COLLEGE MEDIA review

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CONTENTS

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

College Media Review
Journal of the College Media Association

Teach-In provides education for collegiate, scholastic advisers

‘Journalism hasn’t been sustainable for all voices and all people’

When Candace Perkins Bowen and Julie Dodd dreamed up the idea of the Teach-In, it was an idea to connect with local scholastic journalism teachers and to provide them with free sessions on timely topics.

The day before the Association for Education in Journalism and Mass Communication in Detroit, the 2022 Scholastic Journalism Division Teach-In continued the tradition that is about 13 years old.

Sustainability

Patrick Johnson discusses “Sustainable Journalism” at the AJEMC Scholastic Journalism Division’s Teach-In Aug. 2, 2022 in Detroit. Photo by Bradley Wilson

Considering Sustainability Thinking to Strengthen Care-Based Pedagogy by Patrick Johnson

DESCRIPTION: When we think about course design, we often forget to think about the even bigger picture: who we want students to be when they leave, not simply what we want them to be. This is where sustainability thinking can be used to help improve our curriculum design. By utilizing the five competencies of sustainability in education — sustainability knowledge, systems thinking, social justice, futures thinking, and active citizenship (Brundiers et al., 2021; Nolet, 2015) — we can elevate the virtue of stewardship to a primary force in our pedagogical practices. Centering our curriculum and instruction on the belief that journalism is meant to take care of all of its publics and train future media professions how to serve a more just and caring society.

DISCUSSION: Patrick Johnson, a former high school scholastic media adviser and now graduate student in the School of Journalism and Mass Communication at the University of Iowa, started off the day with a thought-provoking and lively session on introducing sustainability into the journalism classroom or scholastic media environment.

But he didn't mean sustainability in terms of recycling paper.

"Sustainability doesn't necessarily mean green. It means how we understand a system and make a system work for all. Is journalism sustainable?" Johnson asked the crowd consisting of both college media advisers and scholastic media advisers.

Johnson answered.

"Journalism hasn't been sustainable for all voices and all people."

And he said that if there was a time to challenge our courses and the industry, it is now.

"It is failing people. It is failing itself," he said.

And he challenged teachers — before they begin writing curriculum, lesson plans or syllabi — to think about making mass media education more sustainable.

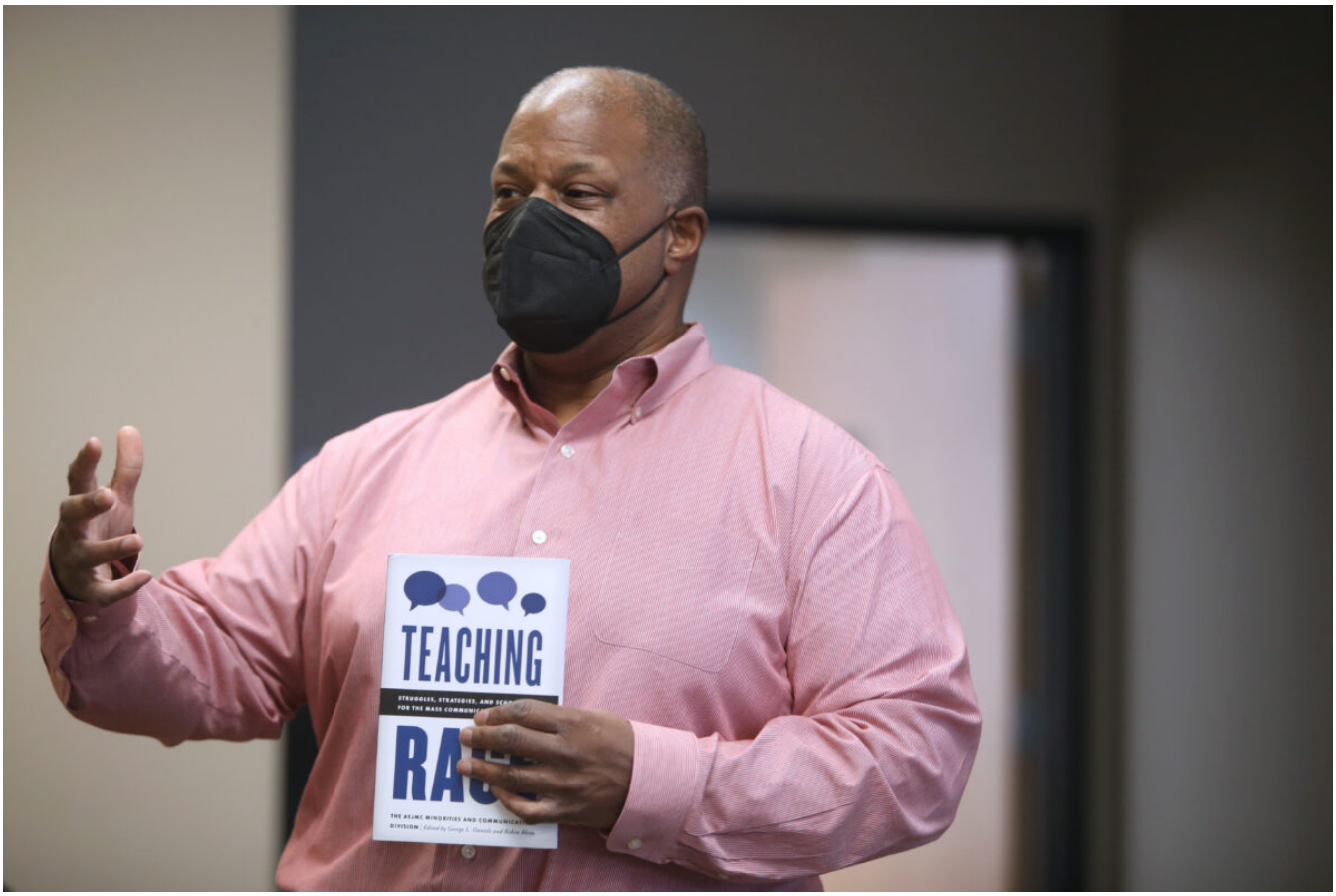
"Sustainability isn't just about the now. It isn't just about the then. It's about how do we make a better future."

He suggested that educators challenge students to design the newsroom that they think they're going to work in. Get them to futurethink. He also suggested educators focus on how they teach and that they incorporate ideas from experiential learning, service learning, inquiry-based learning, culturally sustained learning and place-based learning into their classrooms. Journalism students can be more active in the local community through these concepts.

Indeed, he introduced a theme that recurred throughout the day — that scholastic and collegiate media will be filling the gaps left by the decline in the professional media.

"Get into your communities. Ask them what they need from you," Johnson said. "(Students) have to connect back."

Teaching race



George Daniels discusses teaching race in the classroom at the AEJMC Scholastic Journalism Division's Teach-In Aug. 2, 2022 in Detroit. Photo by Bradley Wilson

Tips and Tactics for Teaching Race and Teaching Journalism by George Daniels

DESCRIPTION: It's been called "America's Rawest and Most Sensitive Nerve." Race is a topic we can't avoid if we're going to tell the whole story. This session offers teachers some strategies middle and high school can use to engage their students before, during and after they cover stories, produce photos or make videos.

DISCUSSION: George Daniels had one key point: educators need to incorporate all kinds of diversity in all aspects of their classes by bringing each student's individual experience to the class.

"If we start out assuming that everything is about is race, we'd be missing so much," he said. "I could assume when I see two white males that they don't have anything to say about race. They're the problem. If I stopped at just race, I would miss so much."

To make that happen, Daniels, co-editor of *Teaching Race: Struggles, Strategies and Scholarship for the Mass Communication Classroom*, said teachers need to have the tools and need to be aware of the political dynamics.

"A lot of our students might not understand the political dynamics. That is really important to bring into the mix," Daniels said.

Daniels said by thinking about all aspects of diversity, students will find so many more stories. He challenged teachers to get students to write about their own experiences, what makes them different?

"There are many stories in our own experiences."

Take a time out

Time Out for Diversity by Bradley Wilson

DESCRIPTION: Back in 1999, the Associated Press Managing Editors Diversity Committee with support from the American Society of Newspaper Editors, the Freedom Forum and the Maynard Institute decided they wanted to link diversity and credibility. They wanted to reach beyond editors and into newsrooms to encourage journalists to change the way they look at diversity. This summer, the Journalism Education Association launched a National Diversity Audit. With hands-on exercises, we'll see how schools can participate in these initiatives to improve their schola stic or collegiate media.

DISCUSSION: Continuing the discussion of diversity in the classroom and tools teachers can use, Bradley Wilson, vice chair of the AEJMC Scholastic Journalism Division, introduced the idea of analyzing actual reporting in media outlets and seeing how the sources in the media correlate with the staff and community.

It's a four-step process.

- Examine the demographics of the people in the coverage area.
- Examine the demographics of the people on the staff.
- Examine the demographics of the sources used over time in the media outlet.
- Compare the demographics with each other.

Most importantly, Wilson said, this includes, but goes so far beyond, race.

For example, he said that in his study over several years, his student staff members found that their sources looked a lot like them in terms of race, classification, gender and college. However, after being made aware of how they needed a more diverse array of sources, they could make it happen.

"But a student staff could pick whatever categories they want," he said. "We can change what we measure and track, so it's important to do pick categories that are measurable and that might result in awareness then change."

CLICK HERE to download the handout from the winter 2002 issue of *Communication: Journalism Education Today*.

The real world

Nicole Kraft discusses teaching ethics in the classroom using real-world examples at the AEJMC Scholastic Journalism Division's Teach-In Aug. 2, 2022 in Detroit. Photo by Bradley Wilson

The Real-World Impact of Student Journalism by Nicole Kraft

DESCRIPTION: People may think of student reporters as "journalism lite." But, in truth, reporters at the high school and collegiate level are dealing with ethical issues that have long-lasting, real-world implications from social justice to global conflict. This session will address the opportunities and challenges students face in pursuing these topics and the important role student-journalists face in the democracy.

DISCUSSION: Nicole Kraft, an associate professor in The Ohio State School of Communication — emphasis on the "The" — wasted no time getting to her point — "There is no real differential now between college or scholastic ethics and professional ethics. There is no student. There is just journalist."

The issues students face today given the instantaneousness of social media and online publishing as well as the drive to be first are the same as those faced by professional media outlets.

Further, she said, "the words we publish will last forever. Words that live online have a long and everlasting reach."

However, students are more like reporters in a small town, covering the same people they see at the grocery store and have class with.

So, Kraft said, students need to be introduced to the ethical principles of journalism early and often, through scenarios and real-world examples.

Kraft gave several examples of situations her students at *The Lantern* found themselves in. Protests. Viral social media. Public records. Student athletes. Take-down requests.

And with each scenario, she reminded advisers that they have a responsibility to teach students what they can do and what they should do.

"We have to make sure that they know what they're doing."

Hands-on photography

Andrea Negri discusses some ways to teach basic photo concepts in the classroom by using an Oreo cookie at the AEJMC Scholastic Journalism Division's Teach-In Aug. 2, 2022 in Detroit. Photo by Bradley Wilson

Hands-on: Teaching Photography by Andrea Negri

DESCRIPTION: Teaching photography isn't just a theoretical exercise. Students need to get their hands dirty outside the classroom or newsroom. Come prepared to have a little fun learning some methods for teaching or reinforcing the basics of photography — even for "non-photographers."

DISCUSSION: Andrea Negri, recipient of the Scholastic Journalism Division's Innovative Outreach to Scholastic Journalism Award, developed a curriculum for yearbook company representatives to learn media law.

But that wasn't why she came to the Teach-In in Detroit, some 1,300 miles from where she teaches in Houston.

At the Teach-In, she got instructors out of their chairs to play with cookies, with toy cars and with water balloons. Actually, she had the water balloons, but that didn't quite work out. Still, attendees got to toss cookies across the room to practice shooting fast action, got to put cookies on their forehead while moving them down to their mouths only using facial muscles to practice shooting moments, not movies and got to photograph toy cars on a plastic racetrack to practice panning and shooting action.

With each game, she emphasized persistence.

"Persistence is really important in sports photography," she said.

Advancing reporting skills

Michele Wilderman discusses some ways to teaching writing and editing efficiently at the AEJMC Scholastic Journalism Division's Teach-In Aug. 2, 2022 in Detroit. Photo by Bradley Wilson

Reinvigorating Writing Skills Post Lockdown by Melanie Wilderman

DESCRIPTION: Now that we are past the pandemic lockdown phase, and with most schools back to some semblance of "normal," researchers are uncovering so much about how students' learning was affected by the instability COVID-19 caused. Based on content from several of these studies, we will break down strategies for coaching our students back into the writing mindset while picking up and focusing on skills, both general writing and journalistic, that may have been lost along the way when the country was in survival mode.

DISCUSSION: At the end of the day, Melanie Wilderman appeared virtually from Oklahoma to discuss, first, how students, because of the pandemic, are far behind.

"They're behind in writing. They're behind in science too, but there's nothing I can do about that," she said. "They're behind socially, emotionally and academically."

But, she said, "I'm sure teachers aren't surprised to hear any of this."

Although her emphasis was on helping students to improve their writing skills, she acknowledged that before teachers can even begin to assess the work of the students in their journalism classes, teachers probably need to assess the knowledge, skills and abilities in journalism in general of the students.

"I'm often amazed at the students who have decided to major in journalism who don't read a lot of news and therefore don't have a good grasp of it," Wilderman said.

Then she offered some suggestions to help students catch up on their writing skills.

- Make time for short assignments.
- Make time for drafts, revision and rewriting.
- Make writing every day the culture.
- Time for editing in class.

Wilderman said faced with grading sometimes 100+ papers per day, instructors have had to find ways to be more efficient.

“Don’t feel like you need to grade every single piece of writing that you assign. Not everything has to be deeply assessed and then graded,” she said via Zoom. “Spot check. Encourage revision.”

She also encouraged teachers at any level to go to where the student is. Maybe, for some students, maybe that means the student just starts talking with someone else taking notes. Or maybe it means that the student start by using a voice recorder to record the first draft of a story then use software such as otter.ai to transcribe it.

“Writing is not a punishment,” she reminded the group. “(Students) think they don’t need to write. Writing is part of the great bigger category of all human communication. Admit that learning to write well is often difficult.”

Sponsors and hosts

OF THE 2022 TEACH-IN

Bradley Wilson

Bradley Wilson is an associate professor at Midwestern State University in Wichita Falls, Texas. In 2020, the Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication gave him the David Adams Educator of the Year Award. He has received the Gold Key from the Columbia Scholastic Press Association and the Pioneer Award from the National Scholastic Press Association. In 2014, the National Press Photographers Association named him the Robin F. Garland Educator of the Year and the College Media Association named him a Distinguished Adviser for newspaper advising at a four-year college or university. In 2017, he received the Edith Fox King Award for contributions to scholastic journalism in Texas.

August 15, 2022 / College Media / advising media, aejmc, college media, scholastic journalism division, scholastic media

College Media Review
Journal of the College Media Association

Legal analysis: Supreme Court takes on fair use

Court will consider whether painting made from photo is lawful

By Carolyn Schurr Levin and Gillian Vernick

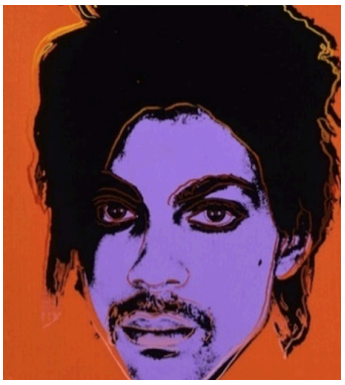
Fair use is a term that is thrown around often — and often improperly. Students may say, "I can use that photo because I know the person who posted it," or "this song was on TikTok so it's fine to quote the lyrics." In both of these examples, the students rely (incorrectly) on the woefully misunderstood concept of fair use.

On Oct. 12, 2022, the U.S. Supreme Court will have a chance to clarify the fair use doctrine when it hears the case of *Andy Warhol Foundation for the Visual Arts, Inc. v. Goldsmith*. This will be the first time the Supreme Court considers a fair use defense applied to a photograph (although last year the Court decided *Google v. Oracle*, a fair use dispute concerning computer code).

Goldsmith photo of Prince

In the current case, *Warhol v. Goldsmith*, celebrity portrait photographer Lynn Goldsmith (her Wikipedia bio describes her as "one of the first female rock and roll photographers"), photographed the recording artist Prince back in December 1981, while she was on assignment for *Newsweek*. At the time Goldsmith took the photos, Prince was a relatively unknown musician, and the photographs were not published. Three years later, when Prince's Purple Rain album made him a star, *Vanity Fair* magazine licensed one of Goldsmith's photographs for $400, and commissioned the artist Andy Warhol to create artwork for a feature in the magazine. Goldsmith's photograph was to serve as "an artist reference for an illustration to be published in Vanity Fair."

In Warhol's iconic style, he cropped the image, resized and altered it, changing the tones, lighting and detail of the photo and adding layers of coloring and shading. Warhol's artwork ran in *Vanity Fair*, credited to Warhol, and to Goldsmith for the



Andy Warhol painting of Prince

source photograph. Goldsmith was not aware of that use of her Prince photograph as the reference source until after Prince died in 2016. The dispute then emerged when the Andy Warhol Foundation for the Visual Arts (the owner of Warhol's copyrights after he died) licensed Warhol's "Prince Series" for use in a magazine commemorating Prince's life. Conde Nast, the owner of *Vanity Fair*, paid $10,000 for one of Warhol's pictures. The artwork appeared on the cover of a special "*The Genius of Prince*" magazine in May 2016, with no image copyright credit to Goldsmith. Goldsmith claimed that this use, for which she did not receive any fee, denied her licensing opportunities for her photographs. She brought a copyright infringement case, and that case has now been winding its way through the federal courts since 2017.

The question that the Supreme Court will consider is whether the Warhol Foundation's licensing to Conde Nast of Warhol's Prince artwork was an infringement of Goldsmith's original photograph, or whether Warhol's artwork constitutes fair use.

Fair use is a defense to a copyright infringement claim that is built right into the federal copyright law. A fair use analysis considers four factors:

1. the purpose and character of the use—whether it is a commercial or non-profit/educational purpose;
2. the nature of the copyrighted work—creative, published or unpublished;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the market effect of the infringing use—whether it usurps the copyright owner's market for his or her original work.

For instance, copying and distributing a magazine article as part of a fundraising effort has been found to be fair use, as it did not affect magazine sales. Conversely, publishing unpublished excerpts of a forthcoming memoir of a public figure was

found not to be fair use, as the copying seriously damaged the marketability of the impending publication.

If there is a dispute about whether the use of copyrighted material is infringing or constitutes fair use, a court will balance the four fair use factors.

Recent lower court cases have often focused on the purpose and character of the use, and whether the allegedly infringing work is "transformative." They analyze whether the use of the material transforms the original work into something new. For instance, the Supreme Court found that a rap group borrowing the opening bass riff and first line of a song but adding its own lyrics weighed in favor of a fair use finding, as the rap song conveyed a parodic purpose and character from the original, transforming the meaning or message.

At the trial in 2019, federal judge John G. Koeltl in Manhattan found Warhol's Prince Series to be a fair use of the Goldsmith photo, as Warhol "transformed Prince from a vulnerable, uncomfortable person to an iconic larger-than-life figure" in his works. In March 2021, though, a three-judge federal appeals court reversed that fair use finding, ruling instead in favor of photographer Goldsmith. The appeals court found that the Warhol series was "substantially similar to the Goldsmith photograph as a matter of law." The Warhol Foundation appealed to the U.S. Supreme Court, where the case is now waiting to be heard.

Many media organizations are interested in the outcome of this case. Amicus briefs (where non-parties can weigh in to advocate for interests that the parties to the case might not directly articulate) have been filed on behalf of both sides in the Supreme Court. Seventeen friend-of-the-court briefs have been filed in favor of the Warhol Foundation, including briefs from a group of Copyright Law Professors, Art Law Professors, the Electronic Frontier Foundation, and The Motion Picture Association, all lobbying the Court to find in favor of Warhol's transformative use of the photograph without permission. On the other side, 19 groups filed in support of photographer Lynn Goldsmith, including the American Photographic Artists and the National Press Photographers Association, arguing that Warhol's works based on Goldsmith's photograph constitute unauthorized derivative portraits that captured

the same nature and characteristics of Goldsmith's photo and damage the market for photographers creating original work.

As student journalists use more and more third-party content found on the internet in their reporting, including photographs, blog posts, tweets, Instagram posts, song lyrics, and more, knowing the ins and outs of fair use is a critical skill. A Supreme Court decision against the Warhol Foundation would signal a walk-back of transformative use/fair use concepts under federal copyright law; many have understood copyright law as promoting arts and science by permitting such inspired uses of original works.

If the Supreme Court upholds the federal appeals court ruling that Warhol's use was infringing, student journalists will need to do even more in-depth analysis on the creation and use of graphics, art, and photos based on underlying source materials. In general, if journalists use a substantial portion of copyrighted work, like a photo, for generally the same purpose, without making significant creative changes to the underlying work, this use is likely infringing. Simply conveying a different purpose or intent behind use of the work will not hold as much weight in insulating journalists from copyright infringement claims if the original work is not significantly transformative.

And because there are no registration requirements under federal copyright law (there is no need to register the copyright in your work in order to own a valid copyright), student journalists and their advisers should assume that every independent work is someone else's copyright protected material, and the use either must be fair or licensed with permission by the owner.

Fair use is complicated. Taking the time to fully analyze all uses of third-party materials is essential, both to good journalism and to the avoidance of infringement claims.

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Carolyn Levin

media law adviser for the School of Journalism at Stony Brook University. She teaches Media Ethics & Law at City University of New York's Baruch College, and has also taught media ethics and law at Stony Brook University, Long Island University, and Pace University. From 2010-2019, she was the faculty adviser for the Pioneer, the student newspaper at Long Island University, during which time the Pioneer won 28 awards.

Gillian Vernick is an associate at Miller Korzenik Sommes Rayman LLP in New York. She was previously the Technology and Press Freedom Project Fellow at the Reporters Committee for Freedom of the Press. She graduated from the Drexel University Thomas R. Kline School of Law and the Philip Merrill College of Journalism at the University of Maryland.

College Media Review / October 7, 2022 / Law and Ethics / fair use, law, media law, prince, SCOTUS, warhol

College Media Review
Journal of the College Media Association

First CMA Confab devoted to building trust in media

Sifting through misinformation to get to the real story

- **CMA CONFAB**: The midterm elections are on the horizon, and college journalists must grapple with reaching their audiences while sifting through misinformation along the campaign trail. This session aims to provide tips on how to navigate the political free-for-all while getting down to the issues.
- **ORGANIZER:** Fredrick Batiste, College Media Association, vice president, member training
- **SPEAKER:** Lynn Walsh, assistant director Trusting News
- **WHEN**: Friday, Sept. 30, 2022 via Zoom meeting

Lynn Walsh of Trusting News discusses how to build trust in the media at the Journalism Education Association Advisers Institution in New Orleans July 5-8, 2021. Photo by Bradley Wilson

By Jacob Mielke
with **Mallory Floyd** and **Alexis McCune**

In an effort to inform college media students and advisers about regaining trust in the media in a heated election season, the College Media Association held its first Confab of the year on Sept. 30, with guest speaker Lynn Walsh, assistant director of Trusting News.

“The whole media landscape and understanding of how news works is not necessarily something that people know. We have to keep that in mind as we are talking to consumers and as we are producing content. We have a responsibility to

educate them on how it works and talk about what we do that sets us apart," said Walsh, whose organization is devoted to teaching people how to decide what news to trust and teaching journalists how to build trust with their readers.

And teaching journalists and journalism educators how to build trust remained her focus during the Confab.

Confab organizer and CMA Vice President of Member Training Fredrick Batiste said learning how to build trust with readers was exactly what he wanted the discussion to focus on.

"The topic choice came in discussion with Education Committee members on topics that membership and their students will likely face during the academic year," Baptiste said. "The committee thought it would be timely to discuss covering elections and dealing with misinformation since we're weeks away from midterms and other important state and local races."

Walsh met all those goals as she reminded the audience, of some 13 students and advisers in the virtual meeting, that news is now only a touch of a finger away and, because of this, journalistic integrity to not provide misinformation is essential to gain the trust of consumers. Walsh, an Emmy award-winning journalist, reminded attendees the responsibility to separate misinformation from ethical journalism is that of the journalists themselves.

Walsh said it was important for producers of the news to understand where consumers receive information.. She said, if the goal is to provide ethical news to as many individuals as possible, journalists need to be on the same platforms as their audiences — primarily, at least for younger audiences — that means on mobile devices.

Walsh said, "Think about where you consume news, and that is where you should work to publish your content."

The human aspect of news, especially in politics, can be lost when speaking to others while trying to inform them of misinformation they see as fact.

“We want to debunk things, but don’t want to make people feel stupid or silly in the process,” Walsh said.

Further, the words journalists use strongly affect how readers take in the information they just read. Walsh suggested that college journalists, and all journalists, should evaluate who their target audience is, then speak directly to that audience.

“We should commit to fueling curiosity and not polarization. Some ways to do that is by avoiding over generalizations and not talking with the most extreme views,” Walsh said.

Walsh said that partly due to this polarization, trust in the news has been declining for years and hit its lowest point in 2016. According to Gallup News, it has since bounced back, sitting at around 36% in 2021. Walsh said, the trust in news is not anywhere any of us who work in journalism would be happy about and confidence in the media has hit an all-time low at 11% for television news and 16% for newspapers.

Readers who already have their minds made up, on either end of the spectrum, make writing a story a challenge but the ones in the middle are the most difficult — and the most desirable — to write for. They could end up leaning one way or the other based on the story they read.

While overall trust continues to decline, local news remains a more trusted source when compared to national news. Knight Foundation statistics show that six out of 10 Americans have more trust in local than national news.

“Local news tends to have more trust than national, but not always,” she said.

Walsh also discussed the political divide in the media, a divide that becomes even more relevant as the midterms elections approach in a month. “Republicans tend to have a lower trust in news than Democrats,” Walsh said.

According to a 2022 Gallup poll, only 5% of Republicans and 12% of independents have confidence in newspapers, a record low for these party groups. Democrats' confidence in newspapers rose to the 42% to 46% range during the Donald Trump administration but fell when President Joe Biden took office according to Gallup. Overall, according to a 2021 poll, 68% of Democrats trust mass media a great deal or fair amount 'more' compared to 11% of Republicans.

The amount of information individuals have access to is constantly growing and can be difficult to navigate, making it difficult to find ethical and responsible news sources. Walsh suggested that the journalists should take their factual information and deliver it in a way that the consumer can understand.

Walsh said, "When people don't trust ethical, responsible news outlets … and when people don't feel they can turn to those organizations for news and for information, that's when they are more likely to potentially get swept up and believe misinformation and disinformation, rumors and people who just throw out information online."

According to Batiste, the session exceeded expectations. "Lynn Walsh brings so much knowledge on the topic, and the audience was eager to engage and ask questions."

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October 11, 2022 / College Media / college media, confab, confidence in media, reporting, trust in news, trusting news

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RESEARCH: Student media coverage of censorship and press freedom

Student news organizations have long experienced various forms of censorship.

Abstract

This qualitative pilot study (N=46) examines articles on college newspaper websites to explore how student news organizations cover issues of press freedom and censorship. The researchers used a grounded theory approach to explore common themes of coverage and potential differences between private and public institutions' approach to such topics. The findings indicate there are four broad areas of interest: explanation of the role of journalism, industry challenges, censorship, and college-specific issues of press freedom and speech. This pilot study will serve to inform a larger content analysis.

Introduction

According to the Student Press Law Center, censorship is "any restrictions on your publication's coverage or operations by anyone who works for the school or is acting

on behalf of the school (like student government officials)" (Dean 2021, para. 1). Outright acts of censorship can be seen, for example, when in 2013, *The Fauman* at Florida A&M University was "suspended from publishing, its adviser removed and its staff told they must reapply for their positions" (Gregory 2013). In a case study of different college newsrooms, it was found that "that administrators who engage in censorship appear to do so when the newspaper publishes unflattering coverage of the university" (Matlock 2021, 97).

However, censorship is not always obvious and can manifest in subtle ways. In a Q&A with *College Media Review*, then SPLC executive director Frank LoMonte identified newspaper theft and closure of academic programs as forms of censorship (Smith 2013). Student government representatives allegedly trashed student newspapers at Virginia Commonwealth University in 2020 (SPLC 2020), and a campus police officer was recorded throwing away copies of *The Chimes*, the student newspaper of Capital University, a private university in Ohio, in 2019 (Severino 2019).

While outright censorship may not be common, less obvious forms of control can be seen in budget cuts and disciplinary action against student journalists or advisers (Dean 2021).

Editorial control varies among student media outlets, and is often determined in part by funding. The College Media Association's 2021 benchmarking survey indicates that student newsrooms are often funded by a combination of sources, with more than half of respondents indicating that they received some student fee funding, more than 30% getting departmental support, 40% reporting administrative allocations, and more than 60% bringing in some advertising revenue (CMA 2021). The same survey found that more than 10% of advisers indicated that they edited content or had decision-making ability over content—which is counter to the College Media Association's Code of Ethics (CMA n.d.)

In general, the threat and potential for censorship is a constant source of concern and threat to student news organizations. Thus, it is of interest to explore how student journalists themselves report on issues of censorship, freedom of the press, and other related rights.

Therefore, the purpose of this study is to analyze how student news organizations report on and address such topics.

Literature Review

Student news organizations are not dealing with threats to student press freedom in a vacuum. A decline in support for mass media has been tied to a decline in trust in American institutions since the late 1970s, when 68-72% of people in the United States said that they trusted the mass media (Brenan 2021). The most recent Gallup data found that only 36% of Americans trust the media today, while 34% said they have no trust at all. Gallup reported this is the second lowest level of support on record, about four points more than during the 2016 presidential election. Media outlets were not alone, either, as Pew Research found that trust in government was at one of its lowest levels ever in 2015 (Pew 2021).

Donald Trump's election in 2016 increased the climate of distrust in both the media and government as Trump successfully used rhetorical strategies to unite his followers and divide his opponents. Trump's rhetoric not only attacked his opponents, but also the press (Mercieca 2020). For example, Trump threatened to weaken the protections of the First Amendment, promised to strengthen libel laws for use against journalists, and intimidated and threatened journalists, calling them the enemy of the people (Horwitz 2016; Gidda and Schonfeld 2016; Downie 2020). These threats were not limited to professional journalists, but student journalists often face threats to their press rights closer to home, which is why the Student Press Law Center declared 2019 the "Year of the Student Journalist" noting that "Student journalists have lesser First Amendment protections and are often subject to censorship, prior review, budget battles and other external pressures" (2019, para. 5).

There has been much work documenting instances of censorship of the student press. The Foundation for Individual Rights in Education (FIRE) found that "60% of student newspapers at four-year public institutions faced some form of censorship" in 2021 (Conza 2022, para. 2). In 2019, FIRE published a report detailing student media threats such as censorship demands, prior review, pressure on student media advisers, and newspaper theft ("Under Pressure" 2019).

Similarly, in 2016, the American Association of University Professors, the College Media Association, the National Coalition Against Censorship and the Student Press Law Center published a report documenting threats and hostility toward student media and press freedom. They noted that over a three-year period, more than 20 student media advisers reported attempts by university administration to censor the student press (AAUP et al. 2016). Significantly, the report found that these threats to student press freedom were evident at all types of institutions, including public and private institutions, religiously affiliated institutions, and community colleges.

Other research on censorship and the student press has addressed students editors' and newspaper advisers' willingness to self-censor based on intrinsic or extrinsic factors (Filak 2021; Farquar and Carey 2018; Filak and Reinardy 2009) or instances of censorship of the student press (see Bankes et al. 2002; AAUP et al. 2016).

Students at private institutions potentially face even greater threats of censorship, as it is well-established that students at public institutions are accorded greater First Amendment rights than students at private institutions. The constitutional guarantee of freedom of speech applies only to governmental actors or in instances where there is "state action." State action is present when individuals, groups, or organizations perform a "public function" that has been exclusively the domain of the government (*Flagg Bros., Inc. v. Brooks*, 1978). In *Rendell-Baker v. Kohn* (1981), the Supreme Court definitively held that private schools are not state actors, and, therefore, the protections of the First Amendment do not apply. While the *Rendell-Baker* case concerned a private high school, the principles concerning state action are applicable to private colleges and universities as well. Thus, while public college students receive First Amendment protection, the free speech and press rights for students at private institutions tend to be determined contractually, in university bylaws or student handbooks, and administrators enjoy wide latitude in determining the scope of student press freedoms.

One of the first Supreme Court cases to discuss whether the student press has broad First Amendment protections is the *Hazelwood School District v. Kuhlmeier* (1988) case. *Hazelwood* examined whether it is constitutional for a principal at a public high school to delete articles that he deemed inappropriate from the student newspaper. The Court held that high school newspapers are generally not considered "public

forums" and therefore do not receive broad First Amendment protections unless the school has opened up the forum for indiscriminate use by the public. In the *Hazelwood* case, the student newspaper was part of the school's educational curriculum and was considered a "regular classroom activity" (484). Moreover, the newspaper was funded by the School Board and the teacher had editorial control over the paper. For this reason, the Court found that it reasonable for educators to make determinations about what content was appropriate and that the school had the legal authority to delete content deemed inappropriate or inconsistent with the school's educational mission, so long as the school's actions are "reasonably related to legitimate pedagogical concerns" (273). The First Amendment rights of high school journalists are, therefore, very limited and high school journalists lack broad First Amendment protections.

It is significant that the *Hazelwood* case dealt specifically with public high schools rather than colleges. In fact, in a footnote, the Court explicitly found that the *Hazelwood* case did not necessarily extend to colleges, noting that "[W]e need not now decide whether the same degree of deference (to school administrators' decisions) is appropriate with respect to school-sponsored activities at the college and university level" (footnote 7). Many lower courts, then, have not extended the *Hazelwood* reasoning to colleges or universities (see generally *Kincaid v. Gibson* 2001).

However, in 2005, a federal appeals court explicitly extended the reasoning of the *Hazelwood* case to colleges and universities, holding that a college newspaper was not a public forum because the school provided funding and sponsored the activity (*Hosty v. Carter* 2005). The case held that university administrators may have the power to censor student newspapers when the university subsidizes the speech. The *Hosty* case caused great concern among free speech advocates and policy-makers, as it opened the door to broad regulation of the student press by university administrators. As a result, some states have statutorily extended free speech and press rights to students at both public and private colleges. California became the first state to extend broad First Amendment protections to private school students (see Cal. Ed. Code section 94376), students at community colleges (see Cal. Ed. Code section 76120), and also public college students (see Cal Ed Code section 66301).

The New Voices Movement, a grassroots movement that began in 2015, has advocated expanding the free speech and press rights to students at both public and private schools.

According to the Student Press Law Center, as of January 2022, 15 states have adopted legislation that broadened student press rights. These statutes offer varying degrees of First Amendment protections, yet the vast majority extend protections only to students at public high schools and universities. The notable exception is Rhode Island, which granted free speech and press rights to students at both public and private universities (see Rhode Island General Laws, Title 16, Chapter 109). Thus, only two states explicitly protect the speech and press rights of students at private universities.

While actual and potential threats to student press freedoms have been well-documented along with factors that may influence self-censorship, there is limited research on the ways in which the student media outlets themselves cover issues of censorship and free expression.

Understanding how the student media cover issues of censorship is important, as this may reflect what that the students themselves see as most significant. Moreover, the ways in which student media cover press freedoms has the potential to influence how the broader campus community perceives issues of censorship and the free press and whether audiences will perceive censorship and press freedom as a significant issue at all. Further, as the First Amendment rights of students at private universities are very different from students at public universities, this would suggest that student media organizations at private schools may cover issues of censorship and press freedom differently than those at public institutions.

As such, the researchers put forth the following questions:

- RQ1: How do student media organizations cover issues of censorship and press freedom?
- RQ2: Is there a difference in how student media at private and public institutions cover these issues?

Methodology

The researchers identified all registered student publications of the College Media Association using a member directory. The authors removed duplicates, non-educational institutions, and programs without an online presence. Each remaining site was searched for specific keywords. Any articles that mentioned one or more of these terms that were published between January 1, 2018 and December 31, 2020 were collected for a total sample of 924 articles from 144 public four-year universities, 78 four-year private universities, and 19 community colleges.

For this qualitative pilot study, the researchers used a systematic sampling technique to construct a stratified sample (N = 46) based on institution type that represented 5% of the full data set. The pilot study sample included: 19 articles for "censor" and "censorship," 16 articles for "First Amendment," 9 articles for "free press"/"freedom of the press"/Press freedom/freedom of press, 0 articles for just "free speech"/"Freedom of speech and 2 articles for "free speech"/"First Amendment" that were found using both search terms.

The researchers employed a grounded theory approach to explore themes in the data. The researchers first used simple random sampling to select seven articles (about 15%), which the researchers, using the constant-comparative method, individually open coded. The researchers then discussed their open coding for commonalities and differences and developed 15 discrete codes. One article was recoded simultaneously by all researchers to confirm agreement. The remaining articles were evenly divided among the researchers, and each coded their subset using the agreed upon 15 codes. Using investigator triangulation, the researchers exchanged their subset of articles with each other and conducted a second round of coding. The researchers discussed these results and resolved points of contention through consensus, and then the researchers further collapsed the discrete codes into four general themes of journalistic coverage.

Findings

The researchers completed multiple rounds of analysis of the 46 articles in this pilot study. From the initial open coding, the 15 codes were:

1. Industry challenges,
2. Who is a journalist,
3. Journalistic decision-making or explanation,
4. Explanation of speech or press rights or history,
5. Journalism mission,
6. College journalism mission,
7. General threat of censorship,
8. Administrative threat of censorship (college),
9. Acts of censorship (college level),
10. Acts of censorship (non-college),
11. Physical threat, harm, or death of journalists,
12. Administrative expectations or reactions to negative coverage,
13. Administrative or university support for student media,
14. Donald Trump, and
15. 'Fake news.

Upon further review and discussion, these codes were collapsed into four dominant areas:

- the role of journalism,
- industry challenges,
- censorship, and
- college-specific coverage.

These areas will be discussed in greater detail below.

The Role of Journalism

By far, the most common topic among all the student media outlets and articles reviewed was the role of journalism, which included the codes of explanation and history of speech and press rights; journalism mission; journalistic decision-making or explanation; and who is considered a journalist. The most dominant theme among all newspapers, including newspapers at both private and public institutions, was an explanation of the rights guaranteed by the First Amendment. This received significantly more discussion than any other theme, including

discussion of specific acts of censorship. Within this theme, the most common sub-theme concerned why the First Amendment is so important and what is broadly guaranteed by the First Amendment, as well as the marketplace of ideas. As The Et Cetera, a student publication of Dallas College Eastfield Campus (community college), noted in a 2018 editorial, "While there are many channels to express our right to freedom of speech, the right to a free press and free speech works hand in hand to hold politicians and the government accountable in the eyes of Americans."

Often when explaining the First Amendment, other rights and protections were discussed in the context of the mission of journalism. Student media outlets indicated that the function of journalism is to tell the truth and that journalism must be a check on the powerful. For example, as students of Mt. San Antonio College (community college), wrote, "Our role as the free press is to keep the people informed by shining a constant spotlight on the truth, on the leaders people elect to lead them, and on the decisions those leaders take on behalf of the people." There was also limited discussion about the importance of providing context for stories and that journalists should not guard or protect the public from information. The Monmouth Outlook (Monmouth University, 4-year, private) explained in a staff editorial that, "[journalists] are not responsible for guarding or protecting the people from the events of the world."

However, in some cases, student newspapers were not just explaining free speech rights or their histories, but rather they debated the value of protecting all speech, including hate speech. For example, some writers suggested that the marketplace of ideas is not fair or equal. In a 2019 opinion piece from Seattle University's The Spectator (4-year, private), a student wrote, "However, the marketplace of ideas does not account for an unequal society where some members have more privilege in getting to speak their thoughts, as well as to be taken seriously by the rest of society," and argued that hate speech violates other constitutional guarantees: "Hate speech should not be protected by the First Amendment because it denies all Americans of their right to liberty promised by the Fourteenth Amendment, and prevents all Americans from becoming involved with the Democratic process." Still other writers observed that some speech causes more harm than good, and the editor in chief of The Western Courier (Western Illinois University, 4-year, public) wrote, "Free speech is obviously a very important right that we have as Americans,

but there is a line that must not be crossed." Further, a letter to the editor published in Central Michigan Life (Central Michigan University, 4-year, public) noted, "Hate speech, though constitutional, is not harmless."

Industry Challenges

Industry challenges subsumed the codes of more general challenges, fake news, and Donald Trump. Within this area, former President Trump's attacks on the press emerged as one of the dominant themes. In many cases, the student newspapers discussed the former president as part of a warning of the erosion of a free press, in defending journalism, or when calling for more civil debate. Articles noted that Trump "shunned" the media, "attacked" the press, "lashed out at journalists," and he claimed unfair treatment or censoring of conservative voices. For example, an editorial entitled "Staff Discusses Freedom of Press" from The Monmouth Outlook (Monmouth University, 4-year, private) reported that, "The current political administration has targeted various media outlets, claiming that they are 'the enemy of the people.'" Similarly, The Miami Hurricane (University of Miami, 4-year, private) noted in an editorial that "The American press has also come under attack by our current president, who regularly tries to portray the media as an enemy to democracy, when in fact, it's an ally."

The code of fake news was often, but not always, linked to coverage of Trump, with reports in this theme focused on the proliferation of fake news, the threat it poses to democracy, and the role that Trump had in popularizing the term. The Commonwealth Times (Virginia Commonwealth University, 4-year, public), discussed the challenge in reporting real news if some audiences do not want to hear it and other audiences do not want to believe it. For example, they wrote, "Some criticized news programs for failure to be family-friendly — while others cried 'fake news' — insisting such a distasteful comment would never have come from the president's mouth."

Far less prevalent were more general industry challenges such as concern for the economic viability of the press in the digital age and the marginalization of the press, including the refusal of public figures to give access to the press or the loss of trust in media outlets.

Censorship

Censorship incorporated the codes of general threat of censorship, non-college acts of censorship, and physical threat, harm, or death of journalists. General threats of censorship was a dominant theme in this category. Student journalists reported on this general threat from a variety of perspectives, including threats to the press, threats to individual free speech (both from the government and from private institutions), and threats to creative speech, such as books and music. For example, The Daily Emerald (University of Oregon, 4-year, public) warned that continuing threats to a free press "added to a growing list of recognizing the United States as an increasingly authoritarian state." Whereas, The Daily Wildcat (University of Arizona, 4-year, public) reported that, "Our focus is largely on topics that will affect our democracy on a greater scale, but lately our guaranteed rights and freedoms have been routinely violated by the very government sworn to uphold them." In terms of creative speech, in an opinion piece entitled

"Don't you dare censor my comedy," from Northern Arizona University's Lumberjack student media outlet (4-year, public), the author critiqued political correctness and noted that "In comedy, sensitivity should be thrown out the window."

Another theme was global threats to free speech and discussion of efforts to suppress the press in other countries. There was also broad discussion on a variety of issues, including the power of social media companies to censor speech and whether controversial speakers should be invited to campus. A column from The Daily Orange (Syracuse University, 4-year, private) stated that social media companies threatened free speech more than the government, stating that "Our discourse is filtered and approved by these private companies. University officials and a few thousand employees at Google, Twitter and Facebook ultimately decide what speech belongs in our political discourse and in our classrooms."

However, in this particular pilot sample, there was an overall lack of overt cases of actual censorship, i.e., the prevention/suppression of publication or post-publication retribution that could create a chilling effect. In discussing censorship, it was often in the abstract or talking about censorship happening in other countries

under more authoritarian governments. When discussing censorship, most articles revolved around concrete consequences of publishing information, such as the arrest of Julian Assange, the de-platforming of Alex Jones from InfoWars, or the banning of books.

College-specific Coverage

When the student press covered issues of censorship and free speech specifically within the college context (college journalism mission, administrative threat of censorship, university support for press/free speech, administrative expectations/negative coverage, acts of censorship) several themes emerged. College journalists viewed their role as being a check on the actions of the university administration and that they had a duty to report the truth. For example, in an opinion piece in SAC Media (Mt. San Antonio College, community college, California), the author wrote, "Our newsroom takes a stand to be one of many defending the truth, shining that constant spotlight on it and the leaders who serve you, the student body, faculty and the rest of the community."

Yet, despite the coverage analyzed herein coming from student publications, there was limited discussion of student press freedoms, though some coverage of larger issues of academic freedom and safety concerns. Notably, there was very little coverage of specific acts of censorship of the student press—theft of newspapers and budget cuts, which were more prevalent at public institutions than private ones. In a 2018 editorial in support of National Newspaper Week, the staff of The Prospector (University of Texas El Paso, 4-year, public), noted "In our own publication, we have dealt with budget cuts and have been asked to take down content or revise it to suppress the truth" but did not detail these incidents. In a more detailed editorial from 2019 entitled "Theft of newspapers an act of censorship," The Golden Gate Xpress (San Francisco State University, 4-year, public), discussed the theft of copies of its publication, "The May 14 and May 15 theft of more than 2,000 Xpress newspapers was an assault upon our independent student voice and an important reminder of why free speech must be protected at all costs."

While there was little discussion of specific acts of censorship, student newspapers did discuss general threats of censorship from the university administration or

campus climates related to speech. For example, in the previously mentioned editorial from Syracuse University, the author also noted, "SU is no stranger to free speech controversies and is near the bottom of the list of almost every university free speech index published."

Private vs. Public

In addressing the second research question—Is there a difference in how student media at private and public institutions cover these issues?—the largest variation in coverage was seen in the college-specific coverage area. Discussion of general threats of censorship were more common among private institutions. Private institutions tended to focus on speech policies, such as the restrictive nature of free speech codes, or on indexes ranking colleges and universities in free speech protections, or administrator statements that the student press should protect the reputation of the institution. On the other hand, at public institutions, there was very little discussion of administrative threats, with only one specific incident of administrative threat being noted in this pilot sample. At UCLA (4-year, public), The Daily Bruin was sent "a cease- and-desist letter for having UCLA on our flyer and having a bear – not the Bruin bear, just a bear – on our flyer, trying to prevent us from using it as advertisement."

Student newspapers at public institutions also discussed administrative support for free speech rights, which was primarily policy focused, as opposed to specific acts of support.

Articles discussed current or proposed speech policies at their university or state-wide policies designed to protect free expression at colleges. For example, *The Battalion* (Texas A&M, 4-year, public) wrote a 2018 article, "Student Senate passes free speech resolution" in which the reporter noted, "The resolution contained an explicit declaration of support for the First Amendment, which quelled concerns about the Student Senate's position on allowing free speech activities on campus." On the other hand, at private institutions, there was virtually no discussion of administrative support for free speech on college campuses.

In one other, though less prominent difference, in this particular sample, it is notable that only public universities' student media outlets used the word "racism" or "racist" when discussing free speech. No private university newspaper used the word in the sample. This came largely in the context of Trump and, at times, was connected to specific remarks, for example *The Commonwealth Times* noted, "*The New York Times* sparked similar controversy last week by publishing a 'definitive list' of instances in which Trump has done or said something undeniably racist. The compilation documents everything from Trump's refusal to rent apartments to African Americans in the 70s to his most recent 'shithole' remark."

These four dominant findings suggest that student media coverage did vary between private and public institutions, primarily when covering specific incidents of censorship or threat on their own campuses. Yet, by and large, when covering issues of press and speech freedoms, student media outlets were far more likely to discuss and explore the role of journalism in society and the rights and privileges afforded them.

Discussion & Conclusion

Overwhelmingly, student media coverage of issues of censorship was dominated by the potential for censorship or speech restrictions rather than actual incidents of censorship, though there were private and public institution differences in that coverage. That private institutions devote more discussion to general administrative threats to free speech is not surprising, given that student newspapers at private institutions do not have the same free speech protections as student newspapers at public institutions. The dominance of this coverage does suggest that issues of censorship and free speech are of concern to student journalists. This aligns with the findings regarding student journalists' mission. Students saw the function of journalism as a check on the powerful and to report the truth. As such, they view the role of the student journalist as consistent with professional journalists.

Yet, the analysis revealed there is room to help both student journalists and audiences understand censorship and its impacts, as there were examples in which it became evident that there was confusion regarding what censorship is in its most basic form and who has the power to censor. There was also debate regarding how

far free speech extends, particularly in the context of hate speech. Student journalists were reporting on the limits of speech in ways that considered other consequences, such as harm. Yet simultaneously, some student media coverage also speculated as to whether the United States is becoming less democratic.

With the dominance of coverage that examined free speech rights and censorship, these findings support advancing education and training in free speech, its legal protections, and its legal limits. In serving as campus publications, student news organizations recognized their ability to inform their communities, but they also serve a role in educating the campus community about what is happening both locally and nationally. Thus, it is important for student journalists to be educated in the rights of free expression to extend this understanding to audiences, including their own peers, who may be less familiar with their rights and protections. Stronger education in speech and press rights may prepare audiences to more fully exercise individual rights to free expression.

Limitations & Future Research

This research serves as a pilot study (N = 46) for a larger analysis of all collected articles (N = 924). As such, the sample of articles analyzed was limited and the findings are not intended to be generalizable. The findings of this qualitative study will be used to develop a codebook for the quantitative analysis of the full data set. In that content analysis, the authors will seek to identify common approaches to the topics of censorship, etc. by student news organizations.

However, neither this pilot study, nor future content analysis, has the ability to explore self-censorship or intent. Thus, future scholars should explore these topics in greater depths through other methods such as focus groups and interviews. Further, given the influence of Donald Trump, in the context of free expression, within this pilot sample, the researchers intend to explore whether student media coverage of free speech changed in light of the Trump presidency.

While the College Media Association is a national organization, not all student media operations are members and thus were not considered for inclusion in the study. Other scholars may wish to explore other avenues for identifying student media

outlets for inclusion in related research. Additionally, future scholars may wish to compare student media coverage of such topics in different eras. The sheer variety of topics related to censorship and issues of free speech in this pilot sample—from creative expression to social media and beyond—provide many avenues for future exploration.

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October 17, 2022 / Research / censorship, college media, ethics, First Amendment, law, press freedom

College Media Review
Journal of the College Media Association

Shoot-out reflects ‘absolutely stunning images’

Student photos reflect a portrait of Washington

After the convention in Washington, D.C., 44 judges set to work looking over the 32 entries from 19 students in the on-site Shoot-out.

One judge wrote, “(The top images) were head and shoulders above the other entries. Absolutely stunning images.”

Indeed, perhaps for the first time in nearly 20 years, the top entry scored three times higher than any other entry. It was ranked by 77% of the judges and ranked first by 47% of them.

Wrote another judge: “(The top entry) tells a story and surroundings all relate to who the person is.”

The assignment included writing captions with the names of all identifiable people. Judges repeatedly said the quality (or absence) of captions reflected in their rankings.

The judges chose to recognize the following entries.

- FIRST PLACE — Juliana Yamada, San Francisco State University, Rachele Kanigel and Josh Davis, advisers
- SECOND PLACE — Kia Harlan, California Baptist University, Sonya Singh, adviser
- THIRD PLACE AND CLASS FAVORITE— Jacob Spotts, Milwaukee Area Technical College
- HONORABLE MENTION — Dominic Di Palermo , Elgin Community College, Nicholas Obradovich, adviser
- HONORABLE MENTION — Trennt Rhea, Dallas College Brookhaven Campus, Daniel Rodrigue, adviser

VIEW GALLERY OF IMAGES

ASSIGNMENT

Students were assigned to find a person who lives or works in Washington, D.C., or the area — not a tourist. Tell that person’s story. Have some fun along the way and be prepared to explain what you were thinking at the critique.

CONTEST COORDINATOR

Bradley Wilson, Ph.D.

CONTEST ADMINISTRATION

Kevin Kleine and Chris Waugaman

JUDGES

Meagan Abo, Emily Arnold, Michelle Balmeo, Ellen Banner, Ann Beckett-Willis, Christine Blaisdell, Jane Blystone, Deanne Brown, Kelly Buckner, Elise Carlson, Kyle Carter, Sharin Chumley, Cary Conover, Greg Cooper, Kathy Daly, Diane Davis, J.G. Domke, Hunter Doughty, Gaby Doyle, Michelle Evenson, Leslie Fireman, Megan Fromm, Kirsten Gilliland, Tara Haelle, Tom Hallaq, Bonnie Katzive, Debra Klevens, Kevin Kleine, John Knaur, Michelle Martinez Rivera, Jim McCrossen, Jim McNay, Sam Oldenburg, Julie Pelosi, Barbara Perenic, Terri Real, Jayna Rumble, Andea Schlepphorst, Margaret Sorrows, Matt Stamey, Elizabet Strehl, Becky Tate, Eric Thomas, Lisa Wallace, Carrie Webbenhurst, Mark Webber

November 7, 2022 / College Media / college media, college newspaper, photography, photojournalism, shoot-out, yearbook

College Media Review
Journal of the College Media Association

Despite weather, photographers document New York experience

Despite the cold and rain common in New York City this time of the year, 12 college photographers spent time exploring the city as part of the convention photo contest.

Gavin Britton accepts his camera donated by B&H Photo Video from Bradley Wilson. Britton had the image selected as class favorite on-site. Later, judges selected it for third place recognition.

And, for the first time, B&H Photo Video awarded a camera to the photographer who shot the class favorite image — Gavin Britton, a photographer at the University of Portland (Nancy Copic, adviser).

After the convention was over, a panel of 45 judges including college educators, professional photojournalists and scholastic educators judged the images selecting the top three for recognition.

1. Olivia Reid, University of Massachusetts (Boston) (Charles Henriques, adviser)
2. Laila Hazel, Southern University and A&M College (Jermaine Proshee, adviser)
3. Photo by Gavin Britton, University of Portland (Nancy Copic, adviser)

JUDGES: Meagan Abo, Emily Arnold, Judy Babb, Michelle Balmeo, Jane Blystone, Candace Bowen, Kelly Buckner, Pam Bunka, Elise Carlson, Cary Conover, Greg Cooper, Nancy Copic, Kathy Daly, Steven Dearinger, Mark Dolejs, Hunter Doughty, Al Drago, Evan Evenson, Dominick Ferreira, Leslie Fireman, Chris Gillon, Kelly Glasscock, Stephen Green, Tara Haelle, Whitney Huang, Bonnie Katzive, Debra Klevens, John Knaur, Todd Maisel, Erin Martin, Jim McNay, Jackie Mink, Shannon Oden, Lori Oglesbee, Michelle Martinez Rivera, Margaret Sorrows, Jacob Spotts, Matt Stamey, Elizabeth Strehl, Alison Strelitz, Justin Turner, Dustin Vickers, Hillary Warren, Carrie Webbenhurst, Mark Webber, Bretton Zinger

CONTEST COORDINATOR: Bradley Wilson

SLIDESHOW:

March 26, 2023 / College Media / B&H Camera and Video, college photographer, new york city, photographer, photojournalism

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