



When the opportunity arose earlier this year to work with *College Media Review*, I was immediately interested but also apprehensive about jumping headlong into an effort I figured would have a steep learning curve. And all the usual suspects of reasons not to tackle new projects – "I'm already loaded down," "we're making lots of changes within our own operation," "time's already scarce" – were already lined up. But when I saw the possibilities of what might get accomplished, and I found out who'd comprise the staff, I was sold.

CMA treasurer Bill Neville is whom I blame for luring me into advising and credit for introducing me to CMA when I taught at Georgia Southern University, where he's the student media coordinator. Bill is about as broadly expert in all facets of the news publication business as they come. And he's about as staunch an advocate of student publications as anybody I know. And he will be about as good a managing editor as one could hope for. Thanks, Bill.

Ryan Honeyman, who used to design award-winning sports pages and special sections for the *Savannah Morning News*, will be doing the heavy lifting in designing CMR. Ryan, who was also an art director for a Cleveland, Ohio, business magazine after earning a journalism degree from Bowling Green State University, is the assistant director of design services for Georgia Southern's marketing machine, and he's lent his services to advising the *George-Anne Daily*, the excellent newspaper there. Thanks, Ryan. Your skill and advice will be much appreciated.

Speaking of excellence, what a segue. Kelley Callaway, our assistant editor, knows it coming and going. Kelley's been going over copy with a fine-toothed comb for as long as I've known her, which is getting now to be considerable. Kelley served as the student media director for Methodist College in North Carolina before returning to Georgia Southern to earn her master's degree in English. Right now, she's serving as Bill's administrative assistant, working as an editor on a book project to coincide with Georgia Southern's centennial, advising the newspaper, a teaching a literature class. And she knows of what she speaks; she served two years as editor in chief of the *George-Anne*, which the state college press association named best in state both years. So thanks, Kelley. I like the percentages.

LSU's Pat Parish also deserves our thanks, and yours, for toiling in the vineyard, and we hope to continue the fine tradition of quality established by Pat and her predecessor, Ken Rosenauer of Missouri Western State College. Lillian Lodge Kopenhaver of Florida International University will continue to run point for our board of reviewers named on this page, and all of whom we're also indebted to.

Many of you I know from having worked with you at conventions, or we've otherwise rubbed elbows along the way. I've been a publications adviser for more than 10 years, and I've been doing that, or teaching in a classroom, or reporting for newspapers for more than 25. I hope that experience on both ends will help us give you the type of magazine that will help you do your jobs.

Even though our mission remains to serve advisers the best way we know how, it doesn't mean we're not looking to make changes in how that's done. Like our predecessors, we've got our own ideas about how *CMR* can best serve its members. The types of issues confronting college media advisers may seem to change only ever so slightly to casual observers, but we know that the changes in the legal, political, cultural, technological, and economical realms also put new wrinkles in the sheet in terms of the challenges that confront us. And our staff and the CMA board believe that *College Media Review* must evolve to help our members meet those challenges.

So we're going to be making some changes in *CMR*, some subtle–you may notice that we're adopting Chicago Manual style for our text and adding photos of our contributors–and some perhaps not so. One clear objective we have is in establishing a *CMR* website (*http://cmr.collegemedia.org*) as we take a cue from CMA's "Reinventing College Media" initiative by reinventing ourselves online. We think it will get our members more involved by providing downloads of resource material and offering quick feedback on issues and events that really don't pay much heed to a publication schedule.

I'll be the point person you can contact with your kudos or your concerns, and I'll share them all with the staff. If there are issues you'd like to see covered, or if you'd like to cover them, let us know. You'll find our contact information each issue on the facing page and our submissions policies on page 31.

The bottom line is, this is your magazine, and we want your feedback on how we ought to tackle those objectives and how well you think we've succeeded or where we can better help you.

We'll be all eyes and ears.

Robert Bohler

College Media Review

is an official publication of College Media Advisers Inc.; however, views expressed within its pages are those of the writers and do not necessarily reflect opinions of the organization or of its officers.

Any writer submitting articles must follow the Writers Guidelines included on page 31.

CORRESPONDENCE

Address circulation inquiries to:
Ron Spielberger, Executive Director
College Media Advisers
Department of Journalism
University of Memphis
Memphis, TN 38152
or rsplbrgr@memphis.edu

Liaison with CMA Board of Directors: Vice President Kelly Wolff GM, Educational Media Company Virginia Tech 362 Squires Student Center Blacksburg, VA 24061 (540) 231-4054 kawolff@vt.edu

SUBSCRIPTION RATES

- One Year, \$15 (foreign \$17)
- Two Years, \$27 (foreign \$29)

CMR BOARD OF REVIEWERS

CMR Board of Reviewers
David Adams, Indiana University
Ralph Braseth, University of Mississippi
Albert O. Deluca, James Madison University
W. Dale Harrison, Auburn University
Jim Hayes, Vanderbilt University
Amy Kilpatrick, University of Alabama at
Birmingham
Warren Kozireski, SUNY Brockport
Kathy Lawrence, University of Texas
Nils Rosdahl, North Idaho College
Ken Rosenauer, Missouri Western Sate

Trum Simmons, Harrisburg Area Community College

Roger Soenksen, James Madison University Brian Steffen, Simpson College Laura Widmer, Northwest Missouri State University



College Media Review

College Media Review (ISSN 0739-1056) is published quarterly by College Media Advisers, Inc. © 2006, CMA.

EDITOR

Robert Bohler Student Publications TCU Box 298060 Texas Christian University Fort Worth, Texas 76129 Office: 817.257.6556 Fax: 817.257.7133

E-mail: r.bohler@tcu.edu

MANAGING EDITOR

Bill Neville Office of Student Media Georgia Southern University Statesboro, GA 30460 Office: 912.681.0069

Fax: 912.486.7113 E-mail: bneville@georgiasouthern.edu

ASSOCIATE EDITOR

Lillian Lodge Kopenhaver
335 Journalism and Mass Communication
Florida International University, ACII
North Miami, FL 33181
Office: 305.919.5625
Fax: 305.919.5203
E-mail: kopenhav@fiu.edu

ART DIRECTOR

Ryan Honeyman Georgia Southern University E-mail: rhoneyman@georgiasouthern.edu

ASSISTANT EDITOR

Kelley Callaway Georgia Southern University E-mail: kcallaway@georgiasouthern.edu

CMA OFFICERS

Lance Speere Southern Illinois University-Edwardsville

Vice President Kelly Wolff Virginia Tech

Vice President for Member Services

Laura York Garden City Community College

Secretary

Ira David Levy Wright College

Treasure

Bill Neville Georgia Southern University

lmmediate Past President

Kathy Lawrence University of Texas at Austin

Executive Director

Ron Spielberger University of Memphis



THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC.
WINTER/SPRING 2006 • VOL. 43, NOS. 3-4

2. EDITOR'S CORNER

Get to know CMR's new staff and find out how to contribute.

Robert Bohler

4. ASSESSMENT

Getting a handle on an assessment tool that both works within the arcane world of student media and meets a university-wide emphasis seems to be a common challenge for advisers.

Mery Hendricks



8. PRACTICE MAKES PERFECT

Too often, students miss out on the best way to practice journalism . . . Working on student publications.

David Martinson

REFEREED ARTICLES

17. PUBLIC ACCESS

Public Access Programming at College and University Television Stations: How Are They Handling It?

Jay Start and Kurt P. Dudt Indiana University of Pennsylvania

23. YOU'RE FIRED!

A Study of the Best Practices for Evaluating the Job Performance of Student Media Staff Members

Ronald P. Addington Henderson State University



College media advisers are at ease with elements such as hard news, story packages, headline hierarchies, feature stories, striking visual images, effective graphic design, and the challenge of reinventing media for the next era.

design, and the challenge of reinventing media for the next era. A Path To A SS ESSIVE ENTIRE ENTI

But the prospect of establishing an assessment process that measures the effectiveness of a student media program in a way that also satisfies the accountability, even the accreditation needs, of student affairs administrators and their bosses may be befuddling, foreign, and, OK, a little bit scary to those same media advisers.

PLEASE SEE ASSESSMENT, PAGE 6

Or maybe I'm just speaking for myself.

> Merv Hendricks Indiana State University

SI LY IN

CAS?

- The acronym: CAS stands for The Council for the Advancement of Standards in Higher Education.
- Its purpose: Executive Director Phyllis Mable, writing in the "Student Affairs Today" newsletter of March 2006, says CAS is "a consortium of higher education associations whose directors achieved consensus on the nature and application of standards to guide student affairs work." CAS comprises 36 member associations.
- **Areas included:** CAS currently presents guidelines and standards for 34 student affairs areas (examples: housing and residential life, college health services, college union, student leadership, recreational sports)
- **Key quote:** "Using CAS standards is a major contribution to the assessment and accountability climate, which is very important in higher education right now. [The standards] will help you serve students with clear reference to learning and development outcomes." (Mable, 2006)

• **Web page:** www.cas.edu • **Phone:** (202) 862-1400

Mailing address:

One Dupont Circle NW Suite 300 Washington, DC 20036-1188

Here, in brief, is how we at Indiana State University Student Publications administered a self-assessment process after standards had been adapted from Council for the Advancement of Standards in Higher Education (CAS):

Within each of the 13 areas, the CAS self-assessment guide asks a respondent to assess how well (or unwell) standards are being met. CAS employs a positive construction for the statements. Example from our document: "The mission is consistent with that of Indiana State University and with College Media Advisers standards."

To determine the level of compliance with standards, CAS uses a Likert scale:

ND	1	2	3	4	NR
Not	Not	Minimally	Well	Fully	Not
Done	Met	Met	Met	Met	Rated

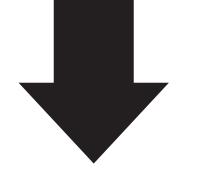
We gave the standards we had developed to our professional staff (director, assistant director, business manager and receptionist) and to the then-current and recent editors in chief and student advertising managers and asked them to rate us. (Had more time been left in the semester, we would have tested the standards with a larger group of students within our publications program.) From those responses, we wrote a report detailing the findings from what in our case amounted to 118 assessment statements. Our findings were compiled with those from other student affairs departments into a division-wide report.

The process — while tedious to an ink-stained wretch more comfortable with marking up the paper for leads, headlines and photo cropping — served both to confirm what we thought we knew and to understand unmet needs.

For example, we were gratified but not surprised to find that everyone who completed the assessment form gave the department a 4.0 (Fully Met) in response to the statement: "Students are heavily involved in decision-making concerning day-to-day matters and also decisions affecting the publications in more long-term contexts."

But, in another example, we learned something not so positive about ourselves when the department earned only a 2.8 rating (the Minimally Met range) in response to a statement concerning what we labeled Healthy Behavior. The Healthy Behavior standard, borrowed from CAS, calls upon us to promote better health among our students, with special attention to alcohol abuse, stress reduction, exercise and nutrition. While we are far from being health educators, we should do more to facilitate our students' exposure to information and to encourage intervention in those areas — especially as student media work can drive students to worry and distraction.





Assessment: A definition

"The systematic collection of information about student learning, using time, knowledge, expertise, and resources available, in order to inform decisions about how to improve student learning."

> Barbara E. Walvoord Fellow Institute for Educational Initiatives Professor of English University of Notre Dame

ASSESSMENT CONTINUED FROM PAGE 4

Make no mistake. the push for assessment, standards, and experiential learning outcomes is rampant across the nation as student media operations join academic and administrative departments in being compelled to demonstrate, systematically and measurably, the effectiveness of their efforts. It's probably happening at your school, too. If not, it's coming soon to a college near you.

Getting a handle on assessment in a way that works within the arcane world of student media but also meets a university-wide emphasis on assessment seems to be a common challenge for advisers.

"Trying to nail the Jell-O to the wall" is the shorthand Bob Bortel, director of student publications at Bowling Green State University in Ohio, uses to describe the process of wrapping one's mind around assessment. "[I was] trying to find a quantifiable means of doing it and a means of doing it that would be manageable in terms of the time I could put into it to make it work," Bortel says. Workshops offered by his student affairs division helped, he said.

As with most new processes, there were also some early bugs in assessment at The University of Texas at Arlington, says student publications director Lloyd Goodman. "The idea seemed sound, but the first couple of years we did it, we seemed to be gathering information in order

to complete forms rather than gathering information that we could use to see how well our programs were meeting students' needs," he says. The vice president to whom Student Publications reports (and who was not the person directing assessment in those earlier years) "places a major emphasis on assessment and holds our feet to the fire to be sure assessment we do is useful," Goodman says.

Bill Neville, coordinator of student media at Georgia Southern University in Statesboro, when first confronted with the need for assessment, wanted a book of clear instructions but instead got complex guidelines akin to those that describe how to program a VCR. "All that educational technical gibberish did not carry any weight with me," says Neville.

Even a small sampling shows that advisers are finding ways to translate that which Neville and others call gibberish.

"I am doing assessment every day just by the nature of the job I do as adviser," Bortel says. "When I critique a paper I am looking at it not only in a macro sense, such as how it's covering its community but also in a micro sense, such as the approaches individual reporters are taking in their stories in terms of voices, sources, and balance."

PLEASE SEE **ASSESSMENT**, PAGE 8

Indiana State University Student Publications

Self-Assessment Guide (Adapted from Council for the Advancement of Standards in Higher Education) December 2005

Part 1: MISSION

Overview:

- The Office of STUDENT PUBLICATIONS at Indiana State University, the umbrella administrative organization for the Indiana Statesman student newspaper and iQ student magazine, must incorporate student learning and student development into its mission and enhance the overall educational experience for both student staff members and for student readers of the publications.
- STUDENT PUBLICATIONS must develop, disseminate, implement and regularly review its mission and goals. Mission and goals statements must be complementary to the mission and goals of Indiana State University.
- STUDENT PUBLICATIONS exists to provide students in journalistic, advertising and business areas practical application of the skills and responsibilities involved in editing, managing, promoting and financially supporting para-professional publications. The publications also exist to provide information, opinion and perspectives to the campus audience, which largely consists of students, but which also includes faculty, staff, alumni and members of the extended local, regional and national communities.
- STUDENT PUBLICATIONS' mission must address:
- Teaching, coaching and supporting students in widening their knowledge in areas such as decision-making, ethical responsibility, writing, reporting, editing, photography, graphic design, computer use, ad sales, marketing and product delivery.
- Affording students leadership opportunities in areas such as selecting, organizing
 and managing a staff of student peers; directing the work of others; devising a
 content plan for a publication; reacting to feedback in the critical environment
 that is a college campus; building teamwork within student staffs; and achieving
 production deadlines.

Criteria for Assessment:

Please use the following scale to assess STUDENT PUBLICATIONS on the criteria shown for PART 1: MISSION below.
Please circle your responses.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

PART 1: MISSION (Criterion Measures)

1.1 Mission and goals statements are in place and are reviewed periodically.

ND 1 2 3 4 NR

Not Done Not Met Minimally Met Well Met Fully Met Not Rated

1.2 Student learning, development and educational experiences are incorporated into the mission statement.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

1.3 The mission is consistent with that of Indiana State University and with College Media Advisers standards.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

1.4 Students are regularly exposed to constructive feedback from advisers.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

5.5 Students are generally kept informed of developments in student press freedom law.

ND 1 2 3 4 NR

Not Done Not Met Minimally Met Well Met Fully Met Not Rated

Part 1: Mission Overview Questions

- 1.1 What is the program mission? STUDENT PUBLICATIONS' general mission is to provide an experiential learning environment in which students can give practical application to journalistic and business practices while serving the news, information, entertainment and self-expression needs of the campus community. In this environment, designated student leaders in news, editorial and advertising are empowered to make all content decisions for their publications, an empowerment arising from a long history of these and predecessor publications' operating at ISU as constitutionally protected "designated public forums."
- 1.2 How does the mission embrace student learning and development? We believe our ongoing program is deeply grounded in experiential learning, even before we called it that. One aspect of our mission is to provide students opportunities as leaders, managers, organizers, editors, reporters, writers, photographers, graphic designers, advertising sales-

- Serving the campus community as a 'designated public forum' for the publication of accurate, fair, ethical and comprehensive news, information and expression of opinion.
- Maintaining the constitutional rights of student editors and advertising managers
 to be the sole and final decision makers concerning news and advertising content.
 This specifically includes protecting student leaders from intrusion into the
 content decision-making process by university administrators in such manners as
 mandatory pre-publication review and budget cuts aimed at controlling content.
- Providing constant support from trained and knowledgeable advisers to assist students in making decisions, while always leaving the final decision to the designated student decision maker.
- STUDENT PUBLICATIONS must have a strong commitment to student learning and development, contributing generally both to Indiana State University's institutional missions and to the national body of ethical and professional practice of journalism and student media operations. Students, who have been empowered by the federal courts and by the university to determine, without pre-publication review, the content of their publications, are an integral part of mission delivery. All decisions concerning the direction of the publications must involve student input, if not student decision-making.
- STUDENT PUBLICATIONS' commitment to its mission must be reflected in its mission statement, in its day-to-day advising of students, in its budgeting, in its staff development, in its supervision of full-time professional staff, through frequent feedback provided by advisers to student staff members and in performance appraisals of professional staff members.

5.6 Students are regularly afforded opportunities to attend state, regional and national college and professional media conventions, conferences and workshops.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

5.7 Students are heavily involved in decision-making concerning day-to-day matters and also decisions affecting the publications in more long-term contexts.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

5.8 Both student leaders and professional staff members provide a welcoming environment to new staff members, clients and guests.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

5.9 STUDENT PUBLICATIONS encourages communication between and among the different student divisions existing with the operation: Statesman newsroom, iQ editorial staff, Statesman/iQ advertising sales, Statesman/iQ advertising design, student office workers and student delivery crews.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

1.10 STUDENT PUBLICATIONS functions as an integral part of ISU's overall mission.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

Notes: Add here any comments you wish to make to augment your responses to the criteria in PART 1: MISSION. Please list the criterion number (example: 1.9) upon which you are commenting.

persons, office personnel and delivery workers. Together, they plan, produce, promote and place (deliver) a product (newspaper and magazine issues) more than 100 times a year. Here, they can apply concepts and ideas learned in the classrooms and see the result of their efforts. They also can learn from the feedback from advisers, faculty, fellow students, clients and the critical audience that is a university. One could say that experiential learning is what we do every day.

1.3 In what ways does the program mission complement the mission of the institution? ISU's Strategic Plan for the 21st Century states (page 22): "The philosophy of total integration of academic, residential, and co- and extra-curricular programming requires that out-of-class experiences reinforce the educational experiences of all students...." As a laboratory for experiential learning, we believe STUDENT PUBLICATIONS contributes to the strategic plan's statement that ISU's "cardinal purpose" is "to foster holistic student growth and development."



"I look at my activity as being very assessment-oriented by its very nature of feedback and ongoing coaching. A certain degree of assessment has already been going on; it just hasn't been quantified to any degree."

> Bob Bortel, Director of Student Publications Bowling Green State University

ASSESSMENT CONTINUED FROM PAGE 6

The critique, a part of nearly every adviser's job, is a form of assessment that in the past just hasn't been labeled that way, Bortel says. Finding other ways to provide assessment, he believes, is a logical extension. One form of assessment at Bowling Green State is a journalism program requirement that each major complete an on-campus internship. Bortel has molded that opportunity into a formal assessment piece. Each semester, 15 to 25 students meet one-on-one with him to analyze their writing, an undertaking in which he says he interacts with the writers much more closely than he would strictly as a newsroom adviser. He reviews with them eight to 10 of their recent stories, looking for trends and tendencies, helping them develop what he calls "an ongoing portfolio." At semester's end, he submits an evaluation of each student intern to the journalism department, from which a grade is determined.

He also has developed an "assessment rubric" in which he breaks down into measurable parts such factors as the elements that constitute a good story: clarity, balance, sourcing, quality writing, and the like. Each component can be rated with a tool as simple as a checklist or qualitative rating scale. "I look at my activity as being very assessment-oriented by its very nature of feedback and ongoing coaching," Bortel says. "A certain degree of assessment has already been going on; it just hasn't been quantified to any degree."

At UT-Arlington, Goodman and his staff were working on an assessment plan during the summer that will use a three-part combination of learning outcomes, national standards that are accepted within student affairs circles, and university and departmental goals.

A part of the plan deals with student competencies, which could link to both learning outcomes and departmental goals. For example:

- Problem: Goodman says the *Shorthorn*, the daily paper at the Arlington campus, saw more student staff turnover last year than in recent years.
- · Challenge: How to improve staff retention.
- Possible solution: Look harder at training. Goodman asks: "Are we
 doing as much as we should be doing to develop students? Are they
 learning to do better or learning to do more [of the same]?"

A tactic: Goodman and his staff are working on developing competency levels within the news, advertising, and production areas to aid and assess individual students' progress.

The plan asks what it is that new reporters should be able to do well at the end of their first semesters on the paper. A set of competencies is being built to gauge progress in sourcing, writing structure, accuracy, and other reportorial skills.

The plan involves a four-level progression of competencies that at each level gives students the feedback designed to help them move to the next level. That progress can be measured and used both to improve the publication and produce an assessment vehicle, Goodman says.

Because of the time involved in administering the program, not all competency levels will be assessed each year, Goodman says. But over the course of four years, each competency level in each area (reporter, ad salesperson, photographer, designer, etc.) will have been the focus of assessment.

"Our ideal," Goodman says, "is if we can convince a kid to stay four semesters or four years, we have made a commitment to get [that kid] into level 4 in their area. My big picture view is (that) if we do it right, we'll also end up with better journalists coming out of our program, not just a better program."

Another form of assessment is site visits by teams of advisers from other universities.

At Louisiana State University in Baton Rouge, that campus' student media were studied in 2002 by three well-known collegiate advisers - Kathy Lawrence from the University of Texas at Austin, David Adams from Indiana University, and Mark Woodhams from the University of Arizona. The team offered both compliments for work being well done and suggestions for improvements. Sample suggestions: returning the Reveille newspaper to five days per week and hiring a full-time broadcast adviser.

Indiana State University Student Publications

Part 3: LEADERSHIP

Overview:

Effective and ethical leadership is essential to the success of all organizations. In STUDENT PUBLICATIONS, there exist two tracks of leadership. One track, one that could be described as a professional educator's track, is characterized by the leadership, advice, direction and support that is offered by a professional staff consisting of a director of student publications, an assistant director, a business manager and a receptionist. The second track of leadership is peer-to-peer leadership that is exercised by student leaders: the editor in chief of the Indiana Statesman, the editor in chief of iQ magazine, the Statesman/iQ student advertising manager and those three student leaders' sub-editors and sub-managers.

These two tracks of leadership both exist to serve the needs of the students who are members of the newspaper and magazine staffs, the needs of the ISU student body and the needs of the university community more broadly. In many senses, these tracks of leadership also are independent. Because the decision-making rights of student publications leaders at public universities have long been protected by the First Amendment, the professional staff leaders in many respects work for the students rather than the converse. Legal precedents and ethical guidelines to leave to student leaders final decisions concerning content, news coverage, advertising solicitation and hiring/firing of student workers, restrain the professional staff. Professional leaders are free to offer advice, both post-publication and pre-publication, but are not empowered to attempt to control the news, editorial or advertising content of the publications. Prior review of content, no matter its purpose (including to check for grammatical and typographical errors), has long been found to be contrary to the First Amendment. Legal rulings are not the only constraint on professional staff. Professional staff members are also guided by the ethical code adopted by the College Media Advisers organization. Among other ethical guidelines, the CMA document

Criteria for Assessment:

PART 3. LEADERSHIP (Criterion Measures)

3.1 ISU has selected, positioned and empowered a STUDENT PUBLICATIONS program leader. 2 ND 1 Minimally Met Well Met Not Rated

3.2 STUDENT PUBLICATIONS' professional staff leaders at all levels are qualified on the basis of education, experience, competence and professional credentials.

ND 2 NR Minimally Met Well Met Not Rated

3.3 STUDENT PUBLICATIONS' professional leaders apply effective practices that promote student learning and institutional effectiveness.

2 NR Not Met Minimally Met Well Met Fully Met Not Rated

3.4 STUDENT PUBLICATIONS' professional leader's performance is fairly assessed on a regular basis.

ND NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

3.5 The professional staff leader of STUDENT PUBLICATIONS exercises authority over program resources and uses them effectively.

NR ND 2 Not Done Not Met Minimally Met Well Met Fully Met Not Rated

3.6 The STUDENT PUBLICATIONS leader . . .

3.6a... articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.

ND 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated 3.6b... prescribes and practices appropriate ethical behavior. ND 3 4 Not Met Minimally Met Well Met Fully Met

Not Rated

Part 3: Leadership Overview Questions

Not Done

1.1 In what ways are professional staff leaders qualified for their roles? The director and assistant director are products of professional newspaper newsrooms, both dailies and weeklies. That experience enables them to bring real-world perspectives to their students' work in a collegiate atmosphere. The advisers' understanding of journalistic practices, procedures and production processes also allows them to inform their students. The business manager is trained in office management, bookkeeping, recordkeeping and other business office functions, both from experience with an accounting firm and with another university office. The receptionist comes from a strong customer-service background in retail sales and professional newspapers.

1.2 In what ways are professional staff leaders positioned and empowered to accomplish the program mission? They are charged by their supervisors to maintain an environment of

identifies as a violation of the code the editing or censoring of content by a professional media adviser, at least one who is a member of CMA (as are both the director and assistant director). While professional leaders need to constantly suggest to student leaders best practices in leadership and management, it remains the purview of student leaders to lead and manage as they find most advisable, even if such leadership and management differs from advice given to them by professional staff members.

Leaders among the professional staff must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials and the potential for promoting learning and development in students, applying effective practices to educational processes and enhancing institutional effectiveness.

The professional staff in STUDENT PUBLICATIONS must exercise authority over resources for which it is responsible to achieve the organization's missions.

STUDENT PUBLICATIONS' professional staff leaders must:

- Articulate a vision for their organization
- Set goals and objectives based on the needs and capabilities of the population served
- Promote student learning and development
- Identify and encourage student and professional staff ethical behavior
- Recruit, select, supervise and develop professional staff
- · Manage financial resources
- Coordinate human resources
- Plan, budget for and evaluate personnel and programs
- Communicate effectively

STUDENT PUBLICATIONS' professional leaders must identify and find means to address individual, organizational or environmental conditions that inhibit goal achievement. STUDENT PUBLICATIONS' professional leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

3.6c... recruits, selects, supervises, instructs, and coordinates professional staff members. ND 2 3 4 NR Minimally Met Not Done Not Met Well Met Fully Met Not Rated

3.6d... manages fiscal, physical and human resources effectively.

NR ND 2 3 Well Met Not Done Not Met Minimally Met Fully Met Not Rated

3.7 The STUDENT PUBLICATIONS professional leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.

ND 1 2 3 Not Done Not Met Minimally Met Well Met Fully Met Not Rated

3.8 The professional leader of STUDENT PUBLICATIONS deals effectively with individuals and environmental conditions that inhibit goal achievement.

ND 1 2 3 Minimally Met Well Met Fully Met Not Done Not Met Not Rated

3.9 The STUDENT PUBLICATIONS professional leader encourages campus environments that promote multiple opportunities for student learning and development.

ND 1 2 3 Minimally Met Well Met Not Done Fully Met Not Met Not Rated

3.10 The STUDENT PUBLICATIONS leader strives to improve the program in response to evolving student needs and institutional priorities.

ND 2 Not Done Minimally Met Well Met Not Rated Not Met Fully Met

Notes: Add here any comments you wish to augment your responses to the criteria in PART 3: LEADERSHIP. Please list the criterion number (example: 3.8) upon which you are commenting.

service to and support for student staff members on the two publications. Specifically, they are charged with advising students on the professional, accurate, ethical and responsible practice of journalism, advertising and business management. Professional staff members are also responsible for seeing that office spaces, computers, reference books and other resources are provided. They also are empowered to develop and administer annual budgets and to make recommendations for expenditure of departmental reserves. They also are expected to consult often with students about needed resources, equipment and support.

1.3 How are professional staff leaders accountable for their performance? Their work is reviewed formally at least once a year by their supervisors.

1.4 What leadership practices best describe professional staff leaders? Support for students, deference to student decision-making, consensus, encouragement and constructive feedback.



ASSESSMENT CONTINUED FROM PAGE 8

After about two years of work to address the site team's recommendations, Pat Parish, associate director of student media at LSU, compiled a progress report in February 2004. And, yes, the paper did go to five days and a broadcast adviser was hired, along with about two dozen other actions taken. The report can be found at: http://appl003.lsu.edu/slas/osm.nsf/\$Content/Assessment?OpenDocument.

Parish, who has been advising at LSU since 1990, saw benefits from the site team's assessing student media at her school: "It always helps to get outside eyes, especially when you have leaders in the field such as we did. These were people with a broad knowledge of student media practices and philosophies, and having that kind of knowledgeable evaluation of your program gives you a viewpoint you can't get on your own."

Bortel of Bowling Green State said his university also employs the site visit approach to help review the overall performance of all campus units. Texas' Lawrence and Mark Witherspoon, newspaper adviser at Iowa State University in Ames, are scheduled to visit BGSU in November for their assessment.

At my school, Indiana State University in Terre Haute, assessment has been a central focus within our student affairs division for the last three years, with some assessment work done earlier. In the 2005-06 academic year, all student affairs departments were involved in a two-semester assessment process: an internal self-assessment during fall semester and an external administrative unit review during spring semester that used the self-assessment as a jumping off point.

For standards, colleagues in most other ISU student affairs areas turned to CAS, the Council for the Advancement of Standards in Higher Education.

That organization, founded in 1979, offers what it calls "consensus" standards for 34 areas that are typically part of student affairs divisions, areas such as residential life, student union, recreational sports, and counseling. CAS divides its standards into 13 areas to be analyzed: mission; program; leadership; organization and management; human resources; financial resources; facilities, technology and equipment; legal responsibilities; equity and access; campus and external relations; diversity; ethics; and assessment and evaluation. CAS also establishes standards for master's programs in student affairs administration.

For a fee, CAS offers what it calls the Book of Professional Standards and Self-Assessment Guides. Other ISU student affairs departments relied on the pre-existing standards that the administration had purchased from CAS. In student media, alas, we found that CAS currently offers no standards for student media operations. Almost 40 percent of student media operations exist under the student affairs umbrella, according to the CMA survey that Lillian Lodge Kopenhaver and Ronald E. Spielberger in the summer/fall 2005 issue of *College Media Review*.

We were left with the question, then, of where to find student media standards that would pass muster with student affairs administrators. In student media, we have the College Media Advisers code of ethical behavior and the Associated Collegiate Press model code of ethics. From the professional world, we have the American Society of Newspaper

Editors' statement of principles, the Society of Professional Journalists' code of ethics and a set of fair practice guidelines from the American Advertising Federation.

While those are valuable statements of guiding principles, they do not approach the kind of measurable national consensus standards comparable to those used by our student affairs colleagues.

So, at our division assessment leaders' suggestion, we at ISU turned back to CAS and recast a set of student media standards based on other CAS documents.

Many standards contained in CAS documents for other areas, it turns out, apply directly to student media. Consider the opening paragraph of the mission portion of CAS' residential life self-assessment guide: "The Housing and Residential Life Program must operate as an integral part of the institution's overall mission. The Housing and Residential Life Program must incorporate student learning and student development in its mission and enhance the overall educational experience." If "Student Publications" or "Student Media" are substituted for "Housing and Residential Life Program" the standard is easily adapted to a student media environment. Certainly, all student media advisers count student learning, student development and the overall educational experience as the core products of what they do.

At ISU, we worked through each of the 13 areas in the CAS self-assessment guide, adapting the language to reflect the student media environment. This was much more than a cut and paste process. We kept lots of CAS language – in part because it spoke to the administration in terms it has come to expect in such assessment undertakings. But we also read every line and tailored the CAS language in countless passages where it was opportune to reflect collegiate student media.

In recasting CAS standards to apply to student media, here are some of the points we tried to drive home:

- That student editors and advertising managers are the final decision-makers of content and student staff management.
- That advisers should be expected to actively advise in training workshops, in critiques and in one-on-one and small group settings.
- But that advisers do not because of journalistic ideals, legal precedent, ethical precepts (such as the CMA code) and the university's free-press tradition edit or otherwise control news or ad content.
- That the student publications should be viewed as "designated public forums," a reflection of the post-Hosty era. This was essential since Indiana was one of three states directly affected by that federal appeals court ruling that, many believe, has muddled the water on the topic of student control of content at public universities.
- That all decisions concerning the direction of the publications "must involve student input, if not student decision-making."
- That evidence of the program's achievement in positive learning outcomes can be seen in opportunities offered to individual students in areas such as journalistic responsibility, informed decision-making, ethical thinking, and community engagement.
- That leadership within Student Publications is a dual-track arrange-

PLEASE SEE ASSESSMENT, PAGE 12

Indiana State University Student Publications

Part 4: ORGANIZATION AND MANAGEMENT

Overview:

Not Done

Not Met

Guided by an overarching intent to advance student learning and development, STUDENT PUBLICATIONS must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all professional staff employees and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, and responsiveness to changing condi-

tions, accountability and evaluation systems, and recognition and reward processes. STUDENT PUBLICATIONS must provide channels within the organization for regular review of administrative policies and procedures.

STUDENT PUBLICATIONS is most effective in an atmosphere of staff teamwork and the desire for continuous improvement.

STUDENT PUBLICATIONS must have well-maintained customer files, billing records, employment records, purchasing records and equipment inventories. STUDENT PUBLICATIONS must maintain well-structured management functions, including planning, personnel, property management, and purchasing and financial control.

Evaluation of STUDENT PUBLICATIONS is based on achievement of short-term and long-range goals.

Criteria for As	ssessment:				
Please use th	e following	scale to assess STU	DENT PUBLICA	TIONS on the cr	iteria shown for
PART 4: ORGA	ANIZATION	AND ADMINISTRAT	ON below. Ple	ase circle your r	esponses.
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
		AND ADMINISTRAT	,		
4.1 STUDENT	PUBLICATION	ONS is structured p	urposefully and	d managed effec	ctively.
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
4.2 STUDENT	PUBLICATION	ONS' written proced	lures, performa	ance expectation	ns and
Clearly stated	d service de	livery expectations	are in place.		
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
4.3 Effective i	manageme	nt practice exists th	at includes acc	ess to and use o	of relevant data,
clear channe	ls				
Of authority,	viable com	munication, accour	tability and ev	aluation and rev	wards systems.
ND	1	2	3	4	ŃR

Well Met

Fully Met

Not Rated

4.4 Channel	s are in piace	e for regular review	or administrati	ve policies and	proceaures.
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
		ONS achieves an at	mosphere of te	amwork and the	e
Desire for co	ontinuous im	nprovement.			
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
4.6 STUDEN	T PUBLICATI	ONS maintains well	l-maintained cu	stomer files, bil	ling records,
employmen	t records, pu	urchasing records a	nd equipment i	nventories.	
ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
		, , , , , , , , , , , , ,		,	
4.7 STUDEN	T PLIBLUCAT	IONS is evaluated b	ased upon the	achievement of	:
short-term a			asca apon the	acine vernerie or	
	1	ige goals.	2	4	ND
ND				4	NR

Notes: Add here any comments you wish to augment your responses to the seven criteria (and their sub-criteria) in PART 4: ORGANIZATION AND ADMINISTRATION. Please list the criterion number

Well Met

Fully Met

Not Rated

Minimally Met

(example: 4.2) upon which you are commenting.

Not Met

Not Done

Part 4: Organization and Administration Overview Questions

Minimally Met

4.1 What are the institutional organizational structures that define, enable or restrain the program? STUDENT PUBLICATIONS professional staff members report to an Associate Vice President for Student Affairs. The student leaders of the two publications do not report to any university administrator, as they are empowered to make content decisions, select and manage their student staffs and organize their departments. The current structure enables the students to operate in an atmosphere characterized by both freedom and responsibility.

4.2 What protocols or processes are in place to insure effective management of the program? The director of STUDENT PUBLICATIONS meets weekly

with the Associate Vice President for Student Affairs to review the work of the department. The four professional staff members consult often and closely with one another, both in unscheduled and spontaneous one-on-one or small groups meetings and in called meetings. The Student Publications Board, whose main function is to select student's editors in chief and student advertising managers, also frequently is informed of departmental activities for its advice and counsel. All professional staff members take part in an annual performance appraisal procedure administered through Human Resources. The director and assistant director submit annual goals and objectives, which are reviewed and approved by their supervisors.



ASSESSMENT CONTINUED FROM PAGE 10

ment: The work of the professional staff is led by the department head, but that the work of student staff members (except those not directly related to content) is led by student editors and student ad managers. That means organizing, leading, managing, hiring, and (when necessary) firing the student staff.

 That assessment efforts need to be tailored to the specific nature of student media work.

Our document (see excerpts throughout the section and the full document at http://www.indstate.edu/studentpublications/assessment.htm) has been offered to CAS for its consideration.

That may be timely, because — this just in — it turns out standards for student media are now in the early stages on CAS' agenda for the future.

"Yes, as a matter of fact we did (discuss standards) for student medial at our last meeting, which was in May," CAS president Jan Arminio said during an interview in early August. "The (CAS) board is very much in favor of it. Our process is to try first to involve those professional associations that represent that discipline. We are in the brainstorming phase." Arminio, professor of counseling at Shippensburg University in Pennsylvania, now has contact information for CMA, Associated Collegiate Press, and the Association for Education in Journalism and Mass Communication.

But whether the process is based on CAS or other standards, clarifying and explaining student media roles is one of the benefits other advisers see coming from an assessment process.

Ralph Braseth, director of student media and assistant professor of journalism at the University of Mississippi (and one of the leaders in CMA's "Reinventing College Media" initiative), says he fought assessment when first involved in it about eight years ago. "I was not sure it made any sense — kind of like many annual reports."

Now, he is an advocate, so much so that he is a sub-committee chairperson in the university-wide assessment program, and he says the benefits to student media have been great. "It [assessment] has been very helpful within Student Life," Braseth says. "People begin to have a better respect for what (student media) do and what we add to the mix. (The



Merv Hendricks, the student publication's director at Indiana State University, is in his 13th year as adviser to the three-day-a-week Indiana *Statesman* newspaper and the quarterly *iQ* magazine. For 15 years, he was a daily newspaper editor in three Indiana communities.

rest of campus has) a different picture when they know how involved we are in student lives outside class."

Braseth also says every staff employee in his department (which includes newspaper, TV, radio, yearbook, online, magazine, and even the occasional book project) can now articulate the department's mission — which had not always been the case. "We reaffirm what is important" he says. "We get on the same page."

Bortell says the assessment has also benefited the internship coaching program at Bowling Green. "I think it gives them [students] a clear roadmap to becoming better journalists, and it makes us as administrators and myself as an adviser more deliberate in my methodology in working with students" he says. "Students like feedback, and assessment is definitely a method of giving them organized feedback. I find this generation seeking that instant sense of 'How did I do?' I try to provide more of that. That is the kind of culture we have developed here. Once they get it, they like it."

Goodman, now in his 10th year at UT-Arlington, says the assessment process has benefited the program from an external as well as an internal point of view.

"Individually and internally within the department, (assessment) helps us see if what you think should work is not working. 'Do we need to change the way of doing things or did we just assess wrong?" Goodman says. "Campus-wide, assessment shows we are using student fee funding well."

Neville, in his 20th year of advising at Georgia Southern, sees downsides if assessment is merely an "academic" exercise. "As a news guy, I don't like academic exercises," he says. "I want to do something practical, with a good end-use for it.

"The shortcoming in this process is if we do this stuff, we turn it in and we never get any feedback. How can we use these instruments to make improvements? It tends to be a one-way street. We never hear from them again until it is time to do another one."

"However," adds Neville, "having an assessment instrument that's tailored to Student Media concerns is at least a good place to start making some practical use of the information. In this manner we might not have to depend on supervising administrators whose job it is to translate educational technical jargon that's generally very theoretical into useful and practical applications that can improve our programs."

One individual who's seen the assessment from both sides is Jan Childress, a former director of student publications who is now an associate vice president at Texas Tech University in Lubbock. When her student media unit began using forms of assessment in 1990, Childress says, she's always recognized the importance of assessment, and found it "easy to brag about Student Publications through assessment reports."

The demand for assessment within higher education is a valid one, according to Childress. "Accrediting agencies and state coordinating boards all want evidence that all divisions of the university are promoting student learning and are contributing to the university mission," she says. These accrediting organizations include the Southern Association of Colleges and Schools in her case and the North Central Association in mine.



Indiana State University Student Publications

Part 13: ASSESSMENT AND EVALUATION

Overview:

STUDENT PUBLICATIONS must conduct regular assessment and evaluations. STUDENT PUBLICATIONS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies.

STUDENT PUBLICATIONS must evaluate periodically how well its published work and student development efforts complement the institution's stated mission in terms of educational effectiveness.

Results of these evaluations can be helpful in advising student decision makers on areas that may need to be revised and improved. Such evaluations also can be helpful in recognizing staff performance.

Criteria for Assessment:

Please use the following scale to assess STUDENT PUBLICATIONS on the criteria shown for PART 13: ASSESSMENT AND EVALUATION below. Please circle your responses.

ND 1 2 3 4 NR

Not Done Not Met Minimally Met Well Met Fully Met Not Rated

PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)
13.1 STUDENT PUBLICATIONS conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other constituencies.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

Part 13: Assessment and Evaluation Overview Questions

13.1 What is the grand assessment strategy for the program? The strategy involves a combination of frequent feedback from advisers to that which as been printed, coupled with the kinds of surveys mentioned above (readership, developmental and former staffers). Post-publication feedback, preferably immediately after publication, is the model used in most college media environments, whether those media are directly linked to classroom work or, as in our case, existing as an extracurricular activity.

The benefit? "Student affairs areas are an integral part of the student's educational — learning — experience, [but] we aren't often recognized for our contribution to learning," Childress says. "Assessment provides this venue."

One downside, she says, is finding the time for assessment each year and "convincing staff members of the importance of the activity," which undoubtedly is true in all student affairs areas and not in student media only.

"The bottom line," Bortel says, "is how well we are preparing students to be professionals in today's communications world. That is the ultimate final assessment." Viewed from that perspective, as a natural extension of the adviser's role to make student learning more meaningful, then the assessment process begins to make more sense. And it seems a lot less like gibberish.

Forms of assessment that might be used include: surveys of staff members after they have attended national conventions to gauge the effect on their knowledge and perspectives; scientific readership surveys; and surveys of former student leaders after they have been out in the workforce for five or more years.

Advisers also often provide anecdotal feedback, which itself is a form of assessment and evaluation, albeit subjective in nature. This is based upon the advisers' knowledge of best practices both in the college media world and in the professional worlds of journalism and advertising.

13.3 STUDENT PUBLICATIONS evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

13.4 Results of these evaluations are shared with student decision makers and can be used to revise and improve content

in the two publications.

ND 1 2 3 4 NR
Not Done Not Met Minimally Met Well Met Fully Met Not Rated

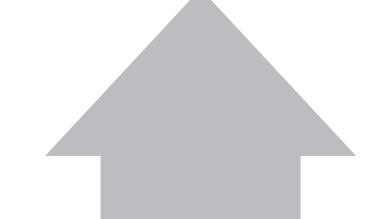
13.5 STUDENT PUBLICATIONS also uses results to gauge the effectiveness of advising and training and can be used to redirect such efforts where appropriate.

ND 1 2 3 4 NR Not Done Not Met Minimally Met Well Met Fully Met Not Rated

Notes: Add here any comments you wish to augment your responses in PART 13: ASSSESSMENT AND EVALUATION. Please list the criterion number (example: 13.4) upon which you are commenting.

13.2 How are tangible, measurable outcomes determined to ensure program mission and goal achievement? A readership survey being conducted by a research class in Communication as this is written is the kind of instrument that will provide data with which we can measure how well our publications are performing in terms of meeting the mission of informing their readers.

13.3 How are student learning and development outcomes determined to ensure their level of achievement? Surveys such as those conducted for three straight years among students who attended national college media conventions and a planned survey of former Statesman and iQ editors in chief have and should again shed considerable light on the effectiveness of the Student Publications program in terms of learning outcomes.





An Observation on the Eve of Retirement:

Too often students ignore the best place to practice real-world journalism...

Working on Student Publications

David Martinson Florida International University

hen I was a sophomore in college I made a decision to take a course in news reporting. My main motivation, as I recall now more than 40 years later, including some 35-plus years as a college professor, was rather narcissistic: I wanted to see my name in print. Little did I realize at the time what long-term impact that very egorelated decision would have on my life.

I was fortunate – the school I attended as an undergraduate did not have, to put it tactfully, a very vibrant journalism program. The college was structured along the lines of a rather traditional teacher training institution and offered enough journalism-related courses so that a student could obtain a minor in the field by taking just about every course listed in the college catalog. The classes offered were all very skills-oriented with none of the standard theoretical courses such as mass media law and ethics, journalism history, mass media and society, etc.

Students automatically became a member of the student newspaper staff, because the only journalism teacher was also the adviser to the newspaper and yearbook, and taught English classes in her "spare" time. I still remember the excitement I felt when my by-line appeared for the first time. By the next semester, due more to a lack of available bodies than any particular journalistic skills on my part, I had been "promoted" to sports editor of the student newspaper, but I became a committed journalist in large measure because of the encouragement I received from that teacher/adviser.

Unfortunately at the time but perhaps to my ultimate benefit, the adviser hired to replace her the next year appeared to have excellent qualifications – on paper. Reality, however, was another story. In her

authoritarian *modus operandi*, for example, she ruled that every article submitted to the printer needed to have her signature at the top. She had numerous personality quirks, she demanded that she sign off on all copy before it was sent to the printer—regardless of questions about prior review and other First Amendment considerations – and , and she was frequently unavailable, which compounded the already significant problems.

The student who had been appointed editor resigned after the first issue. For the remainder of that semester, the student newspaper operated under a series of revolving editors – persons who had signed up for one or another journalism course and had no choice but to follow the adviser's dictates if they wanted to pass the course and graduate. To say the newspaper was something less than dynamic would be analogous to suggesting that the Titanic suffered only minor structural failure.

So I received a phone call at the beginning of the spring semester from the adviser suggesting that I become editor. I fully understood that I was being asked to assume the editor's position because mine was the only warm body available. I also recognized that this adviser had no particular affection for me and I was fully cognizant of her various eccentricities. In hindsight, I suppose I said yes to her "offer" mainly because I did not have the courage to say no.

My experiences that spring semester were every bit as bad as I had feared they would be – and worse! But it was also a most profitable educational experience for a fledgling journalism student. I once read an article that centered around the contention that good students might learn best from bad teachers because good students knew they had to

put in extra effort to overcome that bad teacher's shortcomings. I certainly had to work extra hard that spring semester to overcome this adviser's shortcomings just to make sure the paper was published on time.

What Happened to All Those Intramural Sports?

As editor, I did understand that one of the tasks that fell upon me was writing editorials, and I was struggling for a topic when it was suggested that perhaps something might be said about the lack of intramural sports on campus. In my naivete I plunged ahead. I found an old student handbook which suggested the college had a fairly active intramural sports program. In reality, the intramural program for men consisted of one sport – basketball.

I wrote a rather mild critique, suggesting that the needs of ordinary students were taking second place to those of intercollegiate athletics, but there was no chance that anyone would confuse what I had written with something coming from the pen of Upton Sinclair. Shortly after that edition arrived on campus, the college's athletic director saw me in the hall of the administration building, grabbed my arm, and literary dragged me to his office across campus in the college gymnasium. I must have looked something like a major fugitive being taken in for questioning by the FBI.

He began to rant and rave almost like a man possessed, using words that would never been spoken in polite company—and accusing me of just about every imaginable offense that could be committed against the athletic department. But in all the verbosity that was directed against me, however, never was the factual accuracy of what I had written challenged. I was called many things – but never accused of falsifying the truth.

Freedom of the Press?

One lesson that I learned that day and I have never forgotten is that freedom of speech and press is not something that is cherished by large numbers of people when one gets down to concrete and personal circumstances.

It would have been ideal, of course, if I had some background in journalism history and law when I was confronted by that athletic director. I would have understood that the verbal abuse that was being directed at me was par for the course, and that everybody believes in free speech until somebody practices it! What is being suggested, in fact, is that working on student publications can provide prospective journalists with some introduction to what it really is like "out there" when it comes to support – or lack thereof – for genuine freedom of speech/press. Aristotle argued that the best course of action is often found in a mean between extremes. Theoretical coursework is important, but what will benefit serious journalism students is a balanced – something of an Aristotelian – approach where the student gains knowledge into both the theoretical and the practical. And working on student publications can be an excellent avenue to gaining that first hand experience.

Many instructors who have taught mass media and society, mass media law, introduction to mass communication or similar courses have likely been struck by the suspicion that students just don't get it when they are asked to examine the struggles revolving around the establishment of a system of genuine freedom of speech/press. Students may be able to memorize the relevant cases or even repeat the arguments put forth by the luminaries, but too often, however, they do not appear to have internalized the spirit of the struggle. It's as if they think freedom of speech/press "just sort of happens." Working on student publications – particularly at an editor-level position – can be an eye-opener. It certainly was for me.

Power and Applied Journalism Ethics

I'm also not sure how often journalism/mass communication students think about the power of the mass media. It wasn't a major reason why I wanted to write or became interested in a career in journalism. In fact, when I began to exercise that influence to some degree as an editor, I wasn't fully aware of the dynamic that was taking place. The fact that I had such access to high-ranking college administrators, including the president, was in large measure likely due to my position as editor of the student newspaper. On one occasion, for example, I was able to get a decision regarding a core math requirement modified because I went directly to the college president to challenge that decision. Eventually I started to understand explicitly that with power comes responsibility, and I became sensitive to the fact that talking about journalism ethics is very different than practicing applied journalistic ethics in the field.

I was beginning to appreciate that journalists had responsibilities and obligations, but I had no particular context or background from which to make judgments or justify my responses in light of those responsibilities and obligations.

That became a major problem for me as a student newspaper editor. I became concerned that I had broken some journalistic ethical rule whether or not such a rule existed. I understood, for example, that it was important to be accurate, but I failed to appreciate that this requirement for accuracy must be addressed in a prudent manner. If one is terrified that something he/she writes is not 100 percent literally accurate 100 percent of the time, he/she will never write anything! It is truly ironic in this regard, that at the very time I was so concerned about making even the slightest factual mistake, the U.S. Supreme Court was ruling in the landmark case Sullivan v. New York Times that public officials could not sue for libel even if what was said about them was not true unless it was published with actual malice.

Doing the Right Thing – Not Just Talking About It

In his 1996 book *Living Ethics: Developing Values in Mass Communication*, Michael Bugela defines courage as "bravely responding to a challenge...while honoring your values in an attempt to do the right thing" and makes an important follow-up point:

Everyone has acted cowardly...at one time or another. True cowards respond in predictable ways in almost every situation....Ethical people try to analyze their behavior and make adjustments that strengthen values. Finally, they do not easily call others cowards, especially in power situations.

Talking about what it means to be courageous in a classroom setting is very different from acting courageously in the real world. Student editors who takes their positions seriously will likely have more than one opportunity to reflect on particular actions they've taken or failed to take and – if honest – acknowledge that they did not always act in concert with



Students may be able to memorize the relevant cases or even repeat the arguments put forth by the luminaries, but too often they do not appear to have internalized the spirit of the struggle. It's as if they think freedom of speech/press "just sort of happens." Working on student publications – particularly at an editor-level position – can be an eye-opener.

their consciences. To become aware of that reality and not blame others for one's ethical failings, is a critical step to becoming an ethical journalist, and it's critically important that student editors have opportunities to exercise decision-making in a variety of "minor" circumstances. In the process, he/she can build the will to act ethically. Aristotle understood that the "secret" to acting in an ethical manner was to habitually act in an ethical manner – to train the will be to ethical. Teachers of ethics recognize, as A. Fagothey points out, that ethical conduct "does not consist of unrelated good acts.... (but rather good) acts lead into one another, reinforce one another, and form chains of good conduct" only means to developing the requisite courage to respond to the big ethical dilemma that may occasionally confront a person consists in that individual building the will to act ethically by practicing what T. Lickona calls "a morality of minor affairs."

Working on student publications can be a very effective means to practice what might be termed a "journalistic ethics of everyday" and a "morality of minor journalistic ethical affairs."

Conclusions

I cannot brag about the quality of my undergraduate education in journalism/mass communication in terms of my experiences in the classroom. My grades were generally good, but one of the biggest holes



After editing his college newspaper, David Martinson taught journalism and mass communication for more than 35 years before retiring from Florida International University in December. His first article in CMR was published in 1975. He now lives near Kansas City, Kansas.

in my undergraduate studies was the complete absence of theoretical course work.

But everything I have learned about journalism since receiving my undergraduate degree has been impacted in one way or another by my experiences as a student newspaper editor. Almost everyday I think back to those experiences. I remember the bad times – struggling to get the paper published under an adviser who showed no respect for student First Amendment rights and whose erratic behavior made life generally stressful. I also, however, remember the good times – like those spent working with the person who took over the advising position during my senior year and who became both a mentor and friend for years thereafter.

Working on student publications can be an enormously valuable educational experience for the prospective journalist – even if it takes place under very trying circumstances such as those I experienced. In fact, those trying circumstances may well have made the experience even more beneficial. More specifically, I believe such experiences, trying as they may be, can be very advantageous from the following perspectives:

- Working on student publications, particularly in an editor's position, offers practical experience about freedom of speech/press in the real world. One quickly learns, for example, that many people are much less enthusiastic about supporting First Amendment principles in concrete situations.
- Student editors learn that the press has potential power and that such power can be used for better or for worse. Questions germane to applied journalistic ethics become real.
- Student editors can learn a great deal about themselves. They can quickly learn, for example, that it takes courage to stand behind one's convictions that doing the right thing is not always doing that which is in one's immediate self-interest.

Both the good times and the bad times contributed to a journalistic educational experience that few students are fortunate enough to encounter because they do not avail themselves of the opportunity afforded to those who work on student publications. They truly are missing the chance of a lifetime.



Public Access Programming at College and University Television Stations: How Are They Handling It?

Jay Start and Kurt P. Dudt Indiana University of Pennsylvania

Public access has been in existence in various forms, on different cable systems, since cable television's inception.

Introduction

ollege television stations are a hub of activity involving hundreds of students. These facilities provide a creative outlet, as well as information (news, weather,

etc), and can offer instructional programming. Programming is often locally produced, but may also be purchased or bartered from other sources.

In some instances, college and university stations also allow public access programming. These stations are presented with a variety of issues. The biggest issue is whether this programming should be produced or cablecast using college/university facilities.

Public Access

Public Access is defined as "a non-commercial channel set aside by a cable system for use by the public, on a first come first serve, non-discriminatory basis". (Cable Center Library, 2005)

Public access has been in existence in various forms, on different cable systems, since cable television's inception; it was formally made law in 1984 with the passage of the Cable Communications Act, an amendment to the 1934 Communications Act. Public Access is specifically addressed in Section 47.USC 531. The following is a section of this act:

- (a) A franchising authority may establish requirements in a franchise with respect to the designation or use of channel capacity for public, educational, or governmental use only to the extent provided in this section.
- (b) A franchising authority may in its request for proposals require as part of a franchise, and may require as part of a cable operator's proposal for a franchise renewal, subject to section 626, that channel capacity be designated for public, educational,

or governmental use, and channel capacity on institutional networks be designated for educational or governmental use, and may require rules and procedures for the use of the channel capacity.

(c) A franchise authority may enforce any requirement in any franchise regarding the providing or use of such channel capacity. Such enforcement authority includes the authority to enforce any provisions of the franchise for services, facilities, or equipment proposed by the cable operator, which relate to public, educational, or governmental use of channel capacity; whether or not required by the franchising authority pursuant to subsection (b). designated pursuant to this section 47.USC 531 (1984).

In short, the above reference articles grant the franchising authority, usually local governments, the right to negotiate the use of a channel or channels for public, educational, or government (PEGs) use. These PEG's channels are at the "heart" of public access. Public access is the ability of the cable company to make available to cable subscribers not only local news and events, but also opinions, entertainment and art. Specifically "it is a system that provides television production equipment, training and airtime on a local cable channel, so members of the public can produce their own shows and televise them to a mass audience." Public access has often been compared with the public square of yesteryear, as Bill Olson has said, "the common man has a new soap box" (Olson 2000).

College and University Television Stations

From the beginning, college and university television facilities have often provided programming to their local cable systems. One such example is Clarion University which is part of the Pennsylvania State System of Higher Education



Importance Ratings for Providing Public Access				
Why does your station allow public access? (1 least important – 5 most important)	Rating			
Provide a larger professional experience for student?	4.0			
Provide high quality professional experience for the student?	3.71			
As a way to distribute student programming?	3.57			
To provide community service?	2.85			
As a partial source of revenue for the college/university?	1.28			
In order to receive equipment of funding for equipment?	1.17			

TABLE A

(PSSHE). According to Helen Beiber who was involved with early efforts and is currently a faculty member at Kutztown University:

Clarion was programming in the early to mid-70s. ... The cable transmission took place outside of town in a building where several ¾ inch decks were. . . . We had to drive there to deliver tapes to distribute the programming. . . . The decks were JVC that we had to remove the tops and pull the tape guide through manually to get them rolling. Those were the days! (Beiber)

The "bicycling" of tapes to a central programming point or head end still goes on today. However, most colleges and universities are directly tied in to the local cable system. In Manchester, New Hampshire, public access is housed at the Manchester School of Technology as part of Manchester Community Television. According to MCTV Director, Grace Sullivan, it will "split \$436,000 this year with public channels for education and government programming" (Yates 2005).

Methodology

In order to gain information about public access and its relationship to college and university television stations, the

researchers surveyed and gathered information from thirty-five state college and universities within the Mid-Atlantic region (Delaware, Maryland, New Jersey, New York, and, Pennsylvania) of the United States. These facilities were contacted by telephone to provide information on the role that public access has at those facilities. Of these thirty-five colleges and universities, twenty-six (74 percent) responded to a telephone survey (See Appendix for complete survey) which was administered by a faculty member. The respondents had various titles but in all instances included a knowledgeable person with authority. Various titles include; faculty advisor, administrator, and student manager.

Research questions were asked of the thirty-five colleges and universities and the responses were compiled and put into tables. Questions were asked to determine the following:

- 1. What cable system is used to distribute programming?
- 2. How many campus television stations provide an outlet for public access programming?
- 3. Of those that provide public access, why do they do so?

TABLE B

Types of Public Access Programming, Number of Shows, and, Total Time Shown (weekly)				
Program Type	Total Number of Shows	Total Time (hours)		
News	7	21		
Sports	5	23		
Talk	5	17		
Public affairs	4	12		
Arts	3	7		
Religion	3	8		
Other (martial arts, comedy, game shows, and soap operas).	3	3		



Why Doesn't Your Station Allow Public Access Programming?.						
"The prospective programming is too"						
(1 least important-5 most important)	1	2	3	4	5	
Controversial	14	1	1	1	0	
Profane	15	1	1	0	1	
Religious	16	1	0	0	1	
Racist	17	0	1	1	0	
Inappropriate	15	2	1	0	0	

TABLE C

- 4. Of those that do not provide public access, why do they not do so?
- 5. What type of public access programming is being produced?

Results

All thirty five state owned and operated colleges and universities in the Mid-Atlantic region of the United States, with television stations were identified. Of the twenty-six responding, twenty-three institutions indicated that their television stations were student advised and were overseen by a faculty advisor. The remaining institutions (N=3) responded that they were managed by a professional staff.

Nineteen stations cablecast their programming on the following systems: Adelphia Cable System (N=5), Comcast Cable System (N=4), Warner Cable System (N=3), the Blue Ridge Cable System, the Charter Communications System, the Atlantic Broadband Cable System, the Armstrong, and

The "bicycling" of tapes to a central programming point or head end still goes on today.

Gans Media Cable Systems were used by one college/university each.

Only a few college/universities (N=7) were providing public access. Of those schools that do provide public access programming, six additional questions were asked in order to discern the reason behind allowing public access. Respondents were asked to rate on a 1 to 5 scale (one as the least important – 5 being the most important) the following responses to the question "Why does your station allow public access?".

Responses are as follows: First, "To provide a larger professional experience for the students", received the highest importance rating with an average of 4. Followed by: "provide high quality professional experience for students," 3.71; "as a way to distribute student programming," 3.57; "to pro-

vide community service," 2.85; "as a partial source of revenue for the college/university," 1.28; and finally, "in order to receive equipment or funding for equipment," 1.17. As can be seen from the results, most stations allowed public access programming because they believed it provided a larger

Why Doesn't Your Station Allow Public Access?					
"The prospective programming is" (1 the least important-5 the most important)	1	2	3	4	5
Too expensive (no budget)	7	0	5	5	3
Lack of interest by the community	7	2	1	3	4
Involves too great a time commitment (conflicts with academic interest)	8	2	3	1	4
Faculty advisor does not have time	6	2	1	2	3
Community access is provided by another channel (not affiliated with the university)	4	0	0	0	6
Unable to provide quality service to the cable company	10	0	3	1	0
Cable Company wants too much control of university station.	12	3	0	0	0

TABLE D



APPENDIX SURVEY INSTRUMENT

The follo	wing questions were asked	l of the respo	ndents:
	est describes your station A: Students advise and control B: Station run by Professional Sta		culty advisor
	u cablecast your programming? what system?		No
access	rour campus provide community for the regional cable company? Yes, go to Question #4. If No,	Yes go to Question #5	
4. If Yes,	why? (to Question #3):		
On a scale 1. 2. 3. 4. 5 1. 2. 3. 4. 5 1. 2. 3. 4. 5 1. 2. 3. 4. 5 1. 2. 3. 4. 5 1. 2. 3. 4. 5	 B) Provide a larger professio C) To provide community se D) In order to receive equipr E) As a partial source of reve 	essional experien nal experience fo ervice ment or funding f nue for the colleg dent programmir access programr	or students for equipment. ge/university ng
5. If No (to	Question #3), why doesn't your sta	tion provide com	nmunity access?
	of one to five • 1 (least) 5 (most spective programming is 1. 2. 3. 4. 5. 1. 2. 3. 4. 5. 1. 2. 3. 4. 5. 1. 2. 3. 4. 5.	- controve - profane - religious - racist	
1. 2. 3. 4. 5. 1. 2. 3. 4. 5.	interest) C) Unable to provide quality set D) Lack of interest by the comm E) Cable Company wants too m F) Too expensive (no budget) G) Faculty advisor does not hav	rvice to the cable nunity nuch control of ur	company niversity station

professional experience for their students.

The seven schools providing public access programming were then asked what specific types of programming were provided through community access (See Table B). This question was broken down first, by the number of shows; and second, by the length of the shows. For most weekly shows, the news was first with an

three hours.

shows, the news was first with an average of seven shows per week; sports and talk were ranked the same with five shows; followed by public affairs with four; arts and religion, and the "other" category including, martial arts, comedy, game shows, and, soap operas, averaged three shows per week. When programming was broken down by total time, sports ranked first with 23 hours; news, 21 hours; talk shows, 17 hours; public affairs, 12 hours; religious, eight hours; arts, seven hours; and "other" which, again, included martial arts, comedy, game shows, and, soap operas, ranked

Of the schools that *do not* provide public access programming (N=19) several questions were asked to determine why they do not do so. First, schools were asked to respond on a 1 to 5 (1 as the least important – 5 being the most important) scale on a list of possible answers to the incomplete question "The perspective programming is too "_______". The list of choices included controversial, profane, religious, racist and inappropriate (See Table C).

From responses received to this question, it appears that none of the choices provided the respondents were significant in regards to why public access programming was not provided. Although it should also be noted that only the "Racist" choice was responded to by all 19 schools. The second part of this question provided seven additional answers

Only a few college/universities were providing public access.

to the question: "Why doesn't your station allow public access?" (See Table D). Again, respondents were asked to respond on a 1 to 5 (1 as the least important – 5 being the most important) scale. After all responses were compiled the results indicated the number one reason was "too expensive (no budget);" "lack of interest by the community" was sec-

ond; "involves too great a time commitment (conflicts with academic interest)" was third; "faculty advisor does not have time" at fourth,; while "community access is provided by another channel (not affiliated with the university)" at fifth. "Unable to provide quality service to the cable company" was sixth and "cable company wants too much control of university station" was seventh.

Conclusions

Results of this study indicate the following: First, most state owned college and university television stations (80 percent) in the Mid-Atlantic region are advised and supervised by a faculty advisor. Some 10 percent are overseen by student affairs departments and student unions. On what cable systems are college and university television stations seen? The two most prominent are Adelphia and Comcast. It should be noted, however, that at this writing the Adelphia System is being "split up" with Comcast assuming some of Adelphia's systems. When public access was examined it was found that most (N=19) do not provide public access programming on their stations. Of those stations that do (N=7), most do so to give their students a greater and higher quality production experience. Why don't college and university stations allow public access? In general fear of controversy,

Jay Start is an Associate Professor of
Communications Media at the Indiana
University of Pennsylvania. Start is also the
faculty advisor to WIUP-TV, past adviser
to WIUP-FM, and the chapter advisor to
The National Broadcasting Society. He has
taught courses on all aspects of video production, as well as script writing, and, film history. He received his Ph.D. in Educational
Communications and Technology from the
University of Pittsburgh.

Kurt P. Dudt is professor and chair of
Communications Media at the Indiana
University of Pennsylvania, where he has
taught and researched in the areas of broadcasting and educational technology. He is
the author of numerous professional articles
based on his research and consulting. Dudt
has won several teaching awards including the
"Best Distance Learning Program in Higher
Education" awarded by the U.S. Distance
Learning Association in 1997.



profanity, religion, racism and an overall inappropriateness of programming do not appear to be factors in whether or not college or university television stations provide public access programming. The primary reason cited for schools not offering public access programming was lack of budget. The types of programming that colleges did for public access included; news, sports, talk, public affairs, arts religion, martial arts, comedy, game shows, and soap operas.

In conclusion, public access does not seem to be play an important role in college and university television stations.

References

Beiber, Helen. (2004, October 20), personal communication.

Broadcasting Yearbook 1978. (Washington, DC: Broadcasting Publications, 1978), p.B-176)

Cable Communications Act 1984, 47 USC 531 et seq.

Cable Center Library (2005) Retrieved January 12, 2005 from the WWW site: http://www.cablecenter.org

Frank, Ronald E. and Greenberg, Marshall. *The public's use of television*. Beverly Hills, London: Sage Publications, 1978 & Greenberg, 1978

Olson (2000) Retrieved January 12, 2005 from the WWW site: by http://www.geocities.com/iconostar/history-public- html

Yates, R.(2005, March 22), TV board fights for political autonomy. The Union Leader. Retrieved November 3, 2005 from www.theunionleader. com



You're Fired! A Study of the Best Practices for Evaluating the Job Performance of Student Media Staff Members

Ronald P. Addington Henderson State University

onald Trump's famous phrase, "You're Fired," is tempting at times for supervisors of college media staffs when faced with discipline problems. Terminating an employee is not as easy as it appears on television. Considerable teaching, coaching, evaluating, and documenting should occur before a student media staff

member is terminated. Identifying poor job performance and discussing it with student journalists can often correct a problem and eliminate the need for termination. Advisers to college media staffs are governed by an ethical code to act as educators and managers, coaching senior staff, who discipline student staff.

Saying "You're Fired" takes on a whole new feeling when the time arrives for a student worker to be terminated. The Code of Ethics of the College Media Advisers outlines the role of the adviser as a teacher and role model. Some college media advisers find themselves involved in cases where student media staff members are terminated and other advisers become indirectly involved. This study outlines the best practices for evaluating the job performance of college media staffs and gives specific reasons why some students are fired from their positions.

Many college media operate with detailed staff manuals which outline proper policies and procedures for student staffs. However, some colleges and universities have no such policy manuals. Staff manuals from universities reviewed in this study place the direct responsibility for firing staff members on student managers, often the editor in chief. Without clear-cut policies in place regarding the procedures for termination, advisers can find themselves moving from their teaching role into a supervisory and disciplinary role.

Literature Review

A direct relationship exists between job performance and consideration for firing a student media staff member. Stu-

Saying, "you're fired" takes on a whole new feeling when the time arrives for a student worker to be terminated.

dent staffs should be informed about the policies and procedures they are expected to adhere to while they work for college media.

When a student media staff member violates written policies and guidelines, he/she should be held accountable and required to abide by the rules. The deficiency should

be brought to the student's attention verbally or in writing, a probationary period could occur, and if the deficiency is not corrected, then termination could occur.

Student policy staff manuals outline the rules students must follow and give guidelines for the best practices for senior staff to terminate a student media staff member when necessary. Reasons for termination should be discussed in the policy manual.

Many large university college media have well-defined student policy manuals that establish rules of operation of the media and also determine grounds for dismissal. Southern Illinois University Carbondale, Louisiana State University, Kansas State University, and Ball State University are all leaders in this area. Some of their general grounds for dismissal include but are not limited to:

- Too many unauthorized and unexcused absences
- · Poor work ethics
- · Cheating on hours worked
- Conduct code violations
- University policy violations
- Offensive speech regarding co-workers, supervisors or the university



- Substance use and abuse at work
- · Copyright violations

Kansas State University's "Collegian Warning Policy" gives student media workers four warnings. KSU students are required to sign the warning policy and are given a list of behaviors that will merit warnings:

- The disciplinary rules in LSU's
 "Gumbo Policy Manual"
 for yearbook students states
 that a student who "grossly
 violates a policy or is guilty of
 extreme negligence" will face
 disciplinary action.
- First Warning: The student is made aware of the mistake
- Second Warning: A conference with the editor is set up for discussion of the problem
- Third Warning: Results in loss of pay for the piece and a pulled byline
- Fourth Warning: Results in loss of credit for the piece, a pulled byline and/or loss of pay, and the fourth is grounds for dismissal

Southern Illinois University's the *Daily Egyptian* student newspaper policy manual explains in detail what is expected of staff members concerning a broad range of topics. Some of the subjects addressed in the manual are appearance, office conduct, language and noise in the newsroom, alcohol and tobacco use, food in the newsroom, equipment usage, tele-

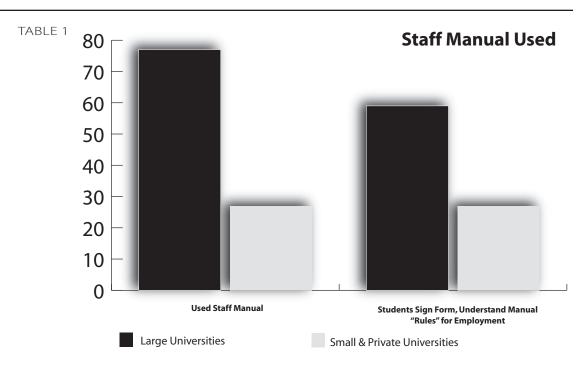
phone etiquette, transportation issues, travel, and penalties.

The Ball State "Daily News Book of Policy and Ethics" lists in detail specific behaviors that merit termination and gives instructions on handling special ethical issues. It states that editors should be made independent of the influence of any advertiser or business partner. The policy manual states that alcohol or other drug use results in disciplinary action. Vulgarity is also addressed.

The policy addresses plagiarism, the manipulation of photographs, the publishing of inaccurate information, and prepublication review as grounds for disciplinary action. It requires the staff to get confirmation of any information from anonymous sources, discusses copyright rules, and requires that corrections/clarifications be made as soon as possible. Staff members are required to always identify themselves as representatives of the paper while conducting business, and members of the staff cannot accept gifts.

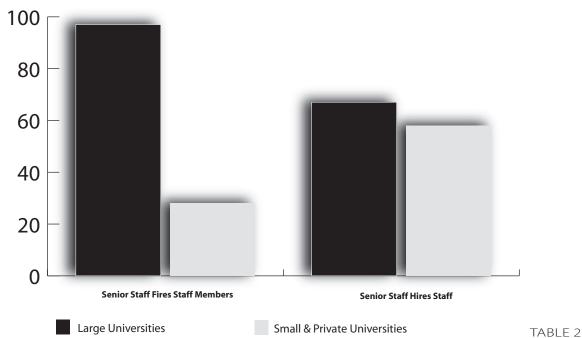
The disciplinary rules in LSU's *Gumbo Policy Manual* for yearbook students states that a student who "grossly violates a policy or is guilty of extreme negligence" will face disciplinary action. Examples included in the policy manual are fabrication of any kind, plagiarism, violation of drug policy, damaging media equipment, failure to fulfill job duties; other offenses can result in termination if the editor deems it necessary.

Employment problems with student workers on college media staffs can be reduced with proper screening as they apply for jobs. Student staffs at some universities enroll for practicum credit, and the adviser does not have control over



Who Fires and Hires A Student Staff Member?





who is on the roster. But even at those schools the adviser, publication boards, and/or senior staff have the ability to determine who is employed as a paid staff member. Proper screening at the beginning of an employment contract helps to guarantee that the student media has a more productive employee.

On the issue of whom to hire, one method of eliminating unqualified workers at the beginning is to have the student's performance evaluated even before hiring. For example, at the *Daily Egyptian* at Southern Illinois University at Carbondale, applicants for reporting and editing positions are asked to take writing and editing tests, and applicants for photographer and graphic artist positions are asked to give samples of their work. Student editor in chief applicants are interviewed by a review board composed of the paper's managers, the director of the school of journalism, three professional editors from newspapers in the area, a faculty member, selected stu-

dents, and the current editor in chief. All new newsroom employees are also placed on probation for 30 days. If students fail to meet the required standards during the probationary period, they are either dismissed or their probational period is extended. Students are hired one semester at a time and are evaluated at the end of each semester. Students whose files show them to be reliable and professional are usually offered job positions the following semester (Speere 2000, 5).

College campus radio
stations usually have similar
requirements upon hiring
student workers as other campus
media outlets (newspaper or
yearbook). However, the nature
of radio broadcast is different
than that of the world of print.

In the LSU newspaper's "Reveille Policy Manual," an entire section entitled "Hiring" describes to student workers the process involved in hiring. It covers a broad range of issues such as pay periods, equipment usage rules, expected work hours, behavioral guidelines and ethical procedures.

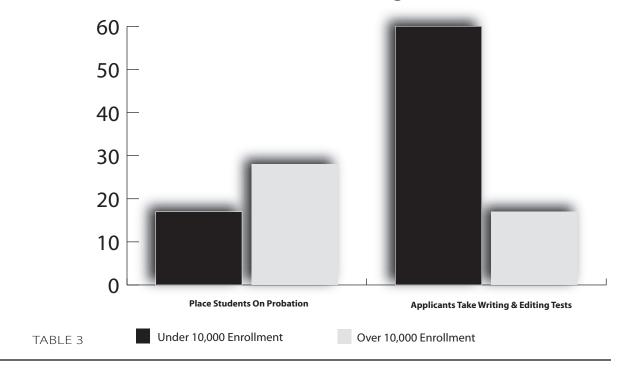
College campus radio stations usually have similar requirements upon hiring student workers as other campus media outlets (newspaper or yearbook). However, the nature of radio broadcast is different than that of the world of print. KLSU, the campus station at LSU, requires students to complete a written exam covering FCC regulations and legal issues (Gallent 2004, 30).

Literature review found numerous cases at large, small, and private universities regarding student newspaper staff members being terminated for various reasons. These incidences range from plagiarism and editorial content to theft

and racial issues. Some of these cases are briefly summarized below and details on each case can be obtained in the reference section. The survey results in this study revealed that plagiarism was the third most common reason for firing student staff members, while the literature produced the most stories written.

The 2005 opinion editor of the *BG News* at Bowling Green State University in Ohio was fired after an online reader discovered striking similarities between the editor's opinions and the opinions posted on *www*.

When Hiring Student Media Staffs



somethingawful.com (Moser 2005, 1). An Iowa State University Daily newspaper columnist was caught in March 2004 with at least eight instances of plagiarism from another newspaper's movie review on the movie Starsky and Hutch (Jennett 2004, 1). The editor in chief of Clemson University's 2004 Tiger News resigned after using information without attribution that was found in MSN Slate Magazine (Students 2004, 31).

Student reporters and editors sometimes make unethical decisions in reporting and can (and should be) held accountable. Those decisions could harm their reputation, the reputations of their student media, and possibly inhibit their future plans. A case published by the Student Press Law Center discussed a student columnist at the University of Miami of Ohio who was fired in 2003 after writing about a French department faculty member who showed an explicit film to students. The student journalist called the film pornography-but never watched the film and did not interview the teacher

(Student 2003, 1). A Texas Court of Appeals case revealed that in January 2002, a student columnist at Texas Tech University Health Science Center in Lubbock was expelled from the college for writing about an autopsy the student attended and publishing it in the school newspaper, the *University Daily*. Prior to attending the autopsy, the reporter signed a confidentiality agreement stating that the name of

Student journalists sometimes do not use good judgment and (consequently) publish material that is in bad taste or raciallyoffensive in nature.

the deceased subject would not be revealed and agreed not to "discuss the nature of the diagnosis or facts of the case with anyone outside the professional staff." Controversy over the article ended with both parties before the Texas Supreme Court. The student was reinstated at the school but lost the job at the newspaper (Texas Tech 2003, 1). A sports writer at the University of Minnesota Duluth student newspaper was fired after the reporter sold a press pass for the National Collegiate Athletic Association Division I championship game in April 2004, according to the *Duluth News Tribune Online*. The student also lost a position as an intern at the *Duluth News Tribune* (Kuchera 2004, 1).

Student journalists sometimes do not use good judgment and publish material that is in bad taste or racially-offensive in nature. For example, three editors for the Iowa State *Daily* were fired in 2002 for "harming the integrity" of the student newspaper. The students posed for a picture of themselves as part of an advertisement about the paper,

and gave themselves titles such as "editor in charge of obscenities and slander," and the "news editor in charge of libel and maliciousness" (Three 2002, 1). The editor of the *Oracle* at the State University of New York College at New Paltz resigned after the student journalist brought controversy to the campus and the community for printing a fortune-telling satire in the newspaper that was racially charged called "Your Real Horoscope,"

according to Editor and Publisher (Wolper 1993,1).

Cases of theft and criminal activity by student media staff members were also found in the literature review. They range from disputes with fellow students to stealing university property. One case reported that the former editor in chief of the student newspaper at William Paterson University was indicted on two counts of theft (each carrying a five-year prison

Evaluating the job performance of student media staff members is an essential element to ensure that employees fulfill their responsibilities.

tool to survey advisers across the nation from large and small universities. The listsery, which has seven hundred and thirty-eight adviser subscribers but is not an official operation of CMA, is maintained at Louisiana Tech University, and some subscribers are not members of CMA. A convenience (nonscientific) survey was constructed and pre-tested. The survey was by no means comprehensive and the researcher notes the

limitations in the methodology in this study. The survey, which was introduced with a cover letter, included 16 questions and was sent to all CMA-L subscribers. Statistics from twelve of the questions were used in this study; however, the results from the other four questions could be issues to consider in further research. In consultation with the CMA-L manager, it was determined that more than ten percent of actual advisers who subscribe to the listserv responded to the questionnaire.

No definition was given in the survey regarding school size, and the respondents were allowed to determine whether they worked at large or small universities and fifty-two percent marked large public universities. Because fewer surveys were returned from small universities and private colleges, it was decided to combine these two categories in as much as small universities and private colleges share some common characteristics. No community college members responded. Eighty percent of the respondents have four or more years experience as an adviser. Some of the respondents indicated

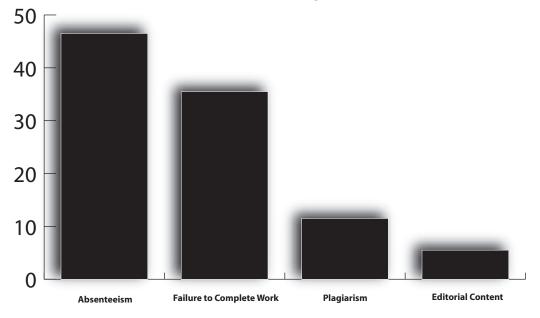
term). The editor was accused of stealing \$53,000 in advertising revenue, using the money to take an unauthorized trip to Amsterdam and purchasing unapproved computers and office equipment for the newspaper (Former Student 2002, 1).

Method

Questions are often asked about how to evaluate, discipline and terminate student media staff members. After examining these topics more thoroughly, research began to determine how student staff members' job performance is evaluated and the major reasons for termination. Numerous sensational cases of termination of media staff members were found in the literature. No survey or statistical percentage studies were found in the literature regarding evaluating the job performance of students or the best practices used in terminating students.

The College Media Advisers listserv (CMA-L) was recommended by the CMA executive director as an appropriate

When Firing Student Media Staffs TABLE 4



All Universities (large, small, private)



they advised multiple student media outlets including newspaper, yearbook, magazine, online, radio and television. The percentages were calculated for each question asked, since some of the respondents failed to answer all the questions. The nonscientific survey questions were used to obtain information from the university media and not specifically what the adviser does directly at the college. Student editors and senior

Half (50 percent) of all respondents to the survey indicate that their media document problems and build files before termination.

staff were not asked to respond to the survey. Future research could include student supervisors.

Results

Evaluating the job performance of student media staff members is an essential element to ensure that employees fulfill their responsibilities. The most important tool used by student supervisors and college advisers is a staff manual.

The CMA-L listserv survey found that 81 percent (Table 1) of the large university respondents indicate they use a staff manual and that the grounds for dismissal are summarized in the manual. Only 30 percent of the small university media indicate they use a staff manual. Fifty-four percent of the large university respondents to the survey indicate that their media ask the students to sign a form stating they understand such conditions for employment, while 30 percent of small and private university respondents have students sign a form.

The survey question asking who normally "fires" a student media staff member shows clear differences in the way that large and small university media operate. One hundred percent of the respondents at large universities marked "senior staff," while only 26 percent from small or private universities who responded to the survey said "senior staff" is responsible for termination (Table 2).

The research question in the survey asking "who hires student staff" clearly indicates that a large percentage of advisers do not hire student staff members directly. The survey respondents reveal that the senior staff at large universi-

ties (72 percent) hire students while 60 percent of the senior staff at small universities hire (Table 2).

Half (50 percent) of all respondents to the survey indicate that their media document problems and build files before termination. Eighty-eight percent of the small universities responding to the survey ask students to sign a form stat-

"Plagiarism" surveyed as the third most common reason (12 percent) for termination. ing they understand a warning received for unsatisfactory work, while only 33 percent of the respondents from large universities ask the students to sign a form. Seventy percent of the small universities responding to the survey indicate that their media keeps performance records and periodically reviews students' work, while 54 percent of the large universities do. However, 100 percent of the large university and 70 percent

of the small university respondents said their media issues a warning to students stating that they are violating the terms of their work contract. The survey results show that only 20 percent of the student staffs at large universities and 30 percent at small or private universities are placed on probation when hired (Table 3). The results indicate that large universities (63 percent) ask student applicants to take writing or editing tests before being employed while only 20 percent do so at small universities (Table 3).

Firing student media staff members sometimes proves to be the only alternative left to a supervisor. The survey results indicate that more college media staff members (46 percent) were fired for "absenteeism" than any other infringement of the rules (Table 4). Students were given one month, 60 percent of the time, to improve or be fired, while 45 percent were given one semester.

The survey results indicate that the second most common reason for termination (36 percent) was "failure to complete their work" (Table 4). The respondents indicate that these students were given one month to improve while only 14 percent were given one week to do better.

"Plagiarism" surveyed as the third most common reason (12 percent) for termination (Table 4). Eighty-eight percent of the respondents to the survey said that these students were terminated on the spot. Another issue included on the survey was editorial content, which surveyed a distant fourth at six percent. The other categories were ethical reasons, criminal activity and falsifying time cards, which rarely registered on the survey.

Recommendations

The research recommends that all college media operate with a detailed staff manual. The manual should address evaluating job performance and include numerous reasons why students could be terminated from their position. Advisers should work to ensure that hiring and firing decisions, as well as evaluations, are ul-

timately made by student editors as required by the CMA Code of Ethics.

Conclusion

The nonscientific CMA-L survey results demonstrate that evaluating the job performances and the firing of student media staff members at all large universities is the responsibility of senior student staff. However, the survey revealed that only one fourth of the small and private universities responding to the survey indicate that the senior staff terminates their student workers. These results conclude that media advisers at small and private universities are much more directly involved in the supervision and evaluation of student media staffs and more involved in the termination process, contrary to the CMA Code of Ethics.

An examination of the survey results conclude that almost all of the large universities use a staff manual which addresses job performance and termination, while the survey concluded that a low percentage of small and private universities have staff manuals. Most of the universities, large and small, issue a warning to students that they are violating the terms of their work contract, according to the survey results. Respondents from large and small universities indicate that a low percentage of the students hired for staff positions are placed on probation when hired. The survey respondents from larger universities indicate that a high percentage of the new staff members take a test before being hired, while only a low percentage appear to be tested at small universities.

Terminating student staff members is the last action a supervisor wants to take in the evaluation process. If the student does not improve in job performance or violates certain policies, there are no alternatives left for the supervisor except termination. The survey results from institutions large and small conclude that "absenteeism" and "failure to complete work" are the two most common reasons for student media staff members to be fired. Plagiarism was a distant third reason for termination. The most articles found in the literature review indicated that plagiarism is the largest reason for students being fired. Editorial content was the second most published reason for termination in the literature, while the survey placed it at only six percent. No criminal activity was reported on the survey; however, the literature reveals some cases in college newsrooms.

Ron Addington is an associate professor of mass media in the Communication Department at Henderson State University, Arkadelphia, Ark. He has worked as a newspaper editor, public information director for the Arkansas State Senate, in corporate public relations, and in public affairs for the U.S. Army Reserve. He is the yearbook adviser at HSU and served as the campus newspaper adviser for several years.

References

Blosser, Shannon. (2005, September 15). Daily Tar Heel Columnist Fired: Jillian Bandes' Column On Post-9/11 Airport Security Caused Ouster. [11 paragraphs].

Carolina Journal Online_. Accessed Sept. 22, 2005, at http://carolinajournal.com/exclusives/display_exclusive.html?id=2780.

BU Basics 101: Policies that Apply to All Boston University Student Workers. Unpublished Policy Manual, Boston University. Accessed Sept. 17, 2005. http://www.bu.edu/seo/students/studenthandbook.html. 1-19.

Editor Fired for Apology Letter. (2003, Feb.). The Quill, 91, 1, p. 25.

Farrell, Elizabeth F. (2004). University of Oklahoma Changes Campus Policy to Settle Lawsuit Over Religious Newspaper. *The Chronicle of Higher Education*, 50, A.31.

Former Student Editor Indicted in \$50,000 Theft. (2002). *The Quill* 90, p. 61.

Former Texas Tech University. Newspaper Columnist Who Was Expelled Sues University. (May 13, 2002). *Student Press Law Center*. Accessed Mar. 15, 2005. *http://www.splc.org/newsflash.asp?id=426*.

First Amendment Center Publishes Book on Student Rights to Free Expression. (2004). Student Press Law Center. Accessed Mar. 8, 2005. http://www.splc.org/newsflash.asp?id=802.

Gagnet, Kayla. (2004). *Reveille Policy Manual*. Unpublished policy manual, Louisiana State University at Baton Rouge.

Gallent, John. (2004). KLSU Mission Statement. Unpublished policy manual, Louisiana State University at Baton Rouge.

Girard, Matthew & Barns, Johanna. (2005). *Kansas State Collegian News Staff Manual*. Unpublished policy manual, Kansas State University at Manhattan.

Hammond, Michaella. (1997). KU Newspaper Editor Fired. [16 paragraphs]. The Maneater Online. Accessed September 29, 2005, at http://www.themaneater.com/1997/12/09/news/09story3.html.

Hook, Stephen C. (1974). Staff Manual Helps Reduce Newspaper Mismanagement. *Journalism Educator*, 29, 2, 38-42.



- Hoover, Eric. (2004). Long Island U. Shakes Up Campus Newspaper's Staff. *The Chronicle of Higher Education*, 50, 25; A.32.
- Jennett, Luke. (2004). Former Daily Writer led Journalistic Life of Promise, Dishonesty. *Iowa State Daily Online*. Accessed April 30, 2006, at http://www.iowastatedaily.Com/media/storage/paper818/ news/2004/04/29/News/Former.D...
- Kadison, Richard D. (2004). The Mental-Health Crisis: What Colleges Must Do. *The Chronicle of Higher Education*, 51, 16; B.20.
- Kuchera, Steve. (Apr. 7, 2004). Reporter Fired After Selling Press
 Pass. Duluth News Tribune Online. Accessed June 5, 2005, at http://
 www.duluthsuperior.com/mld/duluthsuperior/news/local/8454300.
 htm?template=count
- Lawyer Says Expelled Columnist Has Settled Lawsuit Against Texas University. (Feb. 9, 2004.) Student Press Law Center. Accessed Mar. 2, 2005, at http://www.splc.org/newsflash.asp?id=741.
- McConnell, Amy. (2005, April 4). CMU Slur Brings Apology: Student Editor TellsAngry Protesters of Disciplinary Action. [25 paragraphs]. Pittsburg Post-Gazette Online. Accessed September 23, 2005, at http://www.post-gazette.com/pg/04095/29599.stm.
- McGrath, Cole, Seidel, Jon, & Filak, Vincent. (Updated Fall 2004). *The Ball State Daily News Book of Policy and Ethics*. Unpublished policy manual, Ball State University at Muncie, IN.
- Mims, Matthew. (2004). *Gumbo Staff Policy Manual*. Unpublished policy manual, Louisiana State University at Baton Rouge.
- Moser, Bob. (April 29, 2005). Opinion Editor Fired for Plagiarism. [9 paragraphs]. BG News.com. Accessed September 23, 2005, at http://www.bgnews.com/Vnews/display.v/ART/2005/04/29/427228854fcc8.
- New York University Punishes Editor, Advisor for Publishing Student's Grades. (2004). Student Press Law Center. Accessed May. 2, 2005, at http://www.splc.org/newsflash.asp?id=747.
- O Neil, Robert M. (1995). Free Speech on the Electronic Frontier. *The Chronicle of Higher Education*, 42, 10, A68.

- Speere, Lance & Goodman, Lloyd. *Daily Egyptian Handbook: A Journalism Primmer.* (2000). Unpublished Policy Manual, Southern Illinois University at Carbondale.
- SPLC LegalAlert. (Feb. 25, 2005.) Student Press Law Center. Accessed Mar. 3, 2005. http://library.msstate.edu:8082/seh/keepingJob.html.
- Students Caught Lifting Material. (2004, May). The Quill, 92, 4, p. 31.
- Student Columnist is Fired After Criticizing Faculty for Showing Explicit Film. (2003). Student Press Law Center. Accessed May 2, 2005, at http://www.splc.org/Newsflash.asp?id=561.
- Texas Student Sanctioned for Stealing 3,000 Copies of College Newspaper. (Oct. 10, 2003). Student Press Law Center. Accessed Mar. 8, 2005. http://www.splc.org/printpage.asp?id=682&tb=newsflash.
- Texas Tech University Health Sciences Center v. Sandeep Rao, 105 S.W.3d 763 (Tex. Court of Appeals. 2003).
- Three Editors Fired at Iowa State. (2002, Apr.). The Quill, 90, 3, p. 41.
- Wolper, Allan. (1993, Dec. 25). Impeaching a Student Editor. *Editor and Publisher*, 126, 52, 16, 2 pgs.





College Media Review is the flagship journal of College Media Advisers, Inc. It is the leading academic journal on advising

MISSION

- It educates and informs advisers on how to teach, advise, and produce collegiate media.
- Its refereed section quantifies trends, documents theories, identifies characteristics, and disseminates research and information for and about collegiate media and advising.
- Its non-refereed section offers essential information on all facets of collegiate media advising teaching, training, recruiting, diversifying, motivating, and challenging students to media excellence.

GUIDELINES

- Our audience is primarily faculty and staff engaged in college media advising. Content is tightly focused to the concerns of college media.
- Length limit is 5,000 words.
- Style: Text follows Chicago style. Use single space after periods. For citations, use parenthetical references in text to author, year, and page number. Include at the end of the article a complete reference in the reference list, in alphabetical order by author's name, and following Chicago style.
- Art: Black-and-white and/or color photography or graphics may be submitted in digital format. Art files (particularly charts and graphs) may be imbedded in the text of an article for placement but should be submitted as additional stand-alone files. Please provide credit/copyright information for all art submitted.

Non-refereed section:

- College Media Review will consider articles for publication; a query is suggested. CMR prints first-time material, unless the material has been specifically requested from another publication.
- CMR seeks authoritative articles rather than anecdotal.
- For all articles for which it is appropriate, a service journalism approach is encouraged.
- CMR prefers articles written in third person; exceptions may be made under extenuating circumstances.
- Articles must be submitted electronically, in either Microsoft Word or basic text format. E-mail articles as attachments to Robert Bohler (r.bohler@tcu.edu). Include a 60-word biography that includes current position, media advised, and key prior experience.

Refereed manuscripts:

- Submit to Associate Editor Lillian Lodge Kopenhaver two copies (kopenhav@ fiu.edu) of each manuscript, which should be typed and double-spaced and submitted both in hard copy and on disk. Refereed articles that are rejected may be resubmitted for the non-refereed section of CMR and will be considered if appropriate.
- Contributing writers will be notified within 90 days in most cases. Once an article is published, the author will receive two complimentary copies of that issue by first class mail, prior to regular second-class mailings. College Media Review will gladly comply with any requests for verification letters confirming acceptance of an article.

ACT