

## **Chapter 5. Results, discussion and project proposal**

This chapter presents the results of the interviews. The answers to the survey applied to student news outlets were collected in an Excel spread sheet and then converted to graphics. Additional information provided by respondents is presented at the end of the survey results. The answers to the questionnaires sent to nonprofit organizations are presented in a Q&A format. This chapter also presents the analysis and observations of the interviews and the additional research methods. Finally, it presents the proposal of the organization and a communication strategy to introduce the project to students, universities and nonprofits.

### **5.1 Research results**

This part presents the results of the survey to student journalists and the interviews to nonprofit members.

#### **5.1a Results of survey to student journalists**

A survey was sent to student news outlets via e-mail in a period of 5 months. A member of each news outlet was asked to answer a survey to know more about the structure, functions and mission of their news outlets, as well as their perspectives on freedom of press and speech in their universities and countries.

They were asked to provide their city and country of residence. Although most of them provided the name of their news outlet, this was not a requirement. To guarantee confidentiality, they were also not required to provide their names of personal contact information.

Twenty-one student news outlets from 15 countries completed the survey. The data of the first 11 respondents were resent, collected and stored automatically through Question Pro software and the rest were collected and stored through Google Documents.

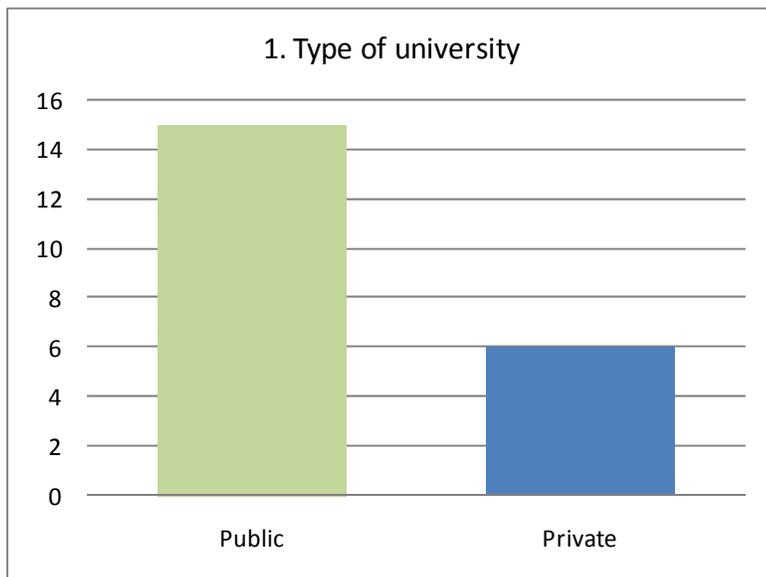
The following table shows the participant's cities and countries of residence. They are identified in the graphics description with their countries' name abbreviation.

<b>City and country</b>
Melbourne, Australia (AU)
Sao Paulo, Brazil (BR)
Montreal, Canada (CA1)
North Bay, Ontario, Canada (CA2)
Cali, Colombia (CO)
Bretagne, France (FR1)
Orleans, France (FR2)
Kharagpur, India (IN)
Mexico City, Mexico (2) (MX1) (MX2)
Chisinau, Moldova (MO)
Manila, Philippines (PH)
Moscow, Russia (RU)
Grahamstown, South Africa (SA)
Neuchatel, Switzerland (SW)

Oxford, UK (UK)
New Haven, Connecticut, USA (US1)
Pittsburg, Pennsylvania, USA (US2)
Stillwater, Oklahoma, USA (US3)
Ho Chi Minh City, Vietnam (2) (VT1) (VT2)

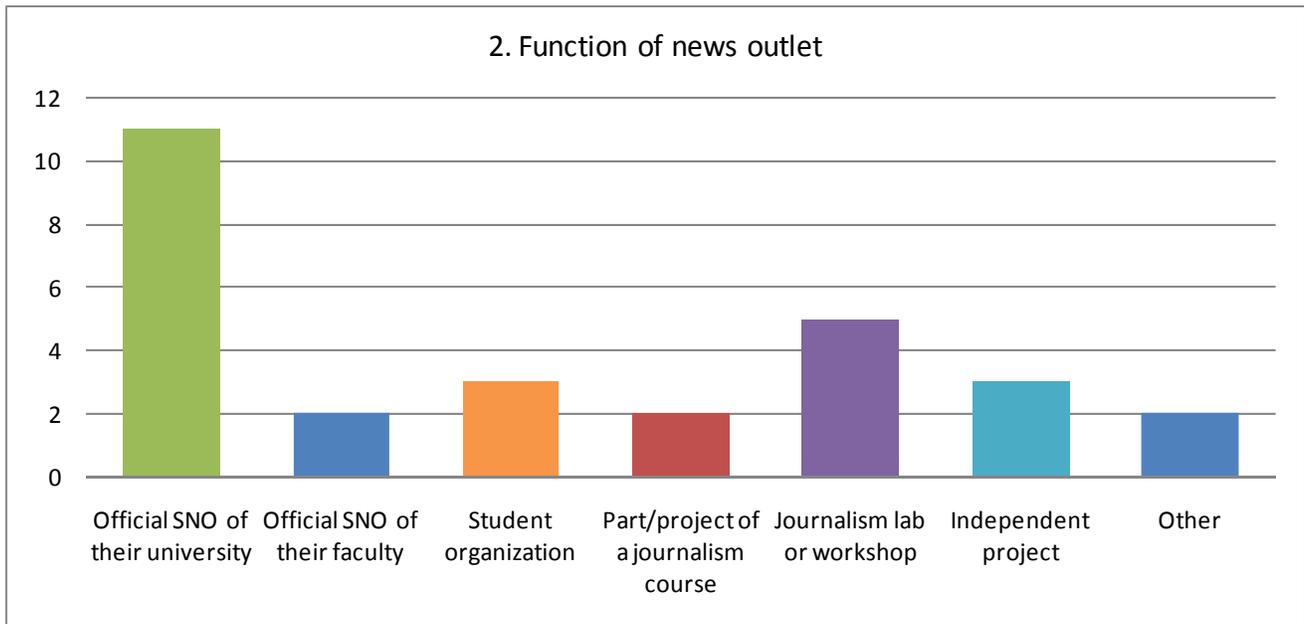
Multiple and single-option answers are presented in the following graphics. Information on specific characteristics of each news outlet and additional comments of the respondents are presented after the graphics.

### 1. Type of university



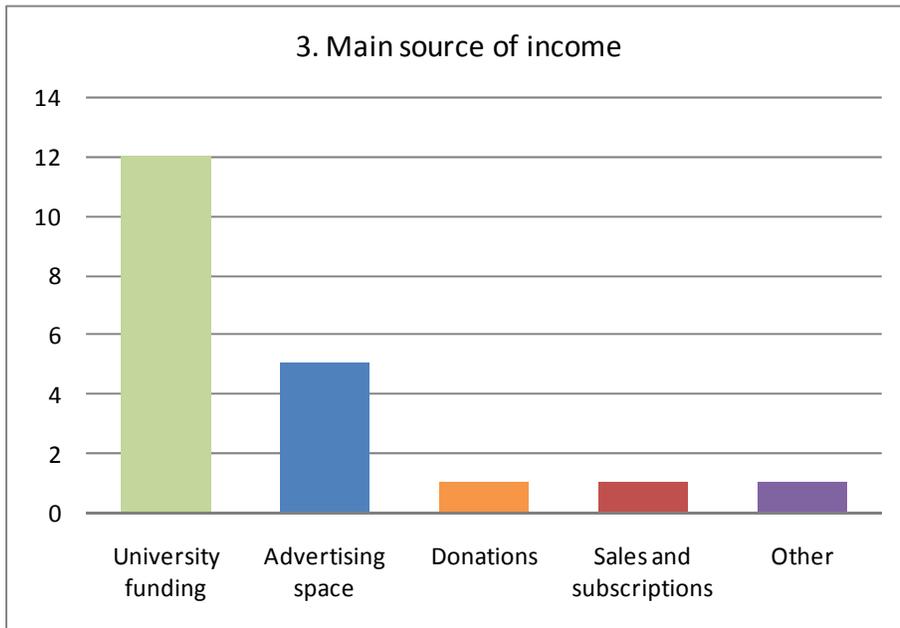
Fifteen students (AU, BR, FR1, FR2, IN, MX1, MO, PH, RU, SW, US3, VT1, VT2) are enrolled in public or state-owned universities and six (CO, MX2, SA, UK, US1, US2) are enrolled in private universities.

**2. Function of news outlet** (respondents could choose more than one option).



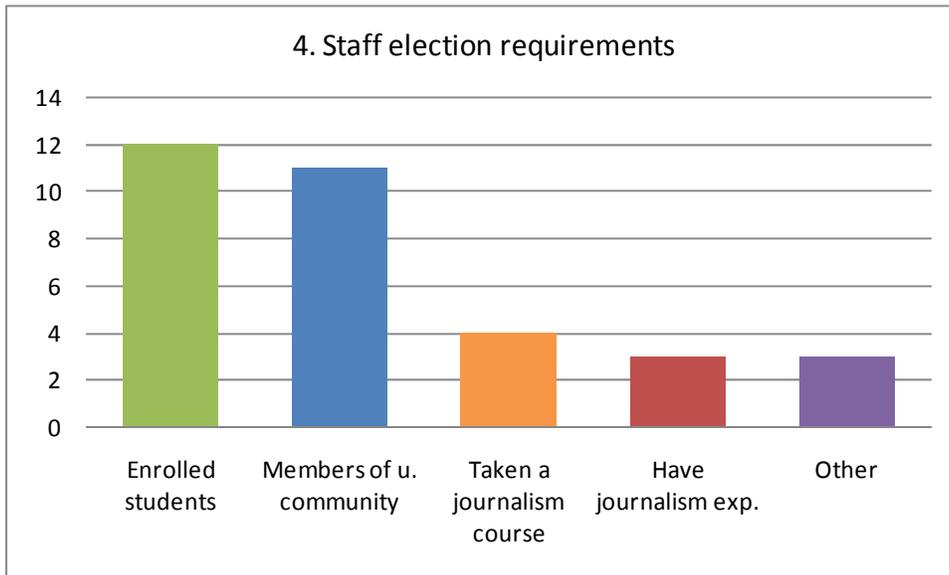
Eleven students (US2, SW, UK, VT1, VT2, FR1, CO, PH, CA2, US3, FR1) defined their news outlets as the official student news outlets of their university. Two (US3, FR1) defined them as the official student news outlets of their faculties. Five (FR2, US3, MX1, MX2, VT2) defined them as journalism workshops or labs. Two (BR1, MO) defined them as projects of a journalism course. Three (FR2, IN, SA) defined them as student organizations. Three (AU, US3, FR2, FR1, IN, SA) defined them as independent projects. CA1 defined its news outlet as the official news outlet of the university's student government. US1 and RU didn't provide a definition.

### 3. Main Source of Income



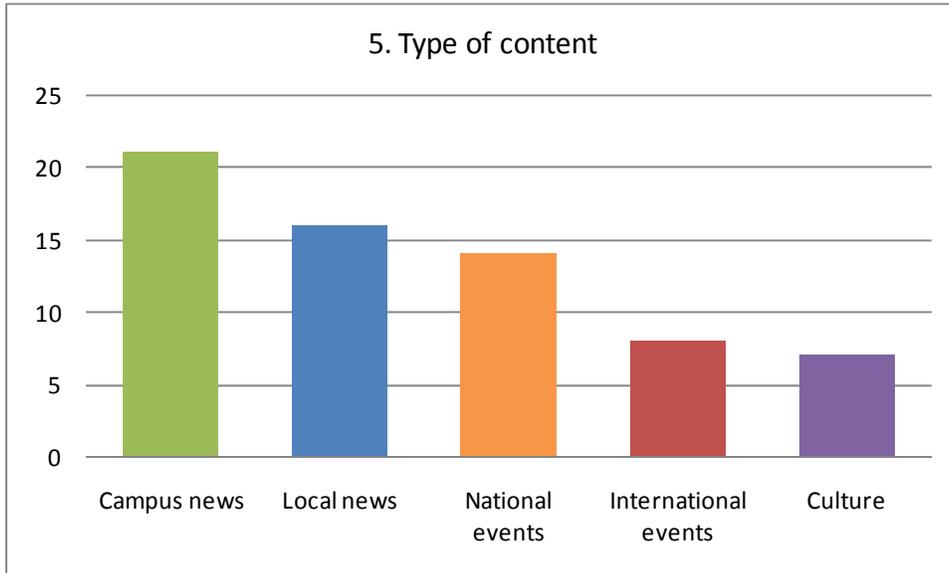
Thirteen news outlets (US2, SW, AU, FR1, BR, CO, SA, MO, MX1, MX2, VT1, VT2, RU) depend mainly on university funding. CA1 is funded with student government budget. Five (US1, US3, IN, CA1) get their income mainly from advertising. FR2 depends mainly on sales and subscription. CA2 depends on donations. PH gets its income from fees of the journalism course enrollment.

**4. Staff selection criteria** (respondents could choose more than one option).



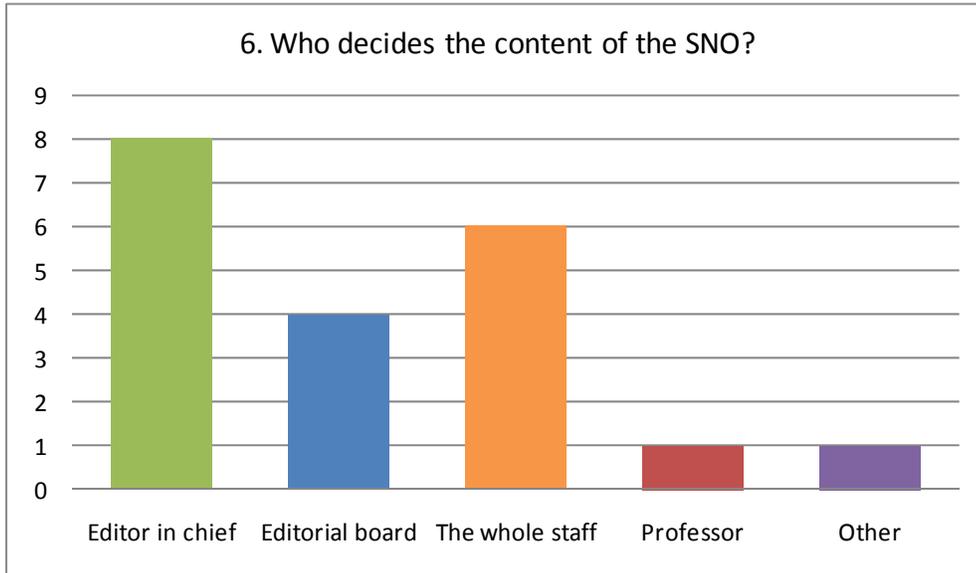
Twelve (FR1, RU, US3, BR, CO, IN, SA, UK, PH, CA1, MX1, VT1) require them to be students enrolled in the university. Eleven student news outlets (IN, US2, SW, AU, FR1, FR1, US1, IN, SA, MX2, VT1) require staffers to be members of the university community. Four (MO, MX1, VT1, VT2) require them to have taken a journalism course. Three (MO, VT1, VT2) require them have experience in journalism, within and without the student community. SA has interns from disadvantaged schools in Grahamstown who work in the news outlet but are not enrolled in the university. VT1's staff includes professors of the university. FR2 doesn't have any special requirements.

**5. Content** (respondents could choose more than one option).



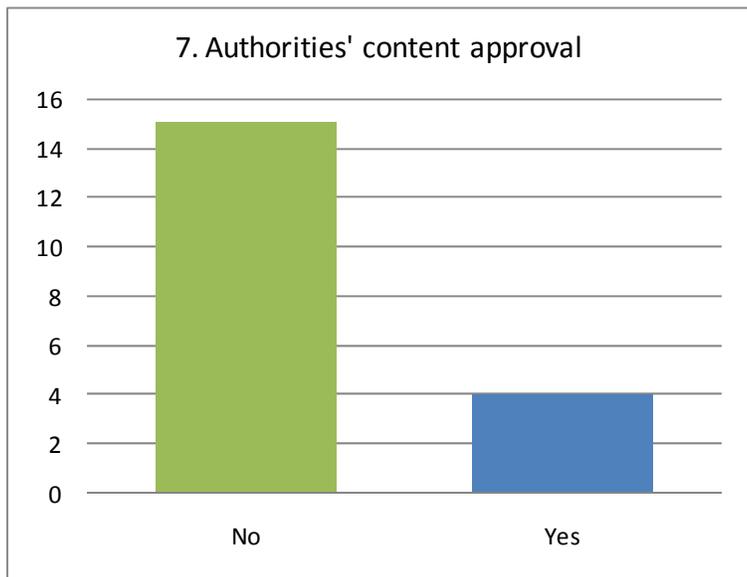
All the news outlets (CA2, VT2, VT1, MX1, MX2, MO, CA1, PH, UK, SA, IN, CO, US3, US1, FR1, AU, SW, US2, FR2) cover campus news. Sixteen (VT2, CA2, VT1, MX2, MX1, CA1, PH, UK, SA, CO, US1, FR, US2, US3, IN, RU) cover local news. Fourteen news outlets (VT2, CA2, MO, CA1, PH, UK, SA, IN, US1, BR, US2, US3, VT1, RU) present articles on national events and issues. Eight (UK, SA, US3, IN, BR, AU, MO, CA2, VT2) present articles on international events and issues. Seven (UK, SA, MO, US2, PH, CA1, RU) cover cultural news (arts and sciences).

## 6. Content decision



In eight news outlets (VT1, MX2, UK, AU, FR1, US3 PH, RU) an editorial board decides the content. In four news outlets (MX1, US1, US2, BR) the editor in chief decides the content. In six news outlets (FR2, SW, CO, IN, SA, VT2) the whole staff decide the content. In CA1 a professor decides the content. In VT2, a university official decides the content along with the staff.

## 7. Authorities' content approval

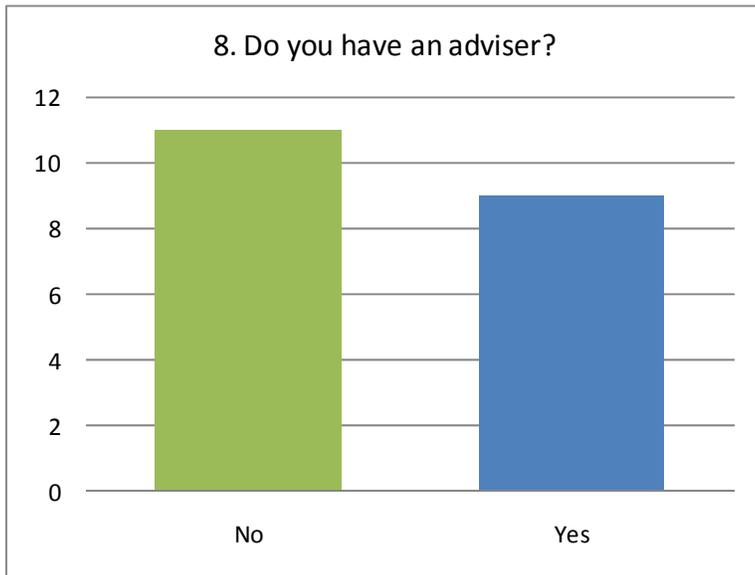


Only four news outlets (UK, MO, VT1, VT2) need a person from outside their staff to approve their content before being publishing. UK, VT1 and VT2 needs to be approved by a university official (VT1 by the university vice president), MO by a professor.

8. Audience (respondents could choose more than one option).

The audience of twelve news outlets (CA2, FR2, SW, US2, AU, US1, US3, IN, SA, UK, PH, CA1) is the university community (students, staff, alumni and parents). The audience of seven news outlets (VT2, VT1, MX1, MX2, CO, FR1, BR) is formed mainly by students. The audience of SA is the local community. The audience of SW and FR2 is the general public. PH also reaches other student news outlets in the country. The audience of RU are people who like Spanish language and culture. MO specializes in blind people.

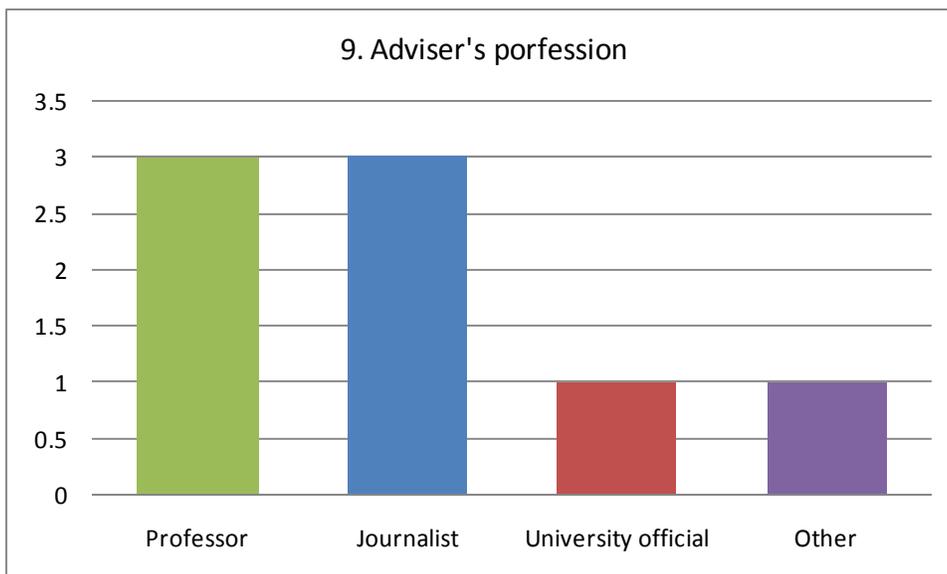
## 9. Adviser



Eleven news outlets (US1, BR, CO, PH, MO, MX2, UK, CA2, FR1, FR2, SA) don't have an adviser.

Nine news outlets (US2, US3, AU, CA1, MX1, VT1, CA2, VT2, RU) have an adviser. IN has an Ombudsman.

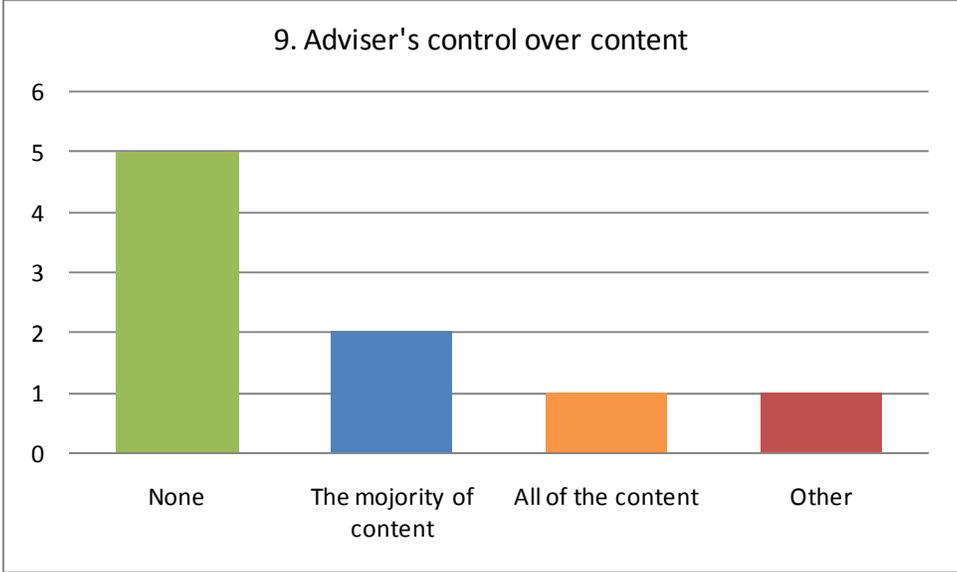
## 10. Adviser's profession



Three news outlets (RU, VT2, US3) have a professor as an adviser. The adviser in three news outlets

(CA1, MX1, VT1) is a journalist. The adviser for US2 is a university official. CA2 considers the Canadian University Press as its adviser.

**11. Adviser's control over content**



The adviser in five news outlets (US2, US3, VT1, RU, CA2) doesn't take part in editorial decisions. In MX1 and VT2 the adviser decides the majority of the content. The adviser in AU decides all the content. The adviser in CA1 "receives complaints from the student body and gives an independent ruling on them."

**12. University Content Regulations**

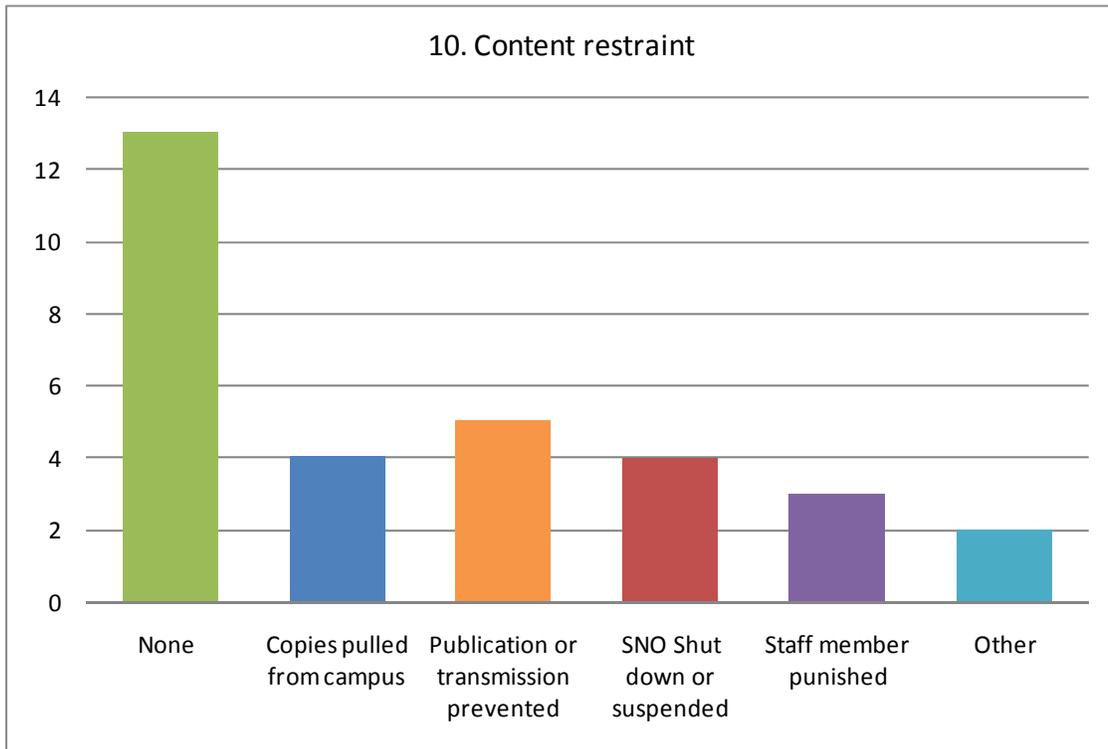
VT2 mentioned a university statute on plagiarism.

**13. Government content regulations**

US3, CA1, FR1 mentioned laws related with libel.

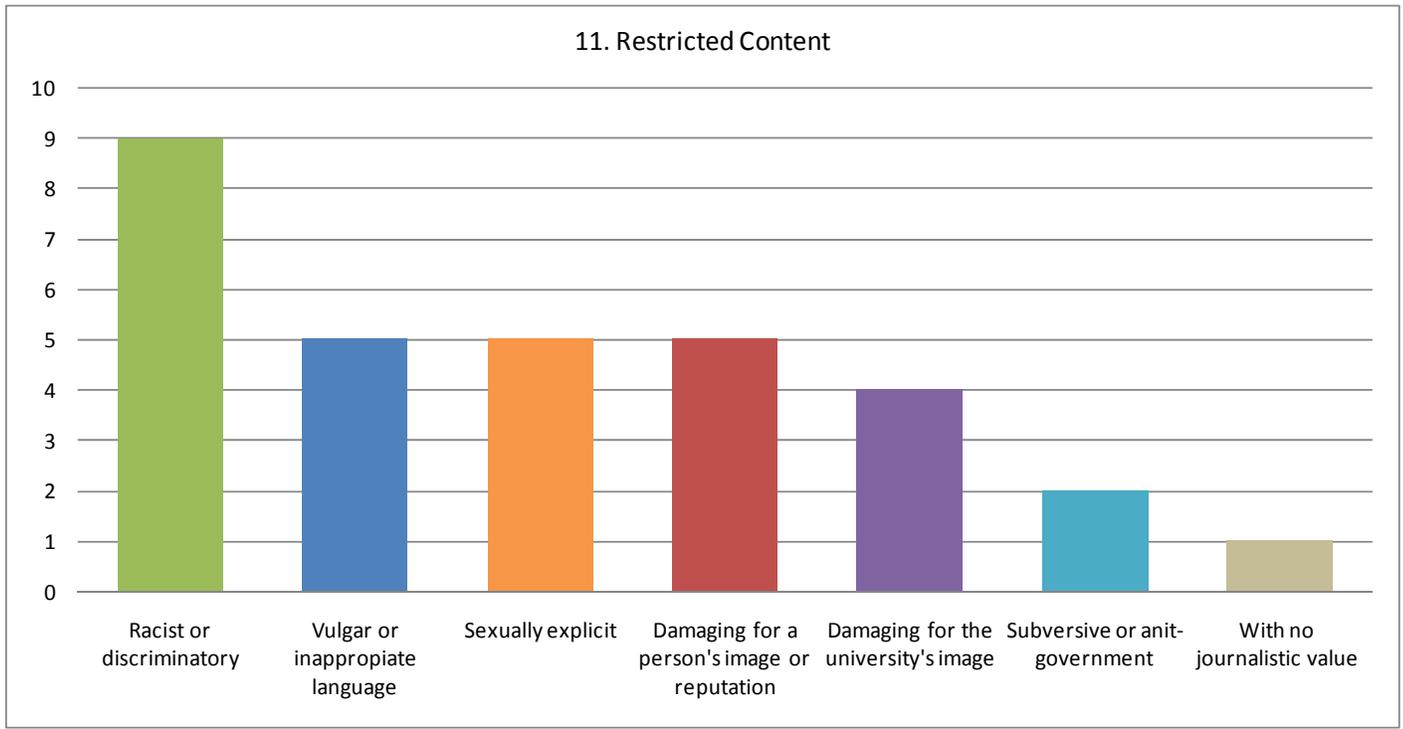
CA1 included Human Rights laws in regard to Hate speech.

#### 14. News outlet content restraint



Thirteen student news outlets (US1, RU, MX1, MO, US3, FR1, FR2, VT1, VT2, CA2, AU, SW) have never gone through the situations listed in the survey. US3 mentioned students have pulled copies of news outlet because of its content, but this happened once. In the case of five news outlets (UK, SA, IN, US2, PH), an authority prevented their publication or transmission. Four news outlets (PH, SA, IN, UK) were suspended or shutdown. SA mentioned the university authorities "delayed the news outlet form running." Four news outlets (IN, US2, PH, UK) had their copies pulled from campus. Staff members of three news outlets (US2, CA1, MX2) were punished for something they published, wrote, photographed or drew. PH mentioned, "[the] publication office was once ransacked, and burned all [the] properties inside." BR mentioned the staff was threatened by former member of the military for writing an article on him.

**15. Restricted content** (students were asked what content could lead to the censorship of their news outlet).



Four students (PH, CO, FR1, AU) believe their news outlet could be censored for publishing content considered damaging to the image or reputation of your university.

Five students (CA2, CO, FR1, AU, SW) believe their news outlet could be censored for publishing content considered damaging to the image or reputation of a person or an institution.

Five students (CA2, MO, BR, AU, US2) believe their news outlet could be censored for publishing sexually explicit content.

Nine (CA2, VT1, CO, BR, FR1, AU, SW, US2, FR2) believe it could be caused by content considered racist or discriminatory. Four (CO, AU, SW, FR2) believe their news outlet could be censored for publishing content considered to incite violence or criminal acts.

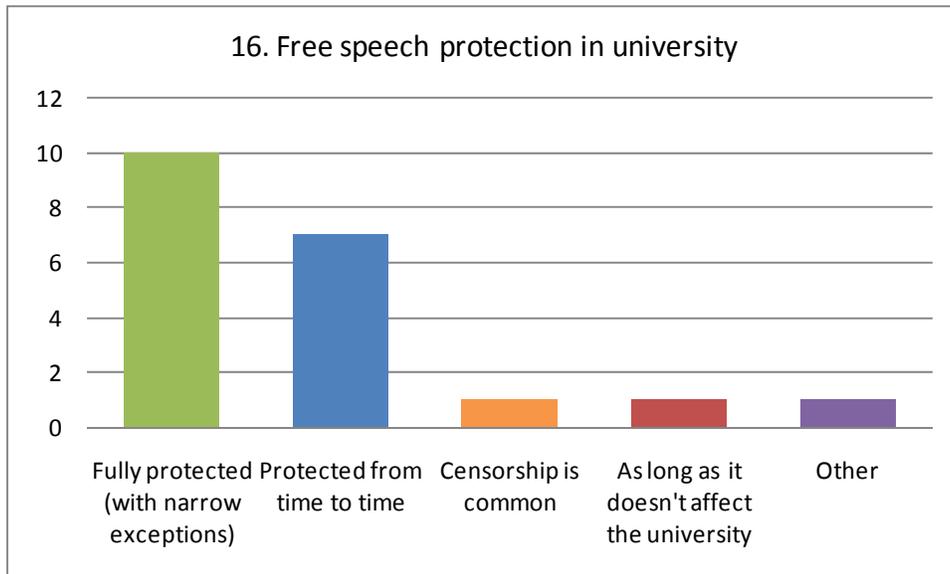
PH and AU believe it could be caused by publishing content considered subversive or anti-government.

Five students (CA2, VT1, CO, BR, FR1) believe it could be caused by language considered vulgar or

inappropriate.

MX2 believes the news outlet could be censored if it published “content that doesn't fulfill with journalistic rigor.”

## 16. Protection against censorship in university



Ten students (MO, CA2, MX2, SA, US1, US2, AU SW, FR1, FR2) believe their speech and press rights are fully protected in their university (with narrow/not-content-based exceptions).

Seven students (SW, BR, RU, CA1, MX1, US3, UK) believe there have been some cases of censorship, but most of the time their rights are recognized.

CO believes they are usually not allowed to write or express opinions, they cannot write, publish or express opinions that are against the government or the university administration.

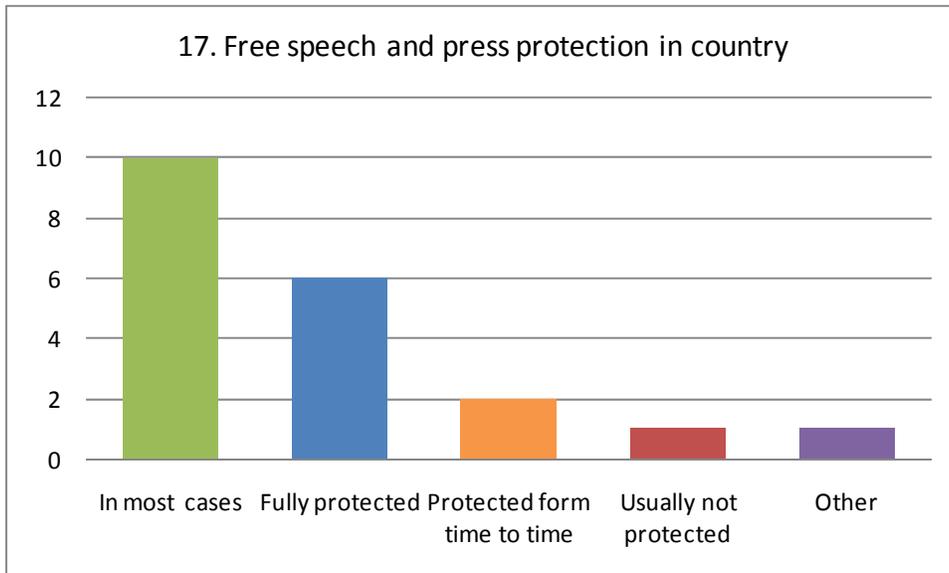
VT2 believes censorship is common, but they are allowed to write or express opinions from time to time.

IN added, "Articles that may be construed as defamation incur wrath from the administration. Everything else is easy sailing."

PH added "As of this time, we haven't experienced another censorship from the school

administration."

### 17. Protection against censorship in country



Ten students (MX1, MX2, RU, UK, US2, SW, FR1, US3, BR, CO) believe that in their countries there have been some cases of censorship, but most of the time press and speech rights are recognized.

Six students (US1, AU, FR2, MO, CA1, CA2) believe their speech and press rights are fully protected (with narrow not-content-based exceptions).

IN believes in their country people are usually not allowed to write or express opinions

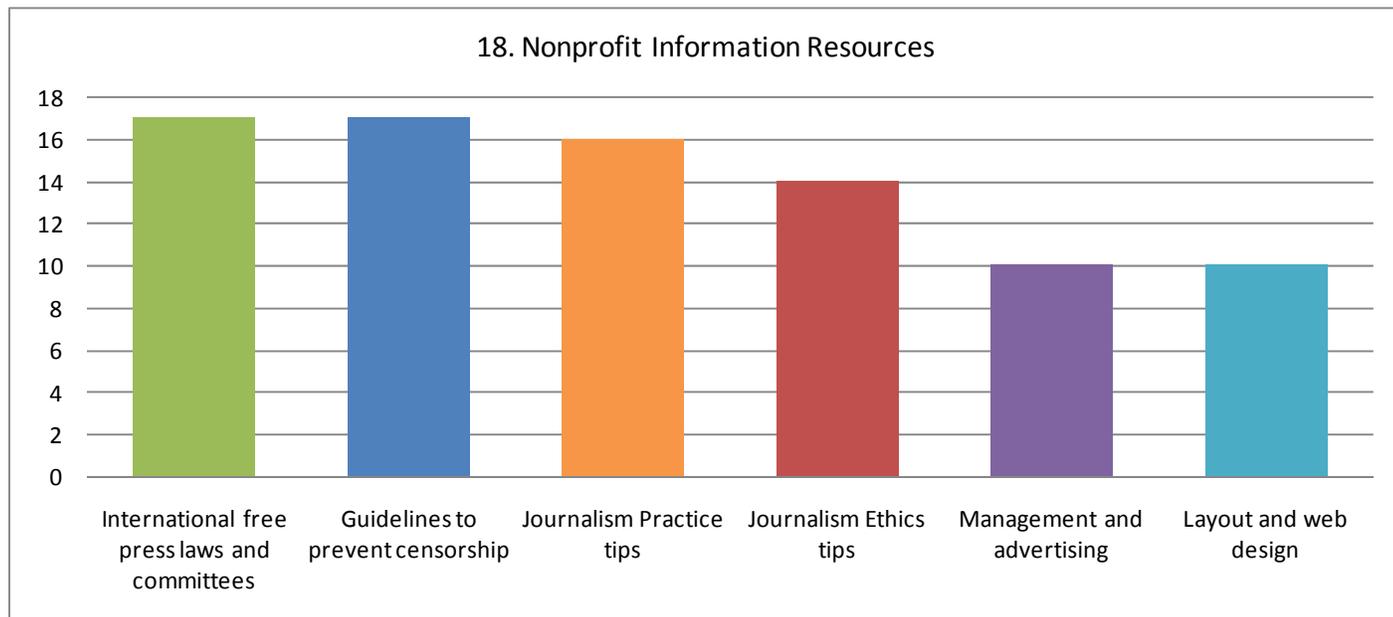
VT2 and PH believe censorship is common, but people are allowed to write or express opinions from time to time.

VT1 didn't provide an answer.

SA added, I think [as student journalists] we're just ignored.

## 18. Nonprofit information resources

Students were asked what kind of information would they like the student journalists nonprofit organization to offer. They could choose more than one option.

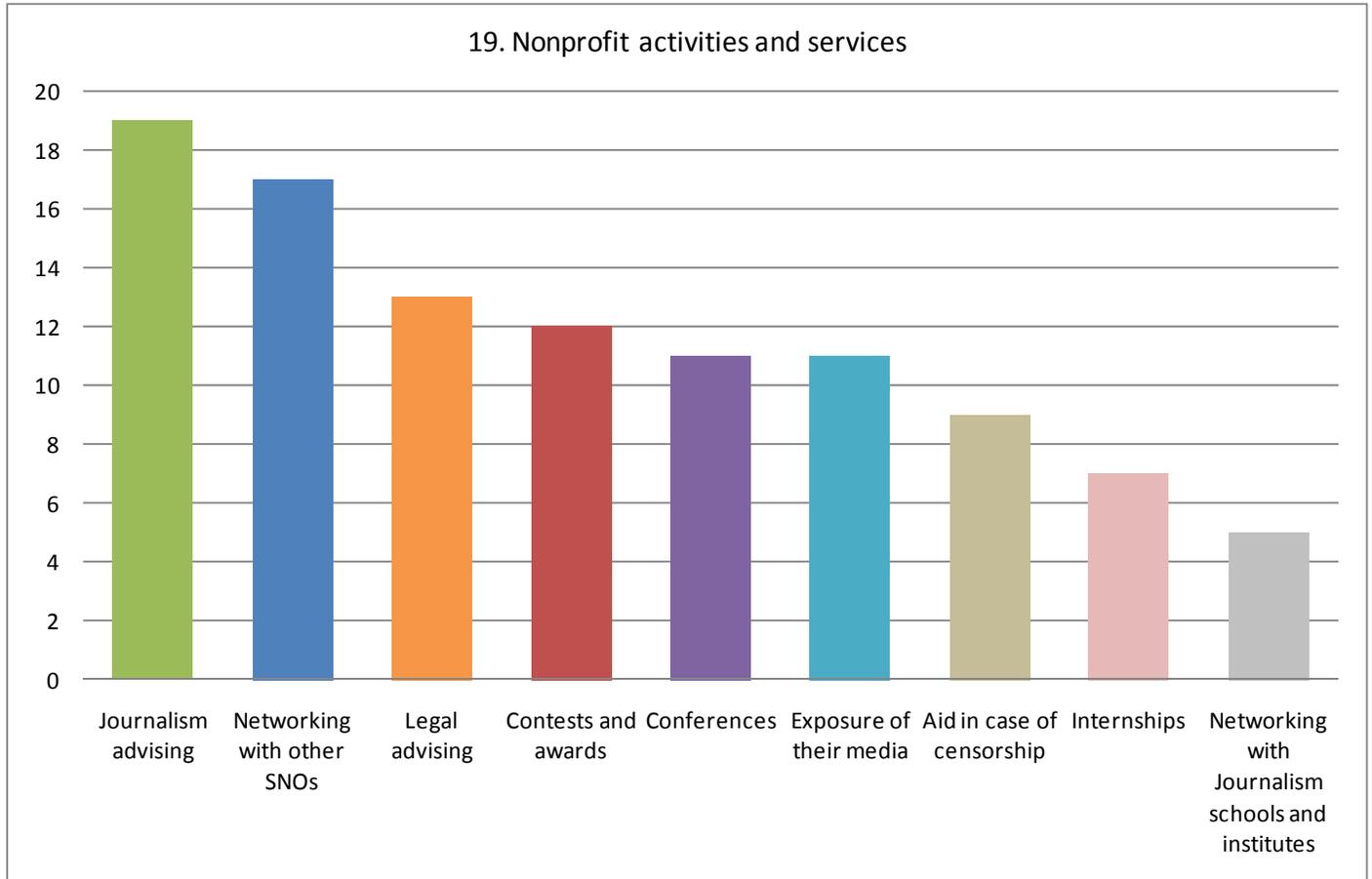


Ten students (VT2, CA2, VT1, PH, IN, US3, US2) chose information on web or editorial design. Ten students (RU, VT2, CA2, VT1, MX1, PH, BR, US3, AU, US2) chose information on management and advertising. Six students (US3, US1, FR1, SW, US2, FR2) chose information on student journalism from other countries.

Sixteen students (RU, VT2, CA2, MX1, CA1, UK, SA, IN, BR, CO, US3, US1, FR1, AU, SW, FR2) chose journalism practice tips. Seventeen students (RU, VT2, CA2, VT1, MX2, MX1, MO, CA1, SA, IN, BR, CO, US3, FR1, AU, SW, FR2) chose journalism ethics tips. Fourteen students (RU, VT2, CA2, CA1, PH, UK, SA, IN, BR, CO, US3, US1, FR1, SW) chose guidelines to prevent censorship. Seventeen students (RU, PH, UK, SA, MO, CA1, MX1, VT2, CA2, IN, BR, CO, US3, US1, FR1, AU, SW) chose information on international laws and committees of freedom of press.

## 19. Nonprofit activities and services

Students were asked what kind of activities or services would they like the student journalists nonprofit organization to offer. They could choose more than one option.



Nineteen students (VT2, MX2, RU, CA2, VT1, US1, MO, US3, IN, SA, UK, PH, CA1, MX1, FR1, AU, SW, FR2, US2) chose journalism advising. Thirteen students (CA2, UK, FR1, US1, IN, SA, UK, MX1, FR1, AU, SW, FR2, US2) chose legal advising.

Eleven students (RU, VT2, US1, US3, IN, SA, CA1, MX1, CA2, AU, US2) chose exposure of their media or work. Four students (AU, FR1, MS3, CO) chose discussion online forums.

Seventeen students (FR1, AU, SW, FR2, US2, RU, US1, US3, BR, CO, CA2, SA, VT2, UK, MX1, CA1,

PH) chose networking with other journalism students worldwide.

Twelve students (RU, US3, FR1, US2, SA, VT1, CA2, VT2, UK, MX1, PH, CA1) chose contests and awards. Eleven students (RU, VT2, US3, SA, VT1, CA2, PH, MX1, FR1, SW, FR2) chose conferences and events. Five students (US3, FR1, AU, SW, US2) chose networking with journalism institutes or schools. Seven students (IN, PH, CA1, MX1, MX2, VT1, CA2) chose internships. Nine students (MX1, MX2, VT2, CA1, CA2, PH, UK, SA, IN) chose aid in case of censorship.

## **20. Nonprofit communication tools**

Students were asked how they like the nonprofit organization would communicate with them and the staff of their news outlet. They could choose more than one option.

Five (US2, FR2, FR1, US1, US3) chose a blog. Eight students (PHI, RU, US2, FR2, SW, FR1, US1, US3) chose online newsletters. Six students (US2, SW, AU, FR1, US1, US3) chose online forums. Eleven students (PHI, US2, SW, AU, FR1, US1, RU, US3, BR, CO, FR2) chose emails. SW and US3 chose phone calls. Five (AU, US3, BR, MO, PHI) chose mailed newsletter. Three chose (US3, CO, RU) Facebook online community.

## **Mission**

Students were asked what the mission of their news outlet is

**SW:** *enable students to discover the world of journalism.*

**AU:** *to rise to profile of international students across our campuses.*

**FR2:** *talking about student's associations and to be a free place for expression of students.*

**US1:** *to be the newspaper of record for our university and our community.*

**US3:** *Well, our mission statement is "to kick ass, take names and spell them correctly," but I feel that's probably not the best answer. Our main goal is to inform and entertain the students about campus news and other issues we deem appropriate.*

**BR:** (Translated) Inform students and make journalism course content available online for students.

**CO:** (Translated) Offer students an expression forum on events and issues happening in and outside the university.

**IN:** *to generate and sustain a dynamic flow of information and opinions among students on campus, of events and ideas on campus and in the rest of the world.*

**SA:** *[be] an independent student-run newspaper that strives to be the most informative and entertaining student publication at Rhodes University, in Grahamstown, and in South Africa and to uphold and maintain the highest standard of journalistic and business professionalism and integrity.*

**UK:** *be the best newspaper in the country.*

**PH:** *Our student publication serves as the voice of the students of the university. Guided by the principle of balance and responsible journalism, our student publication delivers information of truth, interest and social relevance for the development of the intellectual conception of its readers towards issues pertaining to the University. In addition, our student publication teaches its readers to treat critical issues logically and with maturity.*

**CA1:** *To communicate in a fair and accurate manner news and events of importance to the McGill community.*

**MO:** *I am journalist for blind people, I make a [audio] magazine ACASA for them.*

**MX1:** (Translated) Give students the chance to gain similar experience to the one they would obtain working in the journalism field. At the same time, the news outlets have the mission to become an important information source on university events.

**MX2:** *report news of my university, news of students. Share opinions of students, lecturers... and literature forum.*

**VT1:** *report news of my university, news of students. Share opinions of students, lecturers... and literature forum.*

**CA2:** *To provide a free, open, safe forum for students to express opinions and ideas, to expose the*

*student community to the world at large, and to introduce the world at large to our student population.*

**VT2:** *it is the official voice of the University and Students.*

**RU :** (Translated) give people interested in Hispanic American culture write and read in Spanish and give them a chance to improve their Spanish.

### **5.1b Questionnaires to nonprofit organizations**

A questionnaire was sent via e-mail to nonprofit organizations described in appendix 2.

**Interview 1.** Mark Bench, Executive Director of World Press Freedom Committee provided the following answers.

#### **Structure**

#### **What were the main concerns that led to the creation of your organization?**

In 1976, UNESCO's G-77 so-called non-aligned countries--later joined by the soviet union--proposed what was called the new world information and communication order, which in essence, would have prohibited any "foreign" news agency coverage of issues within their countries without their exterior ministry's (read "propaganda" agency)'s approval. This was unacceptable to all democratic countries' press and so world press freedom committee was formed to oppose this proposal.

#### **How do you recruit your members?**

Most of the international news agencies recognized the threat to the free flow of information and were anxious to oppose the proposal.

#### **How do you choose your board members?**

Those who were most involved and threatened who believed in press freedom and had the capability to have influence within the UN agencies were chosen as board members.

#### **How WPFC did become an international organization?**

From the beginning, WPFC was an international organization with consultative status with the UN and

UNESCO. Our board members came from many countries.

**How did you expand your offices to other countries?**

Ronald Koven, our consultant, joined us as our European representative 5 years after our formation, and he has covered UNESCO intently ever since he joined us. We engaged Raymond Louw of Johannesburg, South Africa, to cover Africa for us, also as a consultant. Our projects director, Javier Sierra, also a consultant, covers Latin America and Spain thoroughly for us, but he is located in Arlington, Va. Our office is based in Reston, Virginia.

**How do you deal with the differences of nonprofit laws for your offices outside your headquarters' country?**

Since our representatives are consultants, we have no problem or conflicts with non-profit laws in other countries.

**Are you affiliated with other human rights organizations or nonprofits that aid journalists?**

We were involved with the formation, one of the first 12 NGOS to found the international freedom of expression exchange (IFEX) (now based in Toronto, Canada) which now has over 80 members. We have 45 affiliates as well. We cooperate in different ways with other human rights orgs and other non-profits in the conferences we put on in sites around the world. Check our website for more information.

**Do you share efforts or information with other nonprofits that aid journalists?**

WPFC belongs to a group of about 10 organizations from IFEX that share information for possible assistance to journalists--some specialize in humanitarian aid; WPFC administers a fund against censorship for the coordinating committee of press freedom organizations-- see our web site for the coordinating committee and for the fund against censorship), which specializes in providing grants to journalists or media in trouble with their governments for doing their jobs. The coordinating committee of press freedom organizations, put together by WPFC in 1981, has met twice a year to coordinate efforts since that date. It now consists of 9 orgs (see web site).

**Are you affiliated with universities?**

No.

**Do you charge dues to news organizations for your information?**

Our affiliates do not pay dues, and we are not a membership organization. We seek funding from foundations and individuals, accepting no governmental funds.

**Actions and research**

**What kind of information tools do you require to do your research?**

We are not a research organization, but we vet thoroughly, mostly through our coordinating committee members and through the other groups that belong to IFEX, those who apply for grants from our fund against censorship.

**What is the most effective way to know about censorship cases or human rights violations in countries where electronic communication is not accessible or difficult to access to?**

There are a number of organizations that track these types of violations; among them are human rights in China, reporters without borders, and freedom house. The U.S. government prepares a human rights report annually for virtually every country. China covers America, incidentally.

**What do your members usually say or do when they meet with an authority concerned with a censorship case?**

Again, we don't have members. We have affiliates. They report to us censorship cases, as do our IFEX associates.

**How do you deal with jurisdiction in other countries when dealing with press censorship? What actions do you take in countries where free speech is not allowed?**

While we don't specialize in protest letters, we sometimes write them to governments who crack down the press (by that we mean, broadcasters, written press, and use of the internet and other new media).

We have participated with IFEX Tunisia Monitoring Group (TMG) in 5 trips to Tunisia where we have

meet with high government officials endeavoring to establish press freedom (which they claim to have and encourage). It's obvious, reading their newspapers and listening to their radio, that they do not have press freedom. We have hoped, by writing reports and publicizing them, that Tunisia would allow press freedom. They have not as yet, but they have made some minor adjustments in an effort to appear to have allowed press freedom. Why would we have gotten involved with Tunisia? When president Ben Ali announced that the reason his country had been selected to be one of the sites for the world summit on the information society (WSIS) because the world was in favor of his policies, we NGOs would not tolerate it, knowing the lack of press freedom, freedom of expression and freedom of assembly in that country, and we began a campaign to let the world know the real conditions there. There has now been formed within IFEX a Burma group, as well. We participate with them.

**How much protection do journalists receive with article 19 of the Universal Declaration of Human Rights?**

We are hopeful that the UN system will begin to implement article 19 of the 1948 UDHR everywhere. It is considered international customary law. The 1966 ICCPR (The International Covenant on Civil and Political Rights) also has an article 19 but with restrictions that most of the press freedom refuse to cite or recognize.

**Do you think exceptions of free press protection: "for respect of....reputations of others; for the protection of....public order, or...morals" can give authorities the right to ban truthful information if they believe it can affect these three aspects?**

These sorts of restrictions are what governments often use to prevent the press from criticizing the government officials. Insult laws are something that WPFC has worked against for years and years, strongly helping to eliminate them in numbers of countries. Insult laws have been instituted because virtually no government official wants to be criticized, and truth is no defense against these laws.

## **Communication strategies**

### **What are the most effective communication strategies for fund raising?**

Funders want good ideas, and will support them if good enough. How they're communicated is not nearly as important as the strength of the idea.

### **What are the most effective communication strategies to reach people without or little Internet access?**

We write letters to government officials and send copies to the mass media so that they can see what we're saying. In some countries, few media dare to publish or broadcast what we send, but others are quite open about front-paging our protests.

### **What are the most effective communication strategies to keep your internal audience informed about the organization?**

We use the internet to do this, and mail out an international update newsletter to a long list of interested people.

### **How have you built relationships with your donors?**

By giving them value for their donations--we communicate with them, keeping them up-to-date with what we're doing.

## **Student Journalists**

### **Under what circumstances does your organization aid student journalists?**

In some relatively rare cases, we've done some training of student journalists--though our funders have not encouraged it. They say there are other organizations that focus on this aspect--ICFJ and others.

### **Approximately how many student journalists cases have you had?**

None that I know of.

**What do you think a nonprofit for student journalists needs to be effective in its funding and management aspects?**

In this financial environment worldwide, it is very difficult to find funders for any (new or established) organization.

**What resources does it need to accomplish the goal of protecting student journalists?**

Difficult for us to say.

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**Interview 2.** Rob Fishbook, President of the Canadian University Press provided the following answers.

**Structure**

**What were the main concerns that led to the creation of your organization?**

CUP was founded in 1937 by the editors of several student newspapers as a way to support one another and share stories across the country. It was believed that by forming an association, student newspapers would be able to share and gain knowledge from one another and be better equipped to write for their newspapers. It also allowed them to have a network of other student newspapers who could support them if they had any trouble (be it a libel lawsuit or unfair demands by the administration at their paper's university).

It also allowed papers to share stories across the country and cover a wider spectrum of events.

Papers in Saskatoon had the option with CUP to run first hand stories of news and experiences in Halifax, and vice-versa.

**How was your first board of directors chosen?**

CUP existed for much of its tenure without a board of directors. At first, an editor from within the member papers was elected each year to the position of President and the head office rotated to whatever city that editor's paper was based out of. Over time, the position of National Bureau Chief was created to edit and distribute stories that came across the wire service and the head office was

centralized in Ottawa, and eventually Toronto. Staff from member papers were still elected to the positions of President and National Bureau Chief, but were expected to take a year off to work for CUP at the head office.

In 2001, CUP formed a board of directors to oversee the President and National Bureau Chief and to add some much needed structure to CUP. CUP papers have always been split into five regions across the country (Atlantic, Quebec, Ontario, Prairies/Northern, and Western), each region elected a representative to the board (Ontario was allowed two due to their large number of papers). The President sat on the board as an advisor, and the National Bureau Chief acted as the secretary. In recent years, a National Francophone Representative has been added to represent French member papers and a non-voting continuity rep position has been added as an advisor (this position is filled by a CUP staff member from the previous year).

**How many members did you have when your organization started?**

Exact numbers have been lost over time, but it was supposedly 3-4. The Ubysey, The Manitoban, the McGill Daily, and The Sheaf all claim to be founding member but records are incomplete.

**How much funding did you need to get the organization started?**

Records are incomplete on this matter, but CUP was very grassroots at the start. I suspect that the only costs were those of filing a letters patent and other incorporation costs. Papers sent their stories via mail between one another and paid the costs themselves. Over time, dues were levied to allow the President and National staff to incorporate more features into the organization.

**How do you recruit your members?**

At this point in time, most student newspapers in Canada have been members of CUP at one point or another, and thus know what the organization is. The President and board reps keep in contact with these papers and most recruitment is simply a matter of speaking to an Editor-In-Chief who thinks CUP is a good idea. In previous years CUP was a much more political organization and particular

stances and motions kept some papers out. Recruiting members these days has become much more about dispelling myths and assuring papers that CUP no longer takes a certain political stance and that they are free to manage their papers as they wish.

We also keep a keen eye out for new papers that are formed and contact them to offer them membership.

**How do you choose your board members?**

Each board member is elected to a one-year term by the papers in their region, each paper gets one vote.

**Do you share efforts or information with other nonprofits that aid journalists?**

We do in many cases; we work with non-profits to provide speakers for our conferences, and judges for our annual journalism awards. We attempt to keep close ties and offer them access to our network of papers when possible.

**Are you affiliated with universities?**

Only so much as some of our members are owned by their university, or more frequently by their student unions. Our yearly national conference often receives a donation from the University whose paper has been selected to host the conference that year, as well.

**Do you charge dues to news organizations for your information?**

We charge our member papers yearly dues depending on their budget size (small papers pay less, large papers pay more). We also charge news media outlets a yearly fee for a read-only subscription to the news wire (meaning they can view, but not re-print our news stories). We also charge to distribute press releases across our e-mail list servs.

## **Communication Strategies**

How do you reach student journalists or student news outlets?

As members they provide us with contact info every year (although this is updated less than we would like). Our primary method of contact is through our e-mail list serves, but we talk to editors quite often on the phone, and our regional and National conferences allow us the chance to talk to our members in person.

**How do you keep track of student journalists or student news outlets?**

Through our member list, payments are tracked through our accounting software.

**How do you keep track of censorship cases in student news outlets?**

CUP provides one free hour of legal service to all of our member papers, they contact us to arrange this and we help them through the process. We also keep up to date on the news that comes across the wire and learn a great deal through word of mouth.

**Does your organization create networks among student journalists? How?**

By allowing members papers to interact with one another in a variety of methods we certainly create networks. Members meet in person at conferences, send questions and concerns out over the listserv, and socialize over Facebook and e-mail.

**What are the most effective communication strategies for fund raising?**

We approach potential sponsors with a letter of support outlining what it is CUP does, most often we ask them to sponsor the National Conference or Journalism Awards. We set concrete sponsorship levels and offer them incentives such as promotion at the conferences, and access to our network.

**What are the most effective communication strategies to keep your internal audience informed about the organization?**

We use e-mail regularly, have a blog, and communicate often via phone and in person. We also use Facebook and other new methods of social interaction.

**How have you built relationships with your donors?**

We approach our sponsors every year to get them to return, most that are recurring sponsors have carved out a niche and support a specific aspect of CUP every year. The high turnover in CUP staff makes it more difficult than we would like to build relationships and retain sponsors.

**Actions**

**Approximately how many student journalists' censorship cases do you deal with annually?**

There are very few cases of student-journalism censorship lately. Only 1-2 per year on average.

Many student newspapers have formally separated from their Universities and Student Unions in the past ten years and are autonomous corporations that control their own content.

**Describe the steps your organization follows when dealing with a censorship case of a student journalist or a student news outlet.**

We speak with representatives from the paper, assess the situation and offer to mediate for or support them. This can take the form of a letter of support, a statement in the press, a formal presentation to the censoring body, or just legal representation through CUP's lawyer.

**Does your organization distinguish between print, online and radio student media when dealing with a censorship case?**

Canadian University Press members are all student newspapers, and thus we rarely deal with other formats. In times that we do become involved the only change in our support is in whether or not they are members and thus how much funding we can use to help them out.

**Does your organization distinguish between opinion and information when dealing with a censorship case?**

Not in that respect. We examine the censored material to determine if libel has been committed before taking a stance. If it has we will routinely offer support of a legal nature and advice to help the paper correct their mistake. If no libel has been committed we will often take a stronger stance in favor of the paper.

**Does your organization distinguish between private and public universities when dealing with a censorship case?**

There are no private universities in Canada.

**Recommendations for Thesis project**

**What do you think a nonprofit for student journalists needs to be effective in its funding and management aspects?**

Student press organizations need to be organized, united, and supportive. CUP has a strict mantra of "support, not control" with which we gage our interactions with our member papers. We seek to help them to produce the best quality papers they can, and try to stay away from pushing any particular beliefs on them. We recognize that the varied styles and beliefs of our papers are an important aspect to our diversity.

In terms of funding and management, student press organizations should always look outside their membership for means of support whenever possible, and pursue continued, ethical partnerships with donors. There must be room to grow and expand, to offer new and changing services to members, and to develop constant strategic planning for the future.

**What resources does it need to accomplish the goal of protecting student journalists worldwide?**

Student Press organizations must be well respected and have the support of its members. They must

encourage their members to question, explore and report on issues of cultural and political significance and must help to provide the tools for them to do this. They must take a strong stance on diversity within the organization, and set an example for their member papers. They should take a stance on issues of importance and help to educate their members on these issues.

**Why do you think it's important to protect student press?**

The student press is one of the last bastions of truly free press in many countries. Student newspapers in Canada have the ability to dig deeper than other newspapers and to question and criticize what dailies cannot. Because of this power student newspapers should be supported, protected, and encouraged to use this power in a positive manner.

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**Interview 3.** Sheena Goodyear, National Bureau Chief of the Canadian University Press provided the following answers.

**Communication Strategies**

**Does your organization create networks among student journalists? How?**

Totally. There's CUP as a whole, where students ask each other questions and maintain communication on our national list serv.

They also get to network en masse every year at our national conference, which boasts workshop sessions, social events, and serves as our annual general meeting.

The conference also has caucuses for specific groups (like a women's caucus and LBGT caucus), and roundtables to discuss specific issues (like how to get a media-levy increase, or how to become autonomous from a student union). These roundtables are especially helpful I think, because papers see they aren't alone, that lots of papers face these same issues, and that they can be resolved.

Papers will often lend each other support for bigger issues. For example, if one paper is seeking a media increase, or is facing extinction; other member papers will write letters of support and offer

advice. The CUP national staff will also do everything it can to help.

Then there are the regions. CUP is divided into ARCUP (Atlantic Region), WRCUP (Western Region), ORCUP (Ontario Region), CUPbeq (Quebec), and PNCUP (Prairies and Northern).

Each region has a board representative (Ontario has two) who help make decisions regarding CUP policy, and serve as liaisons between member papers and the national office. Each region also has its own list serv, and usually holds two regional conferences a year.

At the regional conferences, papers go to workshops together, party together, and sit on roundtables together to discuss issues facing the student press.

Beyond that, there's the CUPdate -- our blog, which is featured on cup.ca

And there's the biweekly CUPcast, also on cup.ca that serves to keep members updated about student news across the country, as well as give a bit of insight into CUP.

Also, here at the national office, Rob and I spend a lot of time talking to member papers, trying to help them with their legal issues, their copy problems, or their internal struggles. We also travel to all the regional conferences to meet people and talk about CUP.

### **Recommendations for Thesis project**

#### **Why do you think it's important to protect student press?**

The student press is immensely important for a number of reasons:

- 1) It has freedom unlike any other media outlet, because for the most part, papers are small, independent, and given a certain amount of leeway not afforded to professional media. They're expected to take risks, they get away with being silly or pushing the envelope, and while this freedom means they make a lot of mistakes, it also means they make a lot of breakthroughs on important news and major issues.
- 2) It's a learning experience. Students actually run these small corporations by themselves. What

better hands-on experience in reporting, editing, design, and business management can you ask for?

3) They represent a mostly unspoken-for readership. Only student newspapers focus entirely on student issues, and keep constant watch on student unions and university administrations. If universities are microcosms to society, then student papers are that society's free press. In a world where education is deemed extremely important, and is funded by citizens' tax dollars, someone needs to be covering that beat intensely.

But, despite all this, student papers have high turnover, low pay, small budgets, and little-to-no journalistic training. That's where CUP comes in. Our conferences offer training. Our lawyer services help keep papers out of trouble. Our newswire helps fill their pages. And our support network helps with everything else.

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**Interview 4.** Frank LoMonte, Executive Director of Student Press Law Center provided the following answers.

### **Structure**

#### **What were the main concerns that led to the creation of your organization?**

SPLC was founded by the Robert F. Kennedy Memorial and the Reporters' Committee for Freedom of the Press out of concern that censorship of the student media was leading many young people to abandon the media as both readers and participants. These recognized the many valuable roles that student journalism plays and feared for its future. They appreciated, first, that student journalism is essential training for a career in journalism, second, that student journalism is a means of getting young people more engaged in the civic life of their country and their community, and third, that student journalism gives the adult world an inside look at what young people are thinking and opens up lines of communication that might otherwise be closed off.

#### **How was your first board of directors chosen?**

Traditionally, the board was comprised of representatives from leading journalism organizations like

the Reporters' Committee that shared an interest in the future of journalism. In recent years, the board was broadened to include representatives from the legal profession, broadcasters, educators, and non-profit administrators.

**How many members did you have when your organization started?**

SPLC has never really been a "membership" organization in the sense that anyone must be a dues-paying member to receive services. SPLC does solicit "memberships" as a way of financially supporting the organization, but a "member" is simply someone who has donated at a certain level, and there are no voting privileges or other official powers or duties associated with being a member.

**Communication Strategies**

**Does your organization create networks among student journalists? How?**

We have not historically seen our role as creating networks among student journalists, but that is changing. We have a presence now on the major social networking sites and are inviting the people we contact to join us on Facebook, MySpace and Twitter. We are talking about developing an online gathering place where student journalists can exchange ideas and talk about the situations they've dealt with at their own publications, with SPLC attorneys offering their input where it's appropriate.

**What are the most effective communication strategies for fund raising?**

We find that the people who support SPLC's services are those who use them, and so serving more users translate directly into fundraising opportunities. We generally have used direct-mail appeals that are heavily directed toward journalism instructors and others who have come into direct contact with the Center, such as our volunteer media lawyers. But we recognize that fundraising, like all other communications, is now largely an online function and we are working on building an e-mail contact database so that in the future we can reduce or eliminate paper mailings.

**What are the most effective communication strategies to keep your internal audience informed about the organization?**

We have traditionally used our magazine, the SPLC Report, as the main point of contact to inform our core supporters about what we do, but we have supplemented that means of communication in recent years with a number of other methods. We encourage people who use our services to subscribe to RSS feeds, podcasts and periodic e-mail alerts that give them updates about the news that our interns are covering. We have also developed a large Advisory Council of journalism instructors at the college and high-school levels and we do a brief monthly e-newsletter to them that covers not only major news items but also the internal workings of the organization.

### **Recommendations for Thesis project**

#### **What do you think a nonprofit for student journalists needs in order to be effective in its funding and management aspects?**

The dilemma of any organization that offers services to people of limited financial means is that the people who most understand and appreciate the service are the least able to pay for it. We need the broader “free speech” community — and that includes everyone from book publishers to public-relations firms to film studios — to recognize that student journalism has importance for them and for their interests. Student journalism builds awareness for and appreciation of free speech, and so anyone who cares about free speech should at some level be a financial supporter of organizations like the SPLC. In terms of management, I think all nonprofit organizations would tell you that they need more staff and better-trained staff.

Because we are so busy providing legal assistance to our callers, the vast majority of our time and energy goes into direct “customer service” and very little goes into the mechanics of building and maintaining the organization. Ideally, any nonprofit needs a person with a business mentality and some business sense to handle the non-policy-related management tasks of making the organization run efficiently so that the policy experts can do what they do best.

### **Why do you think it's important to protect student press?**

The student press serves a vital and under-appreciated role in our society. First and foremost, it is a valuable educational tool. Studies show that students who participate in journalism perform better on standardized tests and enter college better-prepared. The skills that students learn in journalism — how to gather and process information — are foundational workplace skills that will serve them well in whatever career they pursue. When students report and write news, they are getting outside of their own private bubble and engaging in the life of the community, even if it is just the “community” of the school.

That's good training not just to be a journalist but to be a good American citizen. And part of good citizenship is holding government accountable and not always taking every representation at face value. Journalism teaches students to be inquisitive and to look for ways that government can be improved and can better serve their needs. It is especially important in this era of cutbacks in newspaper staffing that student journalists be free to report and write the news, because we can no longer assume that the professional media will attend every school board meeting or find out when the school classrooms are overcrowded or the buses are unsafe. We need students to bring us those stories.

### **5.1c Results Analysis and Discussion**

The following characteristics and classifications of news outlets are based on the results of the survey to student journalist and the structure analysis of 105 student news outlets worldwide.

#### **Types of student news outlets**

##### **Official Student News Outlet of a university**

The most common type of student news outlets found in this research are the ones recognized as the official student media outlets of a university. They serve as news outlets covering campus and local news, and as journalism workshops. They receive their income from advertising space, university funding and in some cases sales and subscriptions.

However, most student news outlets that are not economically independent from the university rely mainly on university funding. Even if a student news outlet has editorial independence it's usually considered "independent" when it doesn't rely on university funding. Examples of economically independent official student news outlets are The Daily Californian at the University of California in Berkley and The Daily Free Press at Boston University.

Because they are also journalism workshops, some official student news outlets are managed by the faculty, school or department of journalism, communication or media studies. This student news outlet model is common in the U.S. Staff usually consists of journalism or communication students. Students are in charge of all the production aspects of the news outlet; writing stories, taking pictures, copyediting, designing the layout, etc.

In some cases, students are also in charge of business matters such as advertisements and sales. In these news outlets, a faculty member is in charge of advising students in editorial and ethical issues, but he or she doesn't decide the content.

Examples of these student news outlets are The Daily O' Collegian at Oklahoma State University, Daily Skiff at Texas Christian University and the Student Voice at the University of Wisconsin-River Falls.

Other faculties besides journalism and communication have student-run news media. However, their content usually focuses on news and events relevant to the faculty. Examples of these student news outlets are the Oral Otis, the student newspaper of the faculty of engineering at the University of Ottawa; the Virginia Law Weekly, student newspaper of the University of Virginia School of Law; and The Echo newspaper published for students at the Faculty of Economics and Commerce of the University of Melbourne.

### **Student news outlets produced by student governments, councils or unions**

Official student news outlets can be managed by the Student Government, Union or Council of the University. These usually referred to themselves as the "official voice of the students." These student news outlets are common in the UK (e.g. The Oxford Student), Australia (e.g. Honi Soit from Sydney University) and Canada (e.g. The Gazette from University of Western Ontario).

Although official student news outlets can enjoy editorial and content freedom, they are vulnerable to censorship. As long as student news outlets rely on university funding, authorities can censor them through budget cuts and university codes and policies. University of Ottawa officials and the student council removed Oral Otis newspaper issues from campus stands and cut its budget after it published a sexually explicit column considered offensive to women.\*

Also, in censorship cases such as The Cadre's Muhammad cartoon or The Saint's "Jesus" column (see Chapter 1); the student governments place the offense-susceptibility of other students and members of the university community over the student speech and press rights.

Restraining or condemning certain content is usually justified by authorities as a way of avoiding expression of ideas that would lead to violence or hate crimes and assuring a non-discriminatory campus environment.

student news outlets managed by the Student Government are more vulnerable to content control. student news outlets that are run by the student governments will never question the actions of this entity. An analogy could be made with government-owned media in countries across the world, in which dissenting and anti-government opinions are prohibited.

### **Student media produced by academic or recreational student organizations**

Student news outlets are also registered as academic or social clubs or organizations. They are born from the initiative of students and are considered one of the extra-curricular activities that conform to what is known as "campus or student life."

In these organizations, students can extend their social, political and cultural interests outside the classroom. Student-organized activities are seen as promoters of "student cooperation and responsibility" (Tokyo Keizai, par. 1).

These student news outlets can be economically independent or could rely on university budget that is usually designated to student activities or organizations.

Examples of these student news outlets are the Tokyo Keizai Daigaku Shimbun published by the student newspaper committee of Tokyo Keizai University, Elocuencia 8080 digital radio station at Universidad de las Americas, Puebla in Mexico, and Em Magazine published by a student organization at Emerson College in Boston.

The examples of student news outlet produced by university student organizations seen in this research focus more on the needs of the producer rather than the needs of the audience. The purpose of these media is more recreational than informative. This is evidenced by their content, which features soft and entertainment news and articles.

### **Student news outlets produced in journalism courses**

Student news outlets are also produced as projects or assignments in journalism courses. The course is transformed into a media simulator where students can experience the everyday challenges of real-life news media. However, unlike other Official or Independent student news outlets, these media follow the course and instructor's criteria.

In some cases, the professor acts as the editor-in-chief deciding or designating stories, angles and content (e.g. The Moroso online newspaper produced by students taking Financial Journalism course at the School of Journalism of the University of Chile).

These student news outlets are found in several journalism schools in France. The Superior School of Journalism in Lille, for example, produces several student news outlets within its courses. Some are produced and published throughout the academic year or semester, such as Lille Online, and others are collections of student works also done throughout the year.

Because of this characteristic, the information in this student news outlets includes usually features or opinions on political and social issues rather than hard news-stories. The content focuses more on national and international events than campus news. Examples of these student media include News D'ill from the University Center of Journalism Education in Strasbourg (CUEJ), and Trajectoires magazine from the Journalism School of Toulouse (EJT).

### **Stand-alone and underground student news outlets**

The classification or definition of "stand-alone" and "underground" student news outlets covers several types of media outlets: from commercial student magazines to photo-copied pamphlets. It could be said that the only characteristic that all stand-alone or underground student news outlets share is that they are not affiliated with a university in any way. Stand-alone student news outlets refer to student media projects planned and produced outside the university. This thesis uses the term

"stand-alone" to distinguish this student news outlets from Official student news outlets that don't rely on university funding.

Stand-alone student news outlets have broader audiences, cover local or national news and operate through advertising revenues and sales. Examples of these student news outlets include Libre Pensadores online magazine from Spain and *Propria Cures* weekly newspaper from Amsterdam.

Iran Student News Agency (ISNA) could be considered a stand-alone media outlet as it is produced and edited by student volunteers. However, like most media in Iran, it's financed and regulated by the government.

Underground student news outlets transmit a political ideology in their content. The purpose of these news outlets is usually to provide a critical view university or government policies, address controversial issues and to offer alternative perspectives from the main stream and commercial media (SPLC, 2008c, ¶ 1).

This type of student news outlets fit in the definition of Downing's radical media or Rodriguez citizen's media in which students express their beliefs through their news agenda and their approach of an event or an issue.

Because of their controversial content, the distribution of underground student media is usually restraint or prohibited by the university administration and in some countries by the government. Authors have to find alternative formats and communication vehicles than those used by other student news outlets to reach their audiences. Blogs and Web sites are the most common formats of these type of student news outlets found during this research.

Examples of these student news outlets are the Kaos blog written by a group of students who support and inform on anti-government protests and movements in Colombia and El Tintero, a blog written by political science students of the National University of Mexico (UNAM) that also report about student and indigenous civil rights movements and protests.

Other examples of underground student blogs are the *AcidFlask* blog from Singapore and the Tsinghua student blog (Chapter 1) from China and Abed Tavacheh's blog from Iran (Chapter 1). Both were banned by their countries' governments.

Underground student news outlets also include informative material that is distributed for a particular cause or call to action. The distribution of women rights texts by Afghani student Sayed Pervez Kambaksh and the online publication of political cartoons by South Korean student Shing Sang-min can be considered underground student news outlets.

### **Format**

Because of the methods applied in this research, most of the studied student news outlets use the Internet as their platform. Several student news outlets in the U.S., Canada, Australia and the UK have online versions of their printed newspapers or magazines. Most of them also make the printed PDF (Adobe Acrobat Reader format) version of the news outlet available on their Web site.

Others student news outlets are published only online (e.g. News D'III). Some student news outlets only make the PDF version of the printed material online.

Blogs found during this research (Jornalismo Universitario from Brazil, El Tintero and Kaos) use simpler layouts than Web sites (one column and a sidebar menu) and don't give any reference to producing printed versions of their online content.

In this research, most of the studied student news outlets are written. However, audiovisual student news outlets were also found. Examples include the KRLX student-run radio station and the student video-magazine (that uses YouTube as its platform) at Carleton College in Minnesota.

Also, some online student news outlets (e.g. The Daily O' Collegian, Yale Daily News, The Daily Skiff) provide audiovisual material, such as audio podcasts (audio material hosted on a Web site) and streamed videos (videos uploaded on the Internet).

## **Content control**

After analyzing censorship cases of student press and the results of the survey to student journalists, it can be argued that content control and censorship are common issues in student news outlets.

Most news outlets in the survey rely on university funding to operate. This dependency can be used as a form of content control. The university administration or the student government could assume they have the right to regulate student news outlets in any way they see fit because they depend on their budget to survive.

Some need the approval of a professor or a university official before they are published or transmitted. These procedures lead to the subtraction of any content considered critical or controversial or simply unacceptable by the person in charge of approval. It will remove any dissenting idea or 'inconvenient' information presented in the original version of the student news outlet.

This would eventually transform a news outlet dedicated to deliver truthful and useful information into an institutional or promotional tool for the university, in which the content is consistent with the values and priorities of the authorities rather than those of the students.

Applying the philosophy of the university as a marketplace of ideas and Habermas' theory of journalism and its use in the public sphere, it could be argued that the absence of an content-independent student news outlet will reduce the possibility of students engaging in open discussion and dialogue on campus.

Most student journalists believe the content that would lead to the censorship of their news outlet is content considered racist or discriminatory. This belief is evidenced by the censorship cases presented in this thesis.

As previously explained, these acts of censorships are rationalized as measures to protect groups from discrimination and to prevent violence.

However, the very purpose of free speech is finding a common ground or understanding between conflicting viewpoints. Suppressing one viewpoint not only disables dialogue but also contradicts the core value of universities, which is the pursue of knowledge.

In other cases, censorship is caused by information that is potentially damaging to the image or reputation of the university or the government.

Student journalists who are not allowed to present truthful and accurate information or are punished for doing so will not be able to develop their skills as journalists based on the democratic norms of journalism.

Also, if they are taught since their training years that any controversial content is likely to be suppressed, they could develop self-censoring habits in their future journalism careers.

The results evidenced the need of an organization that could aid student journalists to deal with censorship and content control issues.

Also, student journalists interviewed in the survey show a desire to connect with other students abroad and know more about journalism, ethics and international free press laws and committees.

## **Nonprofit activities**

### **Main activities of nonprofit organization that support journalism**

**Monitoring:** They are constantly monitoring journalists worldwide to find any violations to press rights. They work as reporters covering journalism activities.

**Reporting:** They inform on rights violations cases and publish reports on that information. They are an information source for news outlets and members or affiliates of the organization.

**Networking:** They create networks among journalists worldwide as well as with institutions. Networking activities also help nonprofit to get donations and support.

**Aid and Resources:** They provide resources, such as reports, guides, access to conferences and legal support.

### **5.1d Study Limitations**

The results of this qualitative research can provide a broad perspective and general reference on the needs of the situation of student journalism in several countries and the needs of students to develop their media.

However, the results are not representative of all student news outlets worldwide. Since Internet was the main communication tool for this research, student journalists or student news outlets without internet access were not included in the study.

Moreover, student news outlets published in languages other than English, Spanish, French or Portuguese, or that their members could not communicate in these languages were consequently excluded from the study.

Search terms could have been vague or excluding as not every student news outlet would define itself as such. Blogs in which students present information are not necessary presented or introduced as student blogs or the authors would not necessary present themselves as students.

The students' busy schedule became one more obstacle during the research; this was a direct consequence of the reduced number of survey respondents. Student journalists, specially editors-in-chief were unable to answer the survey rapidly nor provide more in-depth answers. Several respondents said they were willing to answer the survey but they were busy with both the production of their news outlet and their academic assignments.

Another limitation presented during the literature review and the search for survey respondents were broken web links, Web sites that hadn't been updated and unreachable email addresses. This was became an impediment specially when trying to reach student journalists from Iran Student News Agency and Chinese Student Press.

The organization design presented in the next part is based on the results obtained in the research and will consider the issues and limitations that appeared during the research.

## 5.2 Project proposal

This chapter presents the organizational strategy of a nonprofit organization of student journalists.

### Nonprofit support to student journalists

Based on the case and structure analysis and the results of the survey to student journalists, the student journalist nonprofit project will focus on the following actions:

#### International networking

**Internet communication:** The organization will become a networking platform for student journalists worldwide. Through the organization, students will get to know each other through mail listings and online forums, they will also get to know other student's the work and activities through the organization's Web site. They will be able to share experiences and ideas online and enrich their own perspectives on journalism practice and ethics, as well as on international issues. They would create a support network in which they can help each other develop and improve their media outlets and prevent, stop or denounce acts of censorship.

**Several languages:** The organizations' Web site will feature information in various languages. However it is expected that most student will communicate with each and other and with other members of the organization mainly in English, Spanish or French.

**Affiliation with universities and other nonprofit organizations:** The organization will offer students networking with universities and other organizations that could help them in their journalism careers. Universities can become the main intermediary of student journalists worldwide as they could encourage them to join the organization.

#### Aid in case of censorship

**Inform students on their press and speech rights:** The nonprofit would provide resources that would emphasize the importance of free journalism in society as well as laws that can protect their rights. Knowing one's rights is the most effective measure to prevent censorship. Most student journalists in the

survey said they wanted to know more about international laws and committees about freedom of speech and press.

**Expose censorship cases:** Several free press nonprofit organizations expose censorship cases to create international pressure. When cases are reported, student journalists can receive support from other students and institutions at a local or international level.

**Censorship cases follow-up:** A common issue seen in censorship cases is that they don't receive any follow up from the press. Some web pages are not updates or shut down. The press covers the censorship but seldom does it cover the outcome of the issue. The organization would keep constant communication with student journalists to support them before, during and after an act of censorship.

## **5.2a Organizational basis**

### **Name: International Society of Student Journalists**

The name proposed for the organization is “International Society of Student Journalists.” The name defines the nature of the organization, which will be registered as a membership nonprofit organization formed by students who produce media outlets worldwide.

**Mission:** Provide student journalists a free resource database on legal, ethical and vocational aspects of journalism as well as a forum where they can share ideas and information with other student journalists worldwide.

**Vision:** To create student journalism organizations in each country or region that would help document their local history of student journalism and produce new and free local student media.

**Values:** Freedom of speech and press, the empowerment of students in society, openness to diverse media models and cultural perspectives as long as they don't contradict the first value.

### **Objectives:**

#### **Disseminate the following information among student journalists worldwide:**

International press and speech laws and agreements.

Definitions, philosophies and theories on the value of freedom of press and speech.

Definitions, philosophies and theories of the role of journalism in society

Definitions, philosophies and theories on journalism ethics

General guidelines and recommendations to start a student news outlet

General guidelines and recommendations on media management including staff recruitment and training.

General guidelines to prevent, expose and stop censorship of their media.

**Create a international network of student journalist by:**

- Promoting the organization among student news outlets, universities and other journalism nonprofit organizations.
- Offering online forums in which students worldwide can engage discussion on subjects related to journalism, freedom of speech and press and censorship.
- Offering a Web site where they can expose and share samples of their work
- Exposing censorship of a members' news outlet to other members of the organization, as well as nonprofit organizations, universities and media outlets worldwide.

**5.2b Development stages**

The activities of the organization will be design according to its organizational development. The organizational strategy is divided in four stages. The activities proposed in this plan were designed to be developed throughout five to ten years.

Although these activities are designed to fulfill ISSJ mission, the elected board will decide whether to add or subtract any of the activities recommended in this plan. The board will adapt the strategic plan according to the situation it confronts during the organization's development.

**First stage**

The organization will have a Web site that will feature information resources on student journalism, freedom of press and speech and censorship of speech and press. It will be available to the general public.

However, the site will have an invitation for journalism students and student journalists to join the organization by adding their e-mail address and other contact information to a mailing list, that later will form the organization's membership directory. The students asked to answer the survey will also be invited to join the organization.

The students will also be encouraged to send their doubts or comments about the organization or any information they think will be useful for other students. At the end of each year, the organization would ask members to write and send a brief report on their activities and events of their news outlets. This report could be sent in a survey format similar to the one used in this thesis research. The information from the reports will be gathered and published annually in the Web site. The report will be the first vehicle in which student will share information and experiences.

Regional student journalism associations such as Student Press Law Center, Associated Collegiate Press, Canadian University Press and Student Press Guild of the Philippines will be invited to join to form a network, and student that can use the services of these organization will be asked to join ISSJ to share their experiences with students worldwide and help promote student journalism in other countries.

The information resources in the Web site will help students to develop and start their own media. These resources will include definitions and guidelines to student journalism; will emphasize the importance of student press and media workshops for journalism students.

The Web site will also include definitions and examples of censorship to student news outlets and guidelines to detect it, prevent it, stop it and denounce it.

Finally, it will include the fundamentals and objectives of the organization and will include an open invitation to universities and students to join and invite others to the Web site.

### **Academic resources**

During the second stage, ISSJ will collect academic articles on journalism education and student media and will ask researchers and experts to share their similar works with the organization. This information will be essential when creating the student media project in the third stage and updating the

resources on the Web site.

## **Web Requirements**

The organization can use Wordpress blog host to start its Web site. This service is free and enables users to publish text and upload up to 3 GB of file storage that can include images, video and audio. Wordpress blogs also features a stat system that monitors the number of visitors and views of the site.<sup>1</sup>

For this stage the Web site would require a volunteer to write the information and send e-mail invitations and updates to students and universities. Although publishing a Wordpress blogs doesn't require further knowledge on Internet or web programming, the organization could have a webmaster to be in charge of updating the site, preventing or fixing any web errors.

It is important that the people in charge of communication in the organization are aware of the latest advances and tendencies of digital communication to apply them in communication strategies between students.

If the Web site information exceed 3 GB, the organization would require a Web site with more file storage capacity, which could be acquired with monthly subscription to any Wordpress webhosting partners; Laughing Squid, MediaTemple, Blue Host, etc. These services also provide a domain name and e-mail accounts.<sup>2</sup>

## **Second stage**

To become a nonprofit organization, ISSJ will send a business plan (see part 5.3) to several nonprofit organizations, universities and nonprofit consultant services. These organizations and institutions will be asked to evaluate the project and give feedback. The business plan will include an invitation for journalists, journalism and communication academics and nonprofit members or free-press advocates to join ISSJ board of directors.

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1 <http://wordpress.com/features/>

2 <http://wordpress.org/hosting/>

The business plan will be published in the organization's Web site and will be sent through mail to universities and nonprofit organizations (see list).

After receiving feedback and doing recommended adjustments to the project, the organization will apply for tax-exemption status in the U.S. or Canada as a membership association. U.S. and Canada would be ideal host countries for this organization as the international free-press advocacy organizations and student journalism organizations that were interviewed for the research are hosted in Canada and the U.S. They can be affiliated with ISSJ and engage joint programs and campaigns.

The organization would require legal assistance during the incorporation process.

### **Board of Directors**

For the first year as a nonprofit organization, ISSJ must have at least three board members. Candidates for board members must have the following requirements: (these are based on the literature review on board models and diversity issues)

- They must have at least three years of experience working in the media, journalism, and communication field, including research and media, journalism and communication education.
- They must have had worked in a student news outlet.

It would be preferable that at least one of them has some knowledge on the nonprofit sector and public relations and that at least one of them has some knowledge of international press laws and committees or had worked with an international journalism advocacy organization. It is essential that board members truly understand the essence of freedom of press and the importance of student journalism.

Once board members are chosen, they will create bylaws and strategic plans.

The main objective of the first board members would be to engage promotion campaigns to persuade students to join the organization and to invite universities and other nonprofits to affiliate with ISSJ.

### **Board and governance model**

The ideal governance model for ISSJ would be system-wide governance in which the board would

be formed by student journalists and all members would take part on decisions. However, students have academic obligations and most of them in this case will also be producing a news outlet.

The legal and financial aspects of a nonprofit organization and international communication boundaries and distances makes it necessary for at least three members to be fully committed and in charge of these aspects. Thus, it is recommended that the first board members are not students.

The governance model proposed for ISSJ combines several characteristics of system-wide and relationship models as well as Freitag's recommendations of nonprofit governance and some characteristics of the organization of a university student news outlet.

The first three board members would be in charge of administrative, legal and financial aspects of the organization. They will be in charge of making the membership grow and look for more affiliations with other organizations and universities. However, the activities of the organization, seen on the third stage, will be mainly managed and produced by students.

Applying the basis of a relationship governance model, board members will focus on creating strong bonds with and among members. They will consider members' opinions on major decisions and policies. Board members must always make sure their decisions represent the majority of the members.

The organization bylaws must emphasize that ISSJ is an organization of students. Thus, they would have the right to demand changes on board decisions they consider are inconsistent with the organization's values. In case of major discrepancies between the board and members, they will be addressed with former board members and founders.

Board members would also assist students as a faculty adviser would in a student news outlet. They will help and advise students in organization activities and with issues regarding their news outlets.

The board can grow throughout the years and include students in it. In the third stage of the organization, a representative of each student committee will join the board.

National Chapters can be created in the fourth stage and once the organization had reached students and universities from several countries. One member from each chapter would form the international board.

Finally, following ISSJ vision, the regional chapters would become independent organizations and the governance model could turn in to a network model in which each local organization would engage its own activities but also work jointly with other organizations to fulfill ISSJ mission.

### **Third stage**

ISSJ will use universities as platforms to develop most of its projects. The affiliation with institutes of higher education, especially with schools and faculties of journalism and communication will be essential to reach students in both student media projects and student committees.

### **Student media project**

Student media project will be a joint program with universities. It will focus on promoting the creation or improvement of student news outlets through journalism courses or workshops. ISSJ will provide professors materials and resources for them to guide students in the production of news outlets.

The news outlets that are created through this project will automatically registered as ISSJ members.

### **Student committees**

The student committees will be the basis of ISSJ. Each year, the organization will send an invitation to journalism and communication students through universities and student news outlets of a particular world region to work for ISSJ in one of the three student committees. ISSJ would encourage journalism and communication faculties to include these committees in their internship programs. The committees would be formed by students, but they can choose to have a faculty member or a journalist to assist them.

The committees will decide their work plan and internal communication strategies. Each committee will choose a representative that would be a board member during that year. By the end of the year, the committee representative can become a permanent ISSJ board member if the majority of the board elects him/her.

## **Committees**

### **Research and information committee**

This committee will be in charge of recollecting data of student news outlets worldwide. The mission is to create a document of the history of student journalism worldwide. They will also create a database of student news outlets including those that don't use internet access, using universities as intermediaries. They will be in charge of updating the Web site information resource center by requesting collaboration with nonprofit organizations, universities, media and journalism research institutes and media outlets.

### **News Agency committee**

This committee will be in charge of editing student work and publish it on the Web site. Members of ISSJ will be encouraged to send the best content of their news outlets to be published in the organization's Web site. They will also be encouraged to write editorials on domestic and international issues. The collection of the students' work will become an international student news agency.

The committee will also create online discussion forums in which students can share ideas on international issues, journalism and mass media.

### **Freedom of press committee**

This committee will engage similar research than other journalism nonprofit organization. They will look for censorship cases of student news outlets by monitoring media and communicating with ISSJ members. They will contact students with a censorship case, then they will expose their case by reporting it and publishing it on the Web site. They will write petitions to government or university authorities to address the act of censorship.

They will provide advice and guidelines to student journalists in this situation and will be in constant communication with them, even if the case is resolved. The board could assign a person with experience on international law to assist students in this committee.

The three student committees will collaborate with each other. For example, all activities and data of the freedom committee will be gathered by the research committee.

Each year the committee will be formed by student from universities and media outlets from a particular region. This way communication will be easier and more effective.

The board will be in charge of sending information and updates to the committees and will assist them in their activities.

The three committees will be required to do annual reports on their activities. The report will be sent to the board of directors and the summary of activities will be published on the organization's Web site.

In this stage, ISSJ student members will be asked to do more extensive reports on their activities. To make this process easier for them, ISSJ will send them a Google form survey similar to the one used in this research, in which they will provide simple straight-forward answers. The board will also revise the answered surveys, write a summary and publish it on the Web site.

#### **Fourth stage**

In the fourth stage, ISSJ will continue doing activities of previous stages but will look to establish regional offices.

#### **Branch offices and legal advice**

ISSJ will look for having branch offices in universities or journalism faculties. Each branch office will address student media development, research and censorship cases at a local level.

Regional offices will make it possible for students to have legal advice. Legal advisors will help students address censorship issues with local legislation and legislators. This activity will be similar to the one develop in the Student Press Law Center and Canadian University Press.

#### **Campaigns for donations**

In this stage, the board will focus its annual plan in developing campaigns for donations. Donations will be used to create branch offices, and organize the first ISSJ convention.

#### **ISSJ Conventions**

ISSJ Conventions student members will finally meet face to face. They will share ideas and projects. The convention will feature conferences by journalists and media analysts, workshops and discussion

forums. Universities will also be essential for hosting and sponsoring ISSJ conventions.

### **5.3 Communication strategy: ISSJ Project presentation**

This communication strategy is designed to introduce ISSJ project. It will present the project to organizations and universities and invite student journalists and journalism or communication students to join the organization. The strategy is based on Beckwith's publicity plan for nonprofit organizations. ISSJ Introduction booklet for universities and nonprofit organizations

#### **Situation and Overview**

ISSJ project is in a preparation or a proposal stage. The project needs to be presented to universities and journalism schools to start recruiting members, and to other organizations to receive support and feedback. The recommendations of students, journalism educators, nonprofit directors, journalists and media analysts can help ISSJ improve its actions to fulfill its mission. The dissemination of ISSJ mission and the justification for its establishment among student news outlets, universities and nonprofit organizations can lead to the creation of a more solid project.

Universities and nonprofits can help spread the message of ISSJ to students, potential board members and donors. This will also lead to the establishment of ISSJ as a nonprofit organization. A simple but effective communication strategy can help ISSJ achieve these objectives.

#### **Target Audiences**

The communication plan is design to reach 117 journalism and communication faculties and schools and 100 student news outlets worldwide, which were found during the research of this thesis. It will also be design for free press advocacy nonprofit organizations listed in Chapter 1.

#### **Strategy**

- Involving students, journalism faculties and schools and nonprofit organizations with ISSJ's creation and future communication strategies.

## Goals

- Spread ISSJ mission and objectives
- Look for potential board members and donors
- Recruit members: journalism and communication students and student news outlets
- Improve ISSJ strategic plan

## Objectives

The plan is designed for the universities and nonprofits are aware of ISSJ project and that they are essential for it to be establish as an organization and accomplish its mission.

The plan will last from June to November 2009.

The following actions will be engaged to achieve the plans goals.

Spread ISSJ mission and objectives by:

Publishing the organization's fundamentals through several communication vehicles and languages.

Promoting its website.

Send email and mail membership invitations to target audiences.

Asking target audiences to spread ISSJ mission and invite others to join.

Look for potential board members by:

Emphasizing the importance of promoting student journalism worldwide through ISSJ.

Inviting journalism/media educators and nonprofit members to lead the organization.

Asking journalism/media educators and nonprofit members for their support in spreading ISSJ mission.

Asking journalism/media educators and nonprofit members to recommend potential board members through feedback.

**Recruiting members:** journalism and communication students and student news outlets, by:

- Sending invitations in several languages and communication devices.

- Asking students, journalism educators and nonprofit members to spread the initiation to other students and student news outlets.

Improving ISSJ strategic plan by:

- Receiving feedback from students, journalism educators and nonprofit members about ISSJ mission, objectives and actions.

## **Tactics**

### **Presentation Booklet**

A 4-page presentation booklet will be sent by mail to universities and nonprofit organizations. The booklet will briefly present ISSJ mission, objectives and strategic plan. The booklet will also contain an explanation of what is expected from universities, journalism schools and nonprofit organizations to support ISSJ. The booklet will be written in English, French and Spanish.

### **Blog**

A Wordpress blog will feature news and information on student journalism. It will contain an open invitation to student to join ISSJ and provide information on how to become a member as well as contact information for comments and suggestions.

### **Facebook group**

Facebook is a popular online community, used by college students from several countries. Facebook features an application called “group” in which users invite others to form a subgroup or community of a certain subject or cause. ISSJ will form a Facebook group in which any journalism student or student journalists with a Facebook account can join and read announcement and make comments.

### **Idealists.org group**

Idealists.org offers members a space in which they can promote their organization create online forums and recruit members or affiliates. People interested in student journalism and freedom of press can do a search in idealists.org and find ISSJ in their listings.

### **Mail and e-mail invitations**

E-mail invitations to join ISSJ will be sent to student news outlets, universities and journalism, communication and media studies faculties worldwide. Mail invitations will be sent to students from countries where Internet access is limited or websites from other countries are blocked or filtered. The invitations will mention the importance of promoting and protecting student journalism and the advantages to form an international association of student journalists.

### **Budget**

The e-mail invitations, the blog, Facebook and idealists.org groups are free services. Only the booklet and the mailed invitations are considered in the budget plan.

The organization will look for support from University of the Americas and other Mexican universities, nonprofit organizations and commercial news outlets in Mexico to cover the expenses of printing and sending the introduction booklet.

<b>Quantity</b>	<b>Item</b>	<b>Price p/unit</b>	<b>Total price</b>
1	Booklet translation to french	40 MXN	40 MXN
1	Booklet translation to chinese	50 MXN	50 MXN
1	Booklet translation to persian	60 MXN	60 MXN
250	Booklet printing english	25 MXN	6,250 MXN
50	Booklet printing spanish	25 MXN	1,250 MXN
20	Booklet printing french	25 MXN	500 MXN
5	Booklet printing chinese	25 MXN	125 MXN
5	Booklet printing persian	25 MXN	125 MXN
185	Booklet Mail fee North, Central America and the Caribbean	16 MXN	2,960 MXN
195	Booklet Mail fee South America and Europe	24 MXN	4,680 MXN
50	Booklet Mail fee Africa, Middle East and South Pacific	32 MXN	1,600 MXN
	<b>Total</b>		<b>17640 MXN</b>

### **Weekly Time line**

<b>Date</b>	<b>Activity</b>
<b>June</b>	<b>Booklet translation</b>
	<b>Booklet correction</b>
	<b>Booklet printing</b>
<b>July</b>	<b>Info for web</b>
	<b>Facebook group</b>
	<b>Idealists.org group</b>
	<b>Blog publishing info</b>
<b>August</b>	<b>Booklet sending</b>
	<b>Invitation design</b>
	<b>Invitation printing</b>
<b>September</b>	<b>Invitation sending</b>
	<b>Booklet sending</b>
	<b>Update web resources</b>
	<b>E-mail invitations sent</b>
<b>October</b>	<b>Invitation sending</b>
	<b>Booklet sending</b>
	<b>Update web resources</b>
	<b>E-mail sending</b>
<b>November</b>	<b>Booklet sending</b>
	<b>Update web resources</b>
	<b>Collect feedback</b>
	<b>Write communication strategy results</b>

Appendix 5 is a prototype of the booklet that will be sent to students, universities and nonprofits. Next chapter presents the conclusions of this thesis and the recommendations to start and develop the ISSJ project.