearded ladies to Splitfoot to the White Shadow cowboys and aliens to Girl Wonders to American Indians to Rachel Dolezal, the woman revealed to have been "merely pretending to be black," and more. Providing a sweeping historical perspective, he pays particular attention in this self-described "deeply researched story" to the use of race in the hoax, investigates the grotesque, shines a light on the forger, and touches on the Nazi collaborator.

Turning to plagiarists and fabricators, Young details more recent experiences with authors and journalists. He discusses James Frey's debunked 2003 memoir "A Million Little Pieces." He touches on Janet Cooke's "Jimmy's World" in The Washington Post. He revisits New York Times reporter Jayson Blair. One of the lessons he gleans from the hoaxer as plagiarist is that "fiction's addictive."

Lest the reader believe that there is something especially American about the hoax, Young investigates hoaxes abroad as well. In an especially intriguing chapter, he describes why Australia is "prone to hoaxes."

But, it is the American hoax that consumes the majority of "Bunk." There is a powerful notion, according to Young, "that the American character is filled not just with tall tales and sideshows but also with con men and fake Indians, pretend blacks and impostor prophets, with masks and money." The author clearly believes that the hoax has the power to bring great harm, not just to people but also to institutions.

Young ends with President' Trump's "relationship to the truth," which he writes "may at times seem as rocky and riotous as any other hoax we've known." Trump, he writes, goes beyond even P.T. Barnum's bunk because Barnum "did at least display actual people." Trump instead "relies on phantoms. . . dead Muslim soldiers, desirous women, professional protestors, the blacks." Whereas most hoaxes have "at least a wink about them, or a slight break in the façade," Trump's does not, according to Young.

The haze, he seems to be saying, is here to stay. How to see past it? Young does not answer his own question. He asks, but does not answer this penultimate query: "What if truth is not an absolute or relative, but a skill – a muscle, like memory – that collectively we have neglected so much that we have grown measurably weaker at using it?" If there is one grand takeaway from "Bunk," it is that the internet alone is not to blame for the hoaxes seemingly engulfing us today.

About the Author: *Carolyn Schurr Levin, an attorney specializing in Media Law and the First Amendment, is a professor of journalism and the faculty adviser for the student newspaper at Long Island University, LIU Post. She is also a lecturer and the media law adviser for the Stony Brook University School of Journalism. She has practiced law for over 25 years, including as the Vice President and General Counsel of Newsday and the Vice President and General Counsel of Ziff Davis Media.*

Carolyn Levin

Lisa Lyon Payne / October 9, 2018 / College Media
College Media Review / Proudly powered by WordPress

Research (Vol. 55): Bullied on Twitter

Lisa Lyon Payne   November 6, 2018

An Ethical Analysis of the Trump Effect on Student Media

Brittany Fleming, Ph.D.
Slippery Rock University

Mark Zeltner, Ph.D.
Slippery Rock University

Cody Nespor, B.S.
University of West Virginia

Abstract: On March 31, 2018, a Pennsylvania state representative used Twitter to confront and challenge the ethics of a student journalist, tweeting "…and then there is the "Editor in Chief" of the student blog/paper @CodyNesporSRU who pushes a lib agenda and [is] a horrible writer" to the feeds of his 5,500+ Twitter followers. Closely resembling the social media etiquette of President Donald Trump, or what we will refer to as the *Trump Effect*, this post caught the attention of not only the student journalist mentioned in the tweet, but student media advisers and professional journalists across the country. Unfortunately, this type of behavior is becoming more common in our society and student journalists need a framework for dealing with similar issues.

Using a modified version of the Potter Box created by Loy D. Watley (2014) as an analytical framework, this case study examines the aforementioned student journalist's ethical action and response to the state representative's tweet. Alternative outcomes to this specific situation will be discussed, as well as recommendations on how to handle the Trump Effect in the future, without harming the reputation of the journalist.

Introduction

Social media's impact on democracy continues to evolve as users find new ways to communicate with each other. Twitter, for example, has become a driving force for facilitating discourse between political figureheads and their constituents. Often times, this discourse is less than productive and frequently abused by those in power. We see frequently with President Trump, for example, when he tweets at journalists, attacking and accusing them of agenda setting and producing fake news. What happens, however, when this abuse trickles into local government and starts to affect our communities and universities?

Unfortunately, this type of behavior is becoming more common in our society and student journalists need a framework for dealing with similar issues. This paper investigates the ethical considerations involving an online interaction between State Representative Aaron Bernstine and Cody Nespor, the former editor in chief for the student newspaper at Slippery Rock University. Specifically, this case study focuses on Nespor's ethical decision-making process as it relates to his response to Bernstine's tweet.

This analysis begins with a review of the literature as it applies to journalistic ethics and political discourse. An overview of the Potter Box is then presented, along with alternative decision-making models used for assessing the decision-making process. Finally, a five-step modified Potter Box is applied to the case at hand. At the end of the analysis, we provide recommendations that student journalists and college media advisers can use when handling similar situations in the future.

Ethical News Values

 Journalists are expected to operate in the same fashion: to seek and report the truth, to minimize harm, and to act with independence, accountability and transparency (SPJ 2014). Specifically, the Society of Professional Journalists' Code of Ethics states that journalists need to "distinguish between advocacy and news reporting," adding that, "analysis and commentary should be labeled and not misrepresent fact or context." In terms of acting independently, the SPJ's Code of Ethics reiterates that journalists should "be vigilant and courageous about holding those with power accountable." In terms of transparency, the SPJ's Code of Ethics states that journalists should "expose unethical practices of journalists and the news media." The Radio, Television, and Digital News Association (RTDNA) provides a broader overall perspective on how journalists should behave when newsgathering. The RTDNA states, "the right to broadcast, publish or otherwise share information does not mean it is always right to do so. However, journalism's obligation is to pursue truth and report, not withhold it" (RTDNA 2015). These concepts all exemplify the ethical behavior of most working journalists in relation to politicians and all other public figures.

In terms of applied ethics, the field of journalism argues that justice or fairness, plus avoiding doing harm, is central to moral behavior (Raftner and Knowlton 2013). These ideas, respectively, are rooted in the two pillars of rational thought—Kant's deontology and Mills'

utilitarianism (Knowlton and McKinley 2016). Further, Christians, et al. (1998) describe several categories of moral obligations for those in the profession of journalism: duty to oneself; duty to clients/subscribers/supporters; duty to the organization at which one is employed; duty to one's colleagues; and duty to society. However, Stiles (2005) stresses that at the forefront of any journalistic decision is the last point, one's duty to the public or society. Codes of ethics and mission statements outlined by professional associations such as the Society for Professional Journalists, the Radio, Television, and Digital News Association and the Online News Association are perfect illustrations of Kant's, Mill's, and similar ideologies. Each organization identifies their devotion to reporting fair and accurate information to the public, which encapsulates the double duty of acting in fairness and causing the least amount of harm (SPJ 2014; RTDNA 2015.; ONA n.d.).

However, a Feb. 17, 2017 statement from President Donald Trump openly challenged the ethics of the free press, when he used Twitter to exclaim, "The FAKE NEWS media (failing @nytimes, @NBCNews, @ABC, @CBS, @CNN) is not my enemy, it is the enemy of the American People!" The use of Twitter in politics to openly attack journalists is what we are calling the *Trump Effect*.

Journalistic and Political Discourse

It should be noted that Donald Trump is not the first president to have a contentious relationship with the press. In his 2014 article "The Complicated History between the Press and the Presidency," Jason Daley points out that Richard Nixon banned the *Washington Post* from the White House during the height of Watergate. This unethical attempt to muzzle journalists ultimately backfired. Daley also indicates that although Lyndon Johnson had a seemingly warm relationship with *Post* editor Katherine Graham, he used that relationship to manipulate his press coverage to his advantage. According to Daley, uncomfortable press relations date back to George Washington who expressed dismay that his farewell might not be properly covered in the press.

But presidents, up until Trump, have generally refrained from publically questioning the ethics of the press. In a recently discovered document, Harry Truman privately wrote that, "When the press is friendly to an administration the opposition has been lied about and treated to the excrescence [sic] of paid prostitutes of the mind" (Massarella 2017). But Truman's public stance toward the press, while combative, was also ultimately respectful and mutually beneficial. To be clear, an ethical relationship between the press and a politician, specifically a president, does not inherently imply the relationship is warm and personal. But in the past, it was generally understood that both the politician and journalist benefitted from a fairly respectful, working relationship.

Returning to the case at hand, from an ethical perspective Bernstine's personal attacks on a student editor are indicative of a larger story being written every day by Donald Trump using social media, in most cases Twitter, to bypass traditional media outlets and create an often-

false narrative with his target audience. According to an article by Terry Collins for C/Net, longtime Republican strategist Rick Wilson says that Trump's "cozying up" to TV and newspaper reporters is no longer necessary (Collins 2018). He adds that now political candidates understand the political landscape has changed because of social media.

In the Bernstine incident, the most striking similarity to Trump's social media strategy is a willingness to attack journalists, even student journalists. This should come as no surprise, however, when considering the 2015 Batchelder-Trump Twitter spat. In short, 18-year-old Lauren Batchelder experienced the Trump Effect after challenging him on Twitter, posting that she did not believe that he was a "friend to women." After a series of mild back-and-forths, Trump tweeted one more time, calling her an "arrogant young woman" who questioned him in a "nasty fashion." The *Washington Post* reported that Trump's staff was "stunned he went after a college student" (Johnson 2016).

Interestingly, there was another recent example of a Pennsylvania state representative using social media as a means of attacking someone personally. In this case the social media was Facebook and the attacks were on an opposing politician. According to an article by Marielle Mondon by The Voice, another Pennsylvania state representative from Butler County, Daryl Metcalfe, used his Facebook account to call Democratic State Representative Chris Rabb a "liberal loser" and Democratic State Representative Brian Sims "a lying homosexual" (Mondon 2018). While this example does not involve journalists overtly, it does indicate that politicians, even on the state level, are now using social media as a way of bypassing the traditional media and airing their grievances directly to their constituents. Ironically, traditional media picks up these interactions and then covers the social media kerfuffle that result.

The ultimate result of this media strategy, when employed by politicians on social media, is an increasing lack of trust of the traditional or "mainstream" media. This undermines journalists' role as the unofficial fourth branch of government in a democratic society. As demonstrated earlier, disputes between politicians and journalists date back to the dawn of our government and they are an essential part of a free society. Thus, journalists have always needed, and will always need, a solid foundation to work from when faced with ethical dilemmas.

The Development of The Potter Box

While professional associations such as RTDNA and SPJ provide ethical codes as references to report by, student journalists need a practical framework for applying such codes. One solution is the Bok Model (1978), which says ethical decisions can be analyzed by asking three questions: 1. How do you feel about the action?; 2. Is there another professionally acceptable way to achieve the same goal that will not raise ethical issues?; 3. How will others respond to the proposed act? (Patterson and Wilkens 2014). Similarly, the Ethics Check framework suggests a decisions can be analyzed by three questions: Is the action legal?; Is the action balanced?; How does the action make you feel? (Blanchard and

Peale 1988). A third framework is the Potter Box, developed in 1965 by Professor Ralph B. Potter of Harvard University, which centers on an objective analysis of situational facts, values and principals, and constituencies of the decision-maker in an ethical dilemma (Potter 1965, 1972).

Like many other ethical decision-making models, the Bok and Blanchard-Peale models expect a decision-maker to operate on their own moral and ethical principles, allowing extreme flexibility in a variety of fields and contexts. However, while the adaptable and simple nature of these frameworks are relatively easy for a student journalist to follow, it can be argued that neither begin with an objective analysis of the dilemma prior to taking action. The Potter Box, on the other hand, forces the decision-maker to assess if the weight of moral obligations to particular constituencies warrants or justifies an action that could potentially harm other constituencies or cause negative outcomes (Watley 2014).

Solutions using the Potter Box (Figure 5) are defendable through four transparent quadrants: definition, values, principles, and loyalties (Christians et al. 1998). It is important to note that during the decision-making process, these dimensions should be considered a systematic cycle, rather than a linear set of isolated questions. According to Stiles (2005), the fluid structure of the four quadrants allows for the analysis of complicated situations on varying levels, such as personal, organization, institutional, and societal (Spence and Van Heekeren 2005). Using the Potter Box, an ethical dilemma can be assessed holistically and with caution before any action is made through the moral lens of the decision-maker, as well as alternative lenses and perspectives. Because of this characteristic, the Potter Box is commonly utilized in journalism and public relations. In fact, Public Relations Society of America's (PRSA) Code of Ethics closely resembles Ralph Potter's ideals (Smudde 2011). In six steps, decision-makers are advised to define the specific ethical issue/conflict, identify internal/external factors that may influence the decision, identify key values, identify the parties who will be affected by the decision and the decision-makers obligation to each, select ethical principles to guide the decision-making process and, last, make the decision and justify it (Fitzpatrick n.d.). It is clear that values, principles and loyalties are at the core of this code.

| Situation	Loyalties
Values	Principles
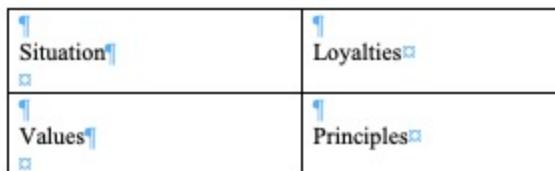
Figure 5. The Potter Box (1965)

In addition to aiding a decision-maker in viewing a dilemma from multiple perspectives, the Potter Box can be used as a tool for determining and prioritizing competing loyalties. For example, Carveth (2011) used the Potter Box to analyze the Facebook-Google dispute of May 2011. In this case, Facebook approached the public relations firm Burson-Marseteller,

with an idea to run an anti-Google campaign, which would require the firm to pitch stories to newspapers and blogs claiming that Google had been invading users' privacy. Putting their reputation at stake, B-M agreed. The truth about the campaign surfaced when a blogger, who had been approached to run the anti-Google story, leaked a series of emails from the firm and humiliated both the firm and Facebook.

In his analysis, Carveth explains that Burson-Marseteller had three major loyalties: to the public, to their client and to themselves. In this case, B-M prioritized themselves first, by taking on a major company like Facebook for both portfolio and financial purposes. In doing so, the firm put the best interest of the public to the wayside while blindly leading Facebook into making an unethical decision. Clearly, Burson-Marseteller went against the PRSA Code of Ethics. Using the Potter Box, Carveth suggests an alternative route for B-M: to remain loyal to both the client, the public *and themselves* by refusing Facebook's anti-Google proposal. Had the decision-makers utilized the Potter Box in the instance of this situation, this negative outcome could have been avoided.

According to Gemperlein (2004), j-schools have been operating under similar ethical guidelines and utilizing the Potter Box for several decades. The beauty of this instrument, as noted by Charles Marsh Jr., associate professor at University of Kansas' William Allen White School of Journalism, is that it aids a decision-maker in generating an outcome that can be ethically justified to both themselves and others, with consideration of competing loyalties. Because of the Potter Box's use of ethical pluralism, the decision-maker may apply several ethical philosophies to create a series of possible outcomes to any given dilemma with the goal of assessing the impact it may have on each loyalty (Bowen 2004). For example, Stiles (2005) applies the Potter Box to newspapers' decisions to run sex ads for strip clubs or "gentlemen's clubs" and services. Stiles explains that these types of ads are financially attractive to newspapers, as they can run anywhere from 50 percent – 400 percent over standard advertising rates; however, in many cases, these types of advertisements are cover ups for prostitution rings. This puts the editorial decision-maker in an ethical dilemma: use the ads as financial gain, potentially supporting and exposing readers to illegal activity? Or lose the client's business to a competing newspaper? Stiles uses Christians, et al. (1998) to defend the idea that the media's primary duty is to the public. As clearly outlined in this situation, like many ethical dilemmas, the decision-maker(s) at hand would be dealing with several competing loyalties: advertisers, subscribers and society as a whole, the newspaper's reputation, and the potential financial loss or gain. After conducting a series of interviews with decision-makers at four Philadelphia-based newspapers, the *Philadelphia Inquirer*, the *Daily News*, the *Citypaper* and the *Philadelphia Weekly*, and considering the four quadrants of the Potter Box through the ideologies of both Kant and Mill, Stiles concludes that the overall decision to run sex ads is unethical due the potential of causing more harm than good to all loyalties involved. However, and as determined by the number of sex advertisements run in newspapers, ethics often take a back seat when dealing with a target audience that is more forgiving of less-ethical content.

Method of Analysis: The Modified Potter Box

As outlined in the examples above, the Potter Box can be a useful mechanism for dealing with ethical dilemmas. However, in a critique of the original Potter Box model, Watley (2014) notes three major disparities that mirror the issues above. The first issue is that stakeholders should be considered, rather than loyalties. According to business research, the term 'loyalty' is often viewed as a reciprocal relationship (Freeman 2009). Transitioning the terminology to 'stakeholder' broadens "a decision-maker's perspective to include affected stakeholders who are not 'loyal' in that they have not initiated a commitment to the organization or decision-maker." (Watley 2014). This mindset expands a decision-makers list of stakeholders to include society at large, even though they may never find themselves in a reciprocal relationship with every single person in the public.

The next problem identified by Watley is that stakeholders should be should be considered sooner, rather than later, in the decision-making process (Watley 2000). Identifying and considering stakeholders immediately following the definition stage may encourage decision-makers to emphasize their ethical obligation over the weight of a particular relationship, which has been known to hinder the ethical decision-making process (Miller and Thomas 2005).

The last issue defined by Watley is that obligations should be considered using ethical intuitionism and deontology, rather than a myriad of virtue ethics (Ross 1930; Audi 2004). According to Watley, using self-evident prima facie duties to define obligations would be a more straightforward, practical and readily applicable process, rather than allowing individuals to choose whichever ethical philosophy supports their personal preference or the circumstances at hand. While prima facie duties are not final, they can be used as a guide to determine when it's better for an individual to perform a particular action over not performing an action. For example, the duty of non-injury explains that, all other things being equal, it is always better to not hurt someone than to hurt someone. Watley (2014) refers to Audi's (2004) revised list of ten *prima facie* duties, as outlined in a 2007 review of Audi's work:

1. Non-injury: we should not injure or harm people.
2. Truth-telling: we should not lie.
3. Promise-keeping: we should keep our word.
4. Justice: we should not treat people unjustly and we should rectify and prevent injustices.
5. Reparation: we should make amends for our wrongdoings.
6. Benefice: we should contribute to the good (the well-being) of other people.
7. Gratitude: we should express gratitude to others when good is done to us.
8. Self-improvement: we should develop or sustain our distinctively human capacities.
9. Liberty: we should contribute to an increasing or preserving the freedom of persons.
10. Manner: we should treat other people respectfully (Rovie, 2007; Watley, 2014).

Furthermore, the modified Potter Box allows the decision-maker to consider the weight of value each obligation holds, depending on the stakeholders.

These observations prompted Watley to create what he calls the modified Potter Box (Figure 6).

Situation:
What exactly are the circumstances?
Stakeholders:
Who could be impacted by my decision?
Obligation:
Based on the *prima facie* duties, what obligations do I have to these individuals?
Values:
Do the weight of the obligations suggest a particular action?
Universalize:
Would this action be a good precedent for myself and others?

Figure 6. The modified Potter Box (2014).

The modified Potter Box suggests that ethical judgements should follow these guidelines:

1. Situation: *What exactly are the circumstances?* Gather relevant facts and clearly identify any applicable assumptions.
2. Stakeholders: *Who could be impacted by the decision?*Consider all the individuals who could be affected by the decision, both now and in the future.
3. Obligations: *What obligations do I have to these individuals?* Using Audi's (2004) adapted *prima facie* duties, identify the duties an individual has to those who are potentially affected. Many of the duties may overlap and, given the circumstances, some duties may not apply.
4. Values: *Does the weight of the obligations suggest a particular action? Does the good outweigh the bad?* Consider not just the number of duties, but the overall significance of each duty. Exercise moral imagination and include trusted others before a determination is made. Look for the most appropriate middle ground that satisfies the most compelling obligation.
5. Universalize: *Would this be a good precedent for myself and others?* Ask if a similar decision would be appropriate under similar circumstances and/or if the decision would be acceptable if the decision maker was instead one of the other individuals affected.

According to Watley, two individuals could be presented with an identical dilemma, but interpret it differently based on their values and principles and what they consider to be their obligations to their stakeholders. The transparency of this modified five-step process, however, would allow "individuals to articulate and discuss the process behind judgment" (Watley 2014, 10).

Due to its early and strong emphasis on consideration of stakeholders, much like the media's obligation to the public, the modified Potter Box is the most appropriate tool for assessing this case. To the best of the researchers' knowledge, this is the first case study exploring the use of the modified Potter Box in the field of journalism.

Data Collection and Timeline

Slippery Rock University is one of fourteen universities that comprise the Pennsylvania State System of Higher Education. Nestled in Pennsylvania's tenth legislative district, SRU is home to approximately 8,368 students (King 2018) who receive their community and university information and happenings from student news organizations such as *The Rocket*. As a whole, SRU encourages its student media to emulate a professional experience, with both editorial and ethical decisions being made by student editors, not university faculty or administrators. Unlike other student media on campus, however, *The Rocket* is considered independent from the university, as it is only affiliated with, but not owned or operated by, SRU. Over the course of *The Rocket*'s 80-year existence, the university has supplied a faculty adviser to assist with day-to-day operations, but all final editorial and ethical decisions have always been in hands of *The Rocket*'s student editor-in-chief and his/her 10-14 person paid staff members. The editor-in-chief position is an annually elected appointment voted on by the previous year's staff. Cody Nespor, 22, was named editor-in-chief for the 2017-18 academic year

Also strongly affiliated with District 10, which includes portions of Beaver, Butler and Lawrence counties, is Pennsylvania State Representative Aaron Bernstine, 33, a member of the Republican Party. Bernstine assumed office in 2016, defeating his Democratic opponent with a 58.48% vote in his favor. With a background in business, Bernstine is also an adjunct instructor at the University of Pittsburgh. Bernstine was quickly brought to the Twitter spotlight in August 2017 for a response he posted about the non-violent protests in St. Louis, MO. that followed the acquittal of police officer Jason Stockley (Figure 1). Since, the state representative has remained an active and vocal Twitter user. On March 31, 2018, he found himself in a Twitter dispute with *The Rocket*'s editor-in-chief, Cody Nespor. Below is a timeline of events that led up to the March 31 online confrontation, as well as the outcome of the March 31 tweet. All evidence gathered for analysis was obtained from Twitter and news websites between the dates of March 31 – May 1, 2018.

A. September 16, 2017: Aaron Bernstine posts a response to the August 2017 St. Louis, Mo. protests on Twitter. (see Figure 1).

Figure 1. Bernstine's response to Missouri protests.

After some of his followers commented that they were uncomfortable with his stance on the issue, he used words like "thugs" and "snowflakes" in his responses. See Figure 2.

Figure 2. Bernstine's response to followers.

In conducting this research, we uncovered that this is not the first time Bernstine tweeted about running over protestors. ThinkProgress reports that on July 15, 2013, Bernstine tweeted that he would refuse to stop his car if he saw the protestors rallying against George Zimmerman. "I'd [definitely] not stop my car! "@NewsBreaker: @Zimmerman protesters have shut down traffic in I880 in Oakland, [California]," Bernstine said (Rupar 2017).

B. September 16 –September 18, 2017: Local and national media outlets such as the *New York Times*, the *Pittsburgh Post-Gazette* and the *Butler Eagle* run stories covering the September 16, 2017 tweet (Prose 2017; Rau 2017; Gensler 2018). In an interview with The *Times*, Bernstine blamed the media and the Democratic Party for exaggerating and "purposefully misinterpreting [his] comments to create social media indignation" (Prose 2017).

C. This tweet not only attracted negative local and national media coverage, but the attention of his fellow politicians, such as Vice-Chairwoman of the Pennsylvania Legislative Black Caucus and State Representative Donna Bullock, who called Bernstine's tweet unacceptable and recommended that he issue a public apology immediately (PA House 2017).

D. September 20, 2017:

1. The Rocket publishes an editorial titled "Pa House Representative promotes violence by threatening to run over protestors." The article expressed the staff's feelings that "no representative should threaten violence on their constituents" (The Rocket Staff 2017).

2. The University of Pittsburgh's student newspaper, The *PittNews*, publishes an editorial with the headline "Pitt must condemn professor's threats." The piece ends with a recommendation for citizens of Pennsylvania District 10, "when Bernstine is up for reelection, vote against him" (The Pitt News, 2017). To be clear, Bernstine is an adjunct professor at The University of Pittsburgh, but does not represent the Pittsburgh area in the legislature.

E. February 14, 2018: The Parkland High School shooting takes the lives of 17 victims, leaving several more individuals injured.

F. February 26, 2018: NPR reports confirm Trump's proposal to arm teachers and school staffers (Horsley 2018). While very vocal of his support of the Second Amendment, Bernstine does not acknowledge this proposal on Twitter.

G. February 27, 2018: As the editor-in chief, Nespor writes an editorial in response to the Parkland shooting. In the article, Nespor reacts to the proposal to arm teachers, saying:

"I do not know what the answer is to keep schools safe, but arming teachers is not going to work. My mother is a middle school math teacher; her job is to educate children. She is not a soldier; she should not have to worry about defending her students in a firefight. I believe our goal should be to reduce the number of dangerous situations and to ensure there will be no more school shootings. Arming teachers, who cannot even get enough funding to buy school supplies, would only heighten violent situations and is reactive to stop a school shooting, not proactive in preventing it" (Nespor 2018).

H. March 21, 2018: Bernstine directs a tweet at one of his 1,172 Twitter followers, who had disagreed with him on an earlier Twitter thread, stating, "I don't typically engage with people on Twitter who have 65 followers." According to an interview with the Post-Gazette, it was this tweet, which has since been deleted, that prompted Nespor's March 28 tweet (Behrman and Schackner 2018).

I. March 28, 2018: In response to Bernstine's tweet, Nespor posts "Every so often I'm reminded of how much an embarrassment for Butler Country having Aaron Bernstine as its rep is" on his personal Twitter account. See Figure 3.

Figure 3. Nespor's March 28 tweet.

J. March 31, 2018: Aaron Bernstine tweets "Having SRU in my district means I get to work with young college/journalists (they're the future). There is A++ talent like @Student1 and @Student2* and then there is the "Editor in Chief" of student blog/paper @CodyNesporSRU who pushes a lib agenda and [is] a horrible writer." This caught the attention of several of Bernstine's followers, including Hermitage City Commissioner Michael Muha who replied to Bernstine, "Don't you think it's beneath the dignity of your office that you [attack] a college student who disagrees with your viewpoints? Or have you given up on the First Amendment entirely?" Bernstine replied to Muha that he does not treat media any different "regardless if they're 22 or 82. Acting as a non-partisan writer and serving an agenda is wrong on both sides."

K. Nespor replies to Bernstine's original post: "Hi Aaron, generally editorial feedback for The Rocket can be sent to my email, xxx1234@sru.edu. But if you insist, I'd be willing to listen to some on here. Care to share any examples of the 'lib agenda' I'm pushing? Do you mean this opinion piece where I resist the idea of having to turn my mother into a soldier?"

L. Bernstine replies, "Still trying to figure out what an 'assault rifle' is? Put hundreds of rounds through my AR, .45 and .380 in the last week…. and not one person was 'assaulted.' Best of luck in your 'career' as a 'journalist' though."

M. Nespor replies, "Nice non-answer. I appreciate your support. I'll be graduating with highest honors in May and I plan on starting graduate school in the fall. ☺"

N. A *Rocket* staff member joins in and asks, "Aren't you the guy who equates followers on twitter to intellect, and disregarded someone's valid point to argue about how many followers they had [?]" Bernstine did not reply.

O. April 1, 2018: Bernstine removes the tweet from his account. However, the conversation was retweeted and continued to catch the attention of other student journalists, advisers, and media professionals across the country.

P. April 4, 2018:

1. The first media coverage regarding the Bernstine vs. Nespor narrative is published on www.journoterrorist.com. The article ended with a call to question who the other two students were that Bernstine mentioned in his original post. The article reads, "both describe themselves as 'aspiring news anchors,' and they look like this…" followed by a photo of the young women, concluding with, "which to be clear, isn't a slam on them. But it is a commentary on the 33-year-old legislator who rates two young blonde women as 'A++ talent' – and no other students he represents (Koretzky 2018).

2. College Media Matters posts an interview with Nespor. In the interview, Nespor explains,

"I think this was less of me being a student and more of Bernstine trying to create some sort of him vs the media fantasy," he said. "The problem is I'm a full-time student, I don't work for any media outlet outside of school and also I posted my opinion on my own Twitter. I honestly think he just wanted to be Trump Jr. or something and thought I would be an easy target he could construe as 'the media'" (Lash 2018).

Q. April 6 and 7, 2018: The *Butler Eagle* and the *Pittsburgh Post-Gazette* publish a second and third interview with Nespor. Nespor explains,

"I really didn't think too much of it because people get in Twitter fights every day," Nespor said. "But when I'm at school in Slippery Rock, I am in his district. I live in Slippery Rock nine months of the year. I love Slippery Rock University, I love the town of Slippery Rock and I love Butler County."

"To see him as the state representative being so juvenile and so dismissive of people on Twitter, I don't think that represents Butler County very well. I want Butler County to be represented the best it can be, and when I see him acting like a fool on Twitter, that's not how people in this county are." (Carr, 2018).

In addition to,

"'If he wants to call me a bad writer or say I push a liberal agenda, that's OK,' Mr. Nespor said. 'I've heard that before.'

He said journalists should expect that.

'But when I'm at Slippery Rock, I'm living in his district. I'm a constituent of his,' he added. 'I feel I should be allowed to share my opinion about my representative without a personal attack.'

He said he posted the tweet on his personal account, adding, 'It's not like I used The Rocket's account'" (Behrman and Schackner 2018).

R. Bernstine sends an email response to both news outlets, ultimately using a "fake news" platform to defend himself.

"Facts matter. Whether in news, columns or editorials, even on Twitter, facts actually count. Twitter is not a safe space. While I am a public official, I get tired of the name-calling, the trolling and made-up facts. People, including editorialists — students or professional — have the right to write their own opinion, but they should not resort to personal attacks or made-up facts, if they do, they are substandard journalists" (Carr 2018; Behrman and Schackner 2018.)

S. April 16, 2018: Bernstine is listed as a "loser" in City & State PA's *Winners and Losers for the Week* article. The article implies that Nespor should get used to this type of online political confrontation if he plans to pursue a job in journalism (Salisbury 2018).

As displayed through the timeline, all characters within this narrative were faced with several ethical dilemmas. This paper, however, will solely focus on Nespor's ethical decision-making process as it relates to his response to Bernstine's tweet, from the perspective of a student journalist and editor-in-chief for *The Rocket*.

Data Analysis

To reiterate, the purpose of this paper is to apply the modified Potter Box to the ethical dilemma faced by Nespor as it relates to his role as a student journalist and the editor-in-chief for *The Rocket*. Nespor's ultimate decision to minimally communicate with Bernstine on Twitter and with the news media will be explored, as well as four alternative options. Following this analysis is a series of recommendations for dealing with the Trump Effect in the future.

The Situation. According to both Potter and Watley, the first step in any ethical decision-making process is defining the circumstances. Without identifying the empirical facts surrounding an ethical dilemma, the other four quadrants cannot be approached (Stiles 2005). Because this is an analysis of Nespor's ethical action and response to Bernstine's tweet, the situation should be defined from his perspective. As such, the primary, active individuals involved in this case are Bernstine and Nespor. The secondary individuals are the staff of *The Rocket* and the two additional student journalists named in the tweet.

The background between Nespor, Bernstine and *The Rocket*, which can be chronologically observed in the timeline provided, must be understood as it relates to the case at hand before being able to conduct the analysis. With that being said, the background of this situation started with Bernstine's Sept. 17, 2017 tweet about the protests in Missouri (see

Figure 1). In addition to responses from professional media outlets, government officials and another student newspaper, *The Rocket* wrote an editorial regarding Bernstine's tweet, calling it "unnecessarily violent."

No formal communication took place between Bernstine and Nespor until March 28, 2018, when Nespor posted "Every so often I'm reminded of how much of an embarrassment for Butler County having Aaron Bernstine as its rep is" (See Figure 3) to his personal Twitter account in response to Bernstine's March 21 tweet about refusing to engage with Twitter users who have a small Twitter following.

It was on March 31 that the case at hand truly began, when Bernstine tweeted "Having SRU in my district means I get to work with you college/journalists (they're the future). There is A++ talent like @Student1 and @Student2 and then there is the "Editor in Chief" of student blog/paper @CodyNesporSRU who pushes a lib agenda and [is] a horrible writer."

The "made-up-facts" or fake news Bernstine is referring to is unknown. In the following weeks, Nespor was interviewed by *College Media Matters*, the *Post-Gazette* and the *Butler Eagle*. The common theme in his interviews revolved around his overall disbelief that a local government official would attack a student.

The next step is to identify those who could be impacted by the decision. As previously mentioned, Christians, et al. (1998) identify several categories of moral obligation in the realm of journalism: "duty to oneself; duty to clients/subscribers/supporters; duty to the organization at which one is employed; duty to one's colleagues; and duty to society." Stiles (2005) notes that the final duty to the public, one of social responsibility, should be at the "forefront in decision-making." This analysis considers the public and clients/subscribers/supporters, *The Rocket*, the journalism community and Nespor's duty to himself, as his stakeholders in this case.

The third step in the modified Potter Box model is to consider the decision-maker's obligation to each stakeholder, based on Audi's (2004) adaptation of Ross's (1930) *prima facie* duties. As noted by Watley (2014), conflicting obligations will occur in any ethical dilemma, but when considering the modified Potter Box, such conflictions can also provide different viewpoints that could potentially result in alternative outcomes that the decision-maker may miss otherwise. This section will begin with whom Christians, et al. (1998) call a journalist's number one priority, the public, and continue with obligations to other stakeholders listed in no particular order. Note that every decision-maker has multiple obligations to each stakeholder, many of which are the same. For instance, noninjury, truth-telling, manner and benefice apply to almost every scenario. For the sake of brevity, this analysis will only highlight the top obligation for each stakeholder, before discussing competing values.

With that being said, as the editor-in-chief for *The Rocket*, Nespor's primary stakeholders are the "clients/subscribers/supporters" and the public/society at large. Based on the ten *prima facie* duties, his number one obligation is the truth (Christians et al. 1998) or what Audi (2004) calls refers to as "truth-telling" in his list *of prima facie* duties. According to Carson (2001), truth-telling includes veracity and the absence of both lying and deceit.

Nespor's next set stakeholder is the organization at which he is employed, *The Rocket*. As established, Nespor holds a leadership role with The Rocket, and according to Nesbit (2012) a good leader should be first devoted to consistent self-reflection and self-improvement. Similarly, Audi (2004) speaks about self-improvement in his list of duties, explaining that we should develop or sustain our distinctive human capacities (Rovie 2007). Audi (2004) explains that self-improvement does not refer to "wealth, pleasure or influence," but to the improvement of our own virtue and intelligence. Such virtues and characteristics include prudence, temperance, justice, fortitude and compassion (Watley 2014). With this being said, Nespor's top prima facie obligation to *The Rocket* is self-improvement.

Following his obligation to *The Rocket* is Nespor's obligation to his colleagues in the journalism community. All of the prima facie duties apply to the relationship between a journalist and the field of journalism, but Audi's (2004) *promise-keeping* is most applicable because of the ethical nature of the field. Codes of ethics, as earlier described using the SPJ, the ONA and the RTDNA, unofficially require a journalist to respect a list of promises, including characteristics such as honesty, accuracy and persistence. Without keeping this promise, a reporter will lose credibility among their colleagues.

According to Christians, et al.'s (1998) list, Nespor's last obligation is to himself. As explained in a relatable theory developed by Garrett (2004), benefice, self-improvement and other duties that produce long-term, positive outcomes should never override decisions for our own short-term benefit, or those that cause short-term pain for others. With that being said, Nespor's obligation to himself should have nothing to do with seeking revenge or causing harm. Self-improvement, as listed by Audi (2004), and promoting himself as a student journalist should be considered his top priority in this scenario.

The second to final step in the modified Potter Box model is to consider if the weight of the obligations suggest a particular action, allowing the decision-maker to ultimately choose the most appropriate middle ground that satisfies the most compelling obligation (Watley 2014). As discussed, this includes duty of truth-telling to the public and "clients/subscribers/supporters," duty of self-improvement to both himself and *The Rocket*, and the duty of promise-keeping to his colleagues in the field of journalism. In Watley's work, he encourages the use of moral imagination when exploring available options in a given dilemma. In this case, we conclude that Nespor had five major options. In each of these scenarios, we identify the duty of truth-telling to the public as Nespor's most compelling obligation. Other obligations, to himself, *The Rocket* and the journalism community are held at an equal regard.

Nespor's first option would have been to ignore Bernstine's tweet entirely. While this option may have put *The Rocket* at a lesser risk, it would have withheld the truth about Bernstine's accusation and ethical challenge toward Nespor from the public. *The Rocket*'s audience deserves to know why the editor-in-chief of their student newspaper is being accused of pushing a liberal agenda, and had Nespor ignored Bernstine's tweet, long-term, negative effects may have impacted the relationship between the Rocket and the public.

The next option worth exploring would be recommending Nespor to minimally engage with Bernstine directly on Twitter to clarify his accusation, much like Nespor did in reality. Ultimately, this option fulfills what the last option does not, clarifying the basis of Bernstine's tweet, aka truth-telling to the public. Furthermore, there is no strong argument that this option violates his obligation to his subsequent stakeholders, himself or *The Rocket*. It could be argued that Nespor's form of communication carried a certain tone but, overall, his responses, especially in comparison to Bernstine's harsh comments, were rather tame. Following the interaction with Bernstine, Nespor was contacted by media outlets, as described in the timeline, but he chose to let the story fade shortly after. Because of this, we can conclude that Nespor's intent was *not* to seek revenge, but to stand up for his stakeholders. In fact, in an interview with the *Post-Gazette*, Nespor's made it clear that his best interest was with the people of Butler County. "I want Butler County to be represented the best it can be" (Carr 2018).

Nespor's third option would have been to engage in this situation even further than in the last scenario, on both Twitter and in his communication with professional news outlets, and perhaps with more assertion. In consideration of his stakeholders, Nespor could have safely explored this option if his intentions were to advocate for a good cause, such as the negative impact the Trump Effect has on modern journalism and society. However, if Nespor chose this option with a negative intent, for instance, to seek personal revenge to Bernstine's tweet, he would have immediately violated several prima facie duties to all stakeholders. Altogether, this option is ethically viable if executed properly.

The next option to consider would be for Nespor to reach out directly to Bernstine, whether via email, telephone, but preferably in person, in an attempt to solve the issue entirely. This option would certainly fulfill Nespor's duty to the public, by confronting the situation head-on and reporting the truth to his readers. This option would also allow Nespor to fulfill his duty to *The Rocket*, by demonstrating leadership and characteristics that self-improvement. Last, speaking directly with Bernstine would fulfill Nespor's duty to his colleagues in the journalism community, by playing a role in repairing the "fake news" narrative so commonly told today.

Last, but not least, is an option that is certainly not recommended, but certainly worth discussing as an option: to use *The Rocke*t as a defense on Nespor's behalf, attacking Bernstine directly. It goes without saying that ethically, this option would not fulfill any moral obligations to any stakeholders. If anything, it does the exact opposite and risks the reputation of all parties involved.

The last step in to *consider if the decision sets a good precedent for both the decision maker and others.* Of the previously listed options, we would recommend three pathways that could be applied universally. The first is to respond the way Nespor did in reality, confronting the situation head-on, but without revenge. The second would be to take it a step further, and keep the situation in the headlines, advocating for the field of journalism. And last, and perhaps the most ethically-sound, would be for Nespor to reach out directly to Bernstine, in an attempt to discuss and resolve their conflict in person.

Discussion

Overall, the Bernstine vs. Nespor dilemma was avoidable. Based on the facts presented in this case study, several recommendations can be made. First, it is recommended that advisers and instructors expose their student journalists to these types of cases to stress the implications of social media. When a student holds a leadership position such as editor-in-chief, their social media posts, opinions, etc. are subject to ridicule. In fact, we believe that had Nespor refrained from posting his March 28 tweet about his feelings toward Bernstine, this situation may have never happened. This is not to say that students don't deserve the right to express their values and beliefs, but they need to be wary of the consequences and prepared to face those consequences in doing so, particularly in journalism. Regardless of the account that is used, any social media content is representative of the users' brand. Additionally, as a trusted information-provider who represents a news outlet, any and all individual opinions, ideas and communication have the potential to impact the reputation of the organization. While Nespor did post on his own account, *The Rocket* was undoubtedly affected. There have been numerous examples in the last few years of journalists being reprimanded and sometimes fired for posts they make on their personal accounts. In general, journalists should understand that they are always representing their media organization whether they are using their personal account or their organization's account. In this instance, Nespor was using his personal account. If he had used *The Rocket*'s account to express his personal dismay with Bernstine, then the subsequent problems would have been exponentially worse. Also, it should be noted that student media organizations are a constant revolving door in terms of personnel. Because of this, student journalists must make decisions that proactively preserve the future of the organization, rather decisions than what would benefit them personally in the short-term. Guidelines for handling situations similar to the one presented in this case should certainly be added to every college media organizations' operations handbook.

Similarly, politicians and other important figures need to understand the severity of engaging in unproductive banter on social media, in addition to the value of free speech and student journalism. There was not one benefit to the outcome presented by Bernstine's decision-making process. Unfortunately, because the precedent has been set by the very highest of our government, President Donald Trump, the Trump Effect is bound to continue. Given the

amount of immediate backlash to Bernstine's Tweet and his subsequent backing down, it appears fairly clear that the Trump Effect only works for Trump, and not the typical local politician.

Further, we recommend that the modified Potter Box be used over the original Potter Box, for the sake of considering stakeholders earlier in the process. In the field of Communication, audiences are at the center of successful message transfer and their ability to trust media creators who practice solid ethics is paramount to the survival of journalism. We hope that other case studies are produced utilizing this ethical decision-making model in the future. With that being said, if a student journalist finds themselves in an ethical dilemma in any way similar to the case at hand, it is recommended that the individual use the modified Potter Box to find the solution that works best to create the least amount of damage, both personally and for the student media organization, prior to taking action. The convenience and simplicity of the modified Potter Box makes it easy to measure obligations and weigh options in any given dilemma.

Last, it is recommended that local politics happen on a local level. If faced with this type of situation, we suggest that a student journalist move away from the computer screen and directly contact the politician attacking them and/or accusing them of publishing fake news. There is no need for social media to be the vehicle for democracy. According to the news-democracy narrative (Woodstock 2014), democracy depends on a knowledgeable citizenry and that knowledge stems from news consumption. Rather than miscommunicated information on social media, confronting issues and asking questions should be done during township and borough meetings, rather than through a computer screen.

Conclusion

While these types of situations are unfortunate, they are the reality. It is recommended that college media advisers embrace these types of situations and allow student journalists to make decisions on their own. Advisers can provide students with tools such as the modified Potter Box to aid in the decision-making process, but because of the relatively new nature of social media confrontations in the politics vs. journalism narrative, students need to practice applying these techniques on their own (with guidance) to help them grow as media professionals. Student journalists need to be aware of the current trend of politicians using the media as a means of promoting their own fame and political agenda by deriding them personally and journalism in general. By using the modified Potter Box model, student journalists can avoid being a part of this constructed narrative and act ethically in fulfilling their duty to inform and educate their audiences objectively.

Works Cited

- Audi, Robert. 2014. *The Good and the Right: A Theory of Intuition and Intrinsic Value*. New Jersey: Princeton University Press.

- Blanchard, Kenneth and Norman Peale. 1988. *The Power of Ethical Management.* New York, NY: William Morrow and Company.
- Bok, Sisella. 1978. *Lying: Moral Choice in Public and Private Life.* New York: Random House.
- Bowen, Shannon. 2004. "Expansion of ethics as the tenth generic principle of public relations excellence: a Kantian theory and model for managing ethical issues." *Journal of Public Relations Research* 11 (1):65-92.
- Behrman, Elizabeth and Bill Schackner. 6 April 2018. "The Student Called Him an 'Embarrassment.' The State Representative Shot Back, Saying He's A 'Horrible Writer.' *The Post-Gazette*.
- Carr, Andrew. 7 April 2018. "SRU student newspaper editor, state rep. get into Twitter spat." *Butler Eagle*.
- Carson, Thomas. 2001. "Deception and withholding information in sales." *Business Ethics Quarterly* 11 (2): 275-306.
- Carveth, Rod. 2011. "The ethics of faking reviews about your competition." *Proceedings: Annual Convention of the Association for Business Communication*.
- Christians, Clifford G., Mark Fackler, Richardson Rotzoll, Kathy Brittain McKee, and Robert Woods. 1998. *Media ethics: Cases and Moral Reasoning*, fifth ed. New York: Longman.
- Collins, Terry. 20 Jan. 2018. "Trump's Itchy Twitter Thumbs Have Redefined Politics." *CNet.*
- Daley, Jason. 14 June 2016. "The complicated history between the press and the presidency." *The Smithsonian.*
- Fitzpatrick, Kathy. "Ethical Decision-Making Guide Helps Resolve Ethical Dilemmas." Public Relations Society of America. https://www.prsa.org/ethical- decision-making-guide/.
- Freeman, Edward. 2009. *Managing for Stakeholders Ethical Theory and Business,* eighth ed. Upper Saddle River, New Jersey: Pearson.
- Garrett, Jan. 10 Aug. 2004. *A Simple and Usable (Although Incomplete) Ethical Theory Based on the Ethics of W.D. Ross.*
- Gemperlein, Joyce. 2004. "A renewed focus on ethics at j-schools." *The American Editor: The Bulletin of the American Society of Newspaper Editors* 79 (1): 20-21.
- Genseler, Howard. 18 Sept. 2017. "PA Rep. Aaron Bernstine tweets he would run over road-blocking protestors." *Post-Gazette*.
- Horseley, Scott. 26 Feb. 2018. "Renewing Call to Arm Teachers, Trump Tells Governors The NRA Is 'On Our Side.'" *National Public Radio*.
- Johnson, Jenna. 8 Dec. 2016. "This is what happens when Donald Trump attacks a private citizen on Twitter." *The Washington Post.*
- King, Robert. 20 Feb. 2018. "SRU spring enrollment continues upward trajectory," *Press Release*.

- Knowlton, Steven and Christopher McKinley. 2016. "There's More to Ethics Than Justice and Harm: Teaching a Broader Understanding of Journalism Ethics." *Journalism & Mass Communication* 71 (2): 133-145.
- Koretzky, Michael. 4 April 2018. "Double-Down Syndrome." *Journoterrorist*.
- Lash, Kelley. 4 April 2018. "Politician attacks student editor on Twitter." *College Media Matters*.
- Massarella, Linda. 12 May 2017. "Harry Truman once compared the press to 'prostitutes.'" *The New York Post*.
- Miller, Diane and Stuart Thomas. 2005. "The Impact of Relative Position and Relational Closeness on the Reporting of Unethical Acts." *Journal of Business Ethics* 61 (4): 315–328.
- Mondon, Marielle. 23 April 2018. "Pennsylvania lawmaker calls colleague 'lying homosexual' in Facebook rant." *Philly Voice*.
- Nesbit, Paul. June 2012. "The Role of Self Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development." *Human Resource Development Review* 11 (2): 203-226.
- Nespor, Cody. 27 Feb. 2018. "Editorial: Will enough ever be enough? Comments on the Parkland shooting" *The Rocket.*
- Online News Association. *Social News Gathering Code of Ethics.*
- PA House. *Aaron Bernstine: Pennsylvania House of Representatives.*
- Patterson, Philip and Lee Wilkens. 2014. *Media Ethics: Issues & Cases*, eighth ed. New York, NY: McGraw-Hill.
- Philipp, Beverly and Denise Lopez. 2013. "The Moderating Role of Ethical Leadership: Investigating Relationships Among Employee Psychological Contracts, Commitment, and Citizenship Behavior. *Journal of Leadership & Organizational Studies* 20 (3): 304-315.
- Potter, Ralph. 1965. "The structure of certain American Christian responses to the nuclear dilemma, 1958–1963." *Harvard University doctoral dissertation.*
- Potter, Ralph. 1972. "The Logic of Moral Argument." *Toward a Discipline of Social Ethics*, 93-114.
- Prose, J.D. 16 Sept. 2017. "State Representative Aaron Bernstine's tweet on St. Louis protestors sparks online outrage." *The Post*.
- Radio, Television, Digital News Association. 11 June 2015. *Code of Ethics.*
- Raftner, Kevin and Steven Knowlton. 2013. "Very shocking news." *Journalism Studies* 14: 355-370.
- Rau, Phillip. 19 Sept. 2017. "State lawmaker's tweet brings backlash." *Butler Eagle.*
- Ross, William David. 1930. *The Right and the Good.* Oxford: Clarendon.
- Rovie, Eric. 2007. "Review of 'The Right in the Good: A Theory of Intuition and Intrinsic Value." *Essays in Philosophy* 8 (1), 19.
- Rupar, Aaron. 16 Sept. 2017. "Republican Lawmaker Vows to Run Over Protestors to Block Highways." *ThinkProgress.*

- Salisbury, G. 15 April 2018. "Winners and Losers for The Week Ending April 13." *City & State PA.*
- Society for Professional Journalists. 6 Sept. 2014. *Code of Ethics.*
- Shahzad, Khuram and Alan Muller. 2016. "An Integrative Conceptualization of Organizational Compassion and Organizational Justice: A Sensemaking Perspective." *Business Ethics* 25 (2): 144-158.
- Smudde, Peter M. 2014. "Focus on Ethics and Public Relations Practice in a University Classroom." *Communication Teacher* 25 (3): 154-158.
- Spence, Edward and Brett Van Heekeren. 2005. *Advertising Ethics.* Upper Saddle River, NJ: Pearson Education, Inc.
- Stiles, Siobahn. 2005. "The People vs. Big Business: Applying Potter's Box to the Ethical Decision to Publish Sex Ads in Newspapers." *Proceedings: National Communication Association*.
- The Pitt News Staff. 20 Sept. 2018. "Editorial: Pitt must condemn professor's threats*."* *The Pitt News*.
- The Rocket Staff. 20 Sept. 2018. "Editorial: Pa. House Representative promotes violence by threatening to run over protestors." *The Rocket*.
- Watley, Loy D. 2000. "Practical intuitionism: A modified Potter's Box tackles advertising ethics." *Proceedings: Society for Marketing Advances.*
- Watley, Loy D. 2014. "Training in Ethical Judgement with a Modified Potter Box." *Business and Ethics* 23 (1): 2-14.
- Woodstock, Louise. 28 Oct. 2013. "The news-democracy narrative and the unexpected benefits of limited news consumption: The case of news resisters." *Journalism* 15 (7): 834-849.
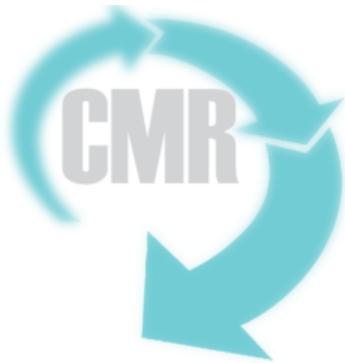
Photographers document 'Gateway to the South'
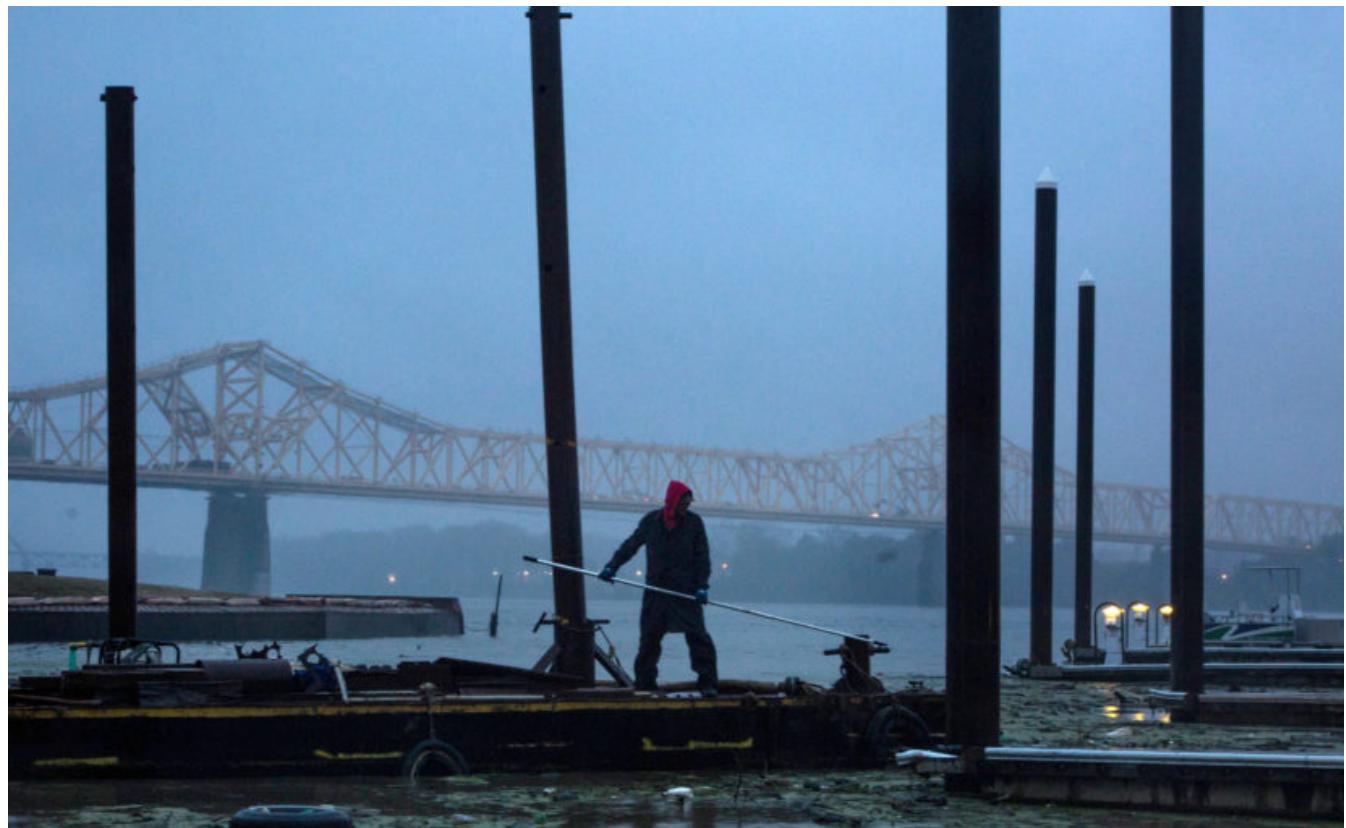
College Media Shoot–Out 2018

The cool weather and drizzle didn't stop 29 photographers from submitting images in Louisville as part of the annual Photo Shoot-out for college photojournalists.

Andrew Walter of Eastfield College said, "I liked how free the theme was in that as long as you believed your image fit the theme of 'Gateway to the South,' you could capture an image of anything you found newsworthy."

Zahn Schultz of Central Washington University said, "It challenges participants to think critically and put the skills they have learned into a new and unfamiliar environment. It's also a ton of fun, getting to explore a new city and find new and different perspectives camera in hand is an absolute blast."

Pooja Pasupula, whose first image place second, echoed those thoughts.

"It forces you to step into the shoes of what professional photojournalists do every day. As college photojournalists, we're really used to just taking pictures of the same sorts of people or things around our respective campuses that our editors tell us to shoot. We're not often forced to step out of our comfort zone into a whole new territory foreign to us, and fish for stories ourselves. The Shoot-Out helps train you to become better and less shy about interviewing people. It also gives you a reason/motivation to go out and find stories that you normally wouldn't think to need to."

Schultz' first image placed first in the competition judged by 39 professional photographers, college media educators and scholastic media advisers. Of the 39, 12 ranked Schultz' image first, more than any single image in the last decade.

One of the judges, [Evan Semón](#), a professional photographer in Denver, said, "This is exactly what I believe a Trump supporter looks like. If this were a fashion shoot of what a Trump supporter looks like this is perfect. This photos moves. The flag aids in giving this photo a sense of energy that without it the photo wouldn't have. It tells the story in only a few seconds of looking at it."

The photographers had only two days from the time they received the assignment until the time they had to submit images for a large-group critique.

Schultz said, "My biggest challenge was trying to get a sense of what it's like to work/live in Louisville in just 48 hours. I had to talk to people and get their thoughts and opinions on living in the city so I could accurately represent the culture and vibe of a city I have never been to before. It pushed me out of my comfort zone and caused me to interact with people I otherwise wouldn't have."

Pasupula said he also had challenges largely related to the gloomy weather during the first full day of the convention.

"It was also really cold and rainy for most of the convention, so the shooting conditions weren't ideal, and I almost gave up, because it seemed useless. But as fate usually has it with journalists, there's always stories to be found everywhere, even in the places you think will have the least. You just have to search hard enough."

And while it's a competition, it's also a learning experience.

Schultz said, "I learned that you have to go and find your story, and it won't just come to you. Trying to represent an entire city in just a photo is really tough, and being able to translate such a broad topic into just one image takes a lot of creativity and quick thinking. I learned to be dynamic and not to go out with the mindset of only shooting one idea, because anything can lead you in a different direction and you have to be willing to stray from the path."

His image of a Trump supporter waving a flag in the street resonated with one of the judges, Mindy Wiedebusch, journalism adviser at Graham (Texas) Junior High School.

"Right now politics is a hot topic," Wiedebusch said, noting that her top choices focused on the images that fit the theme. "Trump is liked more in the South than anywhere else and it could be considered a division line. The South is a working-man's land. I like the way the lights in the background draw attention to the man."

Pasupula said what he learned really had to do with being a visual journalist, a visual reporter.

"Strangers are really open and nice if you know how to crack them open and have genuine conversations with them," Pasupula said. "The best types of interviews/photos come from ones where you make your subject feel comfortable, and let them know that you're their friend that they can talk to without judgment."

Walter said, "No matter the circumstances for a photo assignment, weather or otherwise, you must be prepared for anything and ready to react to any situation. The Louisville Photo Shootout … it gives [students] the chance to go out and explore the world that will eventually become their workplace."

Paul Glader, an associate professor of journalism, media and entrepreneurship at The King's College, really focused on the learning.

"The shootout is a fantastic way for journalism students to sharpen their photojournalism schools from seasoned pros and top j-profs on the topic," Glader said. "It's a great chance to shoot in a new terrain and environment the way a correspondent might drop into a new environment. Students get to learn by doing and then reviewing and discussing what they did."

RECOGNIZED PHOTOJOURNALISTS

- **First place** — Zahn Schultz, Central Washington University, Jennifer Green, adviser
- **Second place** — Pooja Pasupula, University of North Carolina — Charlotte, Wayne Maikranz, adviser
- **Third place** — Zahn Schultz, Central Washington University, Jennifer Green, adviser
- **Honorable mention and class favorite** — Wesley Parnell, The King's College (New York), Paul Glader, adviser

ON-SITE CRITIQUERS:

- Sam Oldenberg, adviser, Western Kentucky University
- Robert Muilenburg, adviser, Del Mar College (Texas)
- Bradley Wilson, adviser, Midwestern State University (Texas)

JUDGES:

Amber Billings, Bernadette Cranmer, Bretton Zinger, Brian Hayes, Cary Conover, Deanne Brown, Debra Klevens, Evan Semón, Evert Nelson, Griff Singer, Ian McVea, Jane Blystone, Jed Palmer, Jeff Grimm, Jim McNay, John Skees, Katherine Kroeppler, Kyle Carter, Kyle Phillips, Laurie Hansen, Leslie Shipp, Lisa Stine, Makena Busch, Margaret Sorrows, Mark Webber, Matt Stamey, Mindy Wiedebusch, Mitch Ziegler, Mitchell Franz, Sam Oldenburg, Sherri A Taylor, Spencer O'Daniel, Thomas E. Winski, Thomas Kaup, Tim Morley, Tom Fox, Tripp Robbins, Yuk-kwong Edmund

Bradley Wilson / November 12, 2018 /
photojournalism, student media

College Media Review

Let your content be your guide with design

Content drives design. Always.

By Patrick Armstrong

Austin Peay State University

When I first started working in the Nashville Design Studio in 2012, there was an art display that always caught my eye. It was an old newspaper rack door that said "Content Drives Design" and was located in our studio meeting space. You could not miss it. Still to this day, I reflect on it with any design work I do, and any advice I give to my students.

As a designer, I always love viewing bold, powerful art that encourages readers to pick up the newspaper. It's my belief that interesting and dynamic art such as illustrations and photography will be the reason why someone chooses to pick up a newspaper or not.

It's in an artist's DNA to go big, be bold, create something unique and tell a story. But do we always have to blow an idea out on a page to where it's the only art on the

page or runs the full width of a page? The answer is "no."

I personally struggled with grasping this during my professional career, as do other designers. By our nature, we are drawn to basic design principles and elements of art and design. We want to make that impact and have our work splashed across a page. But in reality, does the story and others booked for the page call for this type of presentation?

This is where "Content Drives Design" comes into play. If your student media outlet writes a story about marijuana arrests on campus; naturally you are going to do some combination of smoke, a blunt and pot leaf in the design.

Just because you all have decided to cover a controversial subject doesn't mean you have to make this be the only story on the page or have the design engulf the paper in smoke.

Weigh its news value. Go back to the foundations of what is news. Chances are there will be other stories of importance to make the page too. As designers, we have to temper our ambitions with reality and what the content value is.

Let's look at this another way. The second you decided to blow a design presentation out of the water and only have one story on the page, you have set the standard for

The photos were powerful and really told the story. But the story was the rain stopping for a period of time before more arriving. A few issues before this — when the flooding started — the content called for the photos to be full page and dominate coverage. The content booked for this page dictated this design because it was just a normal news day.

this treatment in the future. Anything fitting this established criteria should receive the same treatment.

When a huge story finally breaks such as a crisis situation on campus, a historic win by a team or death of a notable campus official; the news value has been diminished to something your audience always sees.

Remember, just because you have a great illustration idea or amazing photograph doesn't mean it should dictate the entire page. Play devil's advocate, look at the other content in play and the standard your student media outlet might be setting. And always ask yourself if the content is driving the design.

Patrick Armstrong is the Coordinator of Student Publications and Marketing, and adviser to The All State student newspaper at Austin Peay State University in Clarksville, Tennessee. Previously, he worked for the Gannett Design Studio in Nashville, Tennessee. Patrick earned his B.S. in Mass Communication from Austin Peay State University in 2010, and served as editor-in-chief of The All State for three years.

Patrick Armstrong

Lisa Lyon Payne / November 13, 2018 / College Media
College Media Review / Proudly powered by WordPress

Perfect gifts for the Student Media research nerd in us all

College Media Review Black Friday doorbuster

Peer reviewed research for sale

College Media Review has slashed prices for its entire library collection of research annuals by 50 percent. At $5 per volume (plus shipping and handling), these beautifully bound annuals make perfect stocking stuffers for the college media research nerds in your life.

Peer-reviewed manuscripts covering topics such as teaching media accuracy, developing tools for cross-cultural student journalism and understanding the Trump effect on student media are included in the 2018 volume, but the price extends to all research annuals dating back to 2012.

This offer extends through the end of the year.

Order here.

P.S. No actual doors were harmed in this Doorbuster special.

Lisa Lyon Payne / November 20, 2018 / College Media
College Media Review / Proudly powered by WordPress
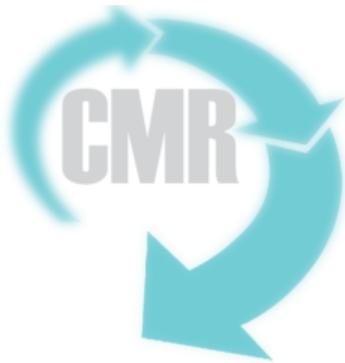
College Media Review

Journal of the College Media Association

Sympathy for the Devil (Almost)

The latest journalism scandal evokes memories of the man in the street

By **Michael Ray Taylor**

Henderson State University

On Nov. 8, after a lengthy investigation, the Houston Chronicle retracted eight articles written by political reporter Mike Ward. Many of the people quoted in these articles appear to have been invented. Ward, who joined the paper in 2014 after a long stint at the Austin American-Statesman, resigned in the wake of the accusations after they surfaced in September.

While a far cry from the journalistic norm President Trump would have us believe, fake quotes from fake people have become all too familiar. From the famous cases of Janet Cooke, Jason Blair and Stephen Glass to more recent transgressions discovered at The Intercept and CNN, some "journalists" have in fact chosen to invent people rather than interview them.

As a journalist for over 30 years, I deplore any act reducing press credibility at a time when journalists face daily attacks from the President. As a journalism professor, I worry about the ever-decreasing number of students willing to consider our maligned career. How, I wonder, can I promote ethical

behavior in an age of shock radio and Russian trolls, especially when even prominent professionals take heinous shortcuts?

But when I first read the Sept. 10 letter in which Nancy Barnes, the paper's executive editor, notified readers of the investigation, one line jumped out at me. In denying the charges against him, Ward predicted that the paper "would eventually find the individuals behind his 'man-on-the-street' interviews." That line momentarily transported me to downtown Houston on a hot July day in 2006. I remembered standing anxiously on a sidewalk, working up the moxie to accost total strangers. My response to Ward's misdeeds flickered from disdain to something that felt almost like empathy.

I have taught journalism since 1991 at Henderson State University in Arkansas. The first time I walked into my office by way of the campus newsroom, I like felt a bit like a fraud. I had fallen into journalism as an English major with a knack for features. Before teaching, I had freelanced for many magazines, but I had never reported breaking news. As a new college newspaper adviser, I could offer plenty of personal experience on features, but most of my news advice came from books.

That all changed in the summer of 2006, when I joined a program then run by the American Society of Newspaper Editors. Each summer the "Institute for Journalism Excellence" took a dozen or so college journalism professors, gave them a week-long refresher course in reporting basics, and tossed them into newsrooms around the country. For six weeks we were basically the oldest living interns. We took assignments, shared our far-flung experiences in group emails, and then met at the end of the summer with ideas on how to improve our teaching using what we had learned.

Fantasizing scenes from *All the President's Men*, I asked that I be assigned to a "big paper." I wound up in Houston with a new photo ID, a parking pass and a desk in the gigantic Chronicle newsroom. Even in 2006, it was clear that the newsroom had many empty seats reporters had once occupied. I was given an old desked pockmarked with cigarette burns surrounding the unscathed outline of an IBM Selectric.

I reported to the city editor, who let me take baby steps the first week. I started with science features of the type I had routinely produced for magazines, visiting interesting people who were eager to discuss

some new discovery or other. For an article on [life in the Edwards Aquifer,](#) I took a photo the Chronicle actually published, despite the fact that I'm a pretty lousy photographer.

My first taste of real news came the second week, when a heavy thunderstorm flooded swaths of downtown Houston (a regular occurrence, I soon learned). The newsroom was all hands on deck, with reporters fanning out through floodwaters in search of stories for pages of team coverage. Following a phone tip, I interviewed a woman who had [rescued injured wildlife](#) from flooded suburban yards.

My next—and unforgettable—news story came when I contributed to a team report on a circulating petition that attacked Houston's status as a sanctuary city for illegal aliens. My assignment was to spend 20 minutes on the phone with someone I had never heard of, the sitting sheriff of Maricopa County, Ariz. It turned out Joe Arpaio had [some views](#) on immigration, sure enough.

A week after that, I landed the first assignment that made me nervous. Interest rates had risen to a new high, and the business editor asked me to fill in for a reporter on vacation by interviewing experts on what this meant for the average consumer. No problem. But he also wanted me to go outside and interview average consumers on the sidewalk, to ask how the interest change would affect them.

The reporter on vacation had left me her extensive contact sheet of financial analysts, so I started dialing. I could do the expert part. Five or six interviews later it was 2 p.m. and I had quotes out the wazoo. Deadline was 4 p.m. I knew I needed to get down on the street, but something kept me frozen at my desk.

So I called yet another expert, this one the creator of website dedicated to reducing credit card debt. I started typing the story, leaving holes for man-on-the-street quotes I was sure to get. Before I knew it, it was 3. In my reporting classes, I had chastised students who couldn't seem to get off their asses and talk to people. Here I was doing the same thing. Thinking of those students finally pushed me toward the elevator and reluctantly down into the scorching sun.

I ambled around the block for 10 minutes, holding my reporter's notebook in hopes someone would just talk to me. They didn't. The clock was ticking, so I stopped the next pedestrian I saw, a man in a suit.

"Hello, I'm a reporter…" was all I managed.

"Meeting," he mumbled and was gone.

I tried another. Shot down again. The third person, a smiling middle-aged woman, listened politely to my introduction and gave me a usable quote about her CDs. I got the spelling of her name and took down her phone number, as I did with the next two people willing to talk to me. I had been schooled by

magazine fact-checkers, who called people quoted in stories to confirm their quotes. No one had told me that newspapers didn't have fact-checkers. With three quotes in my notebook, I had 15 minutes left to get upstairs, plug them into my story and file it.

The experts I had phoned to avoid going outside had given me multiple views on interest rates. My last man on the street, an oil worker named Fernando Ruiz, provided a perfect kicker for the end. I hit "send" on the piece no more than two or three minutes late.

The result was my first Page 1 story, an achievement I crowed about to my fellow professor-interns on the group email the next day. Beyond feeling like a real journalist, my byline above the fold, I learned a valuable lesson that I've shared with all the students since: To do this job, you must daily cast aside any fear of talking to strangers. Talking to strangers—actual living people—is the essence of journalism.

I can't know whether Ward's dark slide into fabrication began with not taking that same elevator to that same street. One fact to come out of the Chronicle's investigation makes Ward's fabrication all the more reprehensible, in that he appears to have invented at least some fake sources in order to push a political agenda in the aftermath of Hurricane Harvey. It is fitting and proper that he will never work for another newspaper. Yet for an hour or two one summer, I might have briefly understood his temptation.

Michael Ray Taylor is a professor and chair of the communication and theatre arts department at Henderson State University in Arkansas. He has written for the *New York Times, Sports Illustrated*, and many other publications while advising Henderson's student newspaper. He was recently named a distinguished newspaper adviser by the College Media Association.

Lisa Lyon Payne / November 27, 2018 / College Media
College Media Review / Proudly powered by WordPress

College Media Review

Journal of the College Media Association

The art of branding and marketing college media

Shorthorn marketing team: two members of the marketing team, Javeria Arshad and Matt Weseman handing out copies of The Shorthorn on campus. (Photo: Adam Drew)

There's an art to many aspects of marketing

By Debra Chandler Landis

Students at Messiah College in Mechanicsburg, Pennsylvania, didn't seem as engaged—or interested—in The Pulse, a student-run media hub comprised of a website, magazine, yearbook and radio station as the student journalists wanted to see.

Copies of the magazine, published three times a semester, remained on racks. The website, regularly updated with new content, wasn't generating the anticipated conversations. Response to freebies with The Pulse logo was lackluster.

Something needed to change, Pulse staffers said, and adviser Ed Arke encouraged them to see what they could do.

The students embarked on a rebranding and marketing campaign in spring 2018 that found them designing a new logo, overhauling The Pulse website, and creating new Pulse posters and brochures that were in place when fall 2018 classes started.

Pulse branding literally can fly through the air.

The work is paying off.

"We've gotten really good feedback," said Dakota Vaughn, student media director for The Pulse. "The new image for The Pulse logo feels more modern, and it reflects our focus to produce more content more often."

Pulse design manager Grace Demmer headed a team of six students volunteering their time over the summer of 2018 that resulted in the new circular and more

compact-looking logo with turquoise as a central focus with blue and green gradients. The former logo featured lime green as a primary color.

"Before starting, we talked about what we do at The Pulse and what we wanted to convey," Demmer said, noting the team produced more than 100 images before settling on an image seen as offering "a sense of freshness and modernity and was easily adaptable to different mediums."

Branding and marketing have always been important for college media and their professional counterparts. A redesign and a new logo may be needed more often to keep up with an ever-evolving landscape and how the public accesses news, say media experts.

Dakota Vaughn, student director of The Pulse Media Hub at Messiah College in Mechanicsburg, Pennsylvania, and Grace Demmer, Pulse design manager

"In the 21st century, branding is about owning what your company values are and what they respect . . . And owning up to your shortcomings and earning customer trust and loyalty through your words, your actions, and your stories," writes Taylor Holland in an Aug. 17, 2017, article for Skyword.com.

Matthew Bennett, in a December 2016 article for an Innovation Media Consulting Group newsletter, referenced Kellogg School of Management marketing professor Phillip Kotler: "A brand must strive to have purpose, positioning differentiation, identify, trust and beneficience . . . and deliver on its promise to customers in a trustworthy manner."

Marketing is typically seen as the action or business of promoting and selling products or services, including market research and advertising.

Staff of The Shorthorn student newsroom at the University of Texas Arlington realize ongoing marketing, be it through social media or other work, helps promote a variety of stories Shorthorn journalists are producing, said Beth Francesco, director of student publications.

The Shorthorn's outreach includes what it calls a "street team" Students, employed by The Shorthorn marketing department, fan out on publication day—each Wednesday—delivering that week's copy of The Shorthorn into readers' hands.

"The students introduce themselves and summarize what's in the edition that week," said Brian Schopf, Shorthorn marketing coordinator.

Copies of the weekly paper are still placed on more than 80 racks, but Shorthorn staff felt more one-on-one engagement was important and could be a selling point to potential advertisers, Schopf said.

Expanding The Shorthorn's digital-first approach to news coverage, The Shorthorn produces a five-day-a-week newsletter University of Texas Arlington students and other readers receive via email.

"We want readers to be able to access news as easily as possible across different platforms," said Narda Perez, Shorthorn editor-in-chief.

Let's play Plinko. The Shorthorn at the University of Texas Arlington increased attention and interest in its exhibits.

The Shorthorn and The Pulse use social media to promote as well as post content.

Games of chance, such as Plinko, where students can win items such as pens and stickers with The Shorthorn logo attract attendance when The Shorthorn sets up media tables at campus fairs and other events, said Schopf.

College students seem to love stickers, be they news media stickers or other stickers, placing them on their laptops or other items, staff of The Shorthorn and Pulse have found.

As The Pulse's Dakota Vaughn noted, "I saw a sticker with the new Pulse logo on a skateboard the other day."

Reviewing the impact of the rebranding thus far, Vaughn and Demmer said they like seeing the fall 2018 copies of The Swinging Bridge in readers' hands and not

remaining on news racks, as well as hearing students and others talk about the latest stories The Pulse has reported.

Branding, marketing, and innovation help build and maintain the public's interest, and a commitment to accuracy, timeliness and relevance build credibility, they and The Shorthorn's Perez said.

"Student media are the primary news source on college campuses," Perez said.

Debra Chandler Landis is a freelance journalist and part-time tutor at Lincoln College in Lincoln, Illinois. She retired from the University of Illinois Springfield in June 2017 after serving as student publications adviser for 23 years. Landis served three years as editor and two years as managing editor of *College Media Review*.

Lisa Lyon Payne / December 4, 2018 / College Media
College Media Review / Proudly powered by WordPress
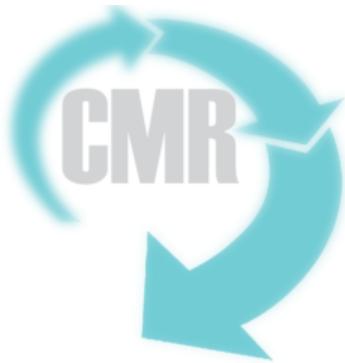
College Media Review

Journal of the College Media Association

Increased incidents and hate crimes pose challenges for student journalists

Up Next: *An action plan and resources on how to improve diversity opportunities in campus newsrooms. Coming next Tuesday in CMR.*

Covering Bigotry on Campus

By **Rachele Kanigel**

San Francisco State University

Matthew Enfinger, editor-in-chief of The George-Anne at Georgia Southern University, reads the newspaper's special issue exploring the campus community's responses to the N-word. (Special to CMR)

Last summer, before they even met, two roommates at Georgia Southern University introduced themselves and started chatting over text. It all seemed friendly until one young woman, who is White*, inadvertently wrote this to her soon-to-be roommate, who is Black:

Her insta looks pretty normal not too nig—ish.

The message was intended for a third roommate who was assigned to share the room with them. Mortified, the woman who sent the text immediately apologized.

"OMG I am so sorry! Holy crap," she wrote. "I did NOT mean to say that. ... I meant to say triggerish meaning like you seemed really cool nothing that triggered a red

flag. I'm so embarrassed I apologize."

But the apology didn't stop the text conversation from going viral. Before long screenshots of the exchange were all over social media.

Matthew Enfinger, editor-in-chief of *The George-Anne,* the student newspaper at Georgia Southern University, recognized the incident as a news story, but also as an opportunity to delve into the deeper issues it represented.

After the newspaper reported on the incident in news articles and an opinion piece, Enfinger mobilized his staff to explore the issue in a new way – through a campus-wide listening project. For several days this fall, members of the newspaper staff tabled at different locations around campus and asked students, faculty and staff to reflect on the N-word and respond to these questions:

- Is the usage of the N-word in private still racism? Why?
- Where do you draw the line on the usage of the N-word?
- Do you think the N-word should be considered free speech? Why or why not?

Participants were encouraged to write their responses on note cards. More than 300 people responded and *The George-Anne* published all 304 notecards on its website. Photos of the cards were also published in a print edition of the newspaper.

"We've had things like this happen before when people used the N word," said Enfinger, who identifies as half-Hispanic and half-White. "These things happen and then the conversation stops there. We came up with this idea of an article our audience could write. It's a giant ops piece from our community."

College campuses are increasingly diverse

The George-Anne's "Let's Talk About the N-word Project" was a creative way for the student newspaper to explore some of the intense emotions that are simmering not just at Georgia Southern but at schools around the country.

College campuses today are more diverse than they've ever been. In 2015, 42 percent of college students identified as a race other than White, according to the latest data from the [National Center for Education Statistics](). In 2010, just 37 percent of college students were people of color.

At most schools students from a multitude of racial/ethnic groups, religions, gender and sexual identities, nationalities and political persuasions live, study and socialize together. This makes for fascinating conversations in classrooms and dorm lounges as students learn about cultures and beliefs very different from their own.

But this diversity, particularly set against a national backdrop of political turmoil and cultural strife, can also give rise to misunderstanding and conflict. And student journalists sometimes find themselves covering sensitive issues that would challenge even veteran reporters.

Racial incidents on the rise

Over the past few years, racial incidents and hate crimes have been on the rise nationwide, particularly on college campuses. In 2016, the [U.S. Department of Education tracked a total of 1,300 hate crimes]() at colleges and universities, a 25 percent increase over the previous year. (Between 2011 and 2015, the annual number of hate crimes hovered around 1,000 with little fluctuation.) Hate crimes are defined as offenses motivated by bias related to race, national origin, ethnicity, religion, sexual orientation, gender or disability.

The text exchange between the Georgia Southern students probably wouldn't have been counted in these statistics, but once they go viral on social media, even private conversations can roil a campus as much as a swastika or racial slur scrawled on a wall.

Over the past two years the [Anti-Defamation League's Center on Extremism]() and the [Southern Poverty Law Center]() have collected reports of hundreds of incidents of bigotry on college campuses. Just in the past few months:

- At the University of South Alabama in Mobile a student hung a bicycle and two nooses in a tree outside a campus dining hall.
- Thousands of students, faculty and staff at Vanderbilt University received racist emails from a White supremacist group.
- A Black student at Central Michigan State University found a racial slur "F— u monkey black whores" scrawled on the whiteboard posted outside the dorm room she shared with two other Black women.
- An employee at a student union restaurant at University of North Texas typed the N-word, rather than a customer's name, on a receipt.
- At Cal Poly San Luis Obispo earlier this year a student was photographed wearing blackface at a fraternity event.
- A fraternity at Syracuse University was suspended last spring after members posted online videos showing one person forcing another to his knees and asking him to repeat an "oath" including racial slurs.
- A pumpkin carved with a swastika and sheets of paper with the words "It's OK to be white" were found near dormitories at Duke University around Halloween.

In addition, groups such as Identity Evropa and Patriot Front have been distributing fliers and dropping banners on college campuses as a form of activism, according to the Southern Poverty Law Center. A study by the Anti-Defamation League released early this year found a threefold increase in the number of racist fliers, banners and stickers found on college campuses from 2016 to 2017.

"White supremacists are targeting college campuses like never before," ADL CEO Jonathan Greenblatt said in releasing the report. "They see campuses as a fertile recruiting ground, as evident by the unprecedented volume of propagandist activity designed to recruit young people to support their vile ideology."

Reporting the news

College media outlets have the job of reporting about these incidents, putting them into context for students who may feel shocked, hurt and scared.

Covering such hot-button issues presents myriad challenges for student journalists. Sources are often unwilling to talk, which can make it hard to present a fair,

balanced story. Those who do agree to be interviewed may be emotional or, in the case of university or police officials, unwilling to say more than a stilted prepared statement. And racial incidents often lead to protests, shouting matches and, occasionally, violence.

Amidst the furor, college journalists have to be accurate and fair, dispassionate and unbiased, even if they feel personally touched by the issues being raised.

"As journalists we have to stay clear of being activists," said Enfinger, *The George-Anne* editor. "It's important to be the one reporting the news, not striving for advocacy."

Overwhelming reaction

Editors reporting on bias incidents sometimes have to handle dozens or even hundreds of letters and comments.

When *Golden Gate Xpress*, the student newspaper I advise at San Francisco State University, covered a [videotaped confrontation](#) about cultural misappropriation between a Black woman and a White man wearing dreadlocks, the newspaper's website received 131 comments on the original story and dozens more on follow-up stories.

Student newspapers often provide their opinion pages as a forum for staffers and community members to vent about issues, but passionate opinion columns sometimes inflame existing tensions.

In the fall of 2015, at the height of the Black Lives Matter Movement, Wesleyan University sophomore Bryan Stascavage, an Iraq War vet, wrote an [opinion column](#) for the *Wesleyan Argus* criticizing the tactics of some Black Lives Matter activists and questioning whether the movement was legitimate. Noting that he supports the efforts of moderate activists, he wrote: "If vilification and denigration of the police force continues to be a significant portion of Black Lives Matter's message, then I will not support the movement."

Within 24 hours, the paper was flooded with online comments and letters to the editor, many of which branded the paper and Stascavage as racist. Some critics accused the paper's editors, who were overwhelmingly White, of failing to provide "a safe space" for students of color and for abusing their White privilege. Some students dumped stacks of the paper into recycling bins.

A week later, a student group submitted a petition, signed by more than 150 students, alumni and staff, to the Wesleyan Student Assembly calling for a boycott of the *Argus* and revocation of its student group funding unless demands were met.

The fallout from the column continued for months as *The Argus* staff successfully fought off two attempts to defund the newspaper. Over the next few months *The Wesleyan Argus* took steps to diversify the editorial staff by increasing recruitment efforts for minority journalists and dedicating a column to minority voices.

The power of the image

Illustrations, photo illustrations and cartoons about sensitive topics can also hit a nerve. Even when student news organizations try to cover diversity issues responsibly, they occasionally offend people.

In 2015, *Cardinal Points*, the student newspaper at State University of New York's Plattsburgh campus, chronicled the growth of diversity at the school with a front-page article entitled "Minority Admission Rates Examined." The newspaper illustrated the story with a cartoon portraying a Black male with a wide smile and bulging eyes in a cap and gown walking through a run-down neighborhood with a stripped car and graffiti-smeared buildings.

"Great article, but what is this?" a Black male student, pointing to the illustration, said during an interview with WPTZ.

The story quickly went national. The *Daily Beast* lambasted the publication for printing "the most racist front page in America."

The editor of *Cardinal Points* wrote an [apology](#) conceding that the cartoon didn't fit the story and that it unintentionally featured "offensive and stereotypical elements that misrepresent African-American students."

The incident highlights the importance of student media organizations maintaining diverse staffs and consulting multiple people when covering sensitive issues. It's hard to imagine a Black staff member wouldn't have flagged the cartoon had it been passed around for review before publication.

Enfinger said it's vital that college publications not shy away from sensitive issues even if they are difficult to cover. "I think it's our duty to listen to our audience and observe our audience. We have to stay on top of these issues, not just let them go away or disappear. If they are impacting your community, you have to cover them."

* This article follows the guidance of The Diversity Style Guide and capitalizes Black and White when used to refer to races. For more information about that see: https://www.diversitystyleguide.com/glossary/african-american-african-american-black-2/

Keyshawn Housey (left) and Peter Egede (right) lead a march on Georgia Southern University's campus on Oct. 19, 2018 to protest the university's response to a student's use of the N-word in a text correspondence with her assigned roommates. (Special to CMR)

Up Next: *Suggestions on how to improve diversity opportunities in campus newsrooms next Tuesday in CMR.*

Rachele Kanigel is a professor of journalism at San Francisco State University and the editor of The Diversity Style Guide, *a free online resource with more than 700 terms related to diversity. The book version of* The Diversity Style Guide, *which includes chapters on covering often underrepresented and misrepresented communities and sensitive issues like suicide, mental illness, immigration and drug use, will be published by Wiley in January 2019. Sections of this article were taken from* The Student Newspaper Survival Guide *by Rachele Kanigel.*

Lisa Lyon Payne / December 11, 2018 / College Media
College Media Review / Proudly powered by WordPress
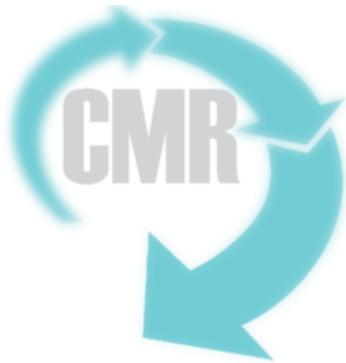
Diversity in college media — action plan and resources

Developing a Diversity and Inclusion Action Plan

By **Rachele Kanigel**

San Francisco State University

Want to improve your coverage of underrepresented communities and the issues that impact them?

Here's an action plan and important resources to help you get your student media staff ready.

1. **Assess your community.** Start by gathering data about your campus. Most schools post demographic data

Keyshawn Housey (left) and Peter Egede (right) lead a march on Georgia Southern University's campus on Oct. 19, 2018 to protest the university's response to a student's use of the N-word in a text

about students and faculty on their websites but if yours doesn't, ask for the latest annual demographic

reports. Your school may have an office of institutional research; if not, ask the university news office or admissions office where you can get the data. But don't stop at the easy-to-find data. Dig for more. By making some inquiries, you may find other numbers that help paint a portrait of your community. Your university's office of disability services, for example, may be able to give you the number of students registered for disability services. (About 11 percent of university students reported having a disability in academic year 2011-12, according to the National Center for Education Statistics.) Hillel keeps estimates of the number of Jews on some campuses. Other ethnic, racial or religious groups on campus may have estimates of the populations they serve.

2. **Next, take a census of your news student media staff.** In general it's best to do this with an anonymous survey. In crafting the survey, be as inclusive as possible, asking questions not just about race but about ethnicity, religion, gender, geography, sexual orientation, disability and age. Each category should also be inclusive. Don't just ask, for example, if a staff member identifies as male or female. Include other identities such as non-binary or genderqueer. As much as possible leave blanks for respondents to fill in identities you may not have considered.

3. **Evaluate your coverage.** Study your website or several newscasts or issues of your newspaper, asking: How many men and women appear as subjects in news photos or as sources in stories? What is the racial balance of people pictured in the paper? How does your coverage of the campus square with the demographic statistics you collected?

4. **Share your findings with your staff.** Have an open discussion about what you learned and how well the content of your news outlets reflects the community you cover. You may want to bring in a diversity expert, such as the chief diversity officer on campus or a professor who teaches diversity classes, to facilitate the discussion.

5. **Recruit a diverse staff.** A diverse staff helps a news organization cover a multicultural community with sensitivity and a sense of responsibility. If your college media staff doesn't resemble the campus community you are covering, work harder to fill in the gaps. Announce club meetings or staff application

deadlines far and wide, reaching out to diversity organizations that might be willing to spread the word. If you know individuals who might be good for your college media group, personally invite them to get involved.

6. **Reach out.** Build relationships with campus and community groups, particularly ones that have complained about coverage in the past and groups that have been missing from your publication or newscast. Invite leaders of campus groups to visit your newsroom or attend a public forum. Ask community leaders what's missing and what they'd like to see in your coverage.

7. **Train your staff.** Organize staff workshops where you can teach yourselves about cultural competency and talk about your coverage. If you've misrepresented certain groups in the past, invite campus leaders to help educate your staff about past slights and current issues. Train your staff to be on the lookout for sensitive material, words and images that people might find offensive or disturbing.

8. **Review your style guide.** Make sure it addresses cultural competency issues and word-choice bias. Incorporate terms from diversity styles guides.

9. **Encourage group decision-making.** Young editors sometimes feel they should be able to make important decisions on their own. Try to create an environment where decisions are made after discussion among several staffers. When dealing with sensitive topics, assemble a diverse group to review the content. Encourage people to speak honestly.

10. **Warn the reader.** When you decide to run controversial material or cover sensitive issues, explain what you're doing and why you're doing it in an editor's note. Show readers you've really thought this through.

11. **When the flak hits, listen.** Be open to criticism. Respond to angry letters and phone calls in a calm, rational and timely manner. Don't get defensive. Offer to meet in person with school officials, student leaders or others who might be upset.

12. **If you make a mistake, take responsibility.** If you've got something to apologize for, apologize quickly and publicly. Don't let wounds fester. Give your apology at least as much play as the error or offensive content.

13. **Heal wounds.** If you publication offended a particular community, try to make amends. Reach out to that group and make it clear you want to improve your coverage.

14. **Check in with your staff.** Advisers and top editors should make sure all staffers feel heard and included. Leaders should check in with staffers and be on the

lookout for conflicts or bias incidents among staff members. Work to create an inclusive, respectful community.

Resources

These resources will help student journalists cover diverse communities:

"Beyond Protests: Better Ways to Cover Race Issues on Campus," Adam Tamburin, Education Writers Association

This news report on a panel at the Education Writers Association's 2018 National Seminar offers some good tips on delving deeper.

https://www.ewa.org/blog-higher-ed-beat/protests-race-college-journalism

Bias Busters: guides to cultural competence

Researched by students at Michigan State University, this series of guides answers questions about different racial, ethnic, religious groups as well as gender identity, veterans and immigrants.

https://www.readthespirit.com/bookstore/authors/michigan-state-university-journalism-students/

https://twitter.com/BiasBusters

Diverse Sources

A searchable database of underrepresented experts in the areas of science, health and the environment. Sources can volunteer to be quotes; journalists can find qualified sources more easily

https://diversesources.org

Twitter: @DiverseSources

[The Diversity Style Guide](#)

This guide, a project of the Center for Integration and Improvement of Journalism at San Francisco State University, brings together definitions and information from more than two dozen style guides, journalism organizations and other resources.

http://www.diversitystyleguide.com/

Twitter: @Diversity Style

College Media Review / December 18, 2018 / College Media

College Media Review / Proudly powered by WordPress
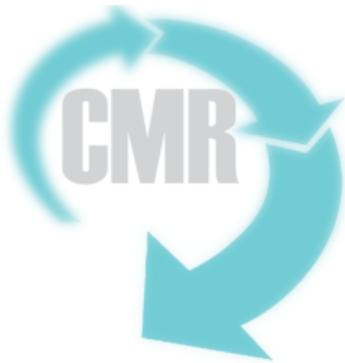
College Media Review

Journal of the College Media Association

Videolicious: It does one thing...

My classic selfie in Louisville with the 9 a.m. Videolicious class.

... but Videolicious does it really well

By **Bradley Wilson**
CMR Managing Editor

My session on [Videolicious](#) was at 9 a.m. on Friday, on a cold and drizzly day in Louisville. I expected about five people to show up. After all, Videolicious has been around for a while. Either you've heard of it and are using it. Or you haven't heard of it and don't care.

When I got to the room, there were already five people. Perfect.

Then five more. And five more. And, before you know it, there are about 25 people there. So much for a hands-on demonstration. But we tried. And we played.

I believe it when the folks at Videolicious say, "Video is the most popular content in the world." And it's growing.

My students at Midwestern State University published a 44-second [video on Twitter](#) of football players doing pushups in honor of a player that died last year. Within seconds it had received hundreds of views. They were the first with content from the event. That helped. But so did having a short-form video that has now registered more than 3,350 views, so readers, listeners and viewers could feel like they were there. A [clip of students](#) a rally for U.S. Senate candidate Beto O-Rourke visiting our North Texas town, whew, 5,297 views, more than the related tweet with 2,400 likes.

Consumers love short-form videos full of content — audio, visual and solid reporting — not talking heads.

All in the palm of a user's hand, the app allows a producer to combine still images, video with audio produced on the spot in a product that can be distributed via social media without having to download anything or use expensive cameras and video-editing software.

It's really quite simple.

STEP 1: Take some photos and/or video.
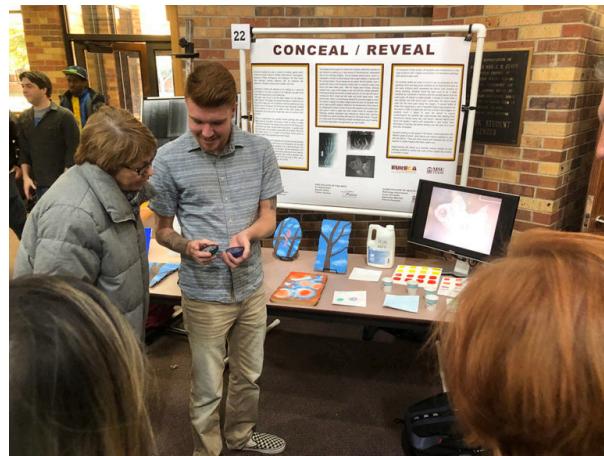
STEP 2: Choose your shots
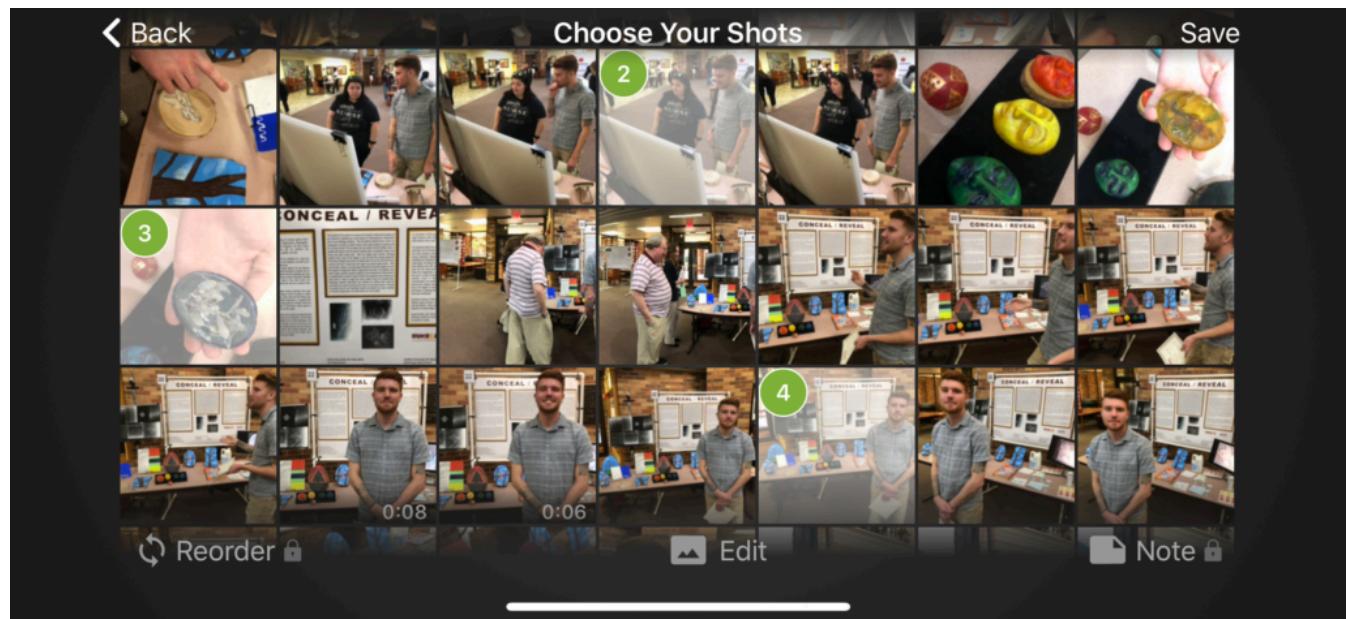
STEP 3: Do the stand-up / audio combining the photos and video as you go.
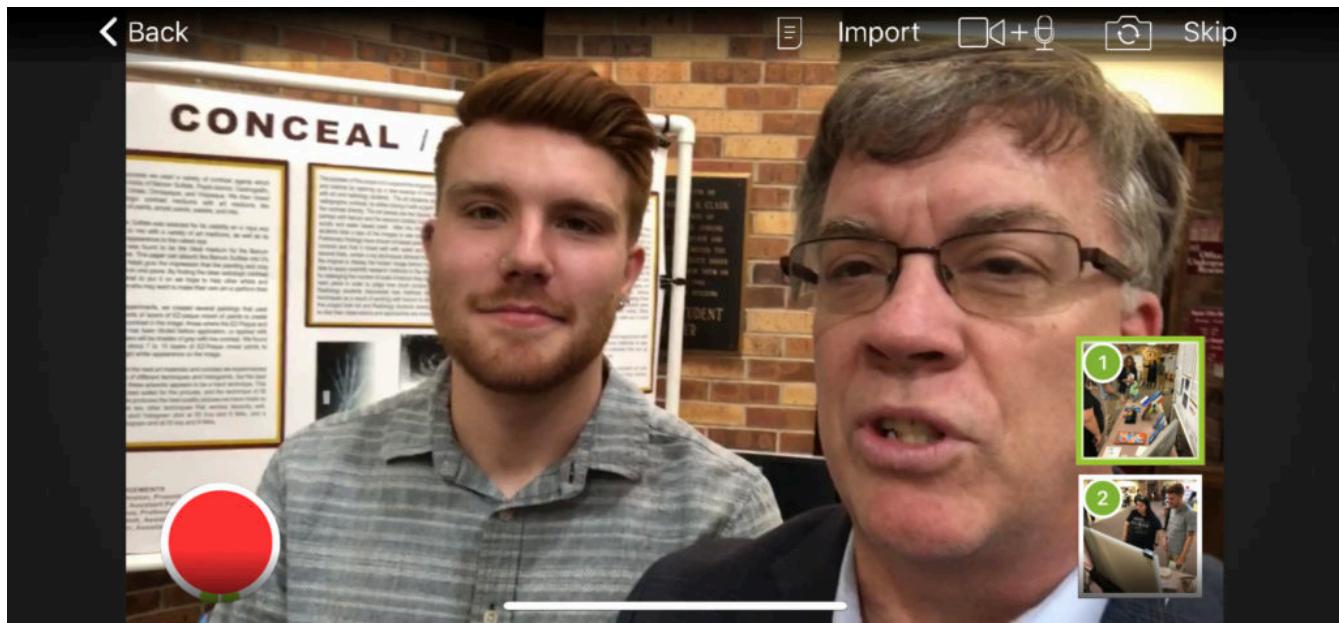
STEP 3: Add music (if desired)
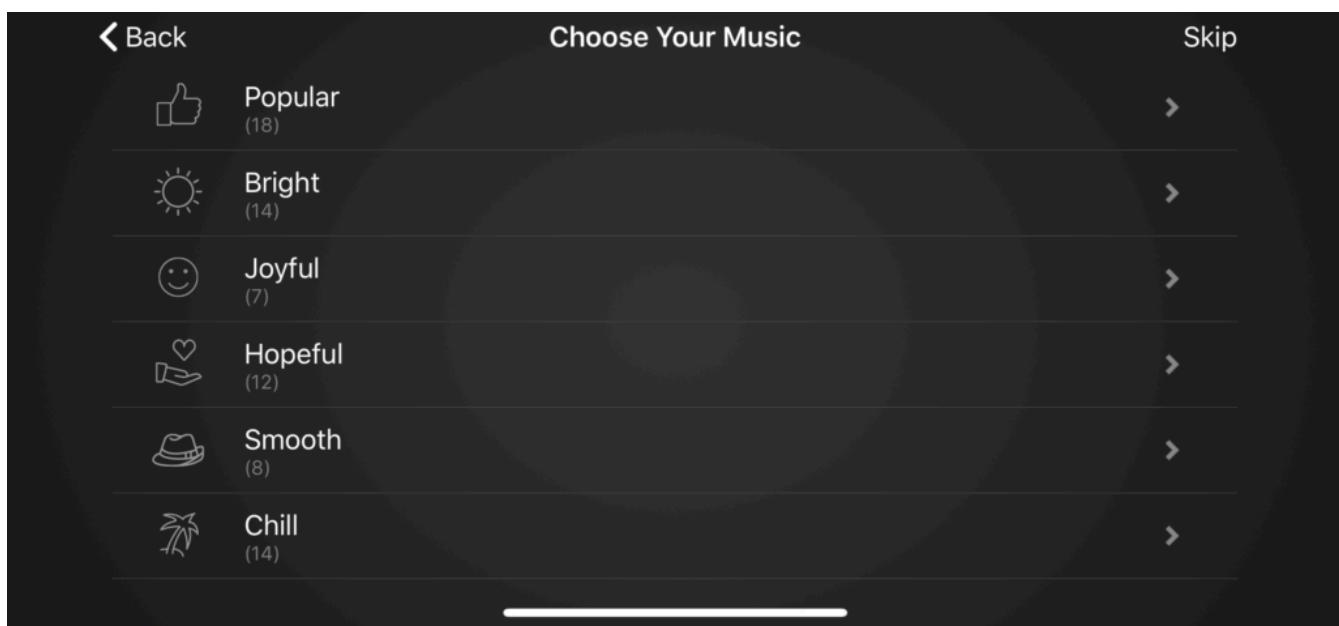
STEP 4: Distribute.

If you want to see what the app can really do beyond that, the website has an extensive library of [how-to videos](#).

With the [paid version](#), there's a lot more you an do such as adding lower-thirds, add logos, add watermarks and produce videos of unlimited length.

The folks at Videolicious advertise their app as the "Newsroom of the Future."

"Will the future newsroom have five microwave trucks – or 50 journalists armed with iPhones?", they ask. "High-quality mobile phone cameras plus Videolicious let your team create broadcast-quality news packages in seconds, to give your audience the up-to-the-minute reporting they expect. Videolicious doesn't replace high-end video production – instead, it gives your team the flexibility and efficiency to create more content, more quickly."

Flexibility and efficiency, two words not usually associated with video production. But Videolicious does one thing — in-phone, short-form video production — and does it really well. Flexible. Efficient.

ATTENDEE COMMENTS

- **Austin Romito, California Baptist University** | I like that Videolicious is applicable in various situations and easily teachable.
- **Michaela Crittenden, Marshall University** | This will be a great tool to get my reporters into video because they get so nervous with the big cameras.
- **Kevin Christopher Robles, Fordham University** | The most interesting about Videolicious is, well, the idea that there's a way to cover breaking news in a lightning fast and efficient manner than can attain high viewership like that on social media.
- **Kelly Messinger, Capital University** | It's easy to use. I will share this for breaking news and social media.
- **Cassidy Richardson, Campbell University** | Videolicious is a great tool for broadcasting classes to cover campus events quickly and easily.
- **Samantha Aguilar Hernandez, Southern New Hampshire University** | What I liked the most about Videolicious is that anyone is capable of using it. Staff writers will now be able to create video content and to use it as a plus for the articles.
- **Sebastien Mehegan, Keene State University** | This app is great in an organization where getting people to do breaking news is like pulling teeth. Another great aspect is that it takes very little editing experience, so any social media manager won't need someone else to edit.
- **Matt Brown, Florida Atlantic University** | I learned that Videolicious could be a great tool for mini sports packages for my Twitter account. I could do a quick standup and then record a little video on my phone and not waste time dumping footage off SD card onto computer.
- **Sacha Bellman, Miami University** | I learned how to do stand-up videos using video and pictures in an easy way on my phone. I want to practice this and have my students do a video in my feature-writing class for their final project.
- **Ellen Schmidt, University of Minnesota** | Videolicious uses include breaking news videos for non-multimedia reporters and quick Instagram videos. The business department has been begging my department to make marketing video. Now they can do it — themselves.
- **Lori Dann, Eastfield Collge** | The coolest thing is that the reporter/photographer can upload the video on the scene quickly and easily. I see a lot of uses for social media in breaking news and media writing/reporting classes.
- **Amelia Mauldin, DePauw University** | I love how user friendly Videolicious is. But on top of that, it's quick to download and allows for quick and easy video

production. I can definitely see myself using Videolicious in the near future and hope to share the program with other back at my campus.

- **Robert Wright, Georgia Southern University** | My favorite aspect of it is that it is free and is a good app to quell the masses until an actual video package is made.
- **Daniel Gilliam, North Carolina State University** | Seems easy for inexperienced videographers to use, but seems too limited.

Bradley Wilson / January 15, 2019 / College Media / breaking news, broadcast, broadcast journalism, college media, news, short-form video, social media, video, videolicious

College Media Review / Proudly powered by WordPress

Research (Vol. 56): The Best Medium for the Story

cmreview.org/the-best-medium-for-the-story-a-case-study-of-integrated-student-media/

Lisa Lyon Payne   January 22, 2019

A Case Study of Integrated Student Media

By **Patrick Howe** and **Brady Teufel**

Abstract

This study explores the quantifiable and cultural changes that occurred at one large college student media outlet during the five years after it combined several distinct media to form a fully "integrated" newsroom. The study draws on participant observation, in-depth interviews, examinations of web and social media analytics and written analysis performed by student leaders to identify key objectives and outcomes. It explores obstacles, both cultural and technological, that arose, and it identifies opportunities for other college media to serve audiences using a similar approach.

The Best Medium for the Story: A Case Study of Integrated Student Media

College media outlets are often thought of as places where students learn the basic skills, tools, techniques and ethical standards that they will hone in the professional world.

Sometimes, however, student media operations are uniquely suited for the forging of paths ahead of trends in the profession. Because they are partially insulated from marketplace pressures and have fewer barriers to change, student media operations can serve as

laboratories for ideas that professional newsrooms are unwilling to gamble on, or whose economic value is unproven.

This paper explores one ambitious student media makeover effort over a six-year period (2012-2018) at California Polytechnic State University (San Luis Obispo, California). Journalism department students, faculty, and staff collaborated in the makeover, which aimed to overhaul traditional labels, duties and cultural distinctions, and combine all student media into one digitally oriented operation, *while still retaining all the original outlets.* These outlets included a broadcast television operation, a print newspaper, a website, a public relations agency, an advertising firm and a music-oriented radio station. The ongoing effort has been largely successful, and this case study is an attempt to provide guidelines to those who might attempt similar transformations.

Literature Review

Cal Poly's student media overhaul was, on its face, a type of convergence in that it was the unifying of several distinct entities. And yet that term is somewhat ambiguous due to the wide variety of ways it has come to be used. Thus, examining this change first entails an exploration of appropriate terminology. As past work has identified cultural, physical and organizational and structural factors as obstacles to integration efforts, these will be explored in turn. Finally, this research provides an examination of the current expectations, curriculum and cultures of modern campus journalism.

Problems with "Convergence"

Wotanis, Richardson, and Zhong (2015) noted that scholars have tried for 15 years to nail down an accepted definition of media convergence, without success. Nicholas Negroponte first popularized the term in the late 1970s to describe the overlap of broadcast, print and computer industries (Fidler 1997), but Jenkins (2006), argues that media convergence encompasses ideas beyond Negroponte's technological approach that extend to cultural and economic factors. Some theorists (e.g. Lawson-Borders 2003) have adopted broad positions such as choosing to view convergence as a realm of possibilities or cultural changes enabled by the digital revolution. In practice, Kraeplin and Batsell (2013) found that from 2000-2010 the term media convergence was used primarily to describe cross-platform partnerships such as newspapers partnering with television stations. Since 2010, however, the trend has been toward individual news outlets offering their own media products.

Quandt and Singer came close to using terminology that describes the sort of media transformation observed in this study. The authors suggest that "full" convergence, "ideally entails planning and producing stories based on the use of each medium's strengths" (2009, 131). This idea corresponds with the goals student media leaders identified for their integration. The Quandt and Singer model, however, is problematic in that it, firstly, conceptually limits the output to two platforms (a legacy platform such as a broadcast or

newspaper, and a digital version of that platform) and, secondly, assumes that all content will be produced for both outlets. To avoid nomenclature-related confusion, the term 'integration' will be employed to describe the type of philosophical and organizational structure embraced by *Mustang News* at Cal Poly.

Adapting to change in media organizations

Change at media organizations is often difficult and disruptive (Sylvie and Witherspoon, 2001). A rich body of work has identified common obstacles to organizational change in media. These include social identity constructs, the perceived needs of customers or audience members, conflicts related to news values and newsroom culture, and stresses over organization and autonomy.

Culture and values

Numerous studies have found that cultural issues impede newsroom convergence efforts. One source of tension is the creation of social identity based on platform affiliations. Filak, in a 2004 study and a 2016 follow-up, found that TV and newspaper journalists were biased against each other and that these biases influenced their perceptions of the value of convergence. B.W. Silcock & S. Keith (2006), observed that print reporters would look down on the one-source stories used in broadcast but dismiss the audience's appreciation for actually seeing a news event with their own eyes. One early student media convergence effort at Brigham Young University failed in part because print and broadcast reporters remained distrustful of each other five years into the effort (Hammond, Petersen, and Thomsen 2000).

Yet cultures change. Singer (2004) observed in four case studies that print and broadcast journalists could be "resocialized" to respect each other and each other's media. Relevant to this study, Singer noted that journalism schools could be agents of "pre-newsroom socialization" to foster integration.

Physical

Robinson (2011) found that physically integrating newsrooms to place traditional print workers, online editors and producers in the same room helped integration efforts. Yet, even at the height of TV-newspaper partnerships, physical integration was rare. Lowrey (2005) found that only 2.7 percent of 193 partnerships physically shared a centralized news space. A survey of campus media by Wotanis, Richardson and Zhong (2015) found that only 8 percent of converged media organizations physically shared the same newsroom space.

Structural/organizational

In addition to spatial challenges, one of the most difficult problems in integrating different legacy platforms is settling on a management structure that works. In interviews with print and television reporters newly working together, Silcock and Keith (2006) noted the shock that print reporters felt when confronted with high-energy, fast-paced news budget meetings, which they found both exciting and, at times, reckless with regard to solid coverage of the news. Similar clashes happen in the online realm. In their account of what went wrong with digital news pioneer First Look Media (Greenwald 2014), editors described the mismatch between freedom-loving journalists and Silicon Valley-trained managers. Hammond, Peterson and Thomsen (2000) identified the increased complexity involved in managing an integrated student newsroom as one major obstacle.

College Media

Journalism education in the 21st century has embraced the concept, or at least the terminology, of digital convergence, with most college programs offering classes or tracks in the area (Kolodzy et al. 2014; Sarachan 2011). There have been proposals regarding how to do this well within the curriculum (Bhuiyan 2010), but the student media operations associated with these colleges seem to have been slower to truly integrate. Half of 142 campus media advisors surveyed by Wotanis, Richardson and Zhong (2015) reported that they were "converged," but half of those defined cross-platform partnerships as the extent of their convergence. Most did not consider collaborative management or shared space essential to their efforts. The authors found that barriers to student media integration included platform-specific social identification and competition, a lack of resources, and lack of support from peers and administrators.

Interviews and research conducted by Cal Poly staff and faculty leading up to integration (J. Jenkins, 2014, S. Buttry, personal communication, May 13, 2013), indicated that only a handful of college media organizations across the nation were known to have combined their broadcast, print and digital operations under one common management while still maintaining the distinct entities. Former Mustang News Editor J.J. Jenkins, in a 2014 senior project capstone reviewing the Cal Poly integration effort, singled out four campus newsrooms that had undergone similar (but not identical) transformations. These included the *Emerald* at the University of Oregon, the *Spartan Daily* at California State University (San Jose), TCU360.com at Texas Christian University and the *Red & Black* at the University of Georgia. None could be found that included public-relations outlets in the transition. This literature review could find no academic work examining the effects of such full integration efforts. Some college media have eliminated distinct media such as print publications or broadcast operations and now publish only via their web and social media platforms. But this is different from the full integration discussed here. That single-channel publishing is an integration motivated by economics and convenience, where the only option is to publish digitally regardless of which medium might tell the story best. In contrast, this study encompasses the full-integration question of: Given a variety of media, which is the best for a given story?

Research Questions

One finding from a review of the relevant research is that this style of media integration is difficult and rare. Thus, it seemed appropriate to ask questions related to the objectives, outcomes and obstacles faced in the Cal Poly attempt. This examination of convergence-related research as well as media management theories and reviews of campus journalism curriculum influenced the construction of the following research questions:

RQ1: What were the major outcomes from the integration effort?

RQ2: What factors contributed to success?

RQ3: What obstacles were identified and, if they were overcome, how were they?

RQ4: What lessons were learned that could help other media organizations with similar transformations?

Methodology

The study is essentially a case study based on in-person observations, interviews with student media leaders, review of faculty meeting notes and student media leaders' own published analyses. Quantitative measures included examinations of social media metrics, website analytics, and a review of data from the organization's content management system.

Yin (2003) notes that case studies work best in three situations: To *explore* new areas where there is little precedent, to *describe* the effects of an event or change, and to *explain* something that is complex. Each of these circumstances are present in this study.

Observer effect, the impact of the observer's participation on the object studied, is a known validity threat in case studies. In fact, the authors were both observers of and participants in the integration efforts as advisors and faculty members. It is believed that the validity threat has been mitigated here, however, via a reliance on a database of contemporaneous notes taken at weekly meetings over nearly six years, a reliance on thick description that attempts to place events in context, and the use of multiple data points, including quantitative data where available and interviews with other faculty members.

Goals

Faculty and students made a commitment in 2012-2013 to transform student media into one fully unified, digitally oriented operation. As conceived, breaking news content would be distributed first on the website, but students would still produce a twice-weekly print paper and a weekly broadcast show. Most importantly, a common editor would oversee the entire operation and print, broadcast and digital reporters would collaborate on stories.

The plan envisioned broadcast, print, and multimedia operations all working from a newly renovated, physically combined newsroom with broadcast editing bays and a studio backdrop as well as workstations and computers for print and multimedia use. It also foresaw the print edition being redesigned, with a new focus on features, analytical pieces and investigative work that would be more conducive to a "lean-back" print experience. The plan had broadcast content appearing first on the website, with new one- and five-minute produced segments.

The new website would retain its domain name of www.mustangdaily.net, and other media would be branded to correspond with this change (i.e. "Mustang Daily TV'). The public relations entity would newly find a formal role within newsroom operations. As conceived, four faculty advisors, with primary responsibility for print, web, broadcast and public relations, respectively, would assist. Each of the advisors would also run media-specific practicum classes at the same days and times, to better facilitate communication and collaboration. A five-person student media team would lead the new newsroom. The titles and duties, as originally conceived, were as follows:

- editor, charged mainly with facilitating coordination between platforms.
- integrated content editor, charged with coordinating digital content for distribution via the website.
- manager of public relations; this person would be in charge of audience engagement via social media, etc., and would work to promote the new organization.
- broadcast editor, with traditional assigning and editing roles.
- print editor, with traditional assigning and editing roles.

Results

Outcome #1: *More thorough news coverage*

What worked: The overall number of news stories produced nearly doubled the year after integration went into effect (see Table 2) and, on average, have increased by 16 percent. In addition to story count, the depth and quality of news coverage increased as editors had more staff members and skills at their disposal. "Coverage became more nuanced and thorough when we could employ multiple tools in one story — a breaking news story with a print focus but accompanied by a photo slideshow, a data-driven story with photos to enhance it, etc.," said former Mustang News editor-in-chief, Jacob Lauing (Lauing, personal communication, 2018).

What didn't work: Initially, there were instances where sources would be contacted by multiple student journalists asking for an interview or quote. This was time consuming and confusing for sources who didn't always understand whether they were being interviewed for the newspaper, the television station or a class assignment.

Lessons learned: Students contacting a source for an assignment in a course should state as much, whereas a reporter for Mustang News should be very clear that they are reporting for the newspaper, television, radio station etc. Encourage students to pair up when they need quotes and clips from school officials. If you have to choose between one or the other, send the person with a video camera and use quotes from the on-camera interview in other media.

Outcome #2: *Increased revenue and reach*

What worked: Along with integration came new opportunities for experimentation across platforms. As editorial students were encouraged to use the best medium to tell a story, advertising students were encouraged to think outside the box as well. This included forays into the following services:

> Native advertising: Mustang Media Group's first native advertising firm was founded in 2012. This not only provided clients with another avenue to reach target audiences, it also represented unique resume material for the students who were involved. As the student who first led the native studio recalled: "I'm still asked in job interviews about my work on native ads at *Mustang News*." (Lauing, personal communication, 2018).

> Social media campaigns: *Mustang News* launched a hugely successful campaign in 2014 to increase Facebook likes that included contests, weekly giveaways, staff incentives and more. "Likes" rose from approximately 2,200 before the campaign to 5,900 after. By increasing Facebook reach and linking back to stories, key metrics such as page views, bounce rate and unique visitors showed significant growth (see Table 1).

> Livestreaming services: The business side of *Mustang News* began offering livestreaming services for campus events such as graduation. These offer students opportunities to practice live shots and standups, participate in news or sports event coverage and cover breaking news with minimal equipment.

What didn't work: Audience members and advertising clients did not always fully understand what native advertising was, and how it was different than editorial content. In dealing with social media posts or comments, student reporters and editors sometimes revealed biases or conflicts of interest and/or failed to adhere to basic news editing standards.

Lessons learned: Provide real-world examples to both students as well as clients when working with native advertising. Come up with a social media policy for all staff members to avoid awkward, embarrassing or unethical scenarios. Make sure copy editors understand that social media copy is just as important as any other, and should be scrutinized as such.

Outcome #3: *More experimentation*

What worked: Freed from the perceived constraints of legacy media models and media, students, teachers and advisors were able to experiment with new and different forms of storytelling on the web, on video and in the newspaper. In one interview, longtime student media general manager Paul Bittick said the single biggest benefit from the effort was, particularly early on, a new focus on the sort of digital-first storytelling demanded in the workplace. What follows is a look at what worked, by platform:

- Web: Editors discovered the value and aesthetic appeal of parallax-style story layouts that worked well for certain types of multimedia project containing text, photos, videos, maps etc. They used tools such as Scrollkit (a former plugin for WordPress) and Aesop Storytelling (current WordPress plugin), and designed and coded custom templates to publish stories that went on to win awards multimedia storytelling.
- Video: As the web-first mentality took hold, students experimented with live reporting on Facebook Live, producing shorter updates and wraps for the website and providing a-roll (interview) or b-roll footage to supplement a web story or social media post. Students in the capstone broadcast class also learned how to publish videos on YouTube, embed them in a post and provide text-based summaries. "[The experience] certainly prepared me for my first newsroom job where the environment is fast-paced and my measure of success is based on how quickly I can edit video, vet information from public officials or update my viewers through Facebook live," said Chloe Carlson, former broadcast editor for *Mustang News* (Carlson, personal communication, 2018).
- Newspaper: The digital-first approach taken by Mustang News steadily shifted the role and personality of the weekly newspaper. Before integration, the paper contained news stories from the past 24 hours and was mostly identical to the website in terms of content. After integration, the paper shifted away from simply providing all the news that would fit and instead focused more on providing longer features and more photos.

What didn't work: While increased experimentation with amount and type of news, advertising and social media content was largely successful, new challenges with organizing, editing and disseminating arose. Here are some specifics, by platform:

- Web: Presenting all the content being generated from the editorial, advertising and social media arms of Mustang News became a challenge within the existing content management system (and WordPress theme). One priority became designing a new site that would offer the reader/viewer more items to select from on the home page. This included adding slider-type main images with corresponding headlines on the side as opposed to just one main image and headline that would change every day or two.
- Video: Initially, it was a challenge to integrate broadcast content, especially traditional-style packages and full-length newscasts (roughly 30 minutes). At first, these were posted to the website unaltered, and they didn't generate much engagement. Eventually, longer packages and broadcasts were replaced by shorter and more streamlined updates (1-minute, 5-minute), and specific stories/packages were joined with traditional text-based stories to increase the depth and efficacy of both media.

- Newspaper: It took time for page designers and editors to 'unlearn' old practices and transition to more visual storytelling. Advisors noted how one editor who hired for her strong digital skills ironically ended up focusing so much on mastering print-centric skills that she neglected digital-first storytelling.

Lessons learned: A digital-first focus requires managers and editors with skills ranging from coding to interactive graphics; continual training and mentoring are needed to provide these skills.

Outcome #4: *Positive culture shift*

What worked: Once there was enough momentum to support integration, the result was not just more cohesion between the formerly isolated arms of student media, but more cohesion between students in classes, faculty members and the student media organization overall (between editorial and advertising teams, for example). The value of this cultural shift cannot be understated. Working toward a common goal afforded everyone in the department a new opportunity to get onboard and involved, reducing age-old antagonisms and promoting fresh and engaging discussions about the overall organization of the department, student media, coverage and even curriculum. One decision that helped change the culture was to abandon plans to keep the existing Mustang Daily name and instead rebrand as Mustang News in an effort to be more inclusive to all platforms.

What didn't work: Not all students and faculty advisors were equally dedicated to changing the status quo. The students who were affected by this change 'midstream' during their undergraduate studies were often resistant to the increased interdependency of print, broadcast and web as well as to things like name changes and new branding initiatives. This problem was somewhat ameliorated by year-to-year student turnover (i.e. within four years, most students no longer identified with the old names and acronyms and had fully adopted the new ones). Reluctant faculty advisors eventually followed suit. Another cultural challenge grew from the physical layout of the newsroom. Budgets and timelines prevented a planned renovation and broadcast operations remained in a studio a floor above the rest of the newsroom. A smaller renovation did allow for student media leaders to meet in the former print newsroom and some video shots to be conducted from there. This partially addressed the separation but a common newsroom would likely have sped integration.

Lessons learned: Shifting the cultural mindset of students and faculty members 'midstream' was challenging but rebranding helped. Also, letting students lead the way when it came to figuring out roles, duties, titles, workflows and coverage plans was slow, but ultimately very effective in terms of getting more conservative-minded faculty members to buy in to the integrated model. As such, it's important to find open-minded and resourceful students to take the reins and steer the ship during the first couple years of integration when workflows, boundaries and expectations are not as well established.

Outcome #5: *Increased recognition*

What worked: Honors and awards increased after integration. Although student media had been recognized in the past, recognition now expanded into new categories, such as social media usage, information graphics, and video and multimedia storytelling. Applications for positions within the organization increased (In 2017, for example, more than 250 people applied for 80 positions). Students also reported increased recognition when attending national conferences, noting that *Mustang News* was becoming a model for student media integration. The organization received the following recognition from 2013 to date:

- Online Pacemaker award from the Associated College Press (2014)
- Nominated for six Pacemaker awards in 2018, including Best Newspaper Four Year College/University Division
- Numerous Pinnacle Awards from the national College Media Association
- More than 20 excellence awards from the California College Media Association

What didn't work: With the uptick in applications to *Mustang News*, top-level editors sometimes had a difficult time finding room for new members on the staff, which resulted in some talented students being turned away.

Lessons learned: Ensure that there is always room for all students to participate in student media, even if it's just writing briefs or producing word-on-the-street style videos until additional opportunities arise. Though it might take time, integration will result in higher quality journalism being produced by nature of the fact that students feel a bit more pressure to do their best because their work is reaching a broader audience, appearing on social media channels and receiving valuable recognition when it's exemplary. Promoting a culture of 'friendly competition' and platform agnosticism results in more students being willing to step up when needed (during breaking news, for example) and depend on one another for mentorship and guidance. When content produced in classes and submitted to *Mustang News* for potential publication gets recognized, it makes it much easier to engage students in that type of coursework since it has the potential to reach a 'real' audience and possible result in accolades that can be noted students' resumes and job applications.

Outcome #6: *Public Relations Integration*

What worked: As social media really began to take off, news organizations everywhere grappled with how to integrate this new, but hugely popular form of content. In a recent Media Shift article, "Why Social Media Editors Should be Better Integrated into Newsrooms,*"* the author mentions that this is an ongoing challenge: "A decade after the introduction of Facebook and Twitter, most newsrooms continue not to appreciate the journalistic potential of social media" (Lew 2018). At *Mustang News,* the medium provided a bridge between editorial content and the more persuasive forms of communication taught in public relations courses, thus affording public relations students a chance to practice their

craft while furthering the mission of the news organization. Equally as important, the job of a 'social news editor', whose primary responsibility is engaging with the audience on behalf of the news organization, addressed many of the longstanding concerns about mixing editorial operations with public relations.

In terms of curriculum, the capstone public relations course shifted away from working with external clients on campaigns and toward working with *Mustang News* and Mustang Media Group as their primary 'clients.' Creating social media editor positions to oversee and coordinate the promotion of published editorial content and to work with the public relations capstone class has been largely successful, and has enhanced the overall cohesion of the entire media organization as evidenced in this quote from Cara Benson, *Mustang News*' first 'social news' editor: "On a more personal note, being a [public relations] student in [*Mustang News*] made me much more well-rounded. It gave me skills that the classroom couldn't have. Learning how to talk to people, build relationships, gather news and be a storyteller are skills I use every single day in my professional social media role now. To truly progress in my current role, I have needed the skills both from [public relations] as well as from [*Mustang News*]," (Benson, personal correspondence, 2018).

What didn't work: Initially, there was a lot of resistance to integrating public relations since doing so could potentially affect the independence of the editorial division. Fitting this piece into the larger puzzle took the longest, but this was mostly due to lack of prioritization. The first student to tackle the challenge head-on, working with a newer public relations faculty member to come up with opportunities for public relations students to integrate themselves with the larger MMG structure. She had this to say about the experience: "I found that students were challenged in a way they were not used to thinking before. The breadth of projects I worked on with students was the most exciting part for me. From video production to event planning to relationship building, students were subjected to a wider scope of projects and problems they will likely face in the ever-growing world of communications," (Avdalovic, personal correspondence, 2018).

Lessons learned: Despite concerns and early resistance from faculty and staff, public relations students contributed to the newsroom by, for example, conducting audience research, creating native advertising content, talking to sources after the fact about their experience, promoting stories and events and proposing SEO strategies.

Outcome #7: *Curriculum improvement*

What worked: Aligning student media integration with curriculum change in the department helped introduce, reinforce and refine the style and manner in which a digital-first news organization operates. Using the classroom as a laboratory to experiment with new forms of multimedia storytelling (drones, 360 video, virtual reality etc.) often translates to these tools

being used in the newsroom. The 'learn by doing' ethos is well-represented when students can take the knowledge they acquire in the classroom and apply it to the jobs as editors, reporters, videographers etc.

What didn't work: Although a new multimedia capstone was added, two other practicum classes that offer *Mustang News* content remain tied to legacy platforms (print and broadcast). Although both classes encourage some multimedia storytelling, an ideal curriculum might be entirely platform agnostic. Students also complain of gaps in practicum classes; for example, student media has a platform editor in charge of social media, but no class supports this effort.

Lessons learned: Expect the integration to reverberate across your curriculum. Move as swiftly as the process allows to respond.

Outcome #8: *Leadership structure changes*

What worked: Within a year of the integration, a newsroom leadership structure had evolved into one that largely (albeit with some regular tinkering) survives today. This structure has one overall editor-in-chief supported by individual platform-level editors (e.g. video, print, public relations and multimedia) and content-level editors (e.g. news arts and sports).

What didn't work: "Conflict was evident from the start," recalled the original print editor (Jenkins J. 2014). The original flowchart, designed by the faculty, did not have a functional leader since the editor was envisioned as more of a facilitator. Within three months, student leaders had moved the print editor into a more traditional editor-in-chief role and placed the original overarching "editor" in a news editor role, more in line with his strengths. As time went on, students began tweaking and tailoring the original organizational structure, job duties and workflows to better suit their needs.

Lessons learned: A leadership structure that makes sense on paper may not work in reality. The most important thing is to fail fast and work directly with student leaders to brainstorm functional solutions.

Conclusion

There are a few takeaways from this case study that deserve emphasis. One is that, while faculty and student leaders must plan ahead to achieve success—by, for example, studying past efforts such as this one and working out coordination with departmental curriculum—this process need not stretch on interminably. In fact, so many variables are inherently unknown that, if one has to choose between planning and flexibility, the latter may be the more important factor.

Another takeaway is some changes may take longer than others. The integration of the student-run public relations operation was not truly successful until year four. Integration of the college radio station remains a work in progress.

A final takeaway is that, despite these challenges, integration can yield great rewards. Some of these are in quantifiable terms such as page views, revenue growth and awards won, but others are evident in less quantifiable ways such as visible energy in the newsroom and a shared sense that the students were pushing the boundaries of journalism and preparing themselves for both today's, and tomorrow's, opportunities.

References

- Bhuiyan, Serajul I. "Commentary: Teaching media convergence and its challenges." *Asia Pacific Media Educator* 1, no. 20 (2010): 115-122.
- Fidler, Roger. *Mediamorphosis: Understanding New Media*. Pine Forge Press, 1997.
- Filak, Vincent. "Cultural convergence 10 years later: A reexamination of intergroup bias among journalists in the digital media age." *Atlantic Journal of Communication* 24, no. 5 (2016): 302-312.
- Greenwald, Glenn. "[The inside story of Matt Taibbi's departure from First Look Media](#)." *The Intercept,* Oct. 30, 2014.
- Hammond, Scott C., Daniel Petersen, and Steven Thomsen. "Print, broadcast and online convergence in the newsroom." *Journalism & Mass Communication Educator* 55, no. 2 (2000): 16-26.
- Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. NYU Press, 2006.
- Jenkins, J.J. *Re-Imagining Student Media for the 21st Century*. (Unpublished senior project). California Polytechnic State University, San Luis Obispo, 2014.
- Kolodzy, Janet, August E. Grant, Tony R. DeMars, and Jeffrey S. Wilkinson. "The convergence years." *Journalism & Mass Communication Educator* 69, no. 2 (2014): 197-205.
- Kraeplin, Camille, and Jake Batsell. "Web-centric convergence replaces media partnerships." *Newspaper Research Journal* 34, no. 4 (2013): 68-82.
- Lawson‑Borders, Gracie. "Integrating new media and old media: Seven observations of convergence as a strategy for best practices in media organizations." *International Journal on Media Management* 5, no. 2 (2003): 91-99.
- Lew, Tiffany. "[Why Social Media Editors Should be Better Integrated into Newsrooms](#)." *Media Shift*, Jan. 25, 2018.
- Lowrey, Wilson. "Commitment to newspaper-TV partnering: A test of the impact of institutional isomorphism." *Journalism & Mass Communication Quarterly* 82, no. 3 (2005): 495-515.

- Lowrey, Wilson, George L. Daniels, and Lee B. Becker. "Predictors of convergence curricula in journalism and mass communication programs." *Journalism & Mass Communication Educator* 60, no. 1 (2005): 31-46.
- Quandt, Thorsten, and Jane B. Singer. "Convergence and cross-platform content production." *The Handbook of Journalism Studies* (2009): 130-144.
- Robinson, Sue. "Convergence crises: News work and news space in the digitally transforming newsroom." *Journal of Communication* 61, no. 6 (2011): 1122-1141.
- Sarachan, Jeremy. "The path already taken: Technological and pedagogical practices in convergence education." *Journalism & Mass Communication Educator* 66, no. 2 (2011): 160-174.
- Silcock, B. William, and Susan Keith. "Translating the Tower of Babel? Issues of definition, language, and culture in converged newsrooms." *Journalism Studies* 7, no. 4 (2006): 610-627.
- Singer, Jane B. "More than ink-stained wretches: The resocialization of print journalists in converged newsrooms." *Journalism & Mass Communication Quarterly* 81, no. 4 (2004): 838-856.
- Sylvie, George, and Patricia D. Witherspoon. *Time, Change, and the American Newspaper*. Routledge, 2001.
- Wotanis, Lindsey, Janis Richardson, and Bowei Zhong. "Convergent Media on Campus: A Study of Campus Media Organizations' Organizational Practices." *College Media Review* 53 (2015).
- Yin, R. K. *Case Study Research: Design and Methods*. Sage, 2003.

Table 1

Pageviews Pre & Post Integration

Year	Status	Pageviews
2012-2013	Pre	671,713
2013-2014	Post	1,412,885
2014-2015	Post	1,422,140
2015-2016	Post	1,156,022
2016-2017	Post	1,067,483
2017-2018	Post	1,278,386

Table II

Number of Posts Published to Website Pre & Post Integration

Year	Status	Published
2012-2013	Pre	952
2013-2014	Post	1,821
2014-2015	Post	961
2015-2016	Post	994
2016-2017	Post	862
2017-2018	Post	1,028

Associate Professor **Brady Teufel** teaches courses in multimedia journalism and is the adviser for mustangnews.net, the award-winning student media portal at California Polytechnic State University, San Luis Obispo. Teufel earned his bachelor's in sociology from the University of California Santa Cruz and his master's in journalism from the University of Missouri, Columbia. Teufel's work experience includes stints a reporter, photojournalist, graphic designer, web designer and social media consultant. His teaching interests span from writing and photography, to coding and drone journalism. Teufel was named 'Journalism Educator of the Year — 4-Year Division' in 2018 by The California Journalism & Media Affiliates.

Associate Professor **Patrick Howe** has worked as an investigative reporter and political correspondent in Washington, D.C. and statehouse newsrooms. He covered Congress and the Clinton White House for the *Arkansas Democrat Gazette* and was a politics and government newsman for The Associated Press. He has won state and national-level awards for investigative reporting, public affairs reporting, column writing and layout and design. His research has focused largely on the effects of advertising on online news.

![College Media Review logo — CMR]
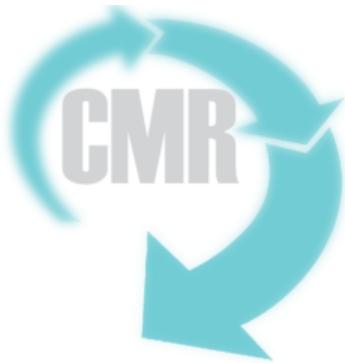
College Media Review

Journal of the College Media Association

College Student-Run News Entities and Communications Agencies

Finding Solidarity in the Era of 'Blame the Media'

By **Doug Swanson**

California State University, Fullerton

Being a journalism or broadcast educator was never an easy job. These days, under the shadow of 'fake news' and amidst the widely-promoted claim that journalists are 'enemies of the people,' the work can seem immensely more difficult. The rewards can seem more elusive.

College media advisers are educators who teach students to become responsible citizens in a noisy world in which a multitude of media so persuasively point in the opposite direction. Regardless of the specific media entity advisers work with, there are common opportunities and challenges. College student-produced publications and broadcast operations have much in common with the quickly expanding population of student-run communications agencies. There's much we can learn from each other. We must work together to strengthen our educational presence and show clearly our public value in these tumultuous times.

Student Agency Structure and Focus

College student-run communications agencies are businesses operating within academe that allow students to gain conceptual knowledge and practical skills in advertising, event planning, marketing, public relations, strategic planning and other related fields. Agency students create and carry out events, campaigns, and projects for real world clients while preparing for the transition from the campus to the professional workplace.

Though goals are similar, agency structures vary. Most student-run agencies are housed within the curriculum and serve as electives or capstone courses. Some are volunteer-based entities external to the curriculum. Others function as community outreach of American Advertising Federation or Public Relations Student Society of America chapters. Some engage students for a year or more; others for just a single academic term. Some agencies charge for client services; others do not.

Although the earliest student-run agencies were established in the 1970s, the population of agencies has recently seen strong growth. An exhaustive search in 2016 turned up 154 student-run agencies in the U.S. and a handful in South America and Australia. The growth in student-run agencies is occurring because communications administrators and faculty are learning something that journalists have known for a long time: If you want to quickly advance a student's professional skills, you need to put the student in a 'hands on' mentoring-focused environment and present issues and ethical choices that go beyond classroom exercises.

As a result, the focus of student-run agencies is the same as one would expect from a student newspaper or broadcast entity – concept learning, professional skill development, and community service. In the same way that college students prepare for print and TV journalism careers by reporting on the community where they live and work, student agency participants prepare for their careers by developing

strategic communication campaigns for and about businesses and nonprofit entities in that community.

Our Common Opportunities

Even in the current challenging social, political and professional climate, there are many reasons to be optimistic about preparing young adults for media careers. Here are just a few. All are common to traditional journalism and broadcast entities and student-run agencies.

The advance of digital technology has given even the smallest college media entity equal footing with bigger, more seasoned competitors. With a small team of scrappy digital native students with smart phones in hand, it's possible to run circles around established competitors who don't know or can't figure out how technology can solve problems. Our Cal State Fullerton student-run agency, PRactical ADvantage Communications, did this when Mazda Motorsports needed help getting its drivers to communicate better with journalists. We responded with a driver training manual and a smartphone-based app so drivers could intelligently anticipate and then answer journalists' questions. PRactical ADvantage students built and launched the platform in less than four months – a fraction of the time it would have taken a 'big agency' to get wheels rolling.

Graduate students faster! – is the message being sent to academic programs by administrators on nearly every college and university campus. Of course, scholarly exploration is appropriate. But today it must be tempered by the reality that every additional academic term spent in college adds to an already crushing student loan debt for many of our graduates. Allowing the opportunity for earning academic credit in a college media entity, whether it be a newspaper, radio station, or student agency can get students up to speed faster on the most important skills they'll need to succeed in the workplace. Any academic program in communication that operates absent of a 'real world experience' laboratory is shamefully out of touch with reality; its students are unprepared for marketplace-relevant tasks because they've never faced them.

The seeds of community interaction are planted and grown by the campus magazine, TV station, or other media entity. People in our communities want and need to know what students are up to. Our media entities tell the stories that inform the community and build long-lasting relationships. We also engage with the community to build the greater good. There are many examples of student journalism outlets that team up to host public forums, political debates, or charitable fundraisers. Likewise, student-run advertising and public relations agencies work with businesses and nonprofit organizations to create campaigns that stimulate commerce. Beyond all of this, it's important to remember that our public colleges and universities have an obligation to demonstrate to taxpayers that public funds are well-spent, and that students can be graduated in a timely fashion with relevant skills. Student news media entities and agencies help tell that story, too.

Students can help us grow, if we pay attention and learn from them. College media advisers have been focused for some time now on the Millennial Generation – the demographic group that comprises 73 million Americans born in the 1980s and early 90s. Millennials work hard and want to engage with work that leads to a meaningful career. At the same time, according to a 2016 Gallup poll, only about a third of millennials *feel* engaged at work.

While we were doing our best to understand and help millennials – along came Generation Z. This wave of college students represents 60 million individuals born between the mid-1990s and early 2000s. Gen Zers, like their millennial predecessors, are savvy multi-taskers strongly connected to the world around them. With little or no memory of a world without social media, and they are immersed in consumerism and pop culture. Both demographic groups seek meaning and purpose from their work although they express that meaning and purpose in slightly different ways.

College media advisers from another place and time (as in, those of us whose first journalism job involved changing the ribbon on an AP Model 20 teletype) have much to learn from students in these demographic groups. They can teach us about sharing. They can teach us about overcoming obstacles in an uncertain world. They can teach us how to switch seamlessly between platforms and projects. Most

importantly, they can show us how to adapt to change in technology and society because they've spent their lives doing it.

Our Common Challenges

Regardless of the type of media operation they oversee, college media advisers all have reasons to be hopeful for the future. They also have significant challenges that revolve around teaching, student supervision, collegial governance and administration.

Millennials and Generation Z students, while enriching the workplace, bring challenges that are in some ways similar and in other ways different. The 2016 Gallup poll that showed millennials seek jobs that they can emotionally connect with also showed millennials lead all U.S. demographic groups in rates of unemployment and underemployment. Millennials want careers where they can thrive and feel important but many aren't having success.

Generation Z students, while often expressing similar desires for career ambitions, seem to have skill 'blind spots.' A study at Cal State Fullerton involving more than three hundred Gen Z college media students over a five-year time span has shown students can readily identify subjective, task-based skills but struggle to identify soft skill learning and recognize its importance. In other words, these students can readily follow a task list. But they can be flummoxed by task uncertainty, such as when they need to pick up a telephone and make a business call to someone they don't know. When study participants were asked what they'd want if they had to do their college media experience again, more than 20 percent of respondents asked for interpersonal or organizational changes to reduce their anxiety. In other words: *'I didn't need to do things differently. But the environment should have changed for me.'*

The results of this and other studies on Gen Z are consistent with what management trainer and author Bruce Tulgan identifies as Gen Z's hesitancy to take risks. "They expect authority figures to be always in their corner, to set them up for success, and to be of service," Tulgan writes. When the work environment isn't supportive enough, or when tasks to be completed aren't clearly defined, our Gen Z students can freeze up or shut down.

College media advisors working with students born in the last thirty years need to be cognizant of the big differences in perceptions of workplace responsibilities and values between these workers and those who came before them. Probably the best way to bridge the gap is to engage in some very simple strategies. When working alongside millennials and Gen Z students, don't just present the work. Explain *why* the work is being undertaken. Show the bigger picture. Ask their opinions. Those of us from earlier generations have always felt that journalism and communications work was both a professional and personal calling. Do we just assume our students naturally feel the same way? Maybe they don't. Show millennials and Gen Z students how to engage as communicators in a way that makes it personal to them, and in a way that they can in turn communicate to you, "Yes, I get it."

Now more than ever, the college media adviser's commitment and skill is central to success. Regardless of the specific focus of the campus media entity, its growth and development is largely a consequence of the adviser's ability. The commitment of time and energy needed to oversee a college media operation is well-known, which is why many communication educators won't touch it with a ten-foot pole. This sets the stage for problems as the academic unit administrator ends up installing as the media adviser a person who grudgingly accepts the assignment, or agrees to take it for only a short time, or who is a part-time instructor and may be unavailable the following term. Assigning the supervisory role to a brand-new faculty member in the first year of a tenure-track position, as was the case with this author, is also a recipe for failure as the faculty member struggles with the requirements for retention and, eventually, tenure. One of the most certain ways to discourage innovation and kill student motivation and retention in the media entity is for students to perceive a revolving door – in that there is a new adviser every year, or more frequently than that.

Misunderstanding or hostility from others in the academic unit is also a common problem for those who oversee student news organizations or student-run agencies. (Although, to be fair, misunderstanding or hostility from others in the academic unit can result from just about anything – course loads, lunch invitations, the seating arrangement in the faculty meeting, assignment of offices with windows. You name it.) A famous quote attributed to former Harvard professor and U.S. Secretary of State Henry Kissinger is, "University politics are vicious precisely because the stakes

are so small." The college media entity isn't immune from this. Faculty colleagues often have little or no idea what it takes *outside of class time* to run a student media business. They don't see the long nights, electrical outages, the printer that jammed at deadline on Sunday afternoon, the road trips in an overloaded van to award competitions. Their phone doesn't ring with emergency calls in the middle of the night. They naturally assume that advising a student media operation is no different than teaching a regular course, and they're ready to vehemently object to anyone who will listen, should the adviser be offered additional release time or other perks.

Just as colleagues frequently misunderstand the requirements for effective supervision of a college media entity, administrators can misunderstand what running the business will cost. Short-term and long-term expenses will vary, of course, depending on the type of operation. Television broadcast operations are enormously expensive, while student-run public relations agencies tend to be far less equipment-dependent and much more economical to run. But every media organization needs computers, software, printers, file servers, and a whole host of other equipment. That equipment won't last forever. It breaks down. It sometimes gets stolen. The technological change alone can render much of the equipment purchased this year obsolete by the time this year's freshmen walk across the commencement platform.

How to Strengthen our Collective Presence?

The author's 28 years of experience across the spectrum of college student media (in several radio stations, a TV station, campus newspaper, and two student-run agencies) suggests there's a lot we can learn about each other and from each other to build solidarity for all of us. There are ways to work together and strengthen our impact on administration, on the faculty at large, and on our communities. Here are a few ideas.

Look beyond the silo. Advisers and students engaged in the operation of student newspapers, radio stations, TV operations and student agencies need to present a united front. This means making the effort to learn where the different college media are (even on our own campus!), how they work, who's in charge, what the needs are, and how to work together. The author is familiar with a small private

university that had a student newspaper and a student TV operation. Both had great needs but operated independently, in different academic units, with no sense of commonality or communication between faculty or students. A few years ago, when the university administration started turning the screws on the student newspaper adviser to control the content of the publication, nobody in the broadcast operation paid any attention. It wasn't their problem.

In today's media-hostile climate, no student media entity can afford to be an island in the middle of the campus. Media advisors need to be allies, intimately familiar with each other's operations and strategic goals. Students need to be alert, aware and supportive, as well — because if one student media entity comes under attack (whether that attack comes from on or off campus), all the others are at risk, too.

We should all continue adding to the published research about student media entities. Over the years, many studies have focused on student newspapers and broadcast operations. For student-run agencies, not so much. Elon University Professor Lee Bush was carrying the load mostly alone for a long time. But that's changing, as more agencies come on line and more advisers see the benefit of going to conferences, learning from each other, and then teaming up to inquire about issues common to all student agencies.

In the same vein, we can all continue to build the research literature showing the value of hands-on educational experiences (sometimes referred to as High Impact Practices, or HIPs). HIPs is the 'flavor of the month' for university administrators right now, and those of us who have been involved in these kinds of practices for a long time need to step in and clearly demonstrate our HIPs expertise and the corresponding success of our media entities.

We can show that mentoring is really important to what we do. Mentoring is another hot topic these days. Fresno State Professor Betsy Hays, a leader in research on workplace mentoring relationships, has published a variety of articles showing the critical importance of creating a climate for direct, hands-on concept and skill learning from worker-to-worker. Student media already engage in mentoring, and we need to better tell that story.

Advisers who engage in peer-to-peer mentoring with colleagues strengthen their skills and create solutions without reinventing the wheel. Students also engage in peer-to-peer mentoring, as they learn what it takes to be successful in their work. (Side note: the author's study, "Peer-to-Peer Mentoring Works in the College Media Newsroom," published in 2011 in *College Media Review*, found almost half of college students prefer learning new skills from another student, rather than from a professor or staff member.)

College media entities also apply reverse mentoring – the process whereby a less experienced and typically younger person teaches new skills to a more senior colleague. Reverse mentoring happens every time a senior undergraduate teaches a sophomore how to design a newspaper page. It happens in student agencies when a 20-something PR student engages with a 50-something client, showing the client how to open a pop-up shop or perform social media analytics. Reverse mentoring is cutting-edge, cool stuff that corporate America takes notice of. We need to be more assertive in communicating that it happens every day with our college media students.

College media advisers must learn that sometimes student media are their own worst enemies. In a 2016 *College Media Review* article, Professors Carol Terracina-Hartman and Robert Nulph presented the results of a study of college media visibility – the extent to which college media entities could easily be found to have a presence on the Internet. Results showed that websites of award-winning college media entities were often difficult to locate. Home pages of more than 80% of the media entities in the study were at least three clicks (and some as many as seven clicks) from the institutional home page.

Terracina-Hartman and Nulph's results are consistent with this author's ongoing research with Chapman University doctoral student Elise Anguizola Assaf to identify the extent to which college student-run agencies can be found on the Web. Of the student-run agencies identified as in existence in 2016, about one-third do not have an active, locatable Web site. More than half are unreachable via email, and those agencies that list email addresses often do not respond to inquiries. A frighteningly large percentage of student agencies show up online only through Facebook and Instagram pages filled with student 'party pictures' and other unprofessional

content – *can we say "TMI?"* Our research inquiry into the image maintenance and responsivity of student-run agencies suggests that only about 25% of the agencies with an online presence actually manage that presence and seek communication with those who inquire.

Summary

Student-run newspapers, radio stations, TV operations and communications agencies face a common set of opportunities and challenges in a technological world that's changing at a lightning-fast pace. The good news is that all of these media entities are involved in many of what higher education already identifies as best practices for education students. Our hands-on focused programs allow students workplace readiness that exceeds anything offered in a classroom. High-Impact Practice? Mentoring? We're doing it, and have been for a long time.

Our media entities have a huge impact on campus and across our communities. What's needed now is a little more understanding of our common opportunities and challenges – and more communication about them.

We need to more intently focus on the perceptions and values all of our students hold as a result of the technological change they've lived through. We should not assume they see college student media as we do, as a professional and personal calling. We need to emphatically *make the work real* for them – and show them what the consequences would be if student-run media weren't here, communicating professionally and ethically in our communities.

In a world where the President of the United States can publicly condemn all media as 'enemies of the people,' we need to come together powerfully as educators, professionals, and citizens to make our voices heard. Everything we have is on the line.

Doug Swanson, Ed. D is an accredited public relations practitioner. A professor of communications at California State University, Fullerton, he founded and oversees student-run agency PRactical ADvantage Communications. He worked in newspapers,

radio, TV news, and in a PR agency before joining academe – where his first tenure-track position was as advisor to a student newspaper. He has published two communication textbooks.
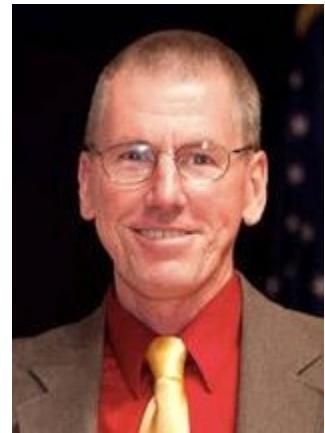
Lisa Lyon Payne / January 29, 2019 / College Media
College Media Review / Proudly powered by WordPress

Research (Vol. 56) Plagiarism in College Media

Lisa Lyon Payne   February 5, 2019

Is plagiarism a problem? Is there a solution?

By **Carolyn Schurr Levin**
with the research assistance of Paola Guzman

Introduction

The article raised red flags immediately. The topic was studying tips for final exams. The student writers on the staff love pitching this type of "list" assignment. The stories do not entail a lot of investigative reporting and are relatively easy to write. The school newspaper [1] publishes them routinely. But, this one didn't sound right to the faculty adviser, when she read it as part of her weekly newspaper laboratory course [2]. The story included sentences like, "Leave yourself ample time." The adviser's students simply did not use the word "ample." So, she plugged the story into a free online plagiarism checker, something that she does not routinely do when she reads stories written by the students in her class. Within minutes, she found the blog post that the story was copied from, essentially verbatim.

The adviser emailed the student, a senior broadcasting major poised to graduate from college in a mere few weeks, and asked her to stop by the adviser's office before class the following morning. The student inquired in her email response about the purpose of the meeting. The adviser told her that she had some concerns about the story submitted that week.

The adviser and the student met the next morning in the adviser's office. The adviser showed the student her story, side-by-side with the blog from which it had been copied, with the identical paragraphs highlighted in yellow. The student looked at both, wide eyed, and said unflinchingly, "We can't do that?"[3]

The adviser later showed the two articles to the student newspaper's editor-in-chief and managing editors during their weekly round-up meeting. The article was never published. They had caught this one, but the adviser and the student editors wondered together how many others may have slipped through.

The newspaper's staff is filled with journalism majors, but also with students of other majors who want to contribute to their school newspaper for personal reasons, or to build a professional portfolio of published work. Like most college newspapers, the staff is open to any student who wants to join. Many members of the staff, therefore, have not taken the class on media law and ethics that is required for journalism majors. Many staff writers have no previous journalism experience at all.

Lack of Understanding About Plagiarism

The Society of Professional Journalists' Code of Ethics (SPJ 2014) is clear: "Never plagiarize." But, of course, as the SPJ Ethics Committee Position Paper on Plagiarism aptly points out, "The digital age we're currently in offers both the most opportunities to verify the authenticity of original work and also misuse it without giving credit to the original reporting source." (SPJ, n.d.). So many professional news outlets have experienced plagiarism "scandals" that it seems unnecessary to even provide examples. They are well-known and frequently the subject of their own news stories. From Janet Cooke at *The Washington Post* to Jason Blair at *The New York Times* to Jack Kelley at *USA Today* and Jonah Lehrer at *The New Yorker*, a myriad of renowned news organizations have dealt with plagiarism accusations, even before the digital age.

The SPJ Position Paper provides at least one explanation for the increasing prevalence of plagiarism. With reporters "working on a freelance basis more and more frequently, not subjected to or sometimes aware of news outlets' ethical guidelines," and "[s]ometimes not having that regular touch point for reinforcement," there may be a tendency toward "laziness." But, it continues, "[w]hether inadvertent or deliberate, there is no excuse for plagiarism." (SPJ n.d.). The increase in plagiarism is not just at the professional level. Whatever the excuse, one of the only points that college media advisers seem to agree upon is that plagiarism is rampant on campus. A simple Google search for 'plagiarism at student newspapers' reveals multiple instances of plagiarism at colleges big and small, all over the country, and those are just the ones that have been uncovered and reported in the media.

Less in the spotlight than the lapses in ethical conduct at professional news organizations are instances of plagiarism at student newspapers. A study conducted in spring 2018 and again at the beginning of the fall 2018 semester aimed to discover how common plagiarism is at student newspapers and what those newspapers do to prevent it, including what plagiarism training is provided, if any.

Instances of Plagiarism At College Newspapers

Plagiarism is defined by Merriam-Webster as "to steal and pass off (the ideas or words of another) as one's own; use (another's production) without crediting the source" (Merriam-Webster 2018). According to [plagiarism.org](#), "Plagiarism is a common (and often misunderstood) problem that is often the result of a lack of knowledge and skills" (Plagiarism.org 2018). The website is sponsored by [turnitin.com](#) and "supports the education community with a comprehensive set of resources to help students write with integrity" (Plagiarism.org 2018).

Plagiarism is an ethical term, not a legal one. It describes academic dishonesty, usually defined by professional or academic bodies (SPLC 2014). Copyright infringement is a legal wrong. The two concepts are related, but different according to the [Student Press Law Center](#): "Simply stated, a plagiarist is a person who poses as the creator of words, ideas or methods that are not his own. In contrast, a person infringes on another's copyright by making unauthorized use of material that is protected under copyright law" (SPLC 2015). The SPLC provides the following example to explain the difference between the legal and ethical concepts:

INDENT [F]or purposes of plagiarism, the material stolen need not be protected by a copyright. For example, a person could plagiarize Shakespeare's works by not giving The Bard proper credit. He would not, however, be guilty of copyright infringement because all of Shakespeare's works, now about 400 years old, are in the public domain and can't be protected by copyright. (SPLC 2015)

The College Newspaper Plagiarism Survey was administered during the months of May and June 2018 and again in October 2018. The survey had three parts: (a) experience with plagiarism during the 2017-2018 academic year, (b) plagiarism or copyright training held for staff, and (c) previous experience with plagiarism. The survey was disseminated to members of the College Media Association via the CMA email distribution list, the discussion group of the association. The survey was also emailed directly, both in spring and fall 2018, to 50 college media advisers and college newspaper editors in a random selection of schools and states. A small, but representative, sample of 21 college media advisers responded to the survey. The names and identifying information for the advisers who uncovered plagiarism have been purposely omitted because of the sensitivity of the situations for the students, the campus newspapers and the universities involved.

Data reveal that college media advisers are well aware of the increasing risk of plagiarism. Although the survey found that less than half of the advisers had experienced an instance of plagiarism during the 2017-2018 academic year, approximately 70 percent of the 21 respondents had experienced at least one instance of plagiarism at their school newspaper within the last five years. Specifically, nine of the respondents indicated that they had experienced at least one instance of plagiarism with stories or other materials submitted to their student media outlet during the 2017-2018 academic year. A significantly larger number, 14 of the 21 respondents, stated that they had experienced an instance of plagiarism within the last five years. At least one adviser reported that he experienced "probably at least one [instance of plagiarism] per school year."

The newspaper advisers surveyed uncovered the plagiarism in various ways. "In one case, a sports editor was taking articles straight from our university's sports information [department] posting and putting his byline on them. The sports information director contacted me when he noticed it," one adviser wrote. Another adviser responded that a "source called us to let us know he had never been interviewed for the story we published–even though he was directly 'quoted' by the reporter." A reader pointed out the plagiarism in at least one instance reported. Yet another adviser stated, "I discovered it because the student had copied and pasted entire sections of a story from the daily paper into [his] story. In addition, the source's name he used seemed unusual, so I checked with academic services, and no such student exists."

The ramifications for the uncovered plagiarism also varied greatly among the respondents. When a staffer "copied and pasted several paragraphs from a music program in writing about it. . . we had to flunk her, per our policy," one adviser wrote. Punishment ranged from warnings, to receiving a zero on the assignment or an F in the class, to termination. "The offending author was confronted by editors. When she admitted the column had been lifted, she was immediately terminated from the newspaper staff," wrote one adviser in response to the survey. Several advisers reported that they have increased the penalties for plagiarism. One adviser stated this:

Intensive staff training, and [the] editorial board adopted a much more stringent policy on plagiarism and fabrication–essentially, any allegation is formally investigated and, if found to be true, staffer is removed and can never return. Previously, there were sanctions but not a policy of permanent firing in every case where the reporter is found to be at fault. The thought was: The students know it is wrong. They are well schooled in it, both in staff training and in every journalism class. They cannot commit plagiarism or fabrication "by mistake," so it is considered an intentional act, and one who would do that is not welcome on the staff.

Several advisers indicated that instances of plagiarism are handled by their editors-in-chief. "All such situations are handled by the EIC. In most, if not all cases, our editors opt for what they call 'the death penalty'–that is, immediate termination," one media adviser wrote.

Another reported that in addition to terminating the reporter after uncovering plagiarism, they chose to publish an editor's note to inform readers of what had happened.

Plagiarism Training

Many journalism schools and programs have their own codes of ethics. The Code of Ethics in the 2018-2019 Student Handbook of the Craig Newmark Graduate School of Journalism at the City University of New York, for example, reminds its students that "Our society grants journalists and the news media enormous freedom and privilege. With that freedom comes great responsibility" (Journalism.cuny.edu 2018). Among other topics, the "What Not To Do" section of CUNY's Code of Ethics provides a section on plagiarism and use of others' content:

No student shall knowingly represent the words or ideas or photography or video or audio produced by another person as his or her own. Such information must be fully credited to the original source by attribution, quotation marks, footnotes, and/or other established journalistic practices and professors must be apprised of the use of any material that is not the student's own independent work. Be advised that all student work may be analyzed electronically for violations of this code and may be checked against a database for plagiarized content. Please ask your instructor if you have any questions about how to distinguish among acceptable research, attribution and plagiarism. (Journalism.cuny.edu 2018)

Columbia University's Journalism School has similar language in its "Journalism School General Policy on Conduct and Discipline," and goes further to include the penalty of 'dismissal' for plagiarism: "Fabricating a story, making up quotes, or plagiarizing, constitute grounds for dismissal." The policy encompasses pitches, emails and presentations as well as stories written for class. According to the policy, plagiarism includes:

Verbatim copying of material that appears in a newspaper, magazine or book, or on the Internet, radio, television or other published and unpublished sources (including student work) without proper attribution; Paraphrasing of material that appears in a newspaper, magazine or book, or on the Internet, radio, television or other published and unpublished sources (including student work) without proper attribution; Use of another person's research, phrasing, conclusions or unique descriptions without proper attribution. (Journalism.columbia.edu 2018)

Michigan State University's School of Journalism includes a simple, blunt statement in its Journalism School Code of Ethics: "1. Do not plagiarize. Plagiarism occurs when you fail to attribute information, passing it on as your own work" (Jrn.msu.edu 2018).

A topic for further investigation is whether student media outlets have their own codes of ethics, or rather rely upon the SPJ Code or their university or school codes of ethics. Some college media advisers have indicated that they do have their own policies. Cynthia Mitchell, adviser to *The Observer* at Central Washington University, shared with the CMA email

distribution list the four-page, in-depth plagiarism and fabrication policy that she uses for the newspaper and magazine. "We go over it in class, post in on Canvas, and require every staffer to sign it to indicate they've read and understand it before they can write for us," she wrote in her post to the email distribution list.

Whether or not students read, are aware of, or are reminded about, their school or student newspaper ethical codes, is a different matter. "Talking with students about plagiarism and fabrication before an incident occurs is key," according to Mallary Jean Tenore, who was the managing editor of Poynter.org, and is now the assistant director of the Knight Center for Journalism in the Americas (Tenore 2012). "To help prevent plagiarism and fabrication, college newspapers need to be upfront with students about the consequences they'll face" (Tenore 2012). Tenore's advice includes: offering training to writers and editors; seeking teachable moments and letting students know help is available; creating sourcing notes and accuracy surveys; having multiple editors look at each story; involving students in the editing process; revising the newspaper's ethics guidelines; using plagiarism software; and determining how the paper's adviser can help (Tenore 2012).

"The best way to prevent plagiarism is to educate students on how to properly conduct research, cite, quote, and produce unique and original work," according to plagiarism.org. Many college newspaper advisers may justifiably believe that once students arrive in college, they have already had this education. So, how much additional training is needed, or actually provided, at student newspapers?

Of the 21 respondents from the 2018 summer survey, 18 stated that they provide plagiarism or copyright training for their staffs in some form. Dave Clark, director of student publications at Central Michigan University, for instance, responded that his media organization convenes an "Editor Boot Camp," a five-day training session at the start of each fall. "We also host weekly seminars for new reporters," Clark said, adding that he also provides "training using Poynter and other material."

Other advisers provided similar survey responses about training. Kelley Callaway, director of student media at Rice University, stated, "We do a presentation on copyright infringement, plagiarism and such during our fall training. For the newspaper staff, the entire editorial staff attends. For the yearbook staff, the entire staff attends. For the radio station, it's in the handbook and they must pass a quiz."

Scott Morris, student media adviser at University of North Alabama, said, "We do training with the new staff at our annual boot camp in August. The training includes all editors, graphic designers and the social media coordinator. The training is provided by communications faculty, alumni, students and myself. We also provide a student media handbook, which addresses plagiarism."

Jessica Clary, assistant director of student media at Savannah College of Art and Design in Atlanta, said, "Every contributor does an orientation training where we go over the basics, then every quarter there is a refresher session during a staff meeting. Then, all editors get a more in-depth session during new editor orientation." The survey results support the proposition that student media advisers recognize the importance of plagiarism training and largely already provide such training.

Conclusion

Training students in plagiarism avoidance is undeniably critical. Because the majority of survey respondents stated that they already provide training in some form, the question becomes whether enhanced training, reinforcement training or training of a different kind is warranted.

Avoiding plagiarism is not difficult.

The Student Press Law Center advises,

When relying on others' work, give credit—frequently. This last suggestion points out what is probably the most important thing to keep in mind to avoid getting caught in the plagiarism tangle: when in doubt about how to use material in some way derived from someone else's hard work, simply attribute it. (SPLC 2014)

The Society of Professional Journalists provides perhaps the ultimate reason why plagiarism avoidance matters: "Journalists should be proud of their skills and their voice. They should let their own words speak for them, rather than those of others" (SPJ n.d.).

Notes

- [1] Names and identifying information for the student newspaper, the faculty adviser and the student described in this incident have been purposely omitted because of the sensitivity of the allegations for the student, the campus newspaper and the university. The incident occurred during the spring 2018 semester.
- [2] The school, like many colleges, offers a "newspaper laboratory" course in which students can earn college credit for reporting and writing a weekly story for the student newspaper.

- [3] This is apparently not an uncommon reaction. "[M]any students simply do not grasp that using words they did not write is a serious misdeed," Trip Gabriel wrote, eight years ago, in *The New York Times*. "It is a disconnect that is growing in the Internet age as concepts of intellectual property, copyright and originality are under assault in the unbridled exchange of online information, say educators who study plagiarism. Digital technology makes copying and pasting easy, of course. But that is the least of it. The Internet may also be redefining how students — who came of age with music file-sharing, Wikipedia and Web-linking — understand the concept of authorship and the singularity of any text or image." Gabriel, Trip. August 2010. "[Plagiarism Lines Blur for Students in the Digital Age](#)." *The New York Times.*

References

- *[Plagiarism.org](#).* "About Plagiarism.org," accessed July 2018. [.](#)
- "[Craig Newmark Graduate School of Journalism 2018-2019 Student Handbook](#)," City University of New York, accessed July 2018.
- "[Columbia Journalism School General Policy on Conduct and Discipline](#)," Columbia Journalism School, accessed July 2018. [.](#)
- Gabriel, Trip. 2010. "[Plagiarism Lines Blur for Students in the Digital Age](#)." *The New York Times*.
- "[Definition of Plagiarism](#)," Merriam-Webster Dictionary, accessed July 2018.
- "[Michigan State University School of Journalism Code of Ethics](#)," Michigan State University, accessed July 2018.
- *Society for Professional Journalists.* "[SPJ Code of Ethics](#)." Last modified Sept. 6, 2014.
- *Society for Professional Journalists.* "[SPJ Ethics Committee Position Papers: Plagiarism](#)." n.d. Accessed July 2018.
- Student Press Law Center. Jan. 19, 1994. "[Avoiding Plagiarism in Student Media](#)." Accessed August 2015[.](#)
- Tenore, Mallory Jean. 2012. "[10 Ways to Prevent Plagiarism, Fabrication at College Newspapers (and in any Newsroom)](#)." *The Poynter Institute*, Oct. 8. Accessed July 2018[.](#)

Carolyn Levin

Carolyn Schurr Levin is an attorney specializing in Media Law and the First Amendment. She has practiced law for more than 25 years. Levin is a lecturer in Media Law & Ethics at Stony Brook University and the media law adviser for the School of Journalism at Stony Brook University. She has also taught Media Law & Ethics at Long Island University, Baruch College and Pace University. At Long Island University, she has been the faculty adviser for the student newspaper, the *Pioneer*, since 2010. She was the recipient of the CMA Distinguished Adviser Award in 2017. Levin has also been an editor and consulting editor with Anton Media Group, a contributing writer for the *Student Press Law Center Report*, and a judge for numerous journalism competitions and a reviewer for several media and communications textbooks.

Paola Guzman is a senior English major, journalism minor, at Long Island University, LIU Post.
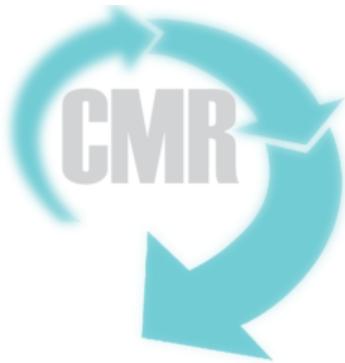
College Media Review

Publisher focuses on telling the truth, all aspects of the truth

Jeff Light delivers the opening keynote address at the Associated Collegiate Press national convention in La Jolla, California, Feb. 28. Photo by Bradley Wilson

Fundamentals at the core of doing good work

[Jeff Light](#), publisher and editor of the [San Diego Union-Tribune](#), started off his talk reminding the 200-or-so students and instructors of the fundamentals, of the first-order rules.

- Always write the headline first. It focuses the mind.
- Always go to the scene of the crime.
- Spell the names right. Be accurate in every detail.
- Tell it straight.

These fundamentals, he said, help us do a good job of finding out what's really going on.

"Listen to the voice of people who have something to say about it. Be open-minded about presenting all the points of view in a favorable light."

As a former investigate reporter, he should know. Mark Witherspoon, editorial adviser at the [Iowa State Daily](#), said it was precisely this background that made his talk interesting.

"The first thing I was impressed with was that Jeff Light was an investigative reporter that is now publisher of the *San Diego Union-Tribune.* That doesn't happen that often," Witherspoon said.

Laura Widmer, [Associated Collegiate Press](#) executive director, agreed that his background was part of what made Light a good speaker.

"Jeff Light was selected as keynote speaker because of his vast experience as a journalist from a hopper throwing the papers off the back of the truck to now the publisher of the *San Diego Union-Tribune*," he said.

But the former investigative reporter didn't spend any more time talking about the fundamentals. He spent his 90 minutes talking about things that are more abstract and more profound in journalism.

For example, he talked about the rule of perverse osmosis and the difference between public relations and journalists.

"Unfavorable numbers tend to get worse and worse. When things start going to hell, the next step in the series is even one step closer to hell," he said.

As applied to journalism, he pointed out that as the number of journalists has decreased over time, the number of public relations professionals has increased. It's a profound issue he said, an issue of which students need to be aware of as they enter the industry.

"As a society we are paying an increasing premium for propaganda," he said noting that more and more governmental agencies are hiring their own PR people instead of relying on journalists to cover the actions of the government. But journalism, he reminded the audience, is different from public relations.

Alex Fregger, a student at Anne Arundel Community College, later reflected on the opening.

"If those figures about journalist employment numbers were correct then we as an industry need to adapt or follow the trend of perverse osmosis until journalism as we know it is not how we'll know it in the future," Fregger said.

"Part of the definition of journalism is that you will always choose the truth over the cause," Light said, while those working in public relations are loyal to the company, to their boss. "I'm not saying PR people are bad. They are doing a different job than journalists."

He also discussed how the message is shaped by the medium and that the printing press, television and social media were all catalysts to globalization.

"Social media has turned out to be more powerful than television," he said. "It turns out to be a pretty volatile space. Untruths move more quickly than truths. Fear and anger move more than insights and solutions. It's a real behavioralist's laboratory."

Which led him into a discussion about truth and Ghandi's mantra, "Truth never damages a cause that is just."

Light, respectfully, disagreed.

"My experience is that the truth OFTEN will damage a cause that is just. Journalists are signed up for two things. Advancing the cause of justice and the pursuit of the truth. They're not always fellow travelers."

Nevertheless, Witherspoon emphasized that a key point of his talk was about reporting the truth.

"He talked about the importance of journalists seeking the truth," Witherspoon said. "That's exactly what we do. That should be our mission in life."

Widmer agreed.

"The main thing is focusing on that the truth matters, and it is so important today that we stand by the truth, report the truth, and make the truth stand for nothing less than the truth," she said.

His next point, however, made the audience take notice: There are alternative facts.

"In spite of the way it strikes us in the light of current affairs, there are almost always alternative facts. That word alternative facts came to mean lies. Lies are not alternative facts. It's important not to lose sight of the fact that there are almost always alternative facts."

For example, he cited the debate regarding the ongoing debate about security at the border, only about 30 miles from where he was talking. While one side of the discussion, he points out, says detentions are down, there are still 800 a day. And if you look at it over decades instead of years, they are up "like 14 times." If you look at it by border sector, "the Southwest has like 1,000 times more. Deaths are spiking."

Importantly, he said, the same facts might mean different things to different people.

"That's the essence of news."

Additional reporting and photography by [*Klaus VanZanten,*](#) *Utah State University*

[slideshow_deploy id='5356']

STUDENT RESPONSE

All that said, what the students in attendance wanted to know was, well, how to get a job in journalism.

Alex Fregger of Anne Arundel Community College in Maryland asked, "What is the most important thing for college students going into the industry?"

Light said student should show work, get internships and produce stuff.

Alex Fregger, a student at Anne Arundel Community College, as a question at the opening keynote of the Associated Collegiate Press national convention in La Jolla, California, Feb. 28. Photo by Bradley Wilson

Bradley Wilson / March 2, 2019 / Feature / alternative facts, college media, jeff light, newspaper, san diego, san diego union-tribune, truth
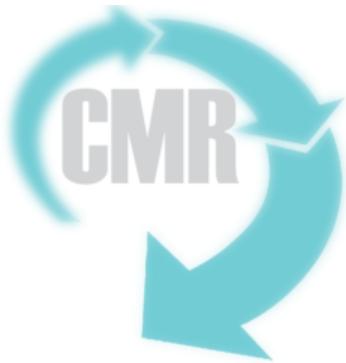
College Media Review

Journal of the College Media Association

CMANYC19 goes beyond 'how to' to ask 'how do we'

College Journalists convene in New York

By **Carol Terracina-Hartman**
For *College Media Review*

The College Media Association conference in New York City — #CMANYC19 — offers standard broad range of workshops, on-site publication critiques with a professional for student staffs, and tours of professional media outlets beginning March 6.

And this year's lineup of speakers is anything but standard, reaching beyond the "how to" of news production to ask, "how do we"?

Recruiting top editors from Vice, #CMANYC19 gives college media students a chance for a — not just to attend a lecture. Chat with Vice's master brand Executive Editor Dory Carr-Harris: What is her vision for Vice? What are the struggles? and accomplishments?

Vice.com is arguably one of the greatest successes of new media: How do the editors target their audience? How do writers build credibility? How does new media grab old readers?

Managing Editor Rachel Shallom heads up the biweekly newsletter, The Cohort, focusing on women in digital leadership. She also curates a newsletter featuring news and moves in digital journalism.

She is in a position to answer questions about news value and content strategy? For anyone aspiring not only toward digital news outlets, find out who Vice hires and why?

For entertainment writers, take the opportunity to visit with Senior Culture Editor Daniella Kwateng-Clark. As editor, she heads up all entertainment content under the Broadly brand. What is the news strategy for entertainment reporting?

If you want to see where it all happens, Vice is opening its doors to a tour, Thursday morning at 11 a.m.

If you are interested in the broader picture — what it all means and technology's effects on society as a whole — Jason Koebler can offer some perspective. The Editor of Motherboard, Koebler reports on tech policy, cybersecurity, gatekeepers and powerbrokers that influence content strategy on the Internet.

Headlining the conference tour lineup this year is ProPublica, Democracy Now! , WNET the flagship PBS station, Bloomberg News and more. Anyone lucky enough to land a lottery ticket, be sure to report what you saw back to your newsroom.

FULL SCHEDULE

Download the conference app — AttendeeHub — to access up-to-the-minute session details as they can change during the conference. Organizers will send notifications throughout the day.

Lisa Lyon Payne / March 5, 2019 / College Media / college media, convention, new york city, newspaper, yearbook

College Media Review / Proudly powered by WordPress
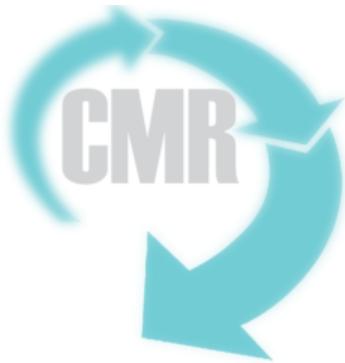
College Media Review

Journal of the College Media Association

Book review: Journalism under fire by Stephen Gillers

Protecting the Future of Investigative Reporting

Book by Stephen Gillers

Reviewed by **Carolyn Schurr Levin**

For better or for worse, journalists became the story in 2018. In addition to being named as Time's "Person of the Year," journalists "taking great risks in pursuit of greater truths" were also honored by being called onto stage just before midnight to push the button that began the lowering of the Times Square New Year's Eve ball, ushering in 2019. "In one of the world's most famous public squares, it is fitting to celebrate free press and free speech as we reflect on where we've been during the past year and what it is we value most as a society," said Tim Tompkins, president of the Times Square Alliance, the organizer of the New Year's event.

Although Americans may no longer agree on much, we can probably all agree that 2018 was a difficult year for journalists, and not only because the phrases "enemy of

the people" and "fake news" were bantered around so often that they no longer jarred us. (Remember the days when we were all able to agree upon whether a fact was true or false?) Head shaking and hand wringing aside, what can—and should—be done to protect present and future journalists? In "Journalism Under Fire: Protecting the Future of Investigative Reporting," Stephen Gillers, the Elihu Root Professor of Law at New York University Law School, answers that question, offering provocative, if perhaps wistful, solutions.
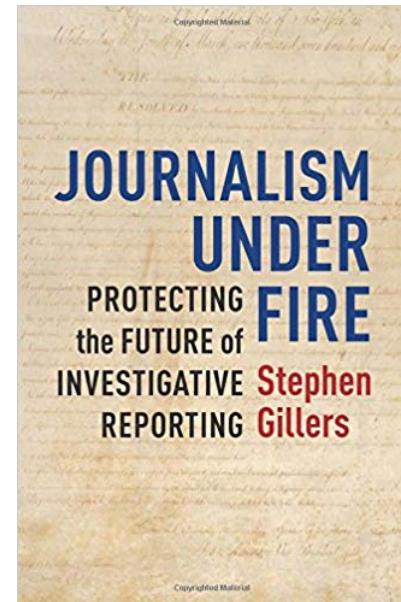
Gillers begins with two premises. First, a free press is essential to American democracy. Second, because the First Amendment, legislation, and court opinions are the primary sources of press freedom, the meaning of freedom of the press must begin with what the law says. Based upon these assumptions, he examines the First Amendment's Press Clause through the framers' intended meaning, textual analysis, and an intricate and detailed survey of the preeminent press cases (New York Times v. Sullivan, Branzburg v. Hayes, Cohen v. Cowles Media, and all of the other cases we teach in our media law classes). He argues that, although the Supreme Court has in recent decades ignored the Press Clause, the clause nonetheless gives a distinct set of rights to the press that the Constitution does not give to all speakers. Those rights are not static, but must change and expand as new circumstances arise. The press, Professor Gillers argues, needs protection against liability for defamation and privacy invasion, for the right to protect confidential sources without risking jail, and for how it gathers news.

The Press Clause has been eclipsed in Supreme Court case law by the Speech Clause, which provides rights to all speakers. Why? Perhaps it is because defining "the press" is tricky. Professor Gillers admits that defining the press "is indeed a challenge but hardly insurmountable." He adamantly rejects the "well-intentioned but dangerous proposition" that we are all journalists now, writing that "[i]f, constitutionally, everyone can be the press, there is no press." Press ethics, he believes, is what makes journalism a profession and "justifies the freedoms the Press Clause should be understood to guarantee and that legislation should expand."

The press has, in fact, been defined multiple times outside the Supreme Court: in state shield laws, in the federal Freedom of Information Act, in proposed federal shield laws, in determining eligibility for press passes, and in lower federal court decisions. Gillers too offers a definition: The Press Clause should protect those "with the primary intent to investigate events or persons and to procure material in order to disseminate to the public news or information concerning matters of public interest." It should not matter if the writer is affiliated with a news organization, as long as editorial judgment is exercised. Gillers' definition of the press offers flexibility so that judges may "protect a larger group that might otherwise be excluded."

In arguing for "a revival of the Press Clause," Gillers focuses specific attention on the need to protect investigative reporting, which "is essential to the work of our democracy." Again, a potential stumbling block is a workable definition. Gillers adopts and expands upon a definition offered by Richard Tofel, president of ProPublica, that investigative journalism is "journalism that seeks to reveal something that someone with a modicum of power (a person, group or institution) seeks to keep a secret."

In addition to the judicial protections needed for investigative reporting, Gillers offers four legislative proposals to strengthen press protection. He argues for Congress to allocate public money for investigative reporting (like what the government does to build bridges, maintain parks, and fund libraries), to adopt a national anti–SLAPP law, to ensure the opportunity for appellate review of adverse jury decisions, and to strengthen and improve the federal Freedom of Information Act. This surely sounds like the wish list of many journalism professors.

Although Gillers began work on "Journalism Under Fire" in 2015, the 2016 election and subsequent efforts to weaken the press with allegations of fake news have given the book more urgency. They also led Professor Gillers to take a more aggressive stance to educate and provide ammunition to oppose those who would destroy the importance of the press.

In Professor Gillers' analysis to strengthen press protections, the press has obligations too. In return for the protections afforded by the Press Clause, Gillers

says, the press "must do its job in a manner that encourages our trust in the information." This entails accuracy, completeness, fairness, independence, and the other high ethical standards that college media advisers instill in their students every day. Anyone can speak or write, but not all speakers and writers exercise editorial judgment, which is what entitles journalists to qualify for Press Clause protection. In a book filled with so much useful information for journalism professors, media advisers and students, this is perhaps the most helpful. Gillers makes clear that strengthening the fundamental protection for the press is far too important to be left only to lawyers or judges ("the questions here are too important to leave in the sole care of courts and lawyers," he writes). Journalists and journalism students must be engaged and informed in order to lobby the public about the importance of the Press Clause.

Professor Gillers believes that the best way to contest efforts to weaken the press is for "the press to do its job professionally, one day at a time." College media advisers and aspiring journalists are critical. Indeed, journalism and media studies students are in the target audience for Professor Gillers' book. They "must labor to report the truth in the optimistic belief—obligatory even at the darkest moments—that doing so matters," Gillers says. Attacks on the press "can be rebutted through persistence and good work."

With his encyclopedic knowledge of the case law, Gillers offers a primer for students interested in a deeper dive into the cases they have encountered in their journalism classes. He acknowledges, however, that his proposals "would be ambitious in the best of times," and that today they may be "fanciful." So what? Far better to propose "fanciful" solutions to protect journalists than to continue to shake our heads and moan in disbelief. Or, as Professor Gillers says, if undergraduate journalism and media students absorb these lessons and are armed with the knowledge they need to demand that lawmakers protect them, we can begin to inch our way toward the protections that should be afforded by the Press Clause. It may be an uphill battle, but "hard victories begin with uphill battles."

About the Author: *Carolyn Schurr Levin, an attorney specializing in Media Law and the First Amendment, is a professor of journalism and the faculty adviser for the student*

newspaper at Long Island University, LIU Post. She is also a lecturer and the media law adviser for the Stony Brook University School of Journalism. She has practiced law for over 25 years, including as the Vice President and General Counsel of Newsday and the Vice President and General Counsel of Ziff Davis Media.

Carolyn Levin

Lisa Lyon Payne / March 12, 2019 / College Media
College Media Review / Proudly powered by WordPress

College Media Review

Journal of the College Media Association

Student photojournalists document 'city that never sleeps'
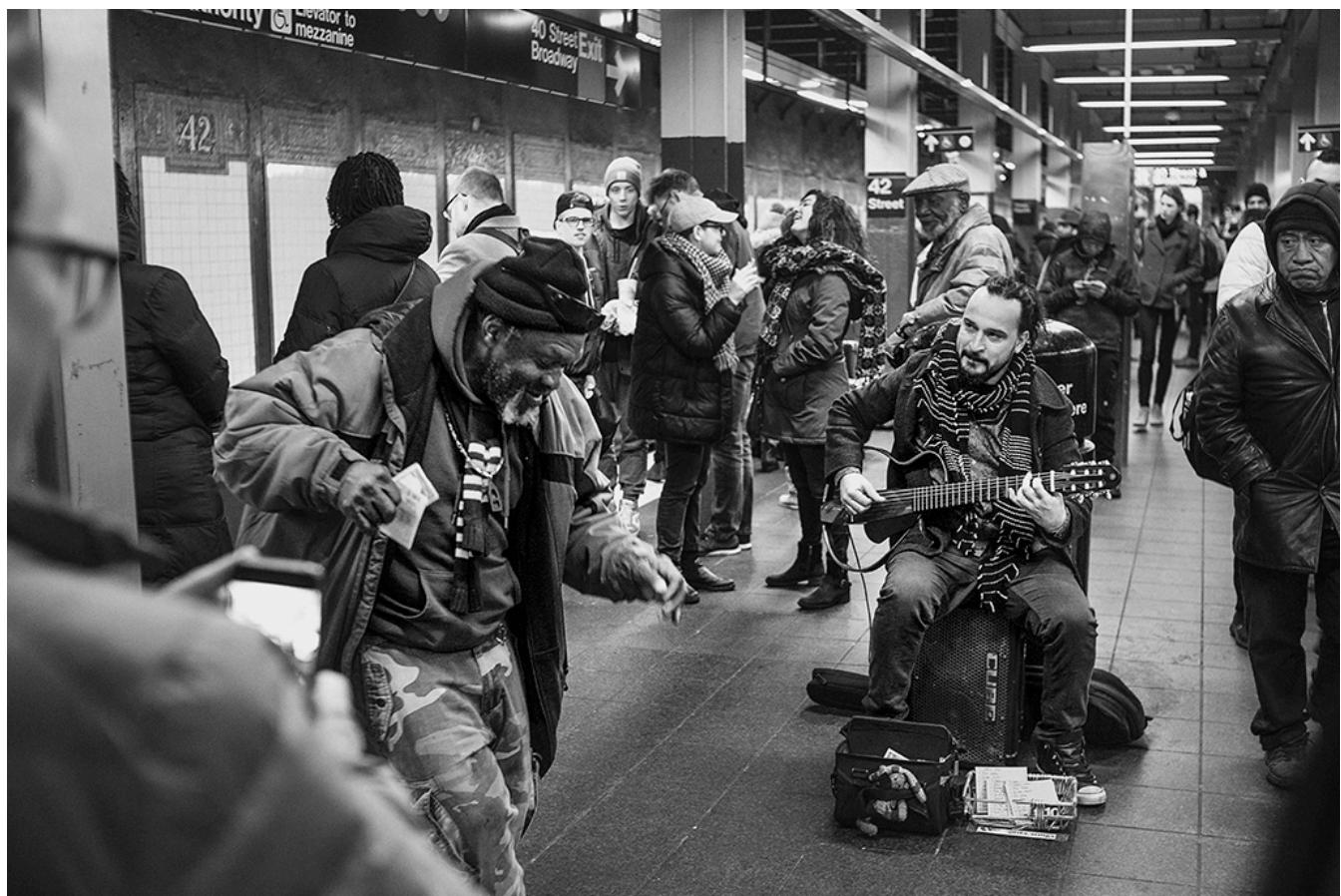
Photo Shoot highlights NYC Convention

When the photojournalists gathered in a dank room in New York City, they really didn't know what to expect. Every year, the Photo Shoot-out is a little different. A different theme. Different contestants. And the city is just never the same. Every day is a bit different from the day before.

This year, the theme — "The city that never sleeps" — gave students the option to find something new that told a piece of the story.

Jim McNay, former director of the visual journalism program at [Brooks Institute of Photography](), said, "These students showed considerable variety in what they were able to photograph around New York City. They really 'worked the subject' and captured a wide range of life."

But it wasn't easy.

McNay continued.

"I'm not sure what even experienced photographers would look for if they were in the streets with a camera. My hunch is the best picture would be a discovered one, not one they had pre-planned. This topic – The City That Never Sleeps – is one I found particularly challenging. In the 'perfect' picture, we'd get a feel for this city (New York) AND 'never sleeps.' My sense was the students frequently got one or the other of these two elements in their pictures. Getting both would require taking a picture to another level."

Kristen Harrison of Ithaca College said, "The assignment of 'The city that never sleeps' was somewhat vague and a little daunting, but that left a lot of freedom to photograph whatever caught my eye. There was one day I specifically went to a location I thought would be interesting, but for the rest of the time I wandered around the city and photographed what I thought would make a good story."

Still, the winning images conveyed superior technical quality and strong composition. Then, the best of the best, told a story.

- **FIRST PLACE and CLASS FAVORITE (tie)** — Prajal Prasai, University of Louisiana (Monroe); Christopher Mapp, adviser
- **SECOND PLACE and CLASS FAVORITE (tie)** — Kristen Harrison, Ithaca College; Michael Serino, adviser
- **THIRD PLACE** — Shane Potter, Milwaukee Area Technical College; Equan Burrows, adviser
- **HONORABLE MENTION** — Mike Krzyston, University of the Cumberlands; Jeremiah Massengale, adviser
- **HONORABLE MENTION** — Austin Schofield, University of Massachusetts (Boston); Chuck Henriques, adviser

Prasai said, "The contest let me have a glimpse of people of New York City as we all know the place is what people make. Overall, it was a great experience." [READ MORE FROM PRASAI](#).

And Harrison, photo editor at *The Ithacan,* said, "I was excited to participate because I love documentary photography and know New York City somewhat well. Both of the photos that I submitted were the last photos that I took during those sets, which taught me that not all good photos come right off the bat — you need to let your subjects become comfortable with you and gain their trust a bit first before gaining access proximity-wise or encountering some personal moments and experiences."

McNay also said everyone can learn from the coverage by this year's students.

"One thing students might tuck away for the next time they get an assignment something like this: Consider that life in NYC often reveals the weird, the slightly creepy, the upsetting. Looking for something like that might open visual possibilities for photographers.

"How do you know you've captured one of these? Key phrases come to mind either before or after taking a picture of something like this.

- "That's just too weird."
- "No one should see that."
- "That should not happen/appear in public."

- "We shouldn't have to see that."

Harrison said, "Overall, I thought it was a really great experience that tested my photographic and journalistic skills."

Students could submit one or two images in JPEG format with caption and credit information in the Description field and uploaded to an album on Flickr. View past year's entries here on Flickr.

View the slideshow to see the images the 18 students submitted.

[slideshow_deploy id='5475']

ON-SITE COORDINATORS: Jack Zibluk (University of Tennessee at Chattanooga) and Kevin Kleine (Berry College)

CONTEST COORDINATOR: Bradley Wilson, Midwestern State University (Wichita Falls, Texas)

JUDGES: Bretton Zinger, Deanne Brown, Derek Schroeder, Edmnd Lo, Eric Thomas, Greg Cooper, Griff Singer, James E McNay, Jeanie Adams-Smith, Jed Palmer, Jeff Grimm, Justin Turner, Kaelin Mendez, Kelly Furnas, Kelly Glasscock, Kyle Carter, Laura Ivie, Laurie Hansen, Mark Dolejs, Mark Webber, Matt Crow, Matt Stamey, Michael Reeves, Mitchell Franz, Nicole Gravlin, Paul Glader, Pierce Srail, Randy Stano, Sam Oldenburg, Sherri Taylor, Steven Dearinger, Terri Real, Todd Maisel, Tom Hallaq, Tom Winski and Umbreen Qadeer

Bradley Wilson / March 25, 2019 / College Media / college media, never sleeps, new york city, photo shoot-out, photography, photojournalism

(Research Vol. 56) Posting, Tweeting, Instagraming

cmreview.org/social-media-link-to-home/

Lisa Lyon Payne   April 16, 2019

Examining the Social Media Linking College Media to 'Home'

Carol Terracina-Hartman
Lock Haven University of Pennsylvania

Robert G. Nulph
Missouri Western State University

ABSTRACT: Successful college media programs, when judged against their peers, are located in academic departments with faculty-level advisors (Terracina-Hartman and Nulph 2013; Kopenhaver 2015). This study aims to examine communication practices and messages of universities and academic departments that promote these top college media outlets using social media tools. Which is preferred: Facebook or Instagram for celebrating an award? Does a university tag a student newspaper? Or does the department take the lead in announcing? Or does a college newspaper post its good news, tag its home institution, and then academic departments and colleges like, share, retweet, repost and tag?

Perhaps the institution, department, and/or student media outlet chooses none of these, making them virtually invisible? The posts – whether celebratory, recruiting, spotlighting an alum, or introducing editors – enhance not only visibility for the college media program, but also produce a level of association between student media and their home institutions.

Scholars increasingly have documented dialogic principles of university systems with potential students in recent years, finding that first impressions persist, influencing the opinions of those applicants who later become first-year students throughout their years on campus (Aquilani and Lovari 2009; Gordon and Berhow 2009). Additional research finds that much web communication targets donors, alums, and research-granting agencies before addressing student or potential student audiences (Hewitt and Forte 2009; Will and Callison 2006). Yet highlighting student achievement through the web can be a key mark of visibility for any student program and critical to department recruitment (Kent and Taylor 1998).

Prior research looked at visibility and presence between college media and their home institutions (Terracina-Hartman and Nulph 2016). This study goes deeper, examining the type of communication, for what, and when it occurs. Analysis of the top 20 award-winning programs indicates low levels of visibility and of association: most media outlets are identified as "professional-level opportunity" with a hyperlink and first references are three clicks from a department webpage (21.43 percent). For award honors, a university posts a press release in "News," often with a submitted photo, but rarely with tags or hyperlink to the news outlet (28.57 percent). Occasionally, these honors are posted on the college or department's homepage, (9.52 percent) but the treatment is the same: no tags, no URL. Conversely, the news outlets post a Tweet to their feed and often share to Facebook their award photos with tags to their news outlets and the organization honoring them (16 percent). With the association to their university quite clear, college media organizations could use these results as confirming a need for to build two-way relationship in association and visibility.

Keywords: College Media, Visibility, University, Internet, Social Media

INTRODUCTION

Social media offer organizations powerful tools to spread their messages and connect with individuals uniting around a common purpose and goals. The use of social media is no longer limited to simple interactions and announcements; research indicates users anticipate and expect specific features, which heavily influences first impressions (McAllister-Spooner 2008). Additionally, these initial impressions are lasting and carry a persistent digital impression. Social media usage then has become more than a casual, leisure activity for most users; it becomes a tool for building a relationship.

In addition to interaction, entertainment and information, social media have developed into a powerful tool for marketers, advertisers and public relations professionals (Lewis 2010). Given their heavy web access and social media usage, college students represent a nearly boundless consumer base for these professionals. Social media outlets allow targeted marketing and advertising. Students who use social media as a top news source agree that public relations and advertising professionals should measure and analyze content about what is being communicated about them on social media sites (Lewis 2010).

The popularity of social media grows daily: [YouTube](#) is the second most visited website (global and U.S.); [Facebook](#) is a close third, [Twitter](#) posts at number eight, and [Instagram](#) at number 11 (Alexa 2018). These are strong options for connecting – not only between individuals, but also between people and organizations (Briones, Kuch, Liu, and Jin 2011).

Among academic institutions, social media offer options for spreading their messages to present, past, and future network members. This communication tool presents the possibility to expand the institution's social network by applying messages of visibility and association.

Throughout an academic year, many organic opportunities occur to promote or highlight college media events or activities, e.g., kickoff meeting and/or recruitment, first edition or broadcast, conference attendance, awards announcements. Such announcements would be expected to be highly visible among the department news, websites, and perhaps university homepages – similar to announcements of student accomplishments in athletics, science and the arts (Griffith and Liyange 2008).

Therefore, this study explores the nature of the relationship between college media and their home institutions and whether it is expanding in visibility and association as the emergence of social media permits colleges and academic departments to communicate in ways that are increasingly familiar to the millennial generation.

THEORETICAL BACKGROUND

Social Media

Research on social media is an active area, yet the method is still under development as scholars debate its precise approach. Treem and Leonardi suggest this lack of development extends to thin theory development as well (2013). "Many studies of social media use provide insights about a specific tool, in a particular organizational context, but they do not develop theory about the consequences of social media use for organizing" (Treem and Leonardi 2013, 145).

These authors offer four theoretical principles for which social media usage can alter organizational processes of communication, two of which are visibility and association. Prior literature notes social media have an ability to boost visibility with regards to both information

and behaviors, which leads to unique consequences (Boyd et al. 2010; Grudin 2006). One primary characteristic is the presentation of content communally, which means that posts, likes, updates, tags are all available, easily located, and viewable for other employees. Treem and Leonardi (2013) report their concept of visibility is linked to the "amount of effort people must expend to locate information" (150); therefore, they argue social media likely can provide users two-way interactions to make once-invisible knowledge, preferences, and connections visible. If people don't know information is available or information is not easily accessible, research shows they are not likely to search for it (Brown and Duguid 2001).

Social media usage also permits a level of association through use of the technology. Thom-Santelli and Muller (2007) found IBM employees valued specific social media tools, such as tagging, for not only boosting their visibility but the option to attract specific audiences. Among scholars, association is conceptualized as actor-generated, but with social media, the technology uses algorithms to generate suggestions for further associations ("you may also like" or "people you may know"). Treem and Leonardi (2013) identify three outcomes that occur with social media associations: supporting social connection; access to relevant information; and enabling emergent connection (164).

Prior literature points to social media usage support of associations (existing and new) as potentially facilitating a new community that assists employees. A study by Jackson *et al*. (2007) found that users viewed social media usage as a route toward association with others in the network as well as a method to further their personal networks. Keywords, tags, likes, bookmarks and other tools indicated relationships and interactions as well as potential relationships.

Access to information, as mentioned above, needs to be visible or users won't seek it. Tagging tools, according to results in Thom-Santelli, Cosley and Gay (2010), are more useful when a network presents clear associations, thus making information more visible. Users are more active when they can tag and share information to a visible network. Further, scholars have noted that users within organizations report that visible associations and visibility of content in a network offer a solid method for employees to maintain connection with what is happening in the organization (Kosonen and Kianto 2009; Zhao and Rossen 2009).

For the purposes of this study, we use Kaplan and Heinlein's definition of social media (2010), as Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content. (62)

Additionally, we use Agichtein *et al*. (2008) to define social network sites:

User-generated content domains that include blogs and web forums, social bookmarking sites, photo and video-sharing communities, as well as social networking platforms such as Facebook and MySpace, which offers a combination of all of these with an emphasis on the relationships among the users of the community. (183)

With this definition then, the social network of an institution of higher learning would, of necessity, focus on the student population. Given the necessary amount and flow of communication with students, it would be natural to assume students are the first targeted population. But research says otherwise.

Will and Callison (2006) analyzed websites of 3,738 universities for content and approach, finding donors, then alumni, then current students and potential recruits are the target audiences. The content subsequently reflected this order.

Visibility

Historically housed in the study of political science, scholars would link visibility to presence and measure citizen responses to physical appearances of those seeking visibility; now, scholars characterize visibility both in organizational and issue-specific arenas. 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.

As technology advances and communications media embrace new tools, new pathways are created for visibility; digital communication creates many options for two-way discourse. Once seeking positioning and power through presence, the concept of visibility in recent research is examined in relation to public relations, branding, and relationship-building – essentially organizational dynamics (Yang and Kent 2014). Thus, visibility in an organization can be as much about association as about presence.

For this study, we borrow Treem and Leonardi (2013) to operationalize visibility: "Amount of effort people must expend to locate information" (150). We also borrow from Brunner and Boyer (2008, 152): "Uses organizational behavior to present content communally."

Both of these studies build on Brown and Duguid (2001): "If people don't know information is available or information is not accessible, research shows they are not likely to search for it" (150). Additionally, we define presence with respect to association: "parties are communicating in a shared space (or place)" (Anderson 1994, 26).

College Media

Reviewing comparative research focusing on college media produces an array of findings. Much research aims to examine a newsroom trend, such as technology usage or digital first decisions, or a specific issue, such as covering protests on campus, for a defined timeframe.

Little research, however, examines relationships between home institutions and college media unless addressing funding mechanisms or censorship attempts.

Highlighting student achievement through the Web can be a key mark of visibility for any student program (Kent and Taylor 1998). For academic departments, Facebook is the departments' preferred communication for recruitment (82 percent) and often (66 percent) accompanied by a logo (Terracina-Hartman and Nulph 2016). Yet, pertinent information, such as office address, via hyperlinks, rarely appeared. For live events, such as elections, sporting events, and guest speakers, Instagram dominates (78 percent), although it is not commonly used (54 percent of messages).

Prior literature indicates most frequent Web mentions to college media appear on a department webpage and reference "professional-level setting" (Terracina-Hartman and Nulph 2016). Results indicated Twitter as preferred for a congratulatory message (78); however, 46 percent of those messages linked to award announcements. What's also significant is what's missing: proper names of the media outlet, conference name and sponsor, and award won. "So proud of our journalism students!" one university wrote, posting a photo. Who won, what did they do, and where?

METHODS

To develop a sample of collegiate media programs that display national-level success in student media competitions, the authors collected results from five years (2011–2016) of five national-level student media competitions: [Associated Collegiate Press](#), [College Media Association](#), [College Broadcasters, Inc](#)., [Broadcast Education Association](#) and [Society of Professional Journalists](#). The choice of these organizations balances broadcast, online and print college media outlets and provides depth of national student media competitions.

Analyzing five years of results from these competitions produced a dataset of 184 institutions with at least two national-level wins. The data were sorted for total number of awards with greater weight given to those institutions with fewer competitions allowing for the possibility the same work received national honors at multiple competitions. Further analysis sorted the data for first-place awards, then second, and then third, and honorable mentions. The resultant sort identified the top 20 programs across these various student media groups (Table 1) for further analysis.

TABLE 1: TOP 20 PROGRAMS

	School	1st	2nd	3rd	HM	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	Pennsylvania State	14	15	1	7	37	4
8	Ithaca College	11	24	4	4	35	4
9	Savannah College of Art and Design	10	18	2	5	35	4
10	Marshall University	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

Using this information, a visibility measure was created to analyze several variables, including promotion, internship focus, award praise, recruitment, conference attendance, event coverage, alum spotlight, description of media outlets, and introduction of editors. The codebook operationalized visibility employing three measures: number of clicks to reach college media from homepage, which social media platform is used for visibility, and whether visibility includes social media tools, such as tags, retweets, reposts, likes, and others. Measurement at the department level included presence in department description (e.g., "real-world experience," "learning lab"), awards praise, historical narrative, facilities description, or promotion of coverage (live and produced).

Using a random sample of five university homepages with at least five college media outlets, three coders plus one author conducted a pilot test. Procedures included locating the institution's primary URL and clicking social media icons to locate posts beginning August 1, 2017. To confirm, coders also opened up the social media websites, located university accounts, and scrolled to August 1, 2017. While some universities and some departments maintain buttons to "news" or "social media" on their respective home pages, some don't and position their social media icons at the bottom of their pages, along with contact information.

Training in pairs occurred as coders reported some difficulty identifying media outlets at some university campuses. Not all posts identify the student media outlets by name; often just "students," "student journalists," or even "student editors" is used. Even posts on a homepage may be devoid of clear identifying information or even a hyperlink. To allow for a

possibility of chance agreement, a 2×2 reliability test was conducted, achieving an average score of .82. Two coders further coded the sample of top 20 colleges (see coding protocol in Appendix A).

Therefore, with these and many more studies as foundation, this study offers the following research questions:

- **RQ1**: How visible is college media on a college homepage?
- **RQ2**: How visible is college media on a department homepage?
- **RQ3**: Is social media used to increase the visibility of college media?
- **RQ4:** Do differences exist in how various student media outlets are presented?

RESULTS

After a visual inspection of the data, the authors ran frequencies for all variables. The results are as follows. RQ 1 asked how visible is college media on an institution homepage. Our measure captures this by tracking the number of clicks from university homepage to the first digital mention: coders found 35.56 percent of the time institutions required three clicks to first digital mention, while 64.45 percent needed 0 to 3 (with zero being on the homepage) and 35.54 percent required 4 to 6 clicks (Fig. 1).

FIGURE 1 — Number of clicks from university homepage to first mention of college media
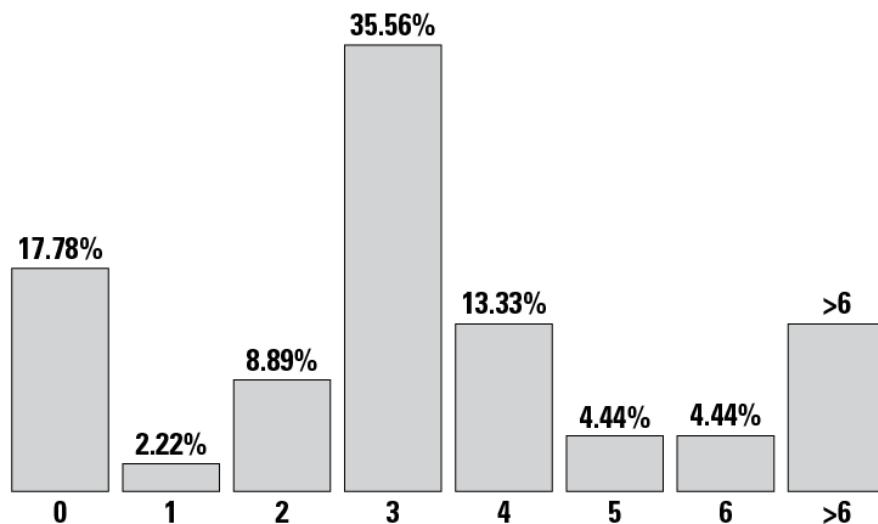
Findings were coded for themes, marking the content of the first digital mention: the most frequent post is award recognition at 28.57 percent, with description of student media second at 21.43 percent, followed by preview of print coverage and live coverage both recording at 11.9 percent (Fig. 2).

FIGURE 2 — Theme of first digital mention

Bar chart "Theme of first digital mention":
- Award recognition: 28.57%
- Conference attendance: 2.38%
- Preview of live coverage: 11.9%
- Preview of print: 11.9%
- Guest speaker: 2.38%
- Recruitment: 4.76%
- Internship: 7.14%
- Alumni spotlight: 4.76%
- Introduction of student editors: 2.38%
- Description of student media: 21.43%
- Anniversary history: 0%
- None: 2.38%
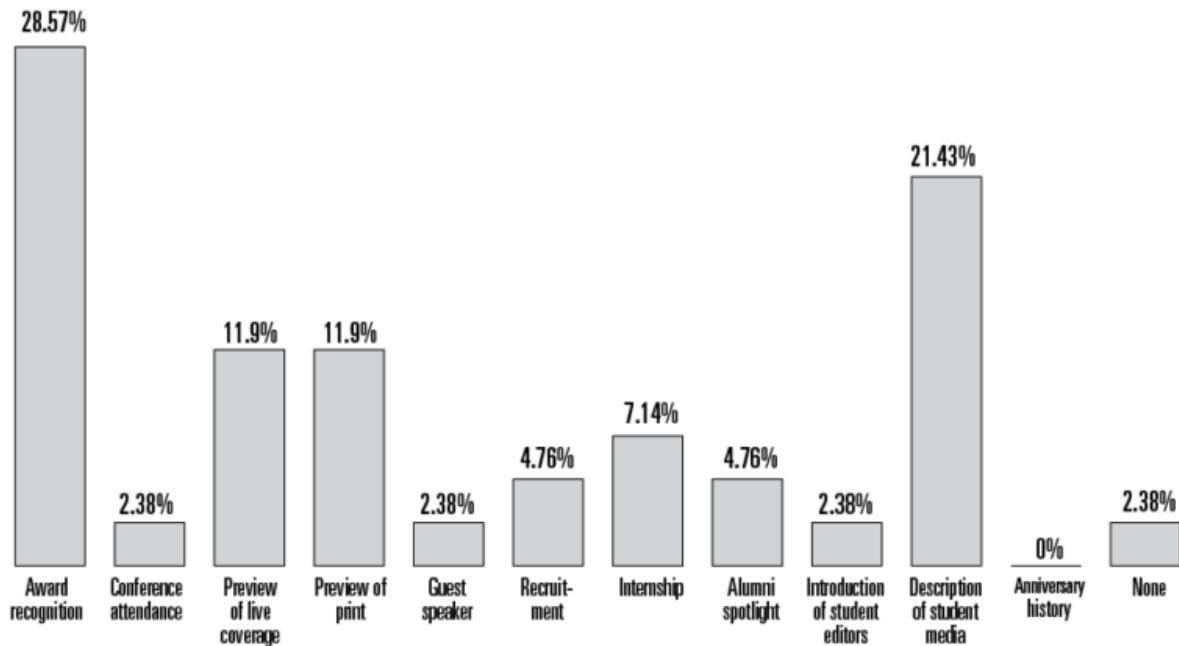
Additionally, coders were asked to identify the type of social media tool used at the institution level; results show the most prevalent option used is blog post or E-net News, with 47.5 percent of responses, and links to media outlets following at 22.5 percent, and Facebook post third at 15 percent (Fig. 3).

FIGURE 3 — Online media platform used first

Bar chart "Online media platform used first":
- Twitter: 5%
- Retweet: 5%
- Facebook: 15%
- Shared Facebook post: 0%
- Instagram: 2.5%
- Blog post or e-net news: 47.5%
- Hyperlinks to media outlets: 22.5%
- None: 2.5%
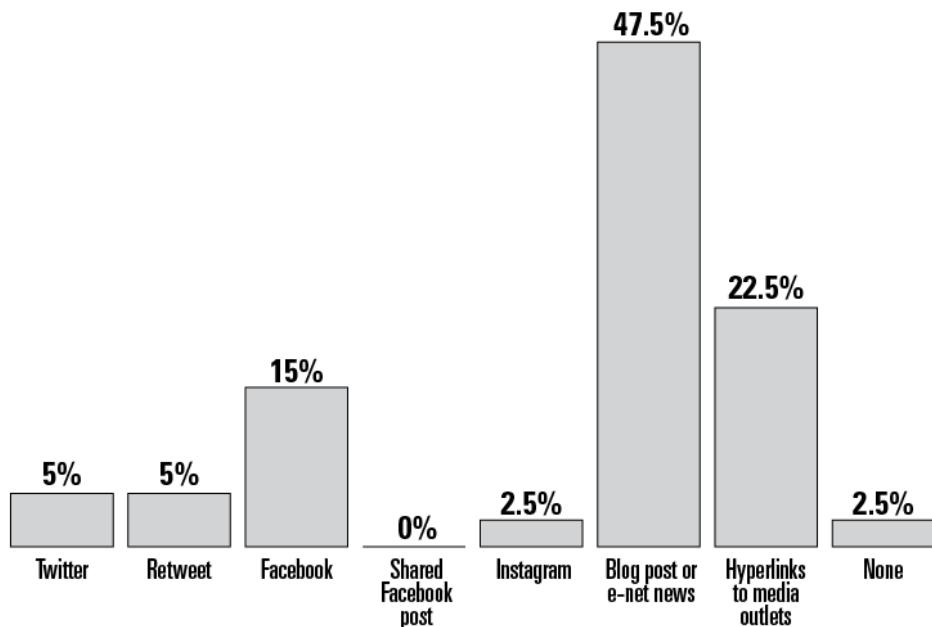
RQ2 posed a similar question: how visible is college media at the department level? From the department webpage, coders needed at least four steps to reach the first digital mention of college media: 23.81 percent, followed by 3 (21.43 percent) and 1 (16.67 percent) steps respectively (Fig. 4).

FIGURE 4 — Number of clicks from department webpage to first mention of college media
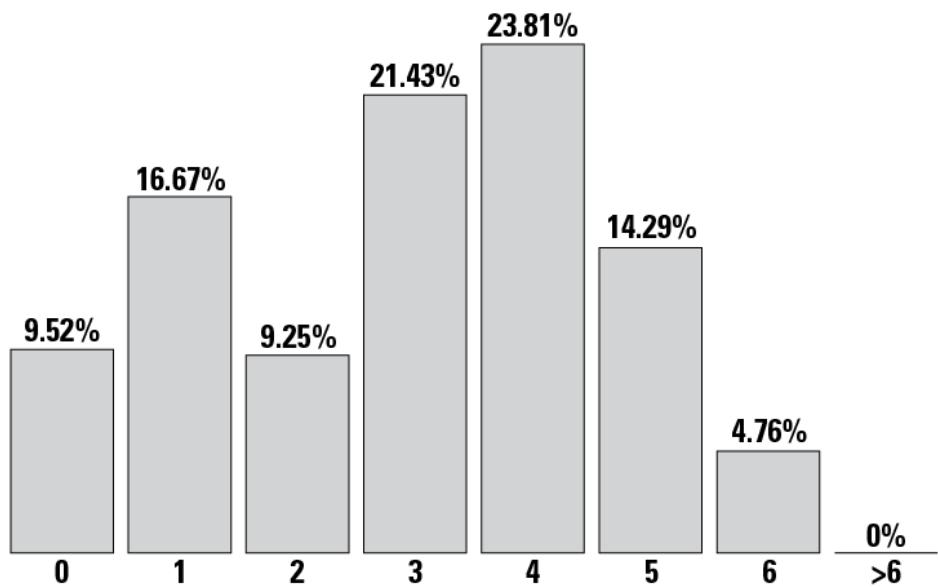
Nearly half of the content in these mentions is description of student media (45.24 percent) while awards announcement follows at 28.57 percent, with recruitment and promotion of produced coverage posting at 9.52 percent (Fig. 5).

FIGURE 5 — Content of first department social media post
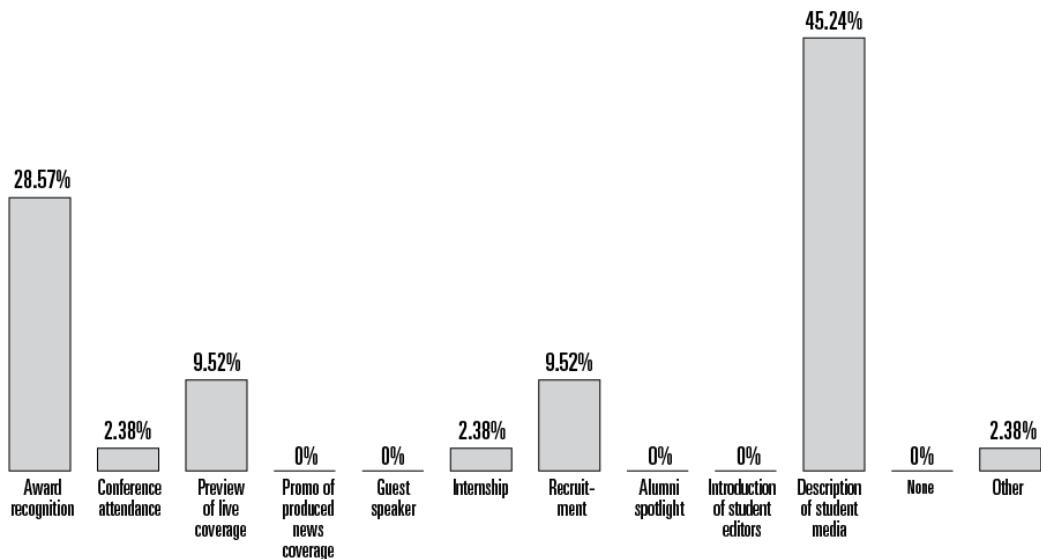
Lastly, coders analyzed website content for social media usage trends in content relating to college media. The most common tool is hyperlinks to media outlets (48.89 percent), with Twitter following at 20 percent, and blog post or E-net News third most prevalent at 17.78 percent. Facebook was the least used at 4.44 percent.

While a glance at the data set of the top 20 award-winning college media programs reveals that 10 have an undergraduate student population greater than 15,000 and thus, qualify as mid-sized or large campuses, results of the data analysis do not indicate a correlation between student population and number of awards won.

Additionally, the authors investigated whether student population correlated to social media activity with regards to the most common categories: awards, preview of content, and description of student media. The data analysis results don't support a conclusion that population correlates to visibility, as defined in this study.

After reviewing a subsection of the data collection, which asked which social media tool appeared most commonly, results indicated that newspapers (print) used social media most often to feature descriptions of student media first (47 percent) followed by award coverage and preview of upcoming content tied at 20 percent. TV stations, in contrast, used social media as first mentions to highlight award coverage (33 percent), followed by previews (25 percent) and internships (17 percent). The two media outlets differ in terms of how visible they are on a university homepage (see Figure 6) and what they can offer in terms of optics.

FIGURE 6 — University homepage visibility by individual type of media
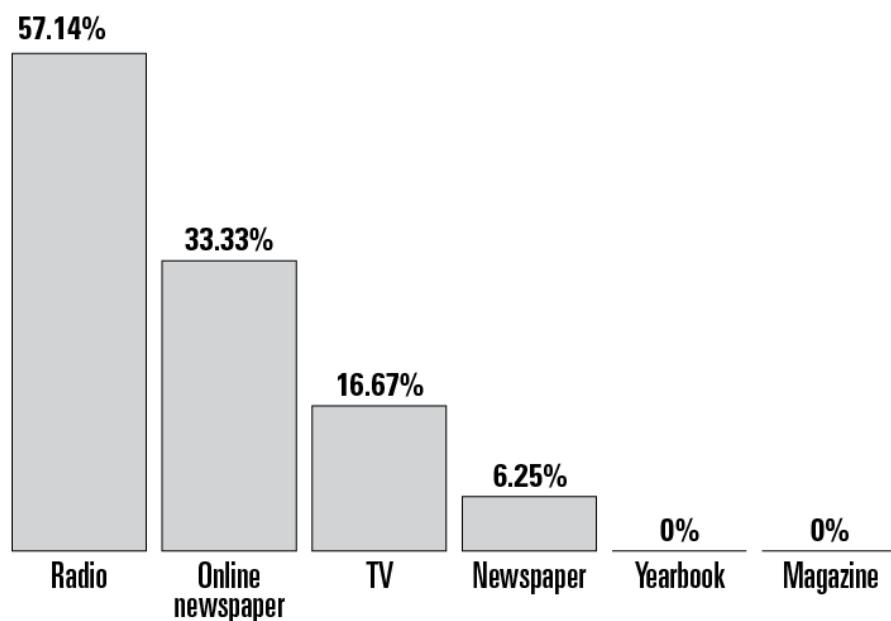
To further investigate levels of visibility and answer RQ3, which asked, "Is social media used to increase the visibility of college media," coders confirmed the usage findings noted above with a secondary search of social media platforms. Beyond using the social media icons on the institutions' homepages and the department's website to examine posting content for mentions of college media outlets, coders opened the application website of Twitter, Facebook and Instagram, and launched searches not only for an institution's account, but any mentions of college media that might come from an administration sub-account, such as the news office or public relations department.

Results indicate the home institutions as a whole show greater reliance on news releases posted via a "News" link on the university homepage with several rotating expanded features than posting to social media accounts and directing readers to the university homepage (76 percent). These rotating news items do not feature tagging or appear as shares or tweets on the social media accounts; therefore, it appears that using such tools is not a routine practice. To date, the communications tools available through social media platforms do not appear as part of convergence as the use of such options as sharing, tagging, tweeting, or reposting are minimal at just 24 percent for institutions and 26 percent for departments.

To further answer RQ3, coders conducted an alternate measure of searching for college media employing what many visitors to university and department webpages might do: the simple use of the "search" function. Searches for "college media," "student media" followed up with the individual student media outlets' names were the terms used in this order (Table 2).

TABLE 2: FINDING STUDENT MEDIA THROUGH "SEARCH" VS SOCIAL MEDIA

Top 20 Rank	School	Number of student media organizations found through social media entry point	Total student media organizations	Percentage of total student media organizations
5	Elon University	4	4	100
8	Ithaca College	4	4	100
15	University of Missouri	2	2	100
16	University of Maryland	2	2	100
19	University of Montana	2	2	100
11	University of Miami	4	5	80
3	Kent State	4	6	67
10	Marshall University	2	3	67
13	Brigham Young University	2	3	67
20	University of Wisconsin OshKosh	2	3	67
4	University of Oklahoma	3	6	50
14	Rowan University	2	4	50
17	Indiana University	2	6	33
6	St. Cloud State University	1	3	33
12	University of Southern Indiana	1	3	33
9	Savannah College of Art and Design	1	4	25
7	Pennsylvania State	2	9	22
18	University of Minnesota	1	5	20
2	University of North Carolina (Chapel Hill)	2	11	18
1	Arizona State University	1	6	17

The results substantiated this paper's conclusion that the lack of visibility persists even at a basic level of a user attempting to directly search for information on student media through functions designed to provide information. What is critical to note is the number of student media outlets existing at the top award-winning institutions and the number located through a direct search. It must be noted that researchers would expend greater amount of time and effort seeking this information, expecting visibility while guests to the sites, such as future students or parents of student journalists, might stop looking sooner not knowing the information existed (see for example, Kusumawati 2017; Treem and Leonardi 2013).

The final question, RQ4, asked whether individual institutions treated or presented their college media outlets differently. This question primarily is an effort to investigate how funding streams for media outlets might dictate how much association or visibility any individual student media outlet might receive. Coders report they noted no differences with respect to visibility; however, it must be noted that 19 of the top 20 programs in the dataset are located within academic departments, which may account for some degree of this consistency. Additionally, with 61.9 percent of institutions requiring three clicks to first digital mention and 38.1 requiring four-six clicks or more to first digital mention suggests a consistency in relationships between college media and "home."

Lastly, a crosstabs and a chi-squared test of association were conducted to study whether success and visibility are associated for the programs in which coders reached first digital mention in three clicks or fewer. We report a significant interaction: ($x2(1) = 129.3$ $P < .001$.

DISCUSSION

A primary goal of this study is to further analyze the level of visibility and association between college media and their home institutions, primarily through social media and digital technology. Given the vast array of technological options available that social media adoption affords and a decade's worth of data showing the "Internet Generation" (Diddi and LaRose 2006) are more likely to communicate digitally when seeking information on academic institutions (Gordon and Berhow 2009), it is worthwhile to examine how programs that offer students an array of options – practical experience, competition, conference attendance, scholarships and other ways in which they can assume leadership posts and earn honors – while students are promoted in organizational literature. The current social media technologies allow for types of visibility and presence that were nearly impossible to create in professional settings not too long ago. How they are implemented today is worthy of study for the patterns they create and the values they suggest.

With a significant interaction found between successful programs and reaching them from "home" in three clicks or fewer, a slight value of visibility and association is suggested. The possibility of intention could be measured in a further study of all mentions of student achievement, such as an automotive team win at the state fair or the debate team's success, and analyze frequency and characteristics of posts, tags, tweets, and more associated with

these news items through social media. Additional studies could compare content reporting athletic teams (advances, scores, profiles) and compare to news of students in non-athletic arenas. Clearly, such data could reveal further values about target demographic and values of promoting students. Such analyses also could assess if and how student news and achievements are used for marketing and recruitment. As prior and current literature show, a digital footprint, especially a social one, affects future students' information gathering on university choices (e.g., Poock and Lefond 2001; McAllister-Spooner 2008; Greenwood 2012) and their impressions of universities as a whole.

Universities hosting college media outlets would do well to embrace the array of options social media usage offers and employ these tools in not only lauding student achievement, for example, but with an eye toward recruiting future students. Routine posts, such as a "share" or "retweet," announcing a new edition to the newsracks, or an upcoming key interview on a TV or radio broadcast, would serve not only campus community with information, but also the community at large as well as build the networked community. While student media is regarded as a proving ground for future journalists, it is viewed as a résumé builder and a "semi-realistic environment" (Nelson 1988) where future journalists learn their craft (Neidobf 2008). With such perceptions, future students, and possibly donors, would be interested to know such programs exist at any given campus. Prior studies of Twitter show the role of adding hyperlinks to a tweet has a key role in providing information, but also the association carries with it an expectation of reciprocity from other users, essentially "reciprocal linking" (Holton, Baek, Coddington, and Yaschur 2014, 33).

During data collection, the coders noted that college media outlets themselves had grown in frequency and content in social media postings since a prior study (Terracina-Hartman and Nulph 2016). The content promoted not only awards, conference attendance, and recruitment, but also coverage, editions hitting the newsracks, upcoming articles, specialized coverage such as protests, elections, and campus speakers, and more. Tagging, posting, tweeting, and sharing were prevalent and done fairly smoothly. What was missing were any tags or tweets to their departments or home institutions despite the fact that their coverage centered primarily on campus and campus-related events.

Perhaps it is editorial independence that prompts student media outlets not to associate with their home institutions first through social media although their mission indicates their news content focuses on campus news, such as sports, speakers, commencement, and other academic milestones. Covering the campus best and first is the primary goal; perhaps student media strive to emulate professional news outlets and give everyone a voice, rather than appearing to serve administration.

One step student media outlets can take as a whole to boost their visibility is address to transparency. Prior content studies of online editions (Hettinga, Clark, and Appelman 2016) observed a distinct trend (n = 61, or 15 percent) in the absence of identifying information, such as contact (email and phone number); publication schedule; statement of editorial

independence [e.g., "This publication is a product of JRN 251 and does not reflect the opinions of the Department of Journalism and Mass Communication, the University, or the Board of Trustees"] and funding structure (if part of student affairs or an academic department) on the opinion or forum pages, and other identifying information, such as memberships. Hettinga, Clark and Appelman (2016) report this trend as consistent with results examining presence/absence of posting corrections policy specific to a digital edition. "The lack of transparency in errors and corrections, then, could be seen as part of a larger lack of transparency across the publication" (10).

LIMITATIONS / FUTURE RESEARCH

Any study of college media involves a level of complication as no two campuses share the same organizational or digital structure; thus, any attempt at scrutinizing communication for quantitative analysis involves a risk of missing or miscategorizing content. Requiring coders to travel the same digital route to locate specific information suggests this information exists only in one path, even if it is a common one. Such is a weakness of coding protocols that risk self-report bias. Conducting the search for visibility variables in two formats should account for, and correct, the possibility of missing the desired information.

A second limitation occurs when a college media outlet is barely visible at the department level. If the only information present on a department homepage is a listing of student media opportunities with hyperlinks to the various outlets, coders took 5-6 steps to reach that location and often found nothing to mark: no hashtags, no information, no award honors, no contact information, no recruitment announcements. As the protocol listed "hyperlink" among the options of "does the department use social media with first reference to student media?" it is misleading if it's just a hyperlink and nothing more.

As this paper was an outgrowth of two prior research projects, the results suggest persistence in attitudes and practice. A prior study of visibility (Terracina-Hartman and Nulph 2016) offered suggestions for student news outlets to incorporate social media responsibilities into staff positions and develop sound practices with regards to branding and promotion. Given the anecdotal evidence observed, that appears to be occurring. The conclusions of this paper highlight the need for universities and departments to develop strategies to incorporate the options of social media to establish relationships with student media programs and strengthen association through defined visibility efforts. Such a strategy can only benefit information sharing on current college media activities, recruitment efforts of future communications media students, maintain connections with alumni of the program, and showcase current state of the media for advisory boards and board of trustees members.

REFERENCES

- Agichtein, E., Castillo, C., Donato, D., Gionis A. & Mishne, G. (2008). Finding high-quality content in social media, *Proceedings of the international conference on Web search and web data mining*, February 11-12, Palo Alto, California, USA doi:10.1145/1341531.1341557

- Alexa Top 500 Global Sites. Alexa. (2018). Retrieved March 27, 2018 from http://www.alexa.com/topsites.

- Althaus, S., and Tewksbury, D. (2000). Patterns of Internet and traditional news media use in a networked community. *Political Communication, 17*, (1), 21 – 45.

- Anderson, R. (1994). Anonymity, presence, and the dialogical self in a technological culture, in: Anderson, K. N. Cissna, R. C. Arnett (Eds.), *The Reach of Dialogue: Confirmation, Voice, and Community*, Hampton Press, Cresskill, NJ, pp. 91–110; in Kent, M. L., & Taylor, M. (2002). Toward a Dialogic Theory of Public Relations. P*ublic Relations Review, 28*, 21 – 37.

- Aquilani, B., and Lovari, A. (2009). Social networks and university communication: Is Facebook a new opportunity? An Italian exploratory study. International QMOD and Toulon-Verona Conference on Quality and Service Sciences (ICQSS), (1 – 15). August 27 – 29, Verona.

- Botterill, J., Bredin, M., & Dun, T. (2015). Millennials' media use: It is a matter of time. *Canadian Journal of Communication*, *40*, (3), 537 – 551.

- Brown, J. S., & Duguid, P. (2001). Knowledge and Organization: A Social-Practice Perspective. *Organization Science*, *12* (2), 198 – 213.

- Briones, R. L., Kuch, B., Liu, B. F., & Jin, Y. (2011). Keeping up with the digital age: How the American Red Cross uses social media to build relationships. *Public Relations Review*, *37* (1), 37 – 43.

- Brunner, B. R., & Boyer, L. (2008). Internet presence and historically black colleges and universities: Protecting their images on the World Wide Web?. *Public Relations Review*, *34,* (1), 80 – 82.

- boyd, D., Golder, S., & Lotan, G. (2010). Tweet, tweet, retweet: Conversational aspects of retweeting on twitter. In *System Sciences (HICSS), January 2010 43rd Hawaii International Conference on* IEEE 1 – 10.

- Diddi, A, & LaRose, R. (2006). Getting hooked on news: Uses and gratifications and the formation of news habits among college students in an Internet environment. *Journal of Broadcasting & Electronic Media*, *50*, (2), 193 – 210.

- Ellison, N., Steinfeld, C. & Lampe, C. (2007). The benefits of Facebook "friends:" social capital and college students' use of online social networking sites. *Journal of Computer-Mediated Communication*, *12*, (4) 1143 – 1168. doi.org/10.1111/j.1083-6101.2007.00367.x

- Gordon, J., & Berhow, S. (2009). University Web sites and dialogic features for building relationships with potential students. *Public Relations Review*, *35*, 150 – 152.

- Grudin, J. (2006). Enterprise knowledge management and emerging technologies. Proceedings of the 39th Annual Hawaii International Conference on System Sciences. Los Alamitos, CA: IEEE Computer Society Press. doi:10.1109/HICSS.2006.156

- Greenwood, G. (2012). Examining the presence of social media on university web sites. *Journal of College Admission*, *216*, 24 – 28.
- Griffith, S., & Liyange, L. (2008). An introduction to the potential of social networking sites in education. *Proceedings of Emerging Technologies Conference*, University of Madrid, November 14 – 16.
- Hettinga, K., Clark, R., & Appelman, A. (2016). Exploring the Use of Corrections on College Newspapers' Websites. *College Media Review Research Annual*, *53*, 4 – 17.
- Hewitt, A., & Forte, A. (2009). Crossing boundaries: Identity management and student/faculty relationships on the Facebook. Poster presented at CSCW Banff, Alberta. Retrieved April 24, 2015 from http://www.cc.gatech.edu~aforte/HewittForteCSCWPoster2006.pdf
- Hill, L. N., & White, C. (2000). Public relations practitioners' perception of the World Wide Web as a communications tool. *Public Relations Review*, *26*, (1), 31 – 51. doi:10.1016/S0363-8111(00)00029-1.
- Holten A. E., Baek K., Coddington, M., & Yaschur C. (2014). Seeking and sharing: Motivations for linking on Twitter. *Communication Research Reports*, *31*, (1), 33 – 40. doi:10.1080/08824096.2013.843165
- Jackson, A., Yates, J., & Orlikowski, W. (2007). Corporate blogging: Building community through persistent digital talk. Proceedings of the 40th Annual Hawaii International Conference on System Sciences. Los Alamitos, California: IEEE Computer Society Press. From https://ieeexplore.ieee.org/document/4076533
- Kaplan A., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, *53*, (1), 59 – 68.
- Kent, M. L., & Taylor, M. (2002). Toward a Dialogic Theory of Public Relations. P*ublic Relations Review*, *28*, 21 – 37.
- Kosonen, M., & Kianto, A. (2009). Applying wikis to managing knowledge — A socio-technical approach. *Knowledge and Process Management*, *16*, 23 – 29. doi:10.1002/kpm.322
- Kusumawati, A. (2017). Social Media Impact on Students' Choice of University. *International Conference on Social Media Marketing Conference Proceedings*, August. University of Twente, The Netherlands, 110 – 120.
- Lewis, B. (2010). Social media and strategic communication: Attitudes and perceptions among college students. *Public Relations Journal, 4*, (3), Retrieved October 2, 2011 from http://www.prsa.org/Intelligence/PRJournal/Summer_10/.
- Lodge Kopenhaver, L. (2015). College Student Media Advisers Fare Well: Faring Well in Uncertain Times. *College Media Review*, *51*, (1), 43 – 49.
- Lodge Kopenhaver, L. (2009). 2009 Study of Advisers Shows Improvements, Causes for Concern. *College Media Review*, *47*, (3), 23 – 29.
- McAllister-Spooner, S. M. 2010. "Whose Site is it Anyway? Expectations of College WebSites." *Public Relations Journal*, *4* (2).
- McAllister-Spooner, S. M. 2008. "User Perceptions of Dialogic Public Relations Tactics Via the Internet." *Public Relations Journal*, *2* (1).

- Merrett, T. (2007). Administrators Move to Control Collegiate Press. *St. Louis Journalism Review, 37*, (297), 22 – 26.
- Neidobf, S. M. (2008). Wanted: A First Job in Journalism –An Exploration of Factors That May Influence Initial Job-Search Outcomes for News-Editorial Students. *Journalism & Mass Communication Educator*, *63*, (1), 56 – 65.
- Nelson, D. C. (1988). Making the Most of Your College Paper. *Journalism & Mass Communication Educator 43*, (39), 39 – 41.
- Poock, M. C., & Lefond, D. (2001). How college-bound prospects perceive university web sites: Findings, implications, and turning browsers into applicants. *College and University*, *77* (1), 15 – 21.
- Terracina-Hartman, C. & Nulph, R. G. (2014). Campus Media Advisers: Is there a doctor in the newsroom?" *College Media Review*, *51*, (1), 18 – 31.
- Terracina-Hartman, C. & Nulph, R. G. (2016). Can You See Me Now? A Measure of College Media Visibility at Home. *College Media Review Research Annual*, *53*, (1), 32 – 50.
- Thom-Santelli, J., Cosley, D., & Gay, G. (2010). [What do you know?: Experts, novices and territoriality in collaborative systems](). Proceedings of the 28th International Conference on Human Factors in Computing Systems. New York: ACM. 1685 – 1694. [doi:10.1145/1753326.1753578]()
- Thom-Santelli, J., & Muller, M. (2007). The wisdom of my crowd: Motivation and audience in enterprise social tagging. *Poster at GROUP*.
- Treem, J. W., & Leonardi, P. M. (2013). Social media use in organizations: Exploring the affordances of visibility, editability, persistence, and association. *Annals of the International Communication Association*, *36,* (1), 143 – 189
- Vincent, R. & Basil, M. (1997). College students' news gratifications, media use and current events knowledge. *Journal of Broadcasting & Electronic Media, 41*, (3), 380 – 392.
- Will, E. M., & C. Callison. (2006). "Web Presence of Universities: Is Higher Education Sending the Right Message Online?" *Public Relations Review*, *32*, 180 – 183.
- Yang, A., & Kent, M. (2014). Social media and organizational visibility: A sample of Fortune 500 corporations. *Public Relations Review*, *40*, (3), 562 – 564.
- Zhao, D., & Rosson, M. B. (2009). [How and why people Twitter: The role that microblogging plays in informal communication at work. Proceedings of the 2009 International Conference on Supporting Group Work](). New York: ACM. 243 – 252. doi:10.1145/1531674.1531710

APPENDIX A

Basic Information: Descriptives

1. **Coder**

- Carol

- Robert
- Justin
- Alex

2. **Identify the institution (please select one).**

- Arizona State University
- University of North Carolina, Chapel Hill
- Kent State
- University of Oklahoma
- Elon University
- St. Cloud University
- Penn State University
- Ithaca College
- Savannah College of Art and Design
- Marshall University
- University of Miami
- University of Southern Indiana
- Brigham Young University
- Rowan University
- University of Missouri
- University of Maryland
- Indiana University
- University of Minnesota
- University of Montana
- University of Wisconsin, Oshkosh

3. **Select one form of media at this campus to focus on for this survey**

- newspaper (print)
- newspaper (online)
- radio station
- TV station
- yearbook
- magazine (print or web update)
- web-based newsroom

4. **Campus Media name** (write in name of the media institution next to appropriate institution):

- Arizona State University
- University of North Carolina, Chapel Hill
- Kent State

- University of Oklahoma
- Elon University
- St. Cloud University
- Penn State University
- Ithaca College
- Savannah College of Art and Design
- Marshall University
- University of Miami
- University of Southern Indiana
- Brigham Young University
- Rowan University
- University of Missouri
- University of Maryland
- Indiana University
- University of Minnesota
- University of Montana
- University of Wisconsin, Oshkosh

5. **How many steps does it take from the university homepage to first digital mention of student media?**
6. **Please indicate what is the first mention**

- award recognition
- conference attendance
- preview of live coverage
- preview of print or produced coverage
- guest speaker
- recruitment
- internships
- alum spotlight
- introduction of student editors
- description of student media
- anniversary / historical commemoration
- none
- Other (please specify)

7. **Please indicate which type of social media is used (please select one):**

- 1= Twitter (Tweet with or without Twitpic)
- 2 = Twitter (Retweet with or without Twitpic)
- 3 = Facebook post (with or without photo)
- 4 = shared Facebook post
- 5 = Instagram photo

- 6 = blog post or E-Net news
- 7 = hyperlinks to media outlet
- 8 = none
- Other (please specify)

8. **Does the mention to student media include an article from university news service?**

- 1 = Yes
- 2 = No
- 3 = Not sure

9. **Does the mention to student media include hash tags, tags, a URL or other form of social media association with student media?**

- 1 = Yes
- 2 = No
- 3 = Not sure

10. **Please locate college media in appropriate campus department. How many steps does it take to get to first digital mention?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- more than 6

10. **Please locate college media in appropriate campus department. How many steps does it take to get to first digital mention?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- more than 6

11. **What is the first mention?**

- awards recognition
- conference attendance
- promotion of live coverage
- promotion of produced news coverage
- guest speaker
- internships
- recruitment
- alum spotlight
- introduction of student editors
- description of student media outlets
- none
- Other (please specify)

12. **Which type of social media is used?**

- Twitter (tweet or with or without Twitpic)
- Twitter (RT with or without Twitpic)
- Facebook post
- shared Facebook post
- Instagram photo
- blog post or E-Net news
- hyperlinks to media outlets
- none
- Other (please specify)

13. **Does the mention include an article from university news services?**

- 1 = Yes
- 2 = No
- 3 = Not sure

14. **Does the mention to student media include a hashtag, tag, URL or any other social media tool to associate with student media**

- 1 = Yes
- 2 = No
- 3 = Not sure
- Thank you!
- Please click "Done" and loop back to record more data.

APPENDIX B

School	1st	2nd	3rd	HM	total	# of Comps

1	Arizona State University	41	32	12	25	110	2
2	University of North Carolina at 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	Ithaca College	11	24	4	4	35	4
9	Savannah College of Art and Design	10	18	2	5	35	4
10	Marshall University	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

		C1	C2	C3	C4	C5	C6
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	5	9	14	1
37	University of Wisconsin	3	11	3	4	14	2
38	University of Arkansas	1	4	1	3	14	2
39	Appalachian State	4	1	1	1	14	3
40	Berry College	2	11	3	5	13	1
41	Baylor University	4	3	2	2	13	2
42	University of Texas at Austin	4	8			13	2
43	Minnesota State University	3	8			13	2
44	California Baptist University	2	3			13	2
45	University of Alabama	8	3			13	3
46	Northwestern University	5	7			12	1
47	Central Michigan University	5	7			12	2
48	University of California at Berkeley	6	5			11	1
49	University of Southern California	2	5	4		11	2
50	University of Texas Pan American	2	7		2	11	2
51	University of North Texas		7	1	3	11	2
52	University of California (Los Angeles)	3	8	3		11	3

53	Northwest Missouri State	2	3	2	4	11	3
54	Loyola University (Maryland)	5	5			10	1
55	Columbia College of Chicago	1	9			10	1
56	Eastern Illinois	5	2	1	2	10	2
57	James Madison University	5	2	1	2	10	2
58	Southern Illinois	1	2	2	5	10	2
59	Georgia State	1	2	3	4	10	3
60	Illinois State University	1	8			9	1
61	American University in Cairo	4	5			9	2
62	Hofstra University	2	5	1	1	9	2
63	Cal State Chico	1	3	2	3	9	2
64	Missouri Western State University		4	2	3	9	2
65	Southern Utah University		7	2		9	2
66	Syracuse University	5	3			8	1
67	Coastal Carolina University	1		4		8	1
68	North Central College	1	7			8	1
69	University of Idaho		2	1		8	1
70	Washington State University	2	4	2		8	2
71	University of Nebraska	1		1	6	8	2
72	Rice University		1	2	5	8	2
73	Westminster College	5	2			7	1
74	Saddleback College	4	3			7	1
75	University of Kansas	3	4			7	1
76	Western Washington University	2	5			7	1
77	University of Michigan	1	6			7	1
78	University of South Carolina (Columbia)	1	6			7	1

#	University						
79	St. Mary's University		1			7	1
80	Flagler University	3	2	2		7	2
81	Truman State University	3		1	3	7	2
82	University of Texas at Arlington	3	4		4	7	2
83	DePaul University	2	5			7	2
84	University of La Verne		5	1	1	7	2
85	Loyola Marymount University	3	4	4	5	7	4
86	Nanyang Technical University	2	4			6	1
87	University of Utah	2	4			6	1
88	Southeastern Louisiana University	1	5			6	1
89	University of North Florida	1		2		6	1
90	Muskingum University		6			6	1
91	University of Iowa		2			6	1
92	Northern Arizona University	3		1	1	5	1
93	Bethany Lutheran University	2	2		1	5	1
94	Fordham University	2	3			5	1
95	Husson University	2	1	1	1	5	1
96	Loyola University (New Orleans)	2	3			5	1
97	University of Mississippi	2	3			5	1
98	University of Oregon	2	3			5	1
99	George Washington University	1	4			5	1
100	Harding University	1	4			5	1
101	Mississippi State University	1	3	1		5	1
102	Missouri State University	1	2	1	1	5	1
103	Texas Christian University	1	4			5	1
104	University of Texas (Dallas)	1		1		5	1

105	University of Wisconsin Milwaukee	1	4			5	1
106	North Idaho College		5			5	1
107	Oral Roberts			1		5	1
108	Oregon State University		5			5	1
109	University of Vermont			1		5	1
110	Otterbein University	1	3	1		5	2
111	Lyndon State College		3	1	1	5	2
112	Harvard University	4				4	1
113	Humbar College	3	1			4	1
114	Taylor University	3	1			4	1
115	Metro State College of Denver	2	2			4	1
116	Palomar College	2		2		4	1
117	South Dakota State	2				4	1
118	University of Illinois	2	1	1		4	1
119	Yale University	2	2			4	1
120	Abilene Christian University	1	3			4	1
121	Bowling Green State University	1	3			4	1
122	Oakland University	1				4	1
123	Ohio University	1	3			4	1
124	Pittsburg State	1	3			4	1
125	Southwestern College (California)	1	1			4	1
126	Virginia Commonwealth University	1	3			4	1
127	Azusa Pacific University		1		3	4	1
128	Boise State University					4	1
129	Eastern Washington University					4	1
130	Evangel University					4	1

131	Johnson County Community College		4			4	1
132	Kansas State University		1	1	2	4	1
133	Lamar University		4			4	1
134	Seward County CC					4	1
135	Stony Brook University		1	1	2	4	1
136	Temple University		3	1		4	1
137	University of North Alabama					4	1
138	Virginia Tech					4	1
139	Webster University					4	1
140	Westminster College of Salt Lake		1	1		4	1
141	Robert Morris University	3		1		4	2
142	City University of New York CUNY	3				3	1
143	Ferris State University	3				3	1
144	Liberty University	3				3	1
145	Chattahoochee Technical College	2			1	3	1
146	Florida State University	2			1	3	1
147	University of Connecticut	2	1			3	1
148	University of Nebraska at Omaha	2	1			3	1
149	University of Pittsburgh	2	1			3	1
150	Indiana State University	1	2			3	1
151	SUNY Oswego	1	2			3	1
152	University of Louisiana at Monroe	1	1	1		3	1
153	Midwestern State University TX		3			3	1
154	San Antonio College		3			3	1
155	Vanderbilt University		2	1		3	1
156	Elizabethtown College	2				2	1

157	Loyola University, Chicago	2				2	1
158	Wayne State University	2				2	1
159	American University	1	1			2	1
160	Bridgewater State University	1	1			2	1
161	Cal State Longbeach	1	1			2	1
162	Cal State Northridge	1	1			2	1
163	Kennesaw State University	1	1			2	1
164	Mt. San Antonio College	1	1			2	1
165	Pacific Union College	1	1			2	1
166	Purdue University	1		1		2	1
167	Quinnipiac University	1		1		2	1
168	Texas Tech University	1		1		2	1
169	University of Tennessee at Martin	1	1			2	1
170	University of Toledo	1	1			2	1
171	Bismarck State College			2		2	1
172	Cabrina College		2			2	1
173	College of Brockport		2			2	1
174	Henderson State University			2		2	1
175	Illinois University Edwardsville		2			2	1
176	Lee University		1	1		2	1
177	Lewis University			2		2	1
178	Oklahoma City University		1		1	2	1
179	Oklahoma State University		1	1		2	1
180	San Jose State University				2	2	1
181	SUNY New Paltz		1	1		2	1
182	Texas A&M		1		1	2	1

183	University of Kentucky	2	2	1
184	University of San Francisco	2	2	1

Carol Terracina-Hartman lives in two worlds: journalism and academia. In her 20 years as an environmental journalist, she has written, edited and produced for public radio, metro and community newspapers, niche and general interest magazines. Since entering academia, she has been advising college newspapers, magazines, and helping establish campus radio stations. She teaches editing & design, investigative reporting, big data reporting, communication & public opinion, and more. In addition, she is co-Managing Editor of College Media Review. She received her doctorate from Michigan State University in Media & Information Studies. In 2018, she was honored with a Distinguished 4-Year Newspaper Adviser Award at the fall National Convention in Louisville.

Robert G. Nulph, Ph.D., is an associate professor of convergent journalism and Chair of the Department of Communication and Journalism at Missouri Western State University (St. Joseph, Missouri). Dr. Nulph has been a student Media/radio/TV adviser for over 30 years

with professional experience in radio, TV and film. With more than 280 productions under his belt, this award-winning producer/director/photographer is always looking for the next visual challenge. Robert's screenplays, co-written with James Lennert, "The First Tapestry," and "The Donut Shop" were featured in Ken Rotcop's Pitchmart. He received his doctorate from the University of Kansas.
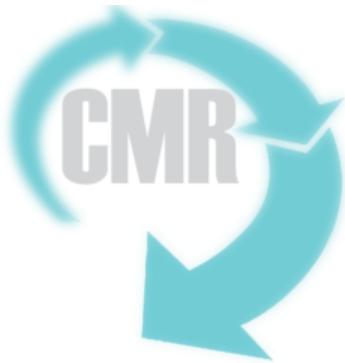
College Media Review

Journal of the College Media Association

Embracing change one sound byte at a time

Storytelling still at the heart of journalism

By **Andrea Frantz**
Buena Vista University

If I've learned anything in my 30 years of teaching journalism, it's that change is hard, but inertia will be the death of any academic program. What I teach today, at its heart, hasn't changed a lot. Journalism has always been about great storytelling. But it looks and sounds a lot different.

A 2018 *Washington Post* article by [Christopher Daly](), posits the seismic changes we have seen in the journalism field in the last couple of decades are not all dire. According to Daly, "NPR is having a banner year, as are MSNBC and Fox News. *The New York Times*, *The Washington Post* and the *Wall Street Journal* are reporting [record numbers]() of digital subscribers...Podcasting, which did not exist as a career five years ago, [is exploding]()."

In fact, it's the [podcast explosion]() that brings me to my own embrace of change.

A few years ago, a beloved colleague retired. It happened that he had long taught audio production and photography for our digital media program. Like the field for which we are preparing students, higher education is also doing its own belt tightening, so we learned quickly that his line would not be replaced. Instead, our remaining faculty would need to adjust and do more with less. You know what's coming next, right? This is how I narrowly avoided professional stagnation. My hard change involved becoming the "audio production person" for our program.

Armed with little beyond a listener's appreciation for all things NPR, I dove in.

Learning the tech

Despite my trepidation, what I quickly figured out was that learning the tech was the least of my worries. Oh, I definitely had my own failures as I experimented with the medium I would be teaching the following semester. In fact, I spent one memorable evening cursing and sweating over how to cut down a 40 minute audio interview to smart clips that made a good four minute narrative. But my initial expectation that I would need to teach my students all of the ins and outs of [Adobe Audition]() or [Pro]()

[Tools](#) evaporated as I quickly found they could sit at the computer for one session, a simple workflow at their sides (which most didn't even consult), and command at least a practical application proficiency. Gen Z students have an expectation that they will teach themselves how to manage technology.

I offered my students introductions to the [radio production room](#), [Tascam DR-40](#) field recorders, and a basic introduction to audio editing software. On the tech front, they left me in the dust quickly, and frankly, that was a relief. My focus was on the storytelling front.

Learning the literature

I have long been a believer in teaching by model. When I taught journalism writing for print, my approach was to find the field's best examples, and challenge students to analyze *why*the lede worked, or *how*the journalist layered voices or broke down numbers for a lay-audience. While not a canon, per se, most journalism students haven't been exposed to the body of work honored by the [Pulitzer Prize](#) Board. Thus, assigning them to read [Lane DeGregory](#) or all of the [public service](#) award finalists in a given year inevitably introduced them to work they've never read.

The same can now be said for great audio journalism. With more than a half million audio shows (and counting) available, the goal is to introduce students—especially those with little audio storytelling familiarity—to noteworthy work that reflects great research and audience awareness. For example, just this year [Rukmini Callimache](#) of *The New York Times*was a finalist for the international reporting Pulitzer with "masterful use of reporting via podcast" in [Caliphate](#). ProPublica's [audio of detained children](#) at the Mexican border also garnered a finalist nod for public service reporting. APM Report's [In the Dark Season Two](#)is a finalist for a 2019 Peabody Award.

I eschewed a textbook how-to approach in favor of a podcast listening list that reflects the variety of storytelling techniques and enterprising journalism I was after from my students. [APM Reports](#)and [NPR's Serial](#), were at the top of the heap, but the rest of the entries also offered formidable breadth and depth. Among many others, I assigned episodes of [Invisibilia](#), [This American Life](#), [On the Media](#),[More](#)

[Perfect](#), and studied what [Transom](#) creators have to say about audio storytelling techniques. My students have routinely noted their surprise and delight at the diversity of offerings assigned as listening homework, though several have cursed me for "addicting" them to a show or series. Notably, I rarely heard the same about reading I assigned, and they could never take their reading homework into the shower with them.

Re-learning storytelling

I figured out quickly that my goal wasn't to produce sound engineers or radio broadcasters, though certainly, those are worthy professions and some of my students have gone those routes. The new jobs my students are looking at on LinkedIn and other employment search sites are digital media creator roles that include podcast production.

When I was preparing to teach audio production, I began by listening to [Story Corps](#), so this is where I chose to start my introductory class. In terms of production values, Story Corps narratives are simple. They consist of about three minutes of one or two voices and a bit of music as either segue or bed. I challenge students to figure out how they might coax a simple, but powerful, story from a source and we work through interviewing techniques and interpersonal skills.

Audio journalism relies on the same building blocks as any other journalistic storytelling: a great hook; timeliness; credible sources; a happening relevant to the audience; narrative tension; a beginning, middle and end.

The difference is that audio journalists engage the listener more overtly and intimately. For example, the reporter's voiceover is often conversational, even occasionally offering personal asides and glimpses into the information gathering process. And creating scenes with natural soundscapes puts the listener in the field of action.

So, I had to train myself to think of the story elements with my ears: [nat sounds](#)to enhance proximity, music segues as punctuation and emotional cues, voiceover narration as the reporter's credibility card.

If you'd asked me even six years ago whether I could be excited about ordering new [Rode compact wireless mics](#) or know the importance of [bit depth and sample rates](#), I would have laughed. But though change is hard, grappling with it head on is invigorating. And lifelong learning is the purview of both journalists and educators.

Andrea Frantz is a Professor of Digital Media at Buena Vista University in Storm Lake, Iowa, where she teaches audio production, photography, and media law. In addition to teaching and advising the student radio station, Dr. Frantz also serves as national Executive Director for the Society for Collegiate Journalists. The organization is the oldest student media leadership honor society in the country.

Andrea Frantz

Lisa Lyon Payne / April 30, 2019 / College Media
College Media Review / Proudly powered by WordPress
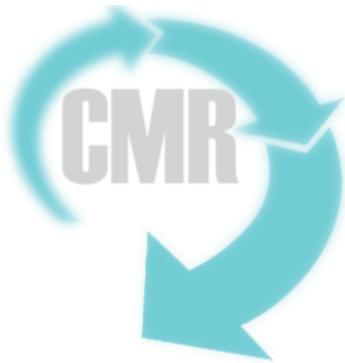
College Media Review

Journal of the College Media Association

Review: 'Merchants of Truth: The Business of News and The Fight for Facts,' by Jill Abramson

Abramson details 'wrenching transition' of a new media world

Reviewed by **Carolyn Schurr Levin**

Jill Abramson's "Merchants of Truth" received a great deal of attention when it was published in February 2019. But, not for the right reasons. A day after its release, Vice News correspondent Michael Moynihan posted on Twitter paragraphs about his news outlet from Abramson's book, side by side with similar paragraphs from The New Yorker, the Columbia Journalism Review, Time Out magazine, and other works. Abramson, who is the former Executive Editor of The New York Times, initially denied the allegations of plagiarism, claiming that some Vice News employees were unhappy with her portrayal of Vice in the book. Yet, she promised to carefully review the questioned passages.

After that review, Abramson acknowledged "citation errors" in the book, conceding that some passages included language that is "way too close for comfort" to its source material "and probably should have been in quotes." In an interview with CNN, she said, "I made some errors in the way I credited sources,

but that there was no attempt to pass off someone's ideas, opinions and phrasings as my own." Bill Keller, Abramson's predecessor as the New York Times' Executive Editor, tweeted support for his colleague: "Jill Abramson is a journalist of courage and integrity. She has written a great book on the profound transformation of the news business, richly documented and full of insight. It's distressing that some apparent carelessness in attribution might overshadow her achievement." Others were not as forgiving.

The firestorm of criticism about plagiarism has now died down. So, is the book still worth reading over the summer break? The answer is decidedly "yes." Abramson has tackled the issue that keeps college media advisers up at night. Our industry has undergone – and is still undergoing – a "wrenching transition" (as Abramson calls it). The newspaper industry shed $1.3 billion worth of editors' and reporters' jobs in the past decade, she writes. News has become "ubiquitous in the digital age," but it is "harder than ever to find trustworthy information or a financial model that would support it." What is the future? Will there be jobs for our students? Will there be jobs for us?

Abramson approaches these questions by chronicling the struggles of four companies – veteran newspapers the New York Times and the Washington Post, and upstart media outlets Vice News and BuzzFeed. But, lest her readers think that this is just the story of these four news outlets, she stresses that what she is investigating is "far bigger than just one industry." This is about "truth and freedom in a democratic society, an informed citizenry," and news sources that are "above politics in their reporting." Put that way, it's hard to think of a more worthy subject.

"Merchants of Truth" begins in 2007, "when it seemed almost everything changed," Abramson writes. "That year saw the introduction of the iPhone and the news app that have become the dominant reading device for many of us." In her reporting, Abramson spent two years, "hanging out with" the leaders, technologists, reporters and editors at the four companies in order to have "some sense of whether there was a future for quality news." BuzzFeed, Vice and the Washington Post "opened their doors to me,"
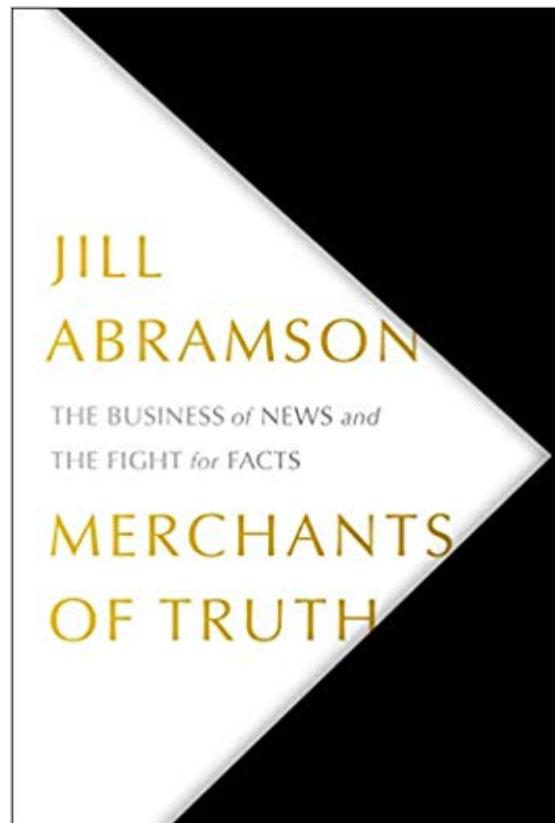
she writes, while many of her former colleagues at The New York Times gave "their time and perspectives."

No doubt intentionally, Abramson begins with BuzzFeed, the disrupter, and not with one of the legacy newspapers. She provides a painstakingly detailed description of the genesis of BuzzFeed, all the way from Jonah Peretti's childhood to the iconic BuzzFeed lists ("The 30 Most Important Cats of 2010"). Moving on to Vice, the other disrupter, Abramson again provides background about Shane Smith's "rebellious early years" through Vice's success as a "guerrilla video site." The analysis of The New York Times and The Washington Post is different. Abramson starts with the "badly broken" business model for the legacy newspapers and chronicles their attempts to survive, including the "rescue" of The Post by Jeff Bezos.

Because of her access to the players, the book is filled with interesting anecdotes and personal glimpses of the people – editors, reporters, and others – and the culture at the four companies. Abramson shares her own experience as the New York Times' Executive Editor, including her firing. These intimate details allow the reader to connect with real people, not just to read a chronicle of the journeys of four companies. The relevance of Facebook to all players in the media industry, as well as the dawn of the era of "alternative facts," are equally interesting aspects of the book. And, notwithstanding the plagiarism claims, Abramson's book is heavily sourced, with pages of Notes, a Bibliography and detailed Index.

The discussion of journalistic ethics is also compelling. Many, if not most, college media advisers religiously teach and advise adherence to the SPJ Code of Ethics. Is that still even valid? Abramson makes clear that the new media upstarts were guided, at least in the beginning, by entirely different ethical precepts. "Vice jumped into the field of documentary news without much regard for or knowledge of long-established ethical standards that bound the broadcast and cable networks," she writes. "The company spent no time pondering the differences between news and entertainment." Because "Vice didn't strictly define itself as a news provider, no one there worried about church-state issues, such as when advertisers influenced the content of stories. At BuzzFeed, Peretti gave permission to staff members to publish under pseudonyms, because staffers were reluctant to author especially vulgar posts "that their mothers would see" and also to make BuzzFeed's staff "seem larger than it actually was." Abramson, who spent the majority of her career at the New York Times writes,

"Falsifying a byline is grounds for firing at most news organizations, but BuzzFeed wasn't yet trying to be a news company."

If there is one big takeaway from "Merchants of the Truth," it is that there is no quick cure or everlasting panacea for the current state of the "news" business. Abramson, of course, cannot predict the future. But she thoroughly explains how four companies – two old and two new – are charting their courses in new terrain.

There are now "scores of places to find free news online," Abramson writes. Indeed, to many, it seems "safer to get the news from trusted friends or family than any news site." And, yet, new subscriptions to The New York Times and The Washington Post, like donations to ProPublica, have surged. The four profiled companies are surviving, if not thriving, because the news, in whatever form its delivery takes, remains "a necessary and vital part" of the country's "social and intellectual fabric." Abramson is not despondent about the state of news. Despite the "disruption," "turmoil" and "peril," she clearly believes in the work being done by journalists, and hopes with this book "to inspire a new generation to follow their lead" and "to inform the larger public about the workings and worth of journalism." Although "Merchants of Truth" may not answer the questions posed earlier – Will our students have jobs? Will we have jobs? – it is an important story at a critical juncture in time.

Carolyn Schurr Levin is a media lawyer who has taught media law courses at Long Island University, Stony Brook University, Baruch College, and Pace University. Before teaching full time, she was the Vice President and General Counsel of Newsday and the Vice President and General Counsel of Ziff Davis Media.

Carolyn Levin

Lisa Lyon Payne / June 18, 2019 / College Media