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4   Missing the Scoop

Exploring the Cultural and Sociological Influences of News Production upon College Student Journalists

Robert E. Gutsche Jr.

INTRODUCTION

As media outlets were shedding staff or even shutting down, enrollment at
college journalism programs across the US increased during the first decade
of the twenty-first century (Finkelmeyer, 2009). At the same time, college
student media—primarily newspapers—faced their own budget problems.
But few had closed at the time of this writing.

Toward the end of 2009, Leonard Downie Jr. of *The Washington Post*
and Michael Schudson, a professor in the Columbia University Graduate
School of Journalism, focused attention on the use of journalism students
and student journalists to help save US journalism: "Universities, both pub-
lic and private, should become on-going sources of local, state, specialized
subject, and accountability news reporting as part of their educational mis-
sions," the two wrote in "The Reconstruction of American Journalism"
(2009, p. 48). Their writing quickly became a manifesto for some journal-
ists and journalism educators who tried to predict and implement change
throughout the media world. Journalism education and college students
were placed at the center of much of that change.

However, calls for deeper involvement of college journalists and journal-
ism students to help reconstruct journalism shifts attention to a population
of young people about whom we know little. Granted, we can view the
products of student journalism on Web pages, through iPhone applications,
via broadcast, and in print. Student journalists tell the stories of campus
events and news, local politics, and student reaction to larger social issues.
But educators, professionals, and consumers have little understanding
about how the journalism these students create may influence their college
experiences and their own personal and professional development. Indeed,
the very nature of newswork and newsroom culture creates a complex and
challenging environment for professional journalists. Cultural and social
influences help to shape not only how journalists produce news but how
journalists view themselves and their role in society. Understanding the
nature, culture, and socialization of college student journalists is prudent,
then, as well.

It is only by combining research studies about the student college experience with research about how students experience the college newsroom that we can begin to understand fully how student journalists experience college and the implications of that dominant newsroom environment for their personal development and future experiences. Educators and professional journalists, by learning about the experiences of student journalists, can achieve a number of outcomes. First, they can better evaluate the influence of early journalism experience on college newsworkers to improve their overall college experience and alter curriculum to complement the students' practical experience. Second, educators can build a bridge between journalism scholarship and student development theory to better shape the experiences and learning environment of college student journalists.

This chapter begins with an introduction to research literature and scholarship on college student media and college student development, followed by the analysis and discussion of results from in depth interviews with student journalists about their own experiences on a student newspaper. The chapter concludes with potential ideas for better equipping student journalists to help shape the future of journalism.

THE CHALLENGES OF CAMPUS NEWS

Within the pages of student newspapers—or, now, on computer screens— a global society is brought "home," to the campus community. Issues of importance to students on campus become alive in news stories, photographs, and videos that can be seen around the world. Opinion pages, editorial cartoons, and even personal ads reflect a campus community's culture and build upon traditions and history.

Over the past century, student media have come to stand against the idea of being a university mouthpiece. Striving for editorial independence from faculty and administrators, student-run media attempt to create a platform for open discussion of issues pertaining to the campus and its community. Administrators and student affairs educators walk a fine line between supporting the freedom of the press, embracing its educational value, and protecting the sovereignty of a college and its reputation by limiting—or spinning—news. Students are aware of this constant struggle and that they must balance the benefits of their experiences with the possible consequences.

The daily experiences of college student journalists vary, but situations where the students see intersecting values about what news is and isn't come alive. Conflict and tension emerges among student journalists when the staff is faced with traumatic stories, from student death and campus shootings to house fires and political protests. But not all issues student journalists deal with surround crisis or court cases. Each day, students need to determine what is newsworthy, knowing that the coverage may create

controversy. And students need to decide *how* they will work. Who makes decisions? As one student reporter said in an interview: "Everyone here is a student. We have hired a board of directors of students. So this really is just student. We have hired a board of directors of students. So this really is just us. That's a scary thought in some ways. It is just us doing everything."

Indeed, students take pride in their editorial decision-making and work to build barriers to maintain their independence. In 2009, for instance, student journalists at *The Oregon Daily Emerald* at the University of Oregon, went on strike in protest against plans to hire a publisher for the student newspaper who would also be a university professor and administrator (Malkin, 2009). Students thought this appointment would hinder the students' ability to make independent choices on what and how to publish.

Students in the research discussed in this chapter expressed that the phenomenon of students educating students—and faculty members—through news stories presents specific challenges. Perhaps the most common challenge of the newsroom can be summed up this way: College student newspapers often run stories (not always "positive") that involve faculty, students, and administrators, and the students are left to answer for their choices to the public.

THE EXPERIENCE OF STUDENT JOURNALISTS

What student journalists write, say, or produce matters. So much so, it seems, that the words and images they make in college media carry on with them into the "real world" post-college. Since the advent of online archiving, journalists increasingly have been contacting the student papers at which they worked during college to request digital versions of their stories be removed from the site (Kolowich, 2009). Apparently, the controversial nature or content of the stories they once worked on have an influence on their chances of securing jobs.

If the students' journalism influences their careers because of the nature of *what* they cover, what is the lasting influence of the coverage itself? What is it like to be a student *and* a journalist at the same time? Does that experience remain with them as well? To answer this, take some examples that reflect the importance, immediacy, and influence of college student media, that reveal a bit about what college student media might look like. In 2006, a handful of college student newspapers in the US republished controversial cartoons depicting the Prophet Muhammad that had been published sporadically in professional newspapers around the globe. The cartoons had caused violence throughout the Islamic world when they first appeared in mainstream media (The Associated Press, 2006a).

At one college newspaper in Illinois, student journalists found themselves suspended from their roles on the paper. At the University of Wisconsin— Madison, *The Badger Herald*, a student-run newspaper, ran the images and later held a forum in part with university officials to discuss freedom of

the press and the role of the cartoons in world conflict, including violence, involving Muslims (*Badger Herald*, 2006). Student journalists at the *Vanguard*, the student newspaper at the University of Southern Alabama, also reprinted the cartoons. Leaders of the school's Muslim Student Association demanded an apology and threatened protests if the paper did not apologize (The Associated Press, 2006b). In each of these instances, student journalists were placed in the position of being professional journalists in which they must balance community, democracy, and controversy among their peers over journalistic and community norms. But the journalists were also students. They needed to attend class with some of these same students. Their professors likely had their own opinions on the newspaper's decision. Students in the campus community, too, likely shared their views on the images—and on the students who had made the final editorial call.

Another example: Since 2005, the War News Radio, a weekly program produced and organized by students at Swarthmore College in Pennsylvania, has covered the wars in Iraq and Afghanistan to help Swarthmore students understand the conflict from across the globe. Though quite distant from reporting on student government and campus activities, War News Radio brings to campus social issues through the work of peers, issues that otherwise are covered solely by professional media outlets. But War News Radio student journalist, Emily Hager (2009), also reveals through her writings in the *Harvard Educational Review* how reporting spills over into other aspects of college:

In my experience, the extracurricular challenge of the program is actually key to its success as an educational tool. The students who stay with War News Radio are there because they see an inherent value in the program and because they are dedicated to being responsible and active reporters—not because they need an academic credit. We have to be committed enough to making the show that we report and produce along with managing the demands of our academic work. (p. 7)

The college student newsroom is a locus where students work together through conflicting journalism values to produce student media. In addition, the autonomy students often have from faculty, student affairs advisers, and others who can assist in the developmental aspects of this on-the-job learning influences how students experience student journalism. While this autonomy is what can create the editorial independence desired at many student publications, its influence on student development has yet to be understood. Where does overall degree coursework fit into one's identity of being a campus reporter? From where do student journalists get career advice specific to their interests? Are they able to partake in college activities other than the newspaper that educators believe increase learning and development, such as learning communities, residential housing, and other areas of student involvement?

And, how true is that independence, that autonomy students strive for? An editor-in-chief who spends time in constant debate over getting key cards to the newspaper's building, or in multiple meetings with a publisher who intends to enact his decision regardless of the student staff's opinion, is not spending time directing his or her publication's editorial present and future (Gutsche and Salkin, 2009). Additionally, these parameters may influence the students' perceptions about how true journalism works and basic journalistic tenants. The newsroom, after all, is a training ground for future members of professional media (Hardin and Sims, 2008).

THE COLLEGE JOURNALIST AS STUDENT

Student journalism, in the form of newspapers, student radio, TV, and on the Web has been a form of civic engagement and democracy for decades (Ingelhart, 1993). Student media continue to be a place for students to share their opinions and to distribute news about their peers and social issues, all while learning how to create journalism (Hardin and Sims, 2008). But, for the most part, the study of college student journalism is limited to the analysis of specific aspects of the college student experience, such as surveying the perception of ethics among the population. This leaves room for much exploration into a complex environment and the dynamics between student journalists and the rest of the campus community. The kinds of experiences student journalists have throughout their tenure as a student/reporter force them into specific roles on campus (moving from student to reporter or student to practitioner), often working with faculty members and university administrators who are usually the students' superiors who then become an equal as the students conduct interviews for public dissemination (Watts and Wernsman, 1997).

Asking questions about how students experience college is not unusual. Deep study of specific student populations within higher education is common in student affairs, though not about student journalists who total at least 20,000 students (Associated Collegiate Press, 2008). A variety of information is available on student athletes, including how the strains of being a student athlete can contribute to their personalities (Reiter et al., 2007), or how student athletes respond to substance abuse (Ford, 2007). Moreover, research within the field of higher education suggests the more a student is involved with the college experience outside of the classroom and in structured activities, the better she does academically and socially (Astin, 1993, 1999). In addition, studies suggest students who held leadership roles in college developed significantly in three main areas: their decision-making abilities, their sense of personal ethics, and their understanding of leadership approaches (Cress et al., 2001).

The college environment is a formative experience for students (Astin, 1999; Pascarella and Terenzini, 2005), and it is during this period that

they are challenged through their academic coursework and through their involvement in campus activities and the overall environment of college life. Student involvement in their studies and in on-campus activities is a "powerful means of enhancing almost all aspects of the undergraduate student's cognitive and affective development" (Astin, 1999, p. 1). From volunteerism and service-learning to diversity experiences, exposure to a variety of experiences where students are involved in the learning process adds to the connectivity of the social dimension and knowledge. Students immersed in a peer environment "where students generally had strong civic values, valued the goal of raising a family, or had strong religious orientation" have a clearer sense of developed character (Astin and Antonio, 2000, p. 2).

But what about student journalists? Louis Edward Ingelhart's (1993) work shows the complexities of the college media, providing insight into the daily experience of college student journalists, both professionally and educationally. Ingelhart suggests that the complexities of the newsroom experience teaches "thinking, learning, testing, experimenting, mistaking, achieving, creating and knowing" (pp. xii) in ways that can not be achieved in a classroom. However, Ingelhart has mostly focused on legal aspects of student publishing. And other research regarding college student journalists is limited to cursory looks at ethics, crisis, and practice (Reinardy and Moore, 2007; Conway and Groshek, 2008) or on how journalism instructors can better educate journalism students (Mielo, 2008; McAdams and Bucy, 1994; Gibson and Hester, 2000). Slight attention has also been given to the potential academic influence of early journalistic involvement on academic achievement (Dvorak and Choi, 2009), the longitudinal influence of journalism experience on journalistic ethics (Reinardy and Moore, 2007), and on the role and experience of advisors of student media (Filak and Pritchard, 2007).

THE CULTURE OF PROFESSIONAL JOURNALISTS

Established research on the socialization of professional journalists can be useful in understanding characteristics of the student newsroom. For instance, the framework of socialization and social control in the newsroom allows one to approach this topic by understanding the influences in which student journalists are immersed during their time on the student newspaper. Research on the socialization of professional journalists falls into two major groups: the social role journalists play and the socialization and cultural influences upon processes within the newsroom environment.

To understand the socialization of journalists within the newsroom, Breed's (1999) work on social control highlights many of the same issues faced by professionals that influence college student journalists. Within the newsroom, social and opinion leaders set the standards and practices through visible and invisible methods. Values and standards are created and maintained by social leaders—the editors in management roles. The

prominence of the news organization and existence of veteran journalists in the newsroom contribute to the social order, too. And, overall industry pressures influence organizational pressures that trickle-down to the newsroom culture.

Comparatively, journalism scholarship surrounding the sociology of journalistic work and the cultural meanings of news (Breed, 1955; Berkowitz, 1997; Schudson, 2003; Zelizer, 2004) suggest that the newsworkers' environment is more complex than it might initially appear. Further understanding of these aspects of newswork can help us to recognize better the complexities of the student news experience. Cognitive bias in newsmaking (Stocking and Gross, 1989), for example, reveals how reporters relay news relative to their understanding of social issues and reality. Journalists turn to their routines and professional norms to construct news (Schudson, 2003), and sometimes journalistic decision-making during the navigation of social, journalistic, and cultural norms and constraints leads to inaccurate, biased and stereotypes news (Entman, 2007).

Despite these challenges and critiques, the newsworld continues to churn out reporters who approach their work within the same kind of journalistic paradigm (Berkowitz, 1997). Journalists must take the information from reporting on events, gathering perspectives and "shape them into a reportable story" (Stocking and Gross, 1989, p. 45). Often times, the journalists need to connect news to what's in reality, such as current events, points in history, prominent names in a community, and the desire to easily understand the news. The tendency, then, is to oversimplify explanations, end reporting and the collection of information, and limit perspectives within coverage to meet the demands of the industry (Stocking and Gross, 1989; Shoemaker and Vos, 2009; Tuchman, 1978; Reese, 2001; Coleman, 1995).

Such research, then, suggests that news is socially constructed (Berkowitz, 1997; Schudson, 2003). Reporters may tell us that timeliness and prominence are key terms and ideas that may help create an idea of what news could be for the average journalist. But a "truer" understanding of what news is and why it turns out as it does requires acknowledging market forces, industry constraints on the journalist, and that normative explanations have not just confused the definition of what news is (Schudson, 2003) and what a journalist is, but also confuses the role of journalism in our society.

But how true is all of this for student journalists? Presumably, students come to understand journalism and their potential roles as journalists more from their time with other student reporters than from their time in journalism classrooms. Educational approaches among journalism faculty, then, tend to focus on either practical skills to meet industry needs or critical studies to further communication theory (Josephi, 2008; Zelizer, 2004; Hardin and Sims, 2008). Therefore, connecting the student journalism experience to developmental and educational theory provides insight into how student journalists learn as a population within a larger student community.

EXPLORING NEWSWORK IN THE COLLEGE NEWSROOM

Data for this essay come from two empirical studies of student media and journalism—both based on interviews with student journalists about how they view themselves and what they do as journalists. The first study, conducted in 2007 involved ten college student journalists from five universities (one private) in the upper Midwest of the United States.

All but one of the student newspapers involved were located on college campuses, relied on faculty and staff as advisors, and used student fees or institutional funding. None of the papers were part of college courses. The one newspaper located off-campus did not use school funds or resources.

In-depth interviews, lasting between forty-five and seventy minutes, revolved around the specific stories students had worked on and how the experiences of interviewing, writing, reporting, and working with peers and faculty as sources contributed to their college experience. Transcribed conversations were coded, revealing common themes about the early journalism experience, specifically those that dealt with lasting influences from experiences related to being a college newsworker that carried over into the student journalists' lives and education in college. The students' stories—and the common themes of interest—have been analyzed for this chapter through the perspectives of college development theorists and communication researchers.

The other study, conducted in 2009 (Gutsche and Salkin) involved focus groups with four self-declared "independent" college student newspapers. This study suggests that the student journalists' decision-making processes are influenced by the level of independence from their respective universities. Several student journalists from each newspaper that published daily (five times a week), maintained a Web presence, and had an active advertising department were involved. Eight college student newspapers in four Midwestern states were contacted, and four newspapers from three states chose to participate. The editor-in-chief from each newspaper was asked to invite between five and seven members of his or her staff, with an emphasis on upper management from both the editorial and business side to attend the session. Focus groups were held at non-campus locations and lasted between sixty and ninety minutes each. In the focus groups, the students were presented with two hypothetical situations through which they would openly discuss how they would respond to the situation in making editorial decisions.

DISCUSSION

Students' stories and details about how their newspapers worked—and how the experience of working as a reporter in college influenced their education, social lives, news values, and views on journalism's social role—yielded some common patterns. The chief finding is that journalism experiences

influence career choices, academics, and personal values. Further, students' stories about the working environment of the college student newsroom indicated that student journalists deal with competing values from several sources: values formed from previous exposure to media, values formed and maintained in the newsroom's environment of social control (Breed, 1999), values gained from the journalism classroom, and values that students may have gained from experience in professional internships.

NAVIGATING NEWS VALUES

Students' stories described the inner workings of a college student newsroom, in particular activities through which they navigated converging, conflicting values and views on journalism, news, and reporting. First, student journalists bring to college a set of personal journalism values based on their previous work as a high school journalist, a journalism class that they might have taken in high school, or any previous freelancing experience. Students then work in the culture of the college newsroom and its values.

Second, these values that students bring into the newsroom interact with those that emerge from newsroom peers through the newsroom's process of social control (Breed, 1999). In most cases, student editors tend to set the tone of the student newspaper newsroom. Not only do student editors contribute to the newsrooms values, but they are responsible for how the news staff responds to situations and conflicts. To be successful in this environment, student reporters must adjust or adapt to these values.

Faculty and classes are the source of the third set of values that students encounter. Textbooks carry news values and the faculty present themselves to students as authorities on journalism values, standards, and practices. The classroom setting provides students with an opportunity to explore and discuss journalism values, which often can come into conflict with other values within the student newsroom. While not all student journalists are journalism majors, it is most often the case that the main editors and newsroom directors are studying or have studied journalism in the college classroom.

Fourth, it is increasingly common for students to gain experience through a professional internship. Such experiences provide yet another source of journalism values, that of professional news values, behaviors, and practices. Students see these values played out in the professional news setting. When they return to the college student newspaper, they share their experiences to influence the values in the student newsroom (see chapter 8).

These values intersect in a sometimes-chaotic environment. Students interact to make decisions on stories, ethical dilemmas, personnel matters, business transactions, production matters, and setting journalistic standards. But each individual, and the newspaper as a whole, must operate within some kind of relationship to their host institution. Students must ensure their

actions do not conflict with the campus community's culture; their audience might leave them. Students must meet their own academic requirements while working on the paper; they ultimately must graduate. Reporters and editors must ensure their actions are in compliance with their college's code of conduct; can or will their actions as journalists lead to sanctions? The newsroom environment is formed and operates based on some kind of relationship, within various forms of autonomy, of the larger institution.

AUTONOMY AND STUDENT JOURNALISTS

Together, these four sources of values described above form a complex array for students developing their own journalism values. Further, these competing values interact in several ways inside the college student newspaper newsroom. Competing journalism values often appear in the newsroom during discussions regarding news coverage. But, to further understand the environment in which these values intersect, it is important to understand two factors that shape the college newsroom environment: the autonomy student journalists may have from the respective institution to make editorial decisions, and how that autonomy relates to the very culture of a newsroom. Autonomy is defined here as the ability of students to make independent choices in editorial content, for instance, without the permission or interception of external sources, such as a university employee or representative.

The autonomy students have from the institution in editorial decision-making sets the parameters for the student editor-in-chief and the newspaper's news values. The degree of autonomy among the thousands of college newspapers in this country ranges from total institutional control to complete student control. In the middle of this spectrum, one finds student newspapers with varied levels of autonomy.

One aspect of an institution's control is the organizational structure in which the student newspaper operates. Through visible and implied policies, an institution establishes boundaries for the student editor and staff. If a student newspaper must receive university permission to spend money, for instance, a student paper's autonomy has been breached. In addition, if students on the paper suffer retribution, or fear possible retribution, from campus administrators based on what the paper does—or does not—publish, the newspaper's autonomy has most certainly been squelched. Thus, a college directly influences the editorial autonomy that a student newspaper has.

Ingelhart (1993) has studied the independence of student publications from the perspective of ethical and legal issues, and his anecdotal evidence points to vast differences among college newspapers in the amount of autonomy the university structure grants student editors. Student newspapers on the high autonomy end of the spectrum are self-funded and self-directed, with little institutional direction. On the other end of the spectrum, institutions

control content by publishing the newspaper as part of a class with faculty as editors. Also at the far end of the spectrum, some institutions have a staff member, such as the director of public relations, read, edit, and approve all of the newspaper content prior to publication. In the middle, one finds student newspapers with varying degrees of direct institutional involvement.

But, all of this depends on what type of institution hosts the student newspaper. Public schools may appear to provide more autonomy than private colleges. Private schools can exert far more direct control, if they choose, than tax-supported public schools. The US Supreme Court has interpreted the Constitution to allow this difference. Regardless of the type of institution, the amount of autonomy a newspaper has within an institution's organizational structure produces a specific influence on the actions and decisions of the student journalists. (However, it should be clear that public schools can—and most likely do—find ways to limit student autonomy. Being public does not always mean being more open to free speech.)

Despite the varying levels of autonomy and independence among the college student newspapers in this study, common themes emerged as to how the college journalism experience influenced the students directly. There was no indication from the students that the level of autonomy and independence from their institutions greatly influenced the level of consistency of these themes among them.

ON THE JOB: STUDENTS EXPERIENCE JOURNALISM

The experience of student journalism had clear themes of influence among the students. First, nine of the ten students involved in the 2007 study said that they believed they were already working on a "job" as reporters. Not only were they students, they said, they were journalists. Students said that they spent as much as 40 hours a week in the newsroom and focused on their stories before their studies. Some students said that they had extended their academic programs at least one semester because they had dropped courses to concentrate more on their journalism. In turn, this balance between maintaining grades and having success in their journalism experience deeply influenced their views of self. The newspaper was more important to them, they said. It represented who they were, and what they were about. Professors looked at their stories frequently. And friends were told that they could not "hang out," because "putting the newspaper to bed" came first.

Additionally, through these interviews, eight of the ten students suggested that their experience influenced their own beliefs on areas of life, including politics, religion, and the role of higher education in their lives. One student in particular said that he was very clear how his role as an objective reporter forced him to understand many views and aspects of an issue. His understanding of others' views, though, ended up clouding his own:

I've talked to people on both sides [of the gay marriage issue] and I tried to ask them the same questions and use the same tone. One thing I really try is not to let my own emotions or opinions really get to me with my reporting. I really try to avoid that most of all. I think I've done so well at that and perhaps that's why I don't have such strong opinions on issues, because I focus on reporting both sides of an issue.

Simply, students said they were unable to distance themselves from their roles at the newspaper both in their personal and academic lives. For example, one student reporter explained how even in class, she was working: "I remember in my political science class, I heard this girl announce this new program and when she was passing around the sign up sheet, I wrote down her name and phone number." The reporter later used that information to contact the student for a story.

Students in the 2009 study also treated their experience on the student paper as if they were professionals, as though they were employed by a "professional" news organization, not a student one. Much of their time between or after classes was spent outside the newspaper office, on assignment as a reporter. Yet, it was back in the newsroom where students said they faced many of their greatest challenges: writing, reporting, working through their interviews, and deciding how to produce the next day's paper.

Decisions within the newsroom that tease out conflicting news values included determining placement of stories in the newspaper, whether to allow anonymous sources, whether to allow user comments on the news Web site, and what positions to take on the opinion page. Further, creating headlines for stories, a seemingly easy task, can also be challenging, students said, as the paper's presentation of a story must reflect the culture of the campus and the newspaper's image, all within just a few words. It was within those conflicts that the competing news values as discussed above emerge. Students are forced to evaluate, maintain, or change their own beliefs and values, often times on deadline.

CONCLUSION

A college newsroom has a socialization and experiential power akin to some other college experience, such as athletics and fraternities. However, working on the student newspaper is one of the few college experiences that provides a daily environment so complex that it lead to the production of a significant force in public discussion. And it is important to know, as we shape the future of journalism, what we are asking of student journalists and journalism students as the industry looks to them more and more to produce journalism while still in college (Downie and Schudson, 2009).

The participants in these studies notice that they are different. Because of their unique experiences and role on campus, students described a

barrier between them and what two students called "normal students." This perceived barrier between student journalists and other student populations was especially clear to one reporter who had covered several emotional stories, including an alleged sexual assault case on campus. During a court trial about the incident, the reporter sat in a courtroom for hours, watching his peers share personal, graphic details. The reporter met with the students, their friends, and their mothers. He heard the stories. He met the characters in the stories. They became real people. This story, this experience, the reporter said, influenced him emotionally. Yet, he was a reporter. He needed to keep his distance, but he couldn't shake the scenes and sounds. And he hadn't talked to anyone about his struggles of covering the story and the emotional aftermath because of his perception that sharing such thoughts was not professional:

No, I haven't exchanged stories about the emotional weight with anyone except for you, coincidentally. That was a fear I had to deal with myself and that's something I had to do. To show you were having trouble with anything I think it is a sign you are not quite ready to have the job, and I still want the job, so I didn't share that information with anyone.

While this essay highlights some aspects of what an early journalism experience during college might include, journalism and higher education researchers would be well served by delving more deeply into how college student journalists experience the world as student reporters. Knowing more about student journalists can help journalism faculty understand the daily pressures on students in their classes. Student affairs professionals would be better able to give proper career, academic, and personal advising. And additionally, educators would better understand how early journalism experience augments traditional journalism education. In sum, building knowledge in this area of journalism can provide a wealth of insight into the future of journalism and journalism studies.

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