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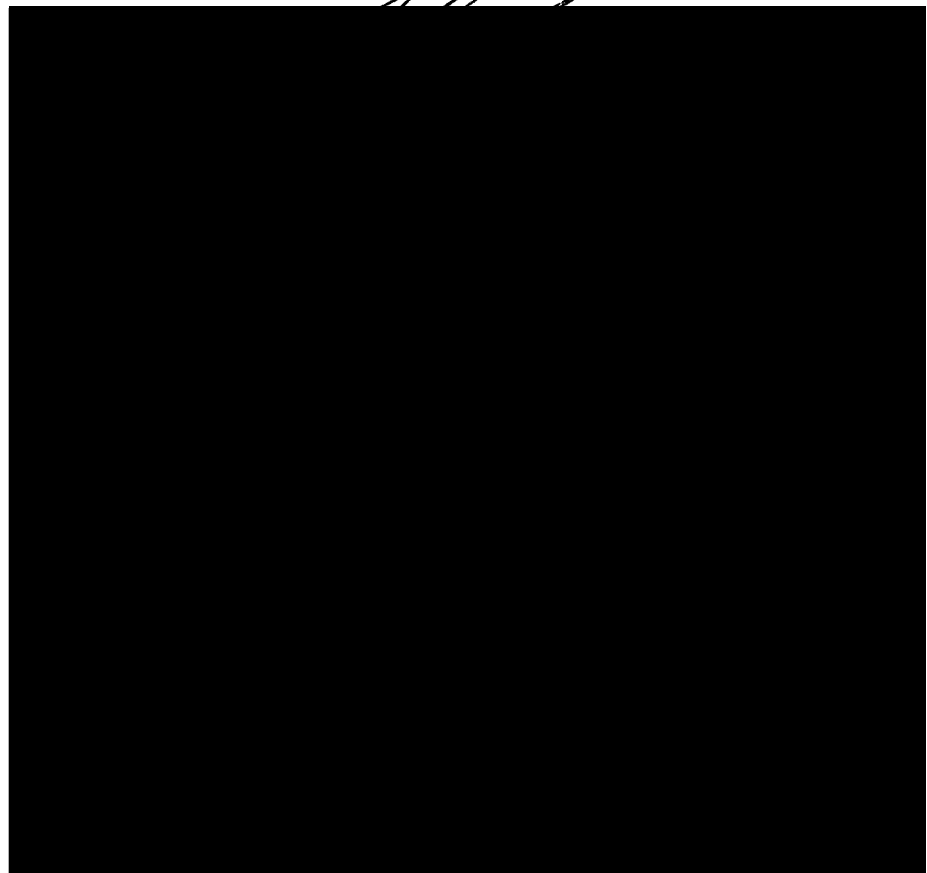
TOWARD A FREE COLLEGIATE PRESS: AN ANALYSIS OF INFLUENCES THAT
CAN LEAD TO CENSORSHIP AT COLLEGE NEWSPAPERS

by

Shaniece Bell Bickham

A Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



May 2008

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2008

The University of Southern Mississippi

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ABSTRACT

TOWARD A FREE COLLEGIATE PRESS: AN ANALYSIS OF INFLUENCES THAT CAN LEAD TO CENSORSHIP AT COLLEGE NEWSPAPERS

by

Shaniece Bell Bickham

May 2008

The purpose of this research was to explore the impact that influences at the individual, organizational and societal levels had on content in college and university student newspapers. Specifically, this research examined the ways that influences at the three levels could lead to censorship of the student press. A quantitative study was conducted through the use of online survey research. Student editors, faculty advisers, and academic affairs administrators of journalism and mass communication programs that are recognized as being accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) were surveyed to gather information about the structure of the newspapers, their roles in the publication and content selection process, and their perceptions of others' roles.

The practical purpose of this dissertation was to present methods for avoiding undue influences on content and censorship at both public and private learning institutions in an effort to ensure a free collegiate press. Theoretically, this study offered insight about the influences on media content at the collegiate level, their relationships to content selection and censorship, and other related implications.

This research study addressed three sets of hypotheses and three sets of research questions. Previous research suggested that censorship of the student press was an issue

at several higher learning institutions. The results of this study identified the types of student newspapers that usually have censorship problems and the perceptions and characteristics of the student editors, faculty advisers, and academic affairs administrators who serve in the positions to influence and censor content. Results showed that influences on content at any given level were related to the amount of control that existed. In addition, perceived differences did exist between student editors, faculty advisers, and academic affairs administrators as they related to influences on content. Perceived differences also existed between groups at public institutions as compared to private institutions.

DEDICATION

This has been quite a journey with many bumps and setbacks along the way. I thank God for seeing me through. I dedicate this research project to my husband, Raphael, for all of his support and motivation throughout the years. There were many occasions when I thought I wouldn't complete my program, but he reassured me time and time again that I was destined to be called "Dr." Thank you and I love you.

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It goes without saying, that I must also acknowledge Dr. Jinx C. Broussard, my mentor, who first encouraged me to pursue a doctorate degree at USM. I have finally made it, and I thank you for your support.

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CHAPTER I

INTRODUCTION

Most professional journalists started their careers in the newsrooms of college newspapers. Students who work for college newspapers have the unique opportunity of getting the experience and training needed to secure an internship or permanent position with a newspaper or magazine. While in college, aspiring journalists learn to conduct research, cultivate sources, facilitate interviews, and write news stories. Higher education institutions that offer journalism programs are charged with the responsibility of producing credible, objective reporters who can effectively write and communicate information that is pertinent to the public.

Journalism and mass communication programs that have received accreditation from the Accrediting Council on Education in Journalism and Mass Communication have a responsibility to uphold the council's mission of encouraging dissent, inquiry, and free expression as guaranteed by the First Amendment. Telling a story responsibly requires more than good writing skills and strong vocabulary, however. Journalists, including student journalists, should be committed to telling a story accurately and objectively regardless of the topic or people involved. If this cannot be done, because of a journalist's lack of integrity or due to the influence of others, objective, fair, balanced, and unbiased reporting will be stifled.

Several factors exist that are influential to the news making process. Amongst these influences are (1) the intrinsic characteristics of those involved in the news making process, (2) the amount of control that those involved in the news making process have, (3) the potential for those involved in the news making process to censor content, and (4)

the role of the primary target audience of the student newspaper in the news making process. Shoemaker and Reese (1996) identified four levels of influence that can affect the content disseminated through the media. These levels are individual, organizational, societal, and ideological. At the individual level, those who work in the media influence content based on their unique personal background and values, ethical standards, and general beliefs. The internal structure of a media outlet sometimes creates influences on content at the organizational level. Accepted social norms affect content at the societal level of influence. At the ideological level, the overall, dominant perspective of the media outlet might have an influence on content. Depending on the prevalence of these influences at each level in relation to the content, censorship practices may occur.

The foundation of journalism, as well as the mission of ACEJMC, is grounded in free press rights. Accredited programs that do not encourage a collegiate press free of unnecessary influences and censorship practices leave little room for fulfillment of ACEJMC's mission. Student journalists who are not encouraged to exercise their rights cannot effectively serve in a watchdog capacity, which is another critical responsibility of the press. These same journalists might also be hesitant to probe further into issues that should receive closer scrutiny. ACEJMC'S vision of an ideal journalism program that encourages students to strive for a free press cannot be realized if student expression is muffled or undue influences on content exist.

Journalists also have a duty to provide information that the public needs and has a right to know. Influences on content and censorship practices, whether at the collegiate or professional level, prevent this principle from being upheld. Student journalists who only provide information in their publications that will appease administration, faculty, or the

primary target audience ultimately do a disservice to the public they are supposed to serve. Free press constraints also affect the ability of writers to remain objective and provide fair and balanced news coverage.

The Press Freedom Fight: Colonial America to Modern Times

Attempts to control the media, much of which could be considered as censorship, date back to the early years of press development in America. Early forms of censorship include but are not limited to, governmental prior restraint, licensing regulations, and the 1798 Alien and Sedition Acts. While some of these tactics were more direct than others, they all had one common goal: To control the content that was disseminated to the public, particularly information pertaining to the government (Biagi, 2004).

Benjamin Harris' *Publick Occurrences Both Foreign and Domestick*, credited as the first American newspaper, was only able to publish a single issue before the colonial government officials halted publication in 1690 (Straubhaar & LaRose, 2006; Biagi 2004)). The British government implemented prior restraint through the requirement of newspapers to first receive a license or "by authority" approval before publishing, which Harris did not receive. The postmaster of Boston, John Campbell, published the first sustained American newspaper, the *Boston News-Letter*, in 1704. Campbell's success came only after receiving government approval.

Newspapers that received the seal of approval from government officials found it expedient not to print unfavorable opinions about the government, which had the authority to issue or deny licenses. In 1721, James Franklin published the *New England Courant* without prior government approval, which led to his jailing (Straubhaar & LaRose, 2006, p. 88). Open criticism of New York Colonial Governor William Cosby

resulted in the publisher of the *New York Weekly Journal*, John Peter Zenger, being charged with libel in 1735. The Zenger trial decision established a precedent because it was the first time truth was able to stand as a defense against libel (Nord, 1985).

The Stamp Act of 1765 has also been considered a form of censorship. The British Parliament enforced the Act to gain revenue from taxes on paper used for matters ranging from legal to journalistic. The Stamp Act was the first direct tax that the British Parliament levied on American colonies (Hebert, 1998). The tax had the effect of limiting the publication of newspapers.

These censorship strategies date back to the 17th and 18th centuries in England and Colonial America, prior to the introduction of the United States Constitution and the Bill of Rights. Even after America gained its independence from Britain, censorship of the press still proved to be an issue, however. Despite the guarantee of free speech and freedom of the press in 1787 with the establishment of the U.S. Constitution, an indirect form of governmental censorship occurred with the enforcement of the 1798 Alien and Sedition Acts. The Alien and Sedition Acts consisted of four laws Congress passed amid fears during the Quasi-Wars with France. The Sedition Act, in particular, stated that malicious and scandalous writing could be considered as treason and was punishable by fines and imprisonment (Restrictions on Civil Liberties, 2005). Several newspaper editors who published information that the government leaders deemed as critical of them were jailed, thus resulting in the ceasing of their newspapers' publishing. The acts were only enforced until 1800 (Straubhaar & LaRose, 2006, p. 89).

According to The First Amendment Center, freedom of the press rights as guaranteed by the First Amendment prevents the government from interfering with

publishing, requiring that certain information be published, imposing criminal or civil damages against the press for information that may or may not be damaging to a public person, imposing taxes on the press and not on other businesses, forcing journalists to reveal the identities of sources, or prohibiting the press from judicial proceedings.

Instances in which the government has attempted to censor the press have resulted in U.S. state and federal court systems upholding the First Amendment rights of the press.

The 1964 *New York Times Co. v. Sullivan* U.S. Supreme Court ruling declared that the information presented in the media about a public official could not be considered as libelous without the proof of actual malice or reckless disregard for the truth. *New York Times v. Sullivan* (1964) is important because it upheld the media's right to publish information and opinions that are unpopular, critical of the establishment, or inflammatory, even if it does spark public debate or protest (*New York Times Co. v. Sullivan*, 1964). The Supreme Court's ruling extended to all public figures in 1967 (Goodale, 1997).

In 1971, *The New York Times* published several articles about the Pentagon Papers, which were confidential government documents that had been leaked to the newspaper regarding the United States' role in the Vietnam War. (*New York Times Co. v. United States*, 1971). The government objected to the articles citing that further publishing would cause harm to the defense of the country. A temporary restraining order was issued against *The New York Times*, but it was lifted when the U.S. Supreme Court ruled that the government did not meet its burden of justifying the restraining order (Goodale, 1997).

A 1974 U.S. Supreme Court decision ruled that a state statute could not declare that a political candidate had a right to publish a response to a newspaper's commentary (Goodale, 1997; *Miami Herald Publishing Co. v. Tornillo*, 1974). The press also has the right to parody public officials as decided in a case involving conservative minister Jerry Falwell and adult magazine publisher Larry Flint in 1988 (*Hustler Magazine, Inc. v. Falwell*).

The U.S. Supreme Court decisions support the rights set forth in the First Amendment for the American press. The First Amendment also applies to student newspapers at public universities as guaranteed by the Fourteenth Amendment, which makes the First Amendment applicable to states or state actors (Whitmore, 2006). There have been several arguments that the First Amendment protection given to public institutions should be granted to private universities based on state action doctrine. These arguments have not received much support in the courts, however, because state regulation of educational practices at private universities, which includes the student press, would only apply if the state was involved in the private matter of concern (Whitmore, 2006).

An Overview of Recent Censorship Incidents at College Student Newspapers

At most universities, faculty advisers oversee the college newspapers. The College Media Advisers, which is an organization dedicated to professional development for student media professionals, defines the role of the adviser as a journalist, educator and manager who also serves as a role model. According to the vision statement of the ACEJMC, journalism and mass communication embody the spirit of a free press. The ACEJMC believes practitioners, and those who educate practitioners, should possess the

“highest possible level of integrity, fairness, understanding, and skill.” Serving in an advisory capacity, a faculty member must also act ethically and direct students with regard to any legal issues that may arise. Faculty members should know that their role is to advise, not control the newspaper staff. Some advisers may overstep their boundaries unintentionally, however, and serve as part of the editorial board.

In some instances, however, university administrators are more concerned with how the institution is reflected in the publication more than the quality of the content. An example of censorship at a private university occurred when JoAnn W. Haysbert, the acting president of Hampton University, a private, historically black university in Virginia with an ACEJMC journalism program, confiscated 6,500 copies of the student newspaper, *The Hampton Script* (Anderson, 2003). Haysbert was apparently dissatisfied because *The Hampton Script* did not print a letter she had written on the front page of the newspaper. The students ultimately reprinted the issue with the letter on the front page after reaching an agreement with administration regarding the formation of a special task force. The incident at Hampton’s Scripps Howard School of Journalism and Communication created backlash, particularly from the American Society of Newspaper Editors, which provided funding for the program.

The situation at Hampton University is not new or unique to private university campuses. At Stetson University in Florida, school officials fired the entire editorial staff and stopped newspaper operations after the campus publication, *The Reporter*, released an April Fool’s edition that included information that poked fun at racism and appeared to support domestic violence and rape (Martyka, 2003).

Tampering with the rights of the student press has even occurred at institutions with independent student newspapers. As part of an office lease agreement, Boston College requested that its independent student newspaper, *The Heights*, not publish advertisements for cigarettes, alcohol, or family planning agencies. Boston College also requested that the newspaper to maintain its longstanding ban on advertisements for abortion services (Student Press Law Center, 2004). The college also wanted the newspaper to (1) establish an advisory board that would consist of faculty and staff and a board of directors, (2) abide by a code of ethics, and (3) create an ombudsman position. Boston College requested that *The Heights* offer half-priced advertising rates to college departments and student organizations as well. After months of negotiations, the Boston College officials agreed to drop the stipulations to the lease. The student editors agreed to an increase in rent from \$50 to \$700 and also agreed to establish a better process for addressing concerns from readers (Student Press Law Center, 2004).

Several other situations at the college level have garnered the attention of the Student Press Law Center, which focuses on educating student journalists about their First Amendment rights. In the *SPLC Report*, the Student Press Law Center dedicates a section to college censorship in each issue. Some of these situations have made it to court, while universities have handled others internally. Several censorship incidents at the collegiate level that deal specifically with college newspapers have been detailed in the in the *SPLC Report* in recent years are detailed.

Grambling State University: *The Gramblinite*. In January of 2007, the provost of Grambling University, Robert Dixon, enforced a decision to suspend the student newspaper, *The Gramblinite*, because of quality issues. The administration quickly

reinstated the publication, but under the condition that a faculty adviser conducted prior review. (Taylor, 2007). This practice did not last long, however, because of the public outcry from several professional media associations and outlets. In particular, both the Student Press Law Center and the College Media Advisers voiced concerns about the constitutionality of this requirement. *The Gramblinite* now publishes without prior review from a faculty adviser.

University of Texas: *The Daily Texan*. *The Daily Texan* of the University of Texas received approval from the Texas Student Media Board to begin publishing without prior review, which had been enforced for over 35 years as part of a trust agreement (Hudson, 2007).

Eastern Connecticut State University: *The Campus Lantern*. Student editors of *The Campus Lantern* were victims of indirect censorship in the form of funding cuts. The editors decided that it would no longer publish hard copy editions of the publication, and instead produce online editions. A student editor said that the student government disagreed with the decision and thus cut *The Campus Lantern's* funding. The student government, however, said that a lack of communication led to the decrease in funding, not a dispute regarding the newspaper staff's decision (Federis, 2007).

Flagler College: *Gargoyle*. The university's president did not allow copies of an edition published with a headline, which may have been viewed as incorrect, to remain on newspaper stands. Although student editors agreed that the headline had a factual error, they argued that they should have been given the opportunity to correct the problem. They also viewed the president's actions as a form of censorship. The newspaper was later reprinted with the correct headline (College Censorship in Brief, 2007).

Florida Gulf Coast University: *Eagle News*. A decrease in funding initiated by the student government and approved by the president of the university have led editors to believe that they were being punished because of stories that they printed regarding the student government's budget (College Censorship in Brief, 2006).

University of Louisiana at Monroe. The University of Louisiana at Monroe instituted a prior review policy in addition to moving the publication from the communication department to the English department. Administrators also appointed a new adviser (College Censorship in Brief, 2006).

North Central University: *The Northern Light*. Two editors, who are husband and wife, were relieved of their duties shortly after the editorial board decided that it did not want the administration to review the publication before printing. Officials at the university said that they were concerned that the editor-in-chief could not supervise her husband. Officials also referenced two instances in which they had problems with the publication's content (College Censorship in Brief, 2006).

University of Buffalo: *Spectrum*. A funding cut from the student government was viewed as a way to hinder the newspaper from publishing stories that were critical of those who ran the student government (Student Press Law Center, 2004).

La Roche College: *La Roche Courier*. The president of La Roche College confiscated student newspapers from stands on the same day that parents of prospective students were scheduled to visit the campus. A student editor said the newspapers were removed because of an editorial promoting the teaching of safe sex. The president was quoted as saying that he had to protect the reputation of the institution (Student Press Law Center, 2004).

Censorship practices that seem to be commonplace at both private and public universities are those that occur when the newspaper content (1) is critical of people in power at the university, (2) presents information that could be considered controversial, and (3) includes errors of fact, style and grammar. Private institutions are more likely to censor publications directly, whereas public institutions generally use more indirect approaches. Public scolding, outcry from media organizations, and lawsuits that arise when censorship issues occur reflect poorly on the universities involved. The problem is that these situations are handled case-by-case without a clear process for handling or avoiding censorship.

Statement of the Problem and Purpose of Research

Direct and indirect influences on content and further censorship practices negatively affect credible reporting and the very nature and integrity of journalism. Publishing successful student newspapers that are grounded in journalistic integrity requires that editors and institutions stay abreast of each other's rights. If the rights of either party are violated, the task of disseminating information to an ever more diverse student body becomes even more difficult. Influences on content and censorship issues extend further than administrative controls, however. The content of newspapers is influenced and sometimes censored at the editorial or even reporter level during the news selection process. If newspaper staff members are seasoned, and already understand what types of content that are expected in the newspaper, then they may be more prone to edit their writing based on those criteria. This is a form of self-censorship. Members of the target audience may also put pressure on the college newspaper to control the content. To some degree, college newspaper editors may sometimes have to grapple with

administrative and faculty intervention and their own intuition to influence or self-censor while striving to publish newspapers that offer pertinent, truthful, and objective information to their readership.

The purpose of this research is to analyze the various influences on content of collegiate student newspapers, which sometimes lead to press censorship at ACEJMC programs. Particularly, this study examines influences on content in relation to control and censorship of content. The student press is being studied as opposed to the professional press industry because most journalists hone their reporting and writing techniques while attending college and issues of administration, censorship and governance are often less clearly defined. The research also explores whether censorship is more prevalent at private or public institutions, and whether censorship is more prevalent from student editors, faculty advisers, academic affairs administrators, or the newspaper's primary target audience. The topic is significant because if censorship is an accepted practice in American journalism at universities, there can be grave consequences. The notion of the free press will also be compromised. Practically, the findings will guide the eventual formation of methods to reduce influences on content that lead to censorship of the student collegiate press.

CHAPTER II

THEORETICAL FRAMEWORK

Theories of Influence on Mass Media Content

Shoemaker and Reese (1996) presented several hypotheses for the purpose of developing theories that address the various influences on content and how these influences play a role in determining the content that is eventually disseminated to the public. While there have been several studies and theoretical frameworks that explore the impact content has on its audience, Shoemaker and Reese (1996) suggest that the factors that help shape content need exploration as well. Most notable are the historical theoretical perspectives on content categorized in the late 1970s and early 1980s in *Deciding what's news* (Gans, 1979) and *The whole world is watching* (Gitlin, 1980). The categories are (1) content reflects social reality with little or no distortion, (2) content is influenced by media workers' socialization and attitudes, (3) content is influenced by media routines (4) content is influenced by other social institutions and forces, and (5) content is a function of ideological positions and maintains the status quo (Shoemaker & Reese, 1996, p. 6-7).

According to Shoemaker and Reese (1996), the various internal and external factors that affect media content result in the presentation of different versions of reality. Content is defined as “the complete quantitative and qualitative range of verbal and visual information distributed by the mass media” (p. 4). Shoemaker and Reese (1996) view content as a dependent variable with the factors of influences being independent variables. The four levels of analyses to explore influences on content are individual, organizational, societal, and ideological. This study will focus on three levels of

influence at the college level: individual, organizational, and societal. Because student journalists are in the learning phases of journalism, this study does not assume any strong ideological beliefs about the field; however, the ideological level of influence nevertheless will be introduced in this section.

Individual Media Workers' Influences on Media Content. The decision-making process in selecting media content is difficult because not all mass media organizations are the same, nor do they all have the same gate keeping for determining news. The individuals who serve in decision-making and gate keeping positions also have their own characteristics that can influence the selection of content (Fortunato, 2005).

What appears in the mass media results from many different influences, ranging from the creative impulses of drama writers and journalists to the regulatory actions of government (Perry, 2002).

Journalists and others in the media profession possess certain intrinsic characteristics that possibly can influence the way they report a story. These intrinsic characteristics include media workers' background, personal values and belief systems, and their ethical and professional standards (Shoemaker & Reese, 1996). Background characteristics include gender, ethnicity, sexual orientation, class, and education. Personal values, beliefs, and political attitudes of journalists also play a key role in determining a story's angle. The professional standards and ethics of journalists are shaped by employment and education through socialization (Shoemaker & Reese, 1996; Breed, 1960).

Indiana University's School of Journalism conducted the American Journalist Survey in 2002 analyzing many of the characteristics that Shoemaker and Reese (1996)

identified. The survey found that the number of women journalists has remained constant since 1982, constituting one-fourth of the total population of journalists. The study also indicated that retention of female journalists in the newsroom has proven to be an issue. Women represent a greater percentage of the journalism program population at universities, however. Most select careers in advertising and public relations rather than pursuing careers in journalism (Weaver & Wilhoit, 1991).

The American Society of Newspaper Editors released a study in 2005 revealing that the number of minorities in the newsroom has increased over time. Minorities represent 10.8 percent of newsroom supervisors, and they represent about 13 percent of working journalists. There is a higher level of attrition, however, with many minority and female journalists leaving the profession after only a few years in the industry (Weaver, Beam, Brownlee, Voakes, & Wilhoit, 2006).

Sexual orientation may also have an influence on media content; many gay and lesbian journalists are afraid to reveal their sexual preferences for fear of losing their jobs or not securing jobs (Shoemaker & Reese, 1996). Many newspapers and parent companies have included sexual orientation in their anti-bias policies but not in their antidiscrimination policies (Shoemaker & Reese, 1996).

To determine if journalists are perceived as part of a professional class depends on the journalists being studied. For many years, journalists were viewed as part of the working class based on their education, lack thereof, or family background (Shoemaker & Reese, 1996). A career in journalism has been viewed as a career for the young, and many journalists leave the profession for better salaries and stability. Recently, journalists have been perceived as being in a higher class as more in the profession obtain

college degrees. The proportion of college graduates in journalism rose from 82 percent in 1992 to 89 percent in 2002 and approximately 90 percent of all journalists have at least a bachelor's degree (Weaver, Beam, Brownlee, Voakes, & Wilhoit, 2006).

Several categories that define journalists' personal values and beliefs systems reflect the twentieth-century American Progressive movement (Shoemaker & Reese, 1996, p. 82-83; Gans, 1979) as follows:

- Ethnocentrism--U.S. practices are valued above all others.
- Altruistic Democracy--Public interest should always be upheld in all circumstances.
- Responsible Capitalism--Business practices should always be fair and competitive.
- Small-town Pastoralism--The human element that shows that virtue should always be preserved and not devalued because of a repetitive focus on social problems and unrest.
- Individualism--Journalists take pride in stories that detail someone who has beat the odds.
- Moderatism--This value system is a check and balance system for Individualism. It ensures that those who make great strides are not doing so by doing something that is against the law or any other governing policies.
- Social Order--Journalists tend to focus on stories that address any attempts to disrupt social order.

- Leadership--Those in power should have excellent leadership capabilities in order to maintain social order.

Shoemaker and Reese (1996) also suggest that issues concerning the impact of journalists' religious orientation and political attitudes on content are based on their particular value systems.

Journalists can be viewed as interpreters, disseminators, or adversaries. The interpretive function requires journalists to communicate the complexity of situations to the public in a manner that can be understood by the public. Disseminating information entails getting content to the largest audience possible as quickly as possible. An adversarial stance requires journalists to pursue the watchdog role of journalism, ensuring that actions from government, businesses, or other entities are in the best interest of the public.

The following hypotheses presented by Shoemaker and Reese (1996, p. 264-265) about the relationship between individuals' intrinsic characteristics and content are relevant to this study:

1. Media workers who have a "communication" college degree produce content with different characteristics than do those with other majors.
2. A journalist's background and personal characteristics will affect media content in proportion to the amount of power the person holds within the media organization
3. Media workers' personal attitudes affect the content they produce, contingent on their having the power sufficient to influence the production of content and on the lack of a strong routine covering the task.
4. A journalist's role conceptions affect content.

5. The longer people work for a media organization, the more socialized they become to the policies, whether stated or unstated, of the organization.
6. The more media workers follow the routines of their organizations, the more likely their content is to be used.

Organizational Influences on Media Content. The role of the organization, its structure, and the process for implementing and enforcing policies are some of the major factors that influence media content at the organizational level. Shoemaker and Reese (1996) identify three levels within an organization: the bottom-level of front-line employees, which consists of writers and reporters; the middle level of managers and editors; and the top level of executives. The identified roles are important because they contribute to shaping employees' viewpoints concerning the organization and content. Also important is the manner in which the responsibilities of these roles are structured within an organization. Shoemaker and Reese (1996) defined organization as:

The social, formal, usually economic entity that employs the media worker in order to produce media content. It has definite boundaries, such that we can tell who is and who isn't a member. It is goal-directed, composed of interdependent parts, and bureaucratically structured (p. 144).

The structure of an organization determines the level of independence a media outlet has from the corporate entities that own it. Media company owners at the top level often possess the most power, thus leading to a larger concern regarding the influence of ownership on content. Shoemaker and Reese (1996, p. 267) presented several hypotheses that address influences on content at the organizational level. Five of these hypotheses are of particular relevance to this study:

1. The extent to which the organization's need to make a profit affects media content is contingent on the overall economic health of the organization.
2. Upper-level media management personnel whose background is on the business side of the organization are more likely to make decisions based on economics rather than on professional considerations.
3. Middle-level media management personnel are more closely attuned to the organization's goals than are lower-level personnel, who are more attuned to their sources.
4. When editorial routines conflict with the organization's need to make a profit, if the editor controls both the business and editorial sides of a newspaper; the editorial side will be given lower priority than the business side.
5. The personal attitudes and values of news media owners may be reflected not only in editorials and columns, but also in news and features.

Societal Influences on Media Content. Influences from external parties also have an impact on content presented in the media. These influences come from news sources, revenue sources, social institutions, the economic environment, and technology (Shoemaker & Reese, 1996, 268-269). Several hypotheses that evolved from these influences:

1. The more economic or political power a source has, the more likely he or she is to influence news reports.
2. The more critical of media coverage an interest group is, the more likely the media are to self-censor.
3. The more a media organization promotes itself within a target audience, the

more its content will reflect the interests of that audience.

4. Advertisers influence media content.
5. The more the mass media criticize a country's government, the more the government will try to control the media.
6. The characteristics of the community within which a medium operates may influence its content.

The constituency groups of mass media organizations, which include advertisers, stockholders, target audience, and corporate owners, can heavily influence content during the decision-making process (Fortunato, 2005). Advertisers want to market products and services to a viable audience, and audience members want quality content. Decision-makers in media outlets have to satisfy both parties. They also have to meet the expectations of media stockholders and corporate owners. The target audience's behavior ultimately influences the attitudes of the other constituency groups (Fortunato, 2005).

The audience behavior influences: (a) the mass media organization that is trying to produce content to attract an audience (b) content providers who might adjust their message, and (c) content providers and advertisers who need to be where the audience is for exposure of their products and services (Fortunato, 2005, p. 8)

Ideological Influences on Media Content. Shoemaker and Reese (1996) cited multiple definitions of ideology. Of particular relevance is Becker's (1984) definition that describes ideology as "an iterated set of frames of reference through which each of us sees the world and to which all of us adjust our actions," (p. 69). Shoemaker and Reese (1996, p. 270-271) suggested two appropriate hypotheses to this study:

1. Journalists will not use objective routines, such as balance, when subjects are outside the area of legitimate controversy and in the areas of consensus or deviance.
2. Violations of occupational paradigms—anomalies—must be repaired in order to preserve the paradigm.

Instances in which topics that are not favorable in the newsroom or with the public, will be covered with great detail to ensure that all reporting is done following the objectivity and fair guidelines of journalism. If the reporting is done any other way, the publication and journalists will receive scrutiny. On the contrary, when topics are favorable to the public and/or in the newsroom, no one minds that objectivity was not upheld.

Paradigms set the premise for how the newsroom should run, and any rare deviations from these patterns are considered exceptions. When those within the paradigm are accustomed to the process, steps will be taken to ensure that the anomalies do not occur often enough to change the make-up of a systematic way of conducting business (Shoemaker & Reese, 1996)

Influences on mass media content in collegiate student newspapers at the individual, organizational, and societal levels are the main focuses of this study. Influences on content sometimes result in censorship of the student press. Shoemaker and Reese's study, first published in 1991, is a seminal contribution to research on theories of influences on mass media content. Shoemaker and Reese's (1996) hypotheses served as guides in the development of hypotheses for this study, along with key literature reviewed about censorship at the collegiate level.

CHAPTER III

REVIEW OF LITERATURE

Several court rulings have declared that First Amendment protection can be extended to student publications at public institutions, and that no state-supported institution can violate students' constitutional rights of free expression if there is not a clear and present threat to the educational process (Kasior & Darrah, 1996; Avery & Simpson, 1987; Inglehart, 1985; *Tinker v. Des Moines Independent School District* 1969); *Pickings v. Bruce*, 1970). There is no First Amendment prohibition against administrators censoring student newspapers at private institutions, however (Whitmore, 2006). And although arguments have been made that a state action doctrine should be the basis for First Amendment protection at private institutions, the courts have not ruled in favor of this argument (Whitmore, 2006; *Powe v. Miles*, 1968; *Blackburn v. Fisk University*, 1971).

Students who do not exercise their First Amendment rights at public institutions, as well as students who aren't protected by them at private institutions, may sometimes engage in self-censorship. (*Columbia Journalism Review*, 2000; Eberts, 1992) At some institutions, administrators have become part of the publication process to prevent student newspapers from publishing independently. (Childress, 1993; Barr, 1990). Some faculty advisers also read student newspapers prior to publication. (Kasior & Darrah, 1996; Tenhoff, 1991). The literature presented explores the laws that govern the student press, university constraints placed on student newspapers, and the perspectives of administrators, advisers, and journalists about the state of the collegiate press.

What the Law Says

Historically, the United States judicial system has made several rulings regarding students' free expression rights. In 1967, in *Dickey v. the Alabama State Board of Education*, the court addressed the constitutionality of Troy State College's refusal to readmit Gary Clinton Dickey, a student editor, after suspending him from school from one year because of an editorial he wrote ostensibly praising the university's president was critical of the Alabama governor and legislature. Dickey was advised to not run the editorial and he did not. He instead published the word "Censored" diagonally across an empty editorial column (Childress, 1993). The U.S. District Court for the Middle District of Alabama, North Division, ruled that:

A state cannot force a college student to forfeit his constitutionally protected right of freedom of expression as a condition to his attending a state-supported institution. State school officials cannot infringe on their students' right of free and unrestricted expression as guaranteed by the Constitution of the United States where the exercise of such right does not materially and substantially interfere with requirements of appropriate discipline in the operation of the school (*Dickey v. Alabama State Board of Education*, 1967).

The court ordered Dickey's reinstatement, but on appeal, the case was declared moot because Dickey decided against returning to the university (Childress, 1993; Durham, 1988; *Troy State v. Dickey* 1968). Even though the case is moot, it does represent the first time that a decision was made that student expression must be disruptive in order for it to be censored (Childress, 1993).

The 1969 ruling in *Tinker v. Des Moines Independent Community School District* also detailed the standards for students' freedom of expression. After three teenagers were suspended from school for wearing armbands in protest of the Vietnam War, their parents sued the school district on the grounds of civil rights violation. The U.S. Supreme Court ruled again as it had in previous cases, that administration could only limit student expression if it materially and substantially interfered with the discipline and operation of the school. The Des Moines Independent Community School District could not prove that the students' expression in this instance caused interference.

The *Tinker v. Des Moines Independent Community School District's* ruling was reinforced in 1970 in *Channing Club v. The Board of Regents of Texas Tech University*. Student editors of *The Catalyst*, with assistance from the American Civil Liberties Union and its campus sponsor The Channing Club, sued the university on the grounds of freedom of speech violation. The Texas Tech administration banned and prevented the continued sale of the sixth issue of *The Catalyst* because it included an unfavorable nickname for the new football coach, and the word "f__" printed three times in Morse Code (Duemer et al., 2005).

The U.S. District Court for the Northern District of Texas ruled that the sixth issue of *The Catalyst* could be sold and that the newspaper had been discriminated against, citing that there is no difference between the student newspaper and other publications available for sale on campus (Duemer et al., 2005; Childress, 1993; Durham, 1988; *Channing Club v. The Board of Regents of Texas Tech University*, 1970). It was not enough that the university administration anticipated the possibility of a campus disturbance; it had to prove that such a disturbance was imminent in order to

override the constitutionally guaranteed right to freedom of expression (Duemer et al., 2005).

A printer decided that he would not print an issue of the *Cycle*, the student newspaper of Fitchburg State College in Massachusetts, after seeing an article by Eldridge Cleaver that contained vulgar language. The president of the university agreed with the printer and decided that a faculty advisory board would have to review the *Cycle* prior to it being published (Childress, 1993). The editor, John Antonelli, along with other editors sued the president, James J. Hammond, claiming that their First and Fourteenth Amendment rights were violated (Childress, 1993; *Antonelli v. Hammond*, 1970).

The court ruled in favor of the students stating that, although the faculty advisory board was claimed to have been established to monitor obscenity, which is not protected by the First Amendment, no guidelines had been established for the board. Thus, the board would have free reign to have complete control over the student newspaper. The court also noted that even concerning obscenity, the school would still have to prove that the expression was disruptive to the educational process as determined in *Tinker v. Des Moines Independent School District* (Childress, 1993).

The 1970s proved to be a decade filled with cases involving student press rights. Other noted cases include:

Trujillo v. Love, 1971: After the faculty adviser for *The Arrow* at South Colorado State University, decided that an editorial critical of public official shouldn't be published and rewrote the editorial himself, managing editor of *The Arrow*, Dorothy Trujillo filed a lawsuit alleging that the censoring of her work was unconstitutional. *The Arrow* previously had been used as a public forum until 1970 when the mass communication

department became responsible for the publication, and Thomas McAvoy was appointed as the faculty adviser. Trujillo was also fired from her position. The court ruled in favor of Trujillo stating that the university did not effectively change the nature of the student newspaper from a public forum (Childress, 1993).

Joyner v. Whiting, 1973: An editor of *The Echo*, Johnnie Joyner, published an editorial at North Carolina Central University that opposed the admittance of students who were not African-American to the institution. The president, Albert Whiting, withdrew funding from the student newspaper and demanded that new editorial guidelines be established (Childress, 1993). The district court ruled in favor of the president, however, at the appellate level, the court ruled that although an institution can discontinue a publication for reasons unrelated to the First Amendment, student expression cannot be silenced because editorial content is not liked.

Schiff v. Williams, 1975: The president of Florida Atlantic University, Kenneth Williams, decided that administrators would publish the *Atlantic Sun* because the university had been embarrassed by the poor quality of the publication when the student editors produced it (Childress, 1993; Trager & Dickerson, 1979). Three editors were also fired. The court ruled that the students' freedom of expression took precedent over the image of the university, and that the quality of the paper, or lack thereof, more than likely would not cause disruption to the university's operations.

Thoner v. Jenkins, 1975: Robert Thonen, editor of *The Fountainhead*, was suspended from school along with the author of an editorial that contained vulgar words and criticized the university president, Leo Jenkins. The students filed suit on grounds of First Amendment violation. The court ruled that their rights had been violated, and that

the institution could not censor student expression. The vulgarity was not enough to justify the suspensions (Childress, 1993; Inglehart, 1985; *Trager & Dickerson*, 1979).

A faculty member at Southern University in New Orleans filed suit against student editors of *The Observer* used portions of a letter she had written out of context *Milliner v. Turner*, 1983. An article had been published previously in the newspaper referring to faculty members as “proven fools” and “racists” (Childress, 1993). The university was later added as a third party to the lawsuit. The faculty member received a favorable decision against both the students and university in a lower court because the published comments were deemed defamatory. The university appealed the decision, and an appeals court ruled that the university could not be held liable because if it were to enforce prior review or any other form of control over *The Observer*, the students’ First Amendment rights would be violated.

The U.S. Supreme Court decided in *Hazelwood v. Kuhlmeier* (1988) that “educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns” (*Hazelwood v. Kuhlmeier*, 1988). The case established a precedent because the Hazelwood newspaper was viewed as a classroom activity giving it a different meaning than a student newspaper that is considered a public forum (Applegate, 2005).

Though the case established a precedent regarding free press and student publications, the decision directly affected high school newspapers. The Supreme Court also determined during *Hazelwood v. Kuhlmeier* (1988) that it “need not now decide whether the same degree of deference is appropriate with respect to school-sponsored

expressive activities at the college and university level” (Applegate, 2005; *Hazelwood v. Kuhlmeier*, 1988).

In 1990, a court ruled that administrators at St. Clair Community College in Michigan violated a student editor’s First Amendment rights when she was instructed not to print any additional advertisements from a Canadian nude dancing club *Lueth v. St. Claire Community College*, (1990). The court ruled that the *Erie Square Gazette* was a public forum and that the editors had no clear guidelines to follow regarding advertisement content (Childress, 1993).

The U.S. Supreme Court’s 1995 decision in *Rosenberger v. Rector & Visitors of the University of Virginia* articulated that a state university violated the First Amendment when it refused to fund the printing of students’ religious newspaper (*Rosenberger v. Rector & Visitors of the University of Virginia*, 1995). The university’s actions were viewed as discriminatory because it has a policy that student groups designated as Contracted Independent Organizations could request that payments be made from the student activities fund to pay for the printing of publications.

Kincaid v. Gibson, (2001) is significant to this study even though it did not involve a student newspaper because an appeals court ruled that *Hazelwood v. Kuhlmeier* (1988) should not be applied to college publications. Administrators at Kentucky State University confiscated yearbooks in 1994 because they were not satisfied with the appearance of the books. The Sixth Circuit Court of Appeals ruled that the administrators did not have a constitutionally valid reason for doing so.

In 2006, the Supreme Court denied hearing *Hosty v. Carter*, a case that involved former editors and writers of Governors State University’s *The Innovator*. The *Hosty v.*

Carter legal battle began in 2001 with *Hosty v. Governors State University*. The students sued school officials for prior restraint violations of the First Amendment (Lipka, 2006; *Hosty v. Carter*, 2005). A dean at the university demanded that a printing company not publish any editions of *The Innovator* until it had been approved by one of the college's administrators.

The students were victorious in the district court, and before an appeals panel, but subsequently lost before the U.S. Seventh Circuit Court of Appeals (*Hosty v. Carter* 2005; Applegate, 2005). The appellate court noted that lower courts had already stated that educators' decisions to weigh in on the content of school-sponsored publications were entitled to substantial deference and that it should not attempt to determine whether the same level of deference is appropriate when dealing with school-sponsored publications or other forms of expression at the college level (*Hosty v. Carter*, 2005). The court also ruled that the *Hazelwood* opinion giving high school administrators the authority to review and censor nonpublic forum student publications could be applied at the college or university level (Lipka, 2006; Applegate, 2005).

The ruling in *Hosty v. Carter* (2005) poses a threat to the First Amendment rights of student journalists because qualified immunity was misused and might lead to further violations of students' constitutional rights (Murphy, 2007). The ruling further stipulated: "Qualified immunity shields an official from suit when she makes a decision that, even if constitutionally deficient, reasonably misapprehends the law governing the circumstances she confronted" (*Hosty v. Carter*, 2005; *Brosseau v. Haugen*, 2004.) Murphy (2007) asserted that most critics argue that the ruling is damaging to college

students' press rights because of the application of *Hazelwood v. Kulmeier* (1988) to publications at the college or university level.

Even though there have been numerous cases addressing student press rights, at most institutions, conclusive and universal guidelines have not been established to outline the rights and responsibilities of the student press (Duemer et al., 2005; Childress, 1993; Inglehart, 1979). At private institutions, administrators are not as restricted by the First Amendment as administrators at public institutions are because private institutions are not state actors when attempting to determine the rights of the student press (Barr, 1990; *Trager & Dickerson*, 1979). The lack of structured guidelines makes private universities susceptible to liability for student newspaper content:

The lack of a First Amendment prohibition regarding administrative interference with the student press leaves a private university open to legal liability from the content of student publications. The main source of legal liability for a private university operating a student press is vicarious liability (Whitmore, 2006, p. 256).

Vicarious liability is grounded in the agency relationship model in which a principal is liable for an agent's actions. In the case of the student press, the private university would be the principal and the students would be the agents. The agency relationship includes three elements: consent by both the principal and agent, control by the principal, and action by the agent on behalf of the principal. If a policy was established that identified the student press members as independent contractors of the university, then vicarious liability would not apply (Whitmore, 2006).

Dealing with Institutional Constraints

Students at public institutions have a constitutional right of expression, and this right extends to student publications. Several cases have set precedent that state-supported schools cannot restrict the distribution of a recognized student publication, withdraw funding, or remove staff members because of articles that are unfavorable to the administration or institution (Kasior & Darrah, 1996; Ryan & Martinson, 1986). In spite of these rulings, the three most common ways that administrators attempt to censor student publications are by cutting funding, reorganizing the governing committees of student publications, and hiring faculty advisers that would make decisions that aligned with the administration (Kasior & Darrah, 1996; Holmes, 1986). The Student Press Law Center also outlined three methods generally used to censor newspapers at the institutional level (Tenhoff, 1991). The levels are (1) prior restraint or review from an administrator, faculty member, or adviser; (2) attacks on the editor through either reappointment threats or outright firings; and (3) a decrease or complete cut of university funding.

Research showed that administrators at universities have removed editors of publications from office, requested review of publications prior to print, and created environments in which an editor's only recourse is to resign (Oettinger, 1995). Censorship through the form of post-publication penalties has also been evidenced in order to stop the public from receiving the content of the newspaper (Duemer et. al, 2005; Ryan, 1987). A comparison of newspapers at private and public Midwestern universities revealed that censorship is more of a norm than an exception, in spite of case law in support of students' First Amendment rights (Loving, 1993). Bodle (1994) researched

(1) to what extent administrators attempt to influence news selection or content through their financial support of the student newspaper, and how successful they were, (2) how frequently administrators threaten advisers with job dismissal or strongly pressure them because they run or consider running a news story, and (3) to what extent advertisers attempt to influence news selection or content through their financial support of the student newspaper and how successful they were. Bodle's (1994) survey of student newspaper advisers revealed that the majority of respondents have never been asked by university officials to publish certain information and that administrative funding does not affect newspaper content.

In 1997, Bodle conducted another survey to determine whether daily student newspapers were instructionally independent. The researcher found that the majority of the survey respondents agreed that administration and faculty never or rarely play a role in the selection of newspaper staff members, nor could administration influence newspaper content. On the contrary, a study conducted in 2002 of *The Catalyst*, an underground newspaper at Texas Tech in the 1970s, showed that administrators censored the publication through the use of post publication penalties (Banks, Boss, Cochran, Duemer, McCrary, & Salazar, 2002). John and Tidwell (1996) explained that some campus newspapers that receive penalties might actually be good publications that pursue in-depth journalism that reveals information that doesn't agree with campus authorities.

If administrators do not understand they are tampering with student journalists' growth as professionals when they censor, the problem will never be resolved. Accordingly, student journalists have to take the necessary steps to practice professional

journalism with balanced stories that their audience can trust. If this is done on a consistent basis, administrators may possibly begin to respect them and their work.

Administrative Viewpoints on Influences on Content and Censorship

Influences on content occur when those involved in the news making process select content based on their own personal characteristics, the organizational structure of the media outlet, or the social factors of external parties (Shoemaker & Reese, 1996). These actions could be intentional or unintentional. Censorship occurs when content is intentionally withheld from the public because of these influences. Private institutions tend to follow different guidelines concerning student newspapers and press freedom. Student newspapers at institutions affiliated with the Southern Baptist Convention, for example, are more prone to being censored by administration (Thomason, 1984). Most of these newspapers do not have written publication guidelines, and the majority of the publications' advisers review the copy before the publication is produced. Advisers at private institutions make the final decision concerning copy, and they have a tendency to feel as though students should not be completely free from administrative control (Loving, 1993).

Henry Ponder, the president of the National Association for Equal Opportunity in Higher Education, said that faculty members should proofread student newspapers prior to publication for grammatical errors---not to censor (Reisberg, 2000). This is in spite of the College Media Advisers' ethics code, which dissuades staff members and advisers from editing or censoring student newspapers prior to publication. Myers (1990) conducted a study to determine whether student publications provide information that is favorable to university administration because they are the funding source. Though not

conclusive, Myers (1990) found that there was a correlation between administrative funding and story selection.

Blackwell (1939) suggested that any agency related directly or indirectly to an institution should be analyzed from a public relations standpoint. He added that student newspapers should only offer constructive criticism to the student body, administration, and faculty. Purposefully avoiding a story because it is not positive could be considered as a form of self-censorship. Childress (1993) pointed out student newspapers often cause problems for universities due to the relationship, or lack thereof, between student editors and administrators. Childress' (1993) research also suggested that if students had a certain relationship with the administrators, then they wouldn't print information that could be considered unfavorable to the university. The director of public relations at Tennessee State University in 2000, Phyllis Quails-Brooks, argued that although she supports the rights of the student press, some student newspapers do not practice fair and objective reporting (Reisberg, 2000).

Durham (1988) conducted an analysis of all reported censorship cases involving the college student press since 1969. Among other findings, he concluded that college administrators generally could not exercise the rights of a commercial publisher. He found that college students' right to publish does not include material that would cause a substantial disruption of the educational process. Such material is subject to prior restraint. He also found that libel, invasion of privacy and obscenity are not protected by the First Amendment and are punishable, but fear of charges being brought does not justify prior restraint.

Although the administration might be a hindrance to some student publications, administrators can also serve as news sources. Many times student journalists must interview top-ranking administrators in order to bring balance and credibility to their stories. To ensure that administrators who serve as sources are more receptive of student journalists, they need better preparation for interviews and should also follow-up with their sources (Watts & Wernsman, 1997). The frequency of being asked to serve as sources also affects administrators' interest in being interviewed, and their level of satisfaction with stories, reporters, and interviews (Watts & Wernsman, 1997). These practices would ensure that the student newspapers obtained the appropriate and accurate information needed for their stories from administrators. Administrators would also be aware of the main focus of the newspaper's stories.

Individual Journalists' Viewpoints on Self-Censorship

Censorship is the removal of objectionable content to prevent it from reaching the public. Censorship occurs when individuals or groups attempts to silence another. Self-censorship occurs when individuals or groups implement actions to silence themselves. Most often, self-censorship tactic occur by those who do not think that other groups would find the content favorable.

After surveying 300 professional journalists and news executives, The Pew Research Center along with the *Columbia Journalism Review* (2000) found that at least 41% of participants had engaged in self-censorship tactics. Specifically, these tactics consist of avoiding newsworthy stories or softening the tone of stories for the purposes of satisfying or benefiting the news organizations, sources, or underwriters. Survey participants were questioned about three types of self-censorship: Avoidance of stories

that the audience might find too complex or important but dull; Avoidance of stories that could damage the news organization or parent company, advertisers, or friends of the boss; and Avoidance of stories that would hurt a reporter's relationship with a source, standing with other journalists, or career.

These same traits are evidenced at newspapers at the collegiate level. Eberts (1992) conducted a study of California community college newspapers and suggested that a limited right to access should be enforced to alleviate the problem of self-censorship at the collegiate level. According to Eberts (1992), student editors should have "significant First Amendment rights." A previous content-analysis study of nine award-winning college newspapers showed that student journalists preferred to print stories that promoted the university as opposed to those that raised controversy (Evers, 1989).

The literature presented explored key court decisions that have contributed to the understanding of students' free expression and free press rights under the U.S. Constitution. As indicated in the literature, the court decisions have not established a clear model for institutions to follow while establishing guidelines for their student newspapers. With the exception of *Tinker v. Des Moines Independent School District* (1969) and *Kincaid v. Gibson* (2001), which both established important legal precedent; this literature review did not present cases that did not deal specifically with student newspaper news and editorial content. Other cases dealt with advertising and the student newspaper, or other student publication such as law reviews.

Censorship issues were also explored from the three main groups who are involved in the publication process of student newspapers; student editors, faculty

advisers, and academic affairs administrators. From the literature, a conclusion can be made that although violations of students' First Amendment rights do occur at public institutions, the courts have historically sided with the student editors over the institution administrators. The literature also explored the idea of indirect censorship. Indirect censorship occurred when student editors, faculty advisers, or academic affairs administrators enforced certain practices that caused a newspaper to cease publishing. Direct instances of censorship were still prevalent, however.

CHAPTER IV

HYPOTHESES AND RESEARCH QUESTIONS

Conclusions were drawn from the literature review about the impact of censorship at college newspapers and the implications for censorship acceptance in the professional journalism industry to formulate hypotheses and research questions for this study. Higher education institutions that have journalism or mass communication programs with accreditation from the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC) were surveyed to test four sets of hypotheses and answer three research questions. Comparative analyses of ACEJMC public and private institutions were also conducted for this study.

Journalists' personal background, characteristics, and beliefs only influence content to the extent of the amount of power they hold in the news organization (Shoemaker & Reese, 1996). For example, if faculty advisers and academic affairs administrators hold more power than the students, then student journalists are more likely to select content that is most favorable to the institution rather than content that reflects their own perspectives. Student editors who have more control over the newspaper content than the academic affairs administrators and faculty advisers will more than likely address unfavorable content, even if the content is controversial. Based on Shoemaker & Reese's previous research, the first set of hypotheses focused on influence at the individual level through intrinsic characteristics:

H1: At the individual level, those who perceive having more control over the student newspaper than other groups are more likely to influence content based on their intrinsic characteristics.

H1a: At the individual level, student editors who perceive having more control over the student newspaper than faculty advisers and academic affairs administrators are more likely to influence content based on their intrinsic characteristics.

H1b: At the individual level, faculty advisers who perceive having more control over the student newspaper than student editors and academic affairs administrators are more likely to influence content based on their intrinsic characteristics.

H1c: At the individual level, academic affairs administrators who perceive having more control over the student newspaper than faculty advisers and student editors are more likely to influence content based on their intrinsic characteristics.

H1d: At the individual level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions regarding control over the student newspaper in relation to their intrinsic characteristics.

H1e: At the individual level, there will be differences between those working for public institutions and private institutions in their perceptions regarding control over the student newspaper in relation to their intrinsic characteristics.

Student editors who do not perceive themselves as having full control of their publications are more probable to self-censor because they do not want their ability to publish taken away. Therefore, student editors may adjust the content to appease administration so that they can continue to publish a newspaper. Evers (1989) found that some student editors and journalists prefer content that would keep controversy with the university and administration to a minimum. If the organizational structure involving the student newspaper places the majority of control with faculty advisers and academic affairs administrators, then making them unhappy might threaten the stability of the routine already in place. If the organizational structure places most control with academic affairs administrators, then faculty advisers may also be inclined to self-censor content through their advisory role. Self-censorship of content from student editors, faculty advisers, and academic affairs administrators might also occur if the primary target audience is considered to have most control over the student newspaper. Research

presented through the literature review including Evers' (1989) findings support the second set of hypotheses regarding self-censorship and the level of control at the organizational level.

Research presented in the literature review also suggested that many student editors at public institutions have primary control of their newspaper because they are protected by the First Amendment. Students at private universities are not, so the level of control student editors have is not usually communicated formally or in official documents (Whitmore, 2006; *Columbia Journalism Review*, 2000; Eberts, 1992). Without formal, written guidelines for the student newspaper, student editors do not know whether the student newspaper is a public forum or a teaching tool. The uncertainty of the student newspaper's purpose allows input from academic affairs administrators and faculty advisers. Administrators and faculty advisers at public institutions may not intervene as often because they have guidelines to follow. Private university administrators who do decide to become involved in the editorial process make themselves susceptible to liability issues (Whitmore, 2006). However, because there are no written guidelines to follow, advising boundaries may sometimes be blurred.

The second set of hypotheses are designed to test influences at the organizational level:

H2: At the organizational level, those who perceive having less control over the student newspaper than the other groups are more likely to self-censor news content.

H2a: At the organizational level, student editors who perceive having less control over the student newspaper than faculty advisers and academic affair administrators are more likely to self-censor news content.

H2b: At the organizational level, faculty advisers who perceive having less control over the student newspaper than academic affairs administrators are more likely to self-censor news content.

H2c: At the organizational level, academic affairs administrators who perceive having less control over the student newspaper than the primary target audience are more likely to self-censor news content.

H2d: At the organizational level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions regarding control over the student newspaper in relation to their self-censorship.

H2e: At the organizational level, there will be differences between those working for public institutions and private institutions in their perceptions regarding control over the student newspaper in relation to their self-censorship.

H2f: At the organizational level, there will be differences between those having official and written guidelines that outline the rights and roles of student editors, faculty advisers and academic administrators and those not having the guidelines in their perceptions regarding control over the student newspaper in relation to their self-censorship.

Shoemaker and Reese's (1996) research showed that target audiences, interest groups, and the characteristics of the community will often have an impact on the information that is funneled through the publication that serves them. Most college newspapers have a target audience that consists of students, faculty, administrators, staff, and the surrounding community. Members of the target audience that are very critical of the student newspaper may influence the content that appears in the publication. The size and make-up of the target audience is also a key factor in the content selection process. The following hypotheses are designed to test influences at the societal level:

H3: At the societal level, the student newspaper's primary audience will be likely to influence content when members of the audience are perceived as important to the student newspaper.

H3a: At the societal level, the student newspaper's primary audience will be likely to influence content when student editors perceive members of the audience as important to the student newspaper.

H3b: At the societal level, the student newspaper's primary audience will be likely to influence content when faculty advisers perceive members of the audience as important to the student newspaper.

H3c: At the societal level, the student newspaper's primary audience will be likely to influence content when academic affairs administrators perceive members of the audience as important to the student newspapers.

H3d: At the societal level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions regarding the influence of the primary audience on the student newspaper.

H3e: At the societal level, there will be differences between those working for public institutions and private institutions in their perceptions regarding the influence of the primary audience on the student newspaper.

H3f: At the societal level, there will be differences between those whose primary audience is internal and whose primary audience is external regarding the influence of the primary audience on the student newspaper.

As presented in the literature review, censorship does not always occur in the form of someone literally stating that content cannot be published. Content is influenced and sometimes censored through subtle or indirect means such as unfair lease agreements, budget cuts, prepublication penalties, and staff reorganizations and firings. Indirect censorship serves as a way for some of the practices to be overlooked or categorized as something other than censorship (Tenhoff, 1991).

Direct and indirect censorship practices have been identified as problems at both private and public institutions, but most identified in the literature are issues of indirect censorship. Another purpose of this study is to determine whether the journalistic quality of fair and balanced reporting is being upheld at college newspapers. Fair and balanced reporting can be defined as the process of presenting objective information to the public that presents both sides of a story, and covers all issues relevant to the public with an

equal amount of attention to ensure that it focuses on all aspects necessary to reach the audience. The following research questions are designed to address these issues:

RQ1: To what extent are student editors, faculty advisers and academic affairs administrators perceived as influential to the media content of student newspapers at public and private institutions?

RQ1a: Is there any perceived differences among student editors, faculty advisers and academic affairs administrators regarding the influence of each group on the media content of student newspapers?

RQ1b: Is there any perceived differences between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators on the media content of student newspapers?

RQ2: To what extent does the perceived influence of student editors, faculty advisers, and academic affairs administrators lead to censorship of media content at public and private institutions?

RQ2a: Is there any perceived differences among student editors, faculty advisers and academic affairs administrators regarding their influence leading to censorship of media content?

RQ2b: Is there any perceived differences between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators leading to censorship of media content?

RQ3: To what extent is the perceived influence of student editors, faculty advisers, and academic affairs administrators on student newspaper content associated with the journalistic quality of fair and balanced reporting at public and private institutions?

RQ3a: Is there any perceived differences among student editors, faculty advisers and academic affairs administrators regarding their influence in association with the journalistic quality of fair and balanced reporting?

RQ3b: Is there any perceived differences between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators in association with the journalistic quality of fair and balanced reporting?

To examine the relationship between influences on content and censorship at the individual, organizational, and societal levels, student editors, faculty advisers, and

academic affairs administrators were surveyed to gather data about their perceptions. The data received also revealed whether censorship is a problem at public and private institutions that have ACEJMC programs and whether fair and balanced reporting is being compromised at the collegiate level.

CHAPTER V

METHODOLOGY

Online Survey

To test the hypotheses and answer the research questions, online webpage surveys were administered to student editors, faculty advisers, and academic affairs administrators through www.questionpro.com. The surveys asked the same questions, but they were tailored to each group. The URLs for the surveys are below.

- studentnewspapers.questionpro.com [for student editors];
- influencesoncollegenewspapers.questionpro.com [for faculty advisers]; and
- campuspapers.questionpro.com [for academic affairs administrators].

Survey research is used to collect data from a series of questions asked of a representative population (Wimmer & Dominick, 2006). Surveys are effective because associated costs are normally low when considering the amount of data obtained; a large amount of people can be reached; and a realistic overview of the problem being studied can be assessed (Wimmer & Dominick, 2006). Surveys should consist of clear and relevant questions that avoid negative and biased terms (Babbie, 2008).

The various forms of survey research include mail surveys, telephone surveys, personal interviews, mall interviews, and Internet surveys (Babbie, 2008; Wimmer & Dominick, 2006). An online webpage survey is used for this study as opposed to a traditional survey because it is an efficient way to receive and manage data. Advantages of online webpage surveys are speed, easier access to a wider audience, cost efficiency, added content options, expanded question types, greater ability to ask sensitive questions, and preserved anonymity (Sue & Ritter, 2007).

Though there are many advantages to survey research that are specific to online webpage surveys, many disadvantages also exist. Inappropriate question design may lead to biased results, the wrong respondents may be targeted and included in the survey, and independent variables cannot be manipulated as they can be in laboratory experiments (Wimmer & Dominick, 2006). Disadvantages of online webpage surveys are limited populations, survey abandonment, and software dependence (Sue & Ritter, 2007).

Online webpage surveys are the best survey methodology for this study because the participants targeted are individuals who work in a professional and educational setting nationwide. They use the Internet and communicate through email as part of their normal routine. Sixty percent of college faculty surveyed in 2004 revealed they use the Internet between four and 19 hours per week (Jones & Johnson-Yale, 2005). One-third of the respondents check their email accounts continuously while using the Internet (Jones & Johnson-Yale, 2005). A 2006 survey of college students and recent graduates revealed high Internet use amongst college students as well (Lowe, 2006). Forty-three percent of the students use the Internet for 10 hours or more each week.

Population for Survey

The 109 higher education institutions in the United States that have accredited journalism or mass communication programs by the Accrediting Council on Education in Journalism and Mass Communication comprised the target population for this study. Accredited programs are being used for this study because they must adhere to guidelines and uphold certain standards that are put in place to ensure effective learning. Survey participants consisted of student editors, faculty advisers, and academic affairs administrators at the 109 institutions identified through the ACEJMC. Contact

information for the three groups of participants was identified through (1) online school directories, (2) official websites of the student newspapers, and (3) phone calls to the institutions.

The final surveys were sent to 109 student editors identified as editors-in-chief; 102 primary faculty advisers; and 106 academic affairs administrators identified as provosts for a total of 317 targeted survey participants. A student editor for each ACEJMC institution is represented. Seven of the institutions reported that their student newspapers did not have faculty advisers, and three of the ACEJMC institutions were in the process of searching for provosts.

Survey Instrument

Participants were invited to complete the survey through an email that included a link to the webpage. The participants had two weeks to respond, Feb. 18, 2008 through March 3, 2008, as explained in the welcome email and on the homepage of the survey. After one week, participants who had not completed the survey received reminder emails. The survey for each group consisted of 53 questions using a 7-point Likert scale of measurement. Demographic information was also gathered through several of the survey questions.

The survey was designed to align with the hypotheses and research questions. Questions 1-28 focused on the three sets of hypotheses and questions 29-41 addressed the research questions. The remaining questions of the survey, 42-53, were designed to gather demographic information about the respondents and background information about the institutions they represented. Survey respondents also had the option of submitting their contact information if they wanted to receive results from the study.

Variables and Operational Definitions

The variables studied for the first hypotheses were (1) newspaper content and (2) amount of control. Shoemaker & Reese (1996) operationally defined content as a dependent variable that consists of “the complete quantitative and qualitative range of verbal and visual information distributed by the mass media,” (p. 4). Newspaper content is information that can be deemed relevant to newspaper readers that is or has the potential to be published. Examples of newspaper content include stories written by students, wire stories, letters to the editor, opinion pieces, comics, and advertisements. The independent variable, amount of control, is defined operationally as the level at which one can make an independent decision regarding content that appears in the student newspaper. Whitmore (2006) described control as the person or entity that has the authority to issue instructions and guidelines regarding student publications, which could also include prior restraint. The first five questions of each survey measured the variables for the first set of hypotheses.

The second set of hypotheses focused on newspaper content as the dependent variable and self-censoring practices as the independent variable. The Pew Research Center and *Columbia Journalism Review* (2000) conducted a survey defining self-censorship as tactics that consist of avoiding newsworthy stories or softening the tone of stories for the purposes of satisfying or benefiting the news organizations. Operationally defined, self-censorship is the process of reporters and editors omitting or changing information that should appear in the newspaper, thus presenting the information from reaching the public. Survey questions 6-13 of each survey addressed variables included in the second set of hypotheses.

Influences on newspaper content and understanding of advisory roles were additional variables tested for the second set of hypotheses. Influences on newspaper content, a dependent variable, is operationally defined as any direct or indirect act that has an effect on information that is or has the potential to be published in the student newspaper. According to Shoemaker and Reese (1996) influences are the “factors inside and outside media organizations that affect media content” (p. 1). An understanding of advisory roles is operationally defined as knowing the responsibilities and boundaries of an advisory position without any forms of doubt. College Media Advisers (2007) defined the role of the adviser as a journalist, educator and manager who is, above all, a role model. The subset hypotheses also measure the public or private status of the universities being studied. The public or private status of a university is operationally defined based on the institution’s majority funding base and its own declaration as public or private. Survey questions 14-23 of each survey addressed these variables in the second set of hypotheses.

The third set of hypotheses tested influences on newspaper content and the extent to which target audience members voice their opinions regarding issues that appear in the newspaper at the societal level. Influences on newspaper content still served as a dependent variable, and the extent to which target audience members voice their opinions is the independent variable. Target audiences are operationally defined as specific demographic groups that student newspapers cater to primarily (Lake, 2007). Survey questions 24-28 of each survey were designed to address the third set of hypotheses.

The research questions presented focused on (1) influences on content, (2) censorship, (3) fair and balanced reporting. Fair and balanced reporting, a variable that

had not been addressed in the hypotheses, can be operationally defined as the process of presenting objective information to the public that presents both sides of a story, and covers all issues relevant to the public with an equal amount of attention to ensure that it focuses on all aspects necessary to reach the audience. The research questions were addressed in questions 29-41 of each survey.

Table 4.1

Summary of Operational Definitions of Variables

Newspaper Content- the complete quantitative and qualitative range of verbal and visual information distributed by the mass media (Shoemaker & Reese, 1996)

Amount of Control- the level at which one can make an independent decision regarding content that appears in the student newspaper (Whitmore, 2006).

Self-Censorship- tactics that consist of individuals avoiding newsworthy stories or softening the tone of stories for the purposes of satisfying or benefiting the news organizations (*Columbia Journalism Review*, 2000).

Influences- any direct or indirect act that has an effect on information that is, or has the potential to be published in the student newspaper, including factors inside and outside of media organizations (Shoemaker & Reese, 1996).

Target Audiences- Specific demographic groups that are catered to (Lake, 2007).

Public/Private Institutions- The public or private status of a university is operationally defined based on the institution's majority funding base and its own declaration as public or private.

Fair and Balanced Reporting- the process of presenting objective information to the public that includes both sides of a story, and covers all issues relevant to the public with an equal amount of attention to ensure that it focuses on all aspects necessary to reach the audience (The Missouri Group, 2007)

Validity

To ensure that the results from the survey would be valid, reliable, and relevant to this study, an analysis of survey questions asked in previous studies about censorship at the high school and college levels was conducted prior to developing the survey. The surveys analyzed were conducted by Loving (1993) and Thomason (1984). The final survey instrument incorporated questions from the two surveys analyzed as well as original questions designed specifically for this study.

Next, to confirm face and content validity, experts who have previously conducted research in the areas of censorship, student newspapers, and influences on content reviewed the survey instrument and the variables being studied. The experts were asked to review the variables and their operational definitions for accuracy of definitions and clarity of the study. They also reviewed the survey to ensure that it was structured properly and that it asked questions that were all relevant to the study.

A pilot test was also administered amongst student editors, faculty advisers, and academic affairs administrators to ensure that they understood all questions included in the survey. The survey was sent to two student editors, two faculty advisers, and two academic affairs administrators. After reviewing comments and feedback from the expert researchers, student editors, academic advisers, and academic affairs administrators, revisions were made to the survey instrument accordingly.

Reliability

Cronbach's Alpha coefficient was used to test the reliability and internal consistency of the 48 close-ended questions of the survey. Cronbach's Alpha is a measurement test that determines how accurate variables are at measuring constructs. A

reliability coefficient of 0.70 or greater is considered acceptable (Nunnally, 1978). The overall reliability coefficient for this study was .764 ($n=48$). For survey questions designed to gather data at the individual level of influence, the reliability coefficient was .800 ($n=18$). The reliability coefficient of organizational level survey questions was .770 ($n=15$) and the reliability coefficient of societal level survey questions was .722 ($n=15$). Table 5.1 through 5.4 detail the findings of the reliability tests.

Table 5.1

Cronbach's Alpha Reliability Test Results for 48 Survey Questions

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.764	.746	48

Table 5.2

Cronbach's Alpha Reliability of Individual Level of Survey Questions

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.798	18

Table 5.3

Cronbach's Alpha Reliability of Organizational Level of Survey Questions

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.770	.782	15

Table 5.4

Cronbach's Alpha Reliability of Societal Level of Survey Questions

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.722	.798	15

Data Analysis

The computer software program SPSS was used to perform a series of tests on the survey responses. Of the 317 emails sent with the survey link, 15 emails were returned undeliverable. Of the 302 remaining surveys, 103 responses were completed, which is a response rate of 35%. Forty-seven student editors, 32 faculty advisers, and 24 academic affairs administrators participated in the survey. First, frequency distributions and descriptive analyses were conducted. Then, specific tests included: (1) Frequency/Distribution Analyses (2) Pearson's Correlation, and (3) ANOVA/MANOVA to answer the research questions and hypotheses.

The frequency distribution data was used to initially analyze the demographical information collected through the survey questions and as a preliminary test of results from the remaining survey questions. Correlation was used to explore the relationship between the variables tested for each hypothesis and research question. The ANOVA/MANOVA tested the differences between the influences on newspaper content at the three different levels, individual, organizational, and societal.

CHAPTER VI

RESULTS

The perceptions of student editors, faculty advisers, and academic affairs administrators at public and private institutions were analyzed in this study to determine the impact of their influences on news content and the implications for control and self-censorship on student newspapers at the collegiate level. The three different groups were used to explore influences on content, control and self-censorship at three different levels: individual, organizational, and societal. The differences between public and private institutions were also addressed at the three different levels.

Demographics

Demographic information was the first data categorized and analyzed. The survey for student editors requested demographic information for the following categories: (1) public or private status of institution, (2) publication frequency of newspaper, (3) enrollment amount of institution, (4) funding source of newspaper, (5) newspaper staff size, (6) length of employment, (7) age, (8) gender, (9) classification, and (10) major. The surveys for faculty advisers and academic affairs administrators asked them to provide the same demographic information as the student editors, with the exception of the major and classification. Faculty advisers and academic affairs administrators were instead asked to disclose their education level and degree area.

The majority of respondents were from institutions with enrollments of 15,100 to 20,000 ($n=68$; 22.5%). Most respondents were also from public institutions ($n=73$; 70.9%) with daily publications ($n=42$; 40.8%).

The majority of the student editor respondents served as editors-in-chief ($n=47$; 89%). All respondents in the faculty adviser respondent category served in this capacity ($n=32$; 100%), and 85% of academic affairs administrators served as provost for their institutions ($n=20$). Most student editors who responded were 21 years old ($n=20$, 40.8%). The majority of faculty advisers surveyed were between the ages of 41 and 50 ($n=10$, 31.25%). The age range for the academic affairs administrators who responded was 51-60 ($n=15$; 62.5%). Females represented most student editors surveyed ($n=28$; 59%), while most faculty advisers surveyed were men ($n=18$, 56.25%). Most academic affairs administrators who responded were also women ($n=14$, 57%).

Approximately 69% of student editor respondents were juniors ($n=33$, 69.2%) majoring in journalism ($n=36$; 77%). They also attended public institutions ($n=34$; 73.08%), worked at daily student newspapers ($n=18$; 38.36%), and have worked as student editors for three years ($n=19$; 40%). The main funding source for their student newspapers was advertising, ($n=34$; 73.08%) and the staff size was about one to 25 students ($n=19$; 40%).

The survey results also showed that most of the faculty advisers majored in mass communication while in college ($n=22$, 68.75%) and half earned doctorate degrees ($n=16$; 50%). The majority of faculty advisers worked for public institutions ($n=28$; 87.5%), advise daily newspapers ($n=16$; 50%), and have advised the student newspaper for six to ten years ($n=12$; 37.5%). Most funding for the student newspapers was derived from advertising ($n=16$; 50%), and the staff size was about one to 25 students ($n=10$; 31.25%).

Education ($n=6$; 25%) and the social sciences ($n=6$; 25%) were the most common majors amongst academic affairs administrators. All of the academic affairs administrators who responded earned doctorate degrees ($n=24$; 100%). Seventy-two percent of the respondents represented public institutions ($n=17$; 72%), and have worked as a provost for one to five years ($n=8$; 33.3%). Funding for the student newspapers were derived from a combination of advertising and institutional funding ($n=8$; 33.3%). Tables 6.1 through 6.4 detail the demographic findings.

Table 6.1

Demographics of Student Editors

Demographic		Frequency($N=47$)	Valid Percent
Job Title	Editor in Chief	42	89
	Other	5	11
Age	20	12	24.5
	21	20	40.8
	22	13	26.5
	23	2	4.1
Gender	Male	19	41
	Female	28	59
Classification	Freshman	0	0
	Sophomore	0	0
	Junior	33	69.2
	Senior	14	30.7
Major	Mass Communication	7	15
	Journalism	36	77
	Other	4	8
Institution	Public	34	73.08
	Private	13	26.92
Type of Publication	Daily	18	38.46
	Weekly	14	30.77
	Other	14	30.77
Funding Source of	Institution	2	3.85

Table 6.1 (continued)

Publication	Advertising	34	73.08
	Institution and Advertising	9	19.23
	Other	2	3.85
Staff Size	1 through 25	19	40
	26-50	9	19
	51-75	4	8.5
	76-100	3	6
	Above 100	12	25.5
Years of Work as Editor	< 1 year	0	0
	1 year	6	13
	2 years	15	32
	3 years	19	40
	4 years	7	15

Table 6.2

Demographics of Faculty Advisers

Demographic		Frequency (N=32)	Valid Percent
Job Title	Faculty Adviser	32	100
Gender	Male	18	56.25
	Female	14	43.75
Age	21-30	0	0
	31-40	9	28
	41-50	10	31.25
	51-60	9	28
	> 60	4	12.5
Major	Mass Communication	22	68.75
	Journalism	8	25
	Other	2	6.25
Education	Bachelor's	8	25
	Master's	8	25
	Doctorate	16	50
Institution	Public	28	87.5
	Private	4	12.5
Type of Publication	Daily	16	50
	Weekly	2	6.25
	Bi-Weekly	10	31.25

Table 6.2 (continued)

	Other	4	12.5
Funding Source of Publication	Institution	4	12.5
	Advertising	16	50
	Institution and Advertising	8	25
	Other	4	12.5
Staff Size of Student Newspaper	1 through 25	10	31.25
	26-50	8	25
	51-75	6	18.75
	76-100	4	12.5
	Above 100	4	12.5
Years of Work as Faculty Adviser	< 1 year	2	6.25
	1-5 year	9	28
	6-10 years	12	37.5
	11-15 years	4	12.5
	16-20 years	3	9.375
	>21 years	2	6.25

Table 6.3

Demographics of Academic Affairs Administrators

Demographic		Frequency (N=24)	Valid Percent
Job Title	Provost	20	85
	Other	4	15
Gender	Male	10	43
	Female	14	57
Age	21-30	0	0
	31-40	0	0
	41-50	3	12.5
	51-60	15	62.5
	> 60	6	25
Major	Business	5	21
	Science	3	12.5
	Education	6	25
	Social Sciences	6	25
	Humanities	4	16.5
Education	Bachelor's	0	0
	Master's	0	0
	Doctorate	24	100

Table 6.3 (continued)

Institution	Public	17	72
	Private	7	28
Type of Publication	Daily	10	42
	Weekly	7	29
	Bi-Weekly	5	21
	Other	2	8
Funding Source of Publication	Institution	8	33.3
	Advertising	8	33.3
	Institution and Advertising	8	33.3
	Other	0	0
Years of Work as An Administrator	< 1 year	7	29
	1-5 year	8	33.3
	6-10 years	7	29
	11-15 years	2	8
	16-20 years	0	0
	>21 years	0	0

Table 6.4

Enrollment at ACEJMC Institutions for All Survey Participants

Demographic	Frequency (N=103)	Valid Percent
School Enrollment	1000-5000	5.6
	5100-10,000	12.9
	10,100-15,000	17.2
	15,100-20,000	22.5
	20,100-25,000	19.8
	25,100-30,000	16.9
	>30,000	4.9

Results

H1: At the individual level, those who perceive having more control over the student newspaper than other groups are more likely to influence content based on their intrinsic characteristics.

The survey results were used to determine which group (student editors, faculty advisers, and academic affairs administrators) was perceived to have the most control

over the student newspaper and made final decisions in the news-making process, and whether they are associated with individual, intrinsic characteristics. Intrinsic characteristics tested were personal background and values, and ethical standards. The results overall indicated positive relationships between final decision-making or primary control and individual background values, particularly ethical values. Positive relationships exist amongst intrinsic characteristics and perception of control of student editors, faculty advisers, and academic affairs administrators. The positive relationships were between (1) individuals who reported making final decisions and those who perceived having primary control over the student newspaper ($r=.502$; $p<0.01$); (2) those who reported making final decisions and those who reported being influenced by their background values ($r=.605$; $p<0.01$); and (3) those who reported making final decisions and those who reported being influenced by their ethical standards ($r=.668$; $p<0.01$). Also positive were the relationships between individuals who reported being (1) influenced by their background values and those who reported being influenced by their ethical standards ($r=.820$; $p<0.01$) and (2) those who reported being influenced by their background values and those who perceived having primary control over the student newspaper ($r=.770$; $p<0.01$). A positive relationship was also evident between individuals who were influenced by their ethical standards and those who perceived having primary control over the student newspaper ($r=.847$; $p<0.01$). Table 6.5 details these findings.

Table 6.5

Pearson Correlations for All Groups in Relation to Control and Influence of Intrinsic Characteristics

		Final Decisions	Back- ground Values	Ethical Standards	Primary Control
Final Decisions	Pearson Correlation	1	.605(**)	.668(**)	.502(**)
	Sig. (2-tailed)		.000	.000	.000
	N	103	103	103	103
Background Values	Pearson Correlation	.605(**)	1	.820(**)	.770(**)
	Sig. (2-tailed)	.000		.000	.000
	N	103	103	103	103
Ethical Standards	Pearson Correlation	.668(**)	.820(**)	1	.847(**)
	Sig. (2-tailed)	.000	.000		.000
	N	103	103	103	103
Primary Control	Pearson Correlation	.502(**)	.770(**)	.847(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	103	103	103	103

Note: ** Correlation is significant at the 0.01 level (2-tailed).

H1a: At the individual level, student editors who perceive having more control over the student newspaper than faculty advisers and academic affairs administrators are more likely to influence content based on their intrinsic characteristics.

The majority of the student editors surveyed strongly agreed that they made all final newspaper-related decisions ($n=36$; 76.6%). The student editors also reported that they perceived themselves as having primary control over the newspaper ($n=24$; 51.1%). The responses showed that the majority of student editors surveyed somewhat agreed that their personal background and values influenced newspaper content ($n=15$; 31.9%), and agreed that their ethical standards influenced newspaper content ($n=21$; 44.7%).

Pearson r correlations revealed that the relationship between student editors who perceived having primary control and made final decisions was positive and significant ($r=.412$; $p<0.01$) Also positive and significant was the relationship between student editors who perceived having primary control and those who allowed their ethical

standards to influence newspaper content ($r=.490$; $p<0.01$). Table 6.6 details these findings.

Table 6.6
Pearson r for Student Editors' Amount of Control and Intrinsic Characteristics

		Final decisions	Background values	Ethical standards	Primary control
Final decisions	Pearson	1.000	.023	.490**	.412**
	Correlation				
	Sig. (2-tailed)		.880	.000	.004
	N	47.000	47	47	47
Background values	Pearson	.023	1.000	.199	.188
	Correlation				
	Sig. (2-tailed)	.880		.179	.206
	N	47	47.000	47	47
Ethical standards	Pearson	.490**	.199	1.000	.287
	Correlation				
	Sig. (2-tailed)	.000	.179		.050
	N	47	47	47.000	47
Primary control	Pearson	.412**	.188	.287	1.000
	Correlation				
	Sig. (2-tailed)	.004	.206	.050	
	N	47	47	47	47.000

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1a is supported based on the survey findings. At the individual level, student editors who perceived having more control over the student newspaper than faculty advisers and academic affairs administrators were more likely to influence content based on their intrinsic characteristics.

H1b: At the individual level, faculty advisers who perceive having more control over the student newspaper than student editors and academic affairs administrators are more likely to influence content based on their intrinsic characteristics.

The majority of the faculty advisers reported that they did not make all final decisions for the student newspapers ($n=23$; 71.9%), nor did they perceive having primary control ($n=12$; 37.5%). In addition, the faculty advisers who responded did not think that their personal background and values ($n=23$; 71.9%) or ethical standards influenced newspaper content ($n=19$; 59.4%).

Pearson r correlations revealed that a positive relationship exists between the amount of control faculty advisers perceive to have over student newspaper content and the influence of their background characteristics ($r=.544$; $p<0.01$). A positive and significant relationship also exists between faculty advisers who perceived that they made final decisions and those who perceived that they had primary control over the student newspaper ($r=.544$; $p<0.01$). Table 6.7 details these findings.

Table 6.7

Pearson r for Faculty Advisers' Amount of Control and Intrinsic Characteristics

		Final decisions	Background values	Ethical standards	Primary control
Final decisions	Pearson	1.000	1.000**	.317	.544**
	Correlation				
	Sig. (2-tailed)		.000	.077	.001
	N	32.000	32	32	32
Background values	Pearson	1.000**	1.000	.317	.544**
	Correlation				
	Sig. (2-tailed)	.000		.077	.001
	N	32	32.000	32	32
Ethical standards	Pearson	.317	.317	1.000	-.042
	Correlation				
	Sig. (2-tailed)	.077	.077		.819
	N	32	32	32.000	32
Primary control	Pearson	.544**	.544**	-.042	1.000
	Correlation				

Table 6.7 (continued)

Sig. (2-tailed)	.001	.001	.819	
N	32	32	32	32.000

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1b is supported based on the survey findings. At the individual level, faculty advisers reported that they did not perceive having more control over the student newspaper. The faculty advisers also reported that they were not influenced by intrinsic characteristics. The results showed that faculty advisers who perceived themselves as having less control did not influence content based on intrinsic characteristics.

H1c: At the individual level, academic affairs administrators who perceive having more control over the student newspaper than faculty advisers and student editors are more likely to influence content based on their intrinsic characteristics.

Results from academic affairs administrators revealed that most did not think that they made final decisions ($n=20$; 71.4%) nor did they perceive having primary control over student newspapers ($n=20$; 71.4%). The survey results also showed that most of the respondents did not think that their personal background and values ($n=20$; 71.4%) nor their ethical standards influence content in student newspapers ($n=20$; 71.4%).

Pearson r correlations revealed that there were positive and significant relationships between the amount of control that academic affairs administrators perceived that they had and their perceptions of their abilities to make final decisions ($r=.952$; $p<0.01$). Positive and significant relationships also existed between (1) those who perceived that they made final decisions and those who were influenced by their background values ($r=.894$; $p<0.01$), (2) those who were influenced by their background values and those who were influenced by their ethical standards ($r=.889$; $p<0.01$), (3) those who perceived having primary control and those who were influenced by their

background ($r=.968$; $p<0.01$), and (4) those who perceived that they made final decisions and those who were influenced by their ethical standards ($r=.850$; $p<0.01$). Table 6.8 details these findings.

Table 6.8
Pearson r for Academic Affairs Administrators' Amount of Control and Intrinsic Characteristics

		Final decisions	Background values	Ethical standards	Primary control
Final decisions	Pearson Correlation	1.000	.894**	.850**	.952**
	Sig. (2-tailed)		.000	.000	.000
	N	24.000	24	24	24
Background values	Pearson Correlation	.894**	1.000	.889**	.968**
	Sig. (2-tailed)	.000		.000	.000
	N	24	24.000	24	24
Ethical standards	Pearson Correlation	.850**	.889**	1.000	.923**
	Sig. (2-tailed)	.000	.000		.000
	N	24	24	24.000	24
Primary control	Pearson Correlation	.952**	.968**	.923**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	24	24	24	24.000

**Note: Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1c is supported based on the data presented. At the individual level, academic affairs administrators reported that they did not perceive having more control over the student newspaper. The academic affairs administrators also reported that they were not influenced by intrinsic characteristics. The results showed that academic affairs administrators who perceived themselves as having less control did not influence content based on intrinsic characteristics.

H1d: At the individual level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions

regarding control over the student newspaper in relation to their intrinsic characteristics.

Tables 6.9 and 6.10 showed that multivariate and univariate tests supported overall differences among the three groups; student editors, faculty advisers, and academic affairs administrators (Wilks' Lambda $F=1546.404$, $p<0.000$) and in the four factors of final decisions, background values, ethical standards, and primary control (Wilks' Lambda $F=443.702$, $p<0.000$). Significant differences existed between the (1) perceptions of student editors regarding final decisions and the perceptions of faculty advisers and between the (2) perceptions of student editors regarding final decisions and the perceptions of academic affairs administrators. Student editors perceived having more control over the student newspaper than faculty advisers and academic affairs administrators. The amount of control of student editors is reflective of the student editors' influence on content based on intrinsic characteristics.

Table 6.9

Multivariate Test Results Addressing Intrinsic Characteristics and Perceptions of Control

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.985	1546.404(a)	4.000	97.000	.000
	Wilks' Lambda	.015	1546.404(a)	4.000	97.000	.000
	Hotelling's Trace	63.769	1546.404(a)	4.000	97.000	.000
	Roy's Largest Root	63.769	1546.404(a)	4.000	97.000	.000
Group	Pillai's Trace	1.849	300.229	8.000	196.000	.000
	Wilks' Lambda	.003	443.702(a)	8.000	194.000	.000
	Hotelling's Trace	54.189	650.274	8.000	192.000	.000
	Roy's Largest Root	47.514	1164.089(b)	4.000	98.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.10

Multiple Comparisons of Groups Focusing on Intrinsic Characteristics and Amount of Control

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.
			Lower Bound	Upper Bound	Lower Bound
Final Decisions	editor in chief	faculty adviser	-5.48(*)	.098	.000
		academic administrator	-.60(*)	.107	.000
	faculty adviser	editor in chief	5.48(*)	.098	.000
		academic administrator	4.89(*)	.115	.000
	academic administrator	editor in chief	.60(*)	.107	.000
		faculty adviser	-4.89(*)	.115	.000
Background Values	editor in chief	faculty adviser	-3.14(*)	.296	.000
		academic administrator	-2.76(*)	.324	.000
	faculty adviser	editor in chief	3.14(*)	.296	.000
		academic administrator	.39	.349	.817
	academic administrator	editor in chief	2.76(*)	.324	.000
		faculty adviser	-.39	.349	.817
Ethical Standards	editor in chief	faculty adviser	-4.72(*)	.190	.000
		academic administrator	-4.76(*)	.208	.000
	faculty adviser	editor in chief	4.72(*)	.190	.000
		academic administrator	-.03	.224	1.000
	academic administrator	editor in chief	4.76(*)	.208	.000
		faculty adviser	.03	.224	1.000
Primary Control	editor in chief	faculty adviser	-3.46(*)	.308	.000

Table 6.10 (continued)

	academic administrator	-4.42(*)	.337	.000
faculty adviser	editor in chief	3.46(*)	.308	.000
	academic administrator	-.96(*)	.363	.029
academic administrator	editor in chief	4.42(*)	.337	.000
	faculty adviser	.96(*)	.363	.029

Based on observed means.

* The mean difference is significant at the .05 level.

H1e: At the individual level, there will be differences between those working for public institutions and private institutions in their perceptions regarding control over the student newspaper in relation to their intrinsic characteristics.

Tables 6.11 and 6.12 show the multivariate and univariate tests supporting overall differences among the two groups, public and private institutions, within and between subjects of final decisions, background values, ethical standards, and primary control (Wilks' Lambda $F=20.816$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the four items, among the two groups as independent variables. Findings suggested that individuals who work for public institutions are influenced by their ethical standards and background values more than individuals who worked for private institutions. Individuals working at private institutions perceived having less control over the student newspaper than those working at public institutions.

Table 6.11

Multivariate Test Results Addressing Public and Private Status of Institutions in Relation to Influence on Content and Perceptions of Control

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.470	20.816(a)	4.000	94.000	.000
	Wilks' Lambda	.530	20.816(a)	4.000	94.000	.000

Table 6.11 (continued)

	Hotelling's Trace	.886	20.816(a)	4.000	94.000	.000
	Roy's Largest Root	.886	20.816(a)	4.000	94.000	.000
Public or	Pillai's Trace	.400	2.157	20.000	388.000	.003
Private	Wilks' Lambda	.629	2.344	20.000	312.713	.001
	Hotelling's Trace	.543	2.512	20.000	370.000	.000
	Roy's Largest Root	.443	8.597(b)	5.000	97.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.12

Tests of Between-Subjects Effects Addressing Public and Private Status of Institutions in Relation to Influence on Content and Perceptions of Control

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Final decisions	109.665(a)	5	21.933	4.016	.002
	Background values	85.846(b)	5	17.169	5.368	.000
	Ethical standards	183.273(c)	5	36.655	7.744	.000
	Primary control	153.712(d)	5	30.742	7.062	.000
Intercept	Final decisions	73.131	1	73.131	13.391	.000
	Background values	257.529	1	257.529	80.511	.000
	Ethical standards	151.090	1	151.090	31.919	.000
	Primary control	116.807	1	116.807	26.833	.000
Public or Private	Final decisions	109.665	5	21.933	4.016	.002
	Background values	85.846	5	17.169	5.368	.000
	Ethical standards	183.273	5	36.655	7.744	.000
	Primary control	153.712	5	30.742	7.062	.000
Error	Final decisions	529.714	97	5.461		
	Background values	310.271	97	3.199		
	Ethical standards	459.154	97	4.734		
	Primary control	422.249	97	4.353		
Total	Final decisions	1615.000	103			
	Background values	3175.000	103			
	Ethical standards	2565.000	103			

Corrected Total	Primary control	2240.000	103
	Final decisions	639.379	102
	Background values	396.117	102
	Ethical standards	642.427	102
	Primary control	575.961	102

As the main hypothesis (H1) predicted, at the individual level student editors who had more control over the student newspaper than faculty advisers and academic affairs administrators were likely to influence content based on their intrinsic characteristics. Hypothesis 1 and its subsets predicted that any given group that perceived having more control over the student newspaper are likely to influence content based on their intrinsic characteristics, such as personal background and values, and personal ethical standards. The hypotheses tested control at the individual level of influence on content based on intrinsic characteristics. Hypothesis 1a explored the perceptions of student editors regarding their individual influences on content. Hypothesis 1b explored influences on content from faculty advisers, and Hypothesis 1c explored influences on content from academic affairs administrators. Hypothesis 1d predicted that there would be differences among the student editors, faculty advisers and academic affairs administrators regarding their perceptions about control of the student newspapers and influences based on intrinsic characteristics. Hypothesis 1e predicted there would also be difference amongst the public and private institutions regarding influences on student newspaper content and control of the student newspaper.

The data proved that Hypothesis 1 through Hypothesis 1e are supported. Data from Hypothesis 1 through Hypothesis 1c demonstrated that when members of a group perceived that they have more control over student newspaper content than others; there

was a greater chance for their intrinsic characteristics, such as personal background and values, and ethical standards, to influence content. Positive correlation relationships were reflected between perceptions of control and influences on content through intrinsic characteristics for all groups as evidenced through Hypothesis 1 Pearson r results. Positive correlation relationships were found separately amongst student editors, faculty advisers and academic affairs administrators as evidenced through Hypothesis 1a, 1b and 1c.

Student editors surveyed perceived that they had more control over newspaper content than faculty advisers and academic affairs administrators. Neither faculty advisers nor academic affairs administrators perceived that they had the most control over the student newspapers. Results related to both faculty advisers and academic affairs administrators showed that significant differences did exist between student editors, faculty advisers, and academic affairs administrators, their perceptions of primary control, and the influences of intrinsic characteristics on student newspaper content.

The significant differences are that student editors reported that they perceived having more control and were influenced more by intrinsic characteristics than the other two groups. A significant difference also existed between individuals who worked at private institutions and those who worked at public institutions in relation to perceptions of primary control and influences on student newspaper content through intrinsic characteristics. Those who worked at public institutions perceived having more control over the student newspaper than those who worked at private institutions. These results were evidenced through Hypothesis 1d and 1e through the multivariate analyses.

H2: At the organizational level, those who perceived having less control over the student newspaper than the other groups are more likely to self-censor news content.

To test Hypothesis 2 and its subsets, statistical analyses were conducted on student editors, faculty advisers, and academic affairs administrators' responses about primary control, self-censorship and the encouragement of self-censorship, and the various types of content that are sometimes self-censored. The variables tested in the second set of hypotheses were newspaper content and self-censoring practices. The survey results were used to determine when, if ever, student editors implemented self-censoring practices. The hypotheses suggested that student editors engaged in self-censorship practices when more control over the student newspaper existed at the organizational level, which consists of faculty advisers and academic affairs administrators.

According to the survey results, most student editors did not engage in self-censorship ($n=29$; 59.2%) nor did they avoid content that did not support the perspective of the institution ($n=36$; 73.5%). In addition, they did not avoid content that is critical of the institution, faculty, or administration ($n=19$; 38.8%). Pearson r correlations of all groups, student editors, faculty advisers, and academic affairs administrators proved that a positive relationship existed amongst survey participants who reported perceiving that control of final decisions for the student newspaper existed at the organizational level and those who believed that content that did not align with the institution's perspective should be censored ($r=.308$; $p<0.01$). There were also positive relationships amongst survey participants who reported that at the organizational level they (1) maintained primary control over the student newspaper and encouraged self-censorship of content ($r=.424$;

$p < 0.01$), (2) maintained primary control over the student newspaper and avoided content that did not align with the institution's perspective ($r = .217$; $p < 0.05$), and maintained primary control over the student newspaper and avoided content that was critical of faculty and administration ($r = .307$; $p < 0.01$). Pearson r correlations also proved that positive relationships existed between survey participants who reported encouraging self-censorship and those who reported that they avoided content that did not align with the university's perspective ($r = .253$; $p < 0.01$). Also positive was the relationship between survey participants who reported that they encouraged self-censorship and those who reported that content critical of faculty and administration should be avoided ($r = .346$; $p < 0.01$). Table 6.13 details these findings.

Table 6.13

Pearson r for Perceptions of Control and Encouragement of Self-Censorship

		Organizational control final decisions	Organizational primary control	Self-censorship	Content avoidance for administration	Avoidance of critical content
Organizational control final decisions	Pearson Correlation	1	.085	-.042	.308(**)	-.029
	Sig. (2-tailed)		.396	.675	.002	.776
	N	102	102	102	102	102
Organizational primary control	Pearson Correlation	.085	1	.424(**)	.217(*)	.307(**)
	Sig. (2-tailed)	.396		.000	.028	.002
	N	102	103	103	103	103
Self-censorship	Pearson Correlation	-.042	.424(**)	1	.253(**)	.346(**)
	Sig. (2-tailed)	.675	.000		.010	.000
	N	102	103	103	103	103
Content avoidance for administration	Pearson Correlation	.308(**)	.217(*)	.253(**)	1	.264(**)
	Sig. (2-tailed)	.002	.028	.010		.007
	N	102	103	103	103	103

	tailed)					
	N	102	103	103	103	103
Avoidance of critical content	Pearson Correlation	-.029	.307(**)	.346(**)	.264(**)	1
	Sig. (2-tailed)	.776	.002	.000	.007	
	N	102	103	103	103	103

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 6.14 depicts several relationships among variables, both positive and negative. The table presents variables that explore the thinking processes of survey participants regarding the ways they viewed their roles as compared to their actual roles. Pearson r correlations revealed several positive, significant relationships including those between (1) survey participants who reported that individuals at the organizational level should be informed about controversial content before it is published in the student newspaper and those who reported that faculty advisers should review the student newspaper prior to it being published for grammatical errors ($r=.321$; $p<0.01$); (2) survey participants who reported that faculty advisers should review the student newspaper prior to it being published for grammatical errors and those who reported that faculty advisers should review the student newspaper prior to it being published to avoid the potential for libel ($r=.473$; $p<0.01$); (3) survey participants who reported that faculty advisers should review the student newspaper prior to it being published for grammatical errors and those who reported that faculty advisers should review the student newspaper prior to it being published for lewd content ($r=.385$; $p<0.01$); and (4) survey participants who reported that faculty advisers should review the student newspaper prior to it being published for libel and those who reported that faculty advisers should review the student newspaper prior to it being published for lewd content ($r=.899$; $p<0.01$).

Table 6.14

Pearson r for All Groups and Opinions on Roles of Administration and Faculty Advisers

		Inform organi- zation	Gram- mar prior review	Libel prior review	Lewd content prior review	Admin part of decis- ion	Admin major role in decisio n	Advise r part decisio n	Advise r major decisio n
Inform organizati on	Pearson Correlati on	1	.321(* *)	-.096	-.103	-.099	.143	-. .231(*)	.182
	Sig. (2- tailed)		.001	.333	.302	.322	.150	.019	.068
	N	103	103	103	103	103	103	103	101
Grammar prior review	Pearson Correlati on	.321(* *)	1	.473(* *)	.385(* *)	.216(*)	.348(* *)	.335(* *)	.089
	Sig. (2- tailed)	.001		.000	.000	.028	.000	.001	.378
	N	103	103	103	103	103	103	103	101
Libel prior review	Pearson Correlati on	-.096	.473(* *)	1	.899(* *)	.392(* *)	.236(*)	.634(* *)	-.038

	Sig. (2-tailed)	.333	.000		.000	.000	.016	.000	.703
	N	103	103	103	103	103	103	103	101
Lewd content	Pearson Correlation	-.103	.385(*)	.899(*)	1	.439(*)	.158	.530(*)	-.023
Table 6.14 (continued)									
	Sig. (2-tailed)	.302	.000	.000		.000	.111	.000	.820
	N	103	103	103	103	103	103	103	101
Admin part of decision	Pearson Correlation	-.099	.216(*)	.392(*)	.439(*)	1	.468(*)	.513(*)	.251(*)
	Sig. (2-tailed)	.322	.028	.000	.000		.000	.000	.011
	N	103	103	103	103	103	103	103	101
Admin major role in decision	Pearson Correlation	.143	.348(*)	.236(*)	.158	.468(*)	1	.328(*)	.453(*)
	Sig. (2-tailed)	.150	.000	.016	.111	.000		.001	.000
	N	103	103	103	103	103	103	103	101
Adviser part of decision	Pearson Correlation	-.231(*)	.335(*)	.634(*)	.530(*)	.513(*)	.328(*)	1	.037

	Sig. (2-tailed)	.019	.001	.000	.000	.000	.001	.717	
	N	103	103	103	103	103	103	103	101
Adviser maior in Table 6.14 (continued)	Pearson Correlati	.182	.089	-.038	-.023	.251(*)	.453(* *)	.037	1
	Sig. (2-tailed)	.068	.378	.703	.820	.011	.000	.717	
	N	101	101	101	101	101	101	101	101

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

H2a: At the organizational level, student editors who perceive having less control over the student newspaper than faculty advisers and academic affairs administrators are more likely to self-censor news content.

The variables tested in the second set of hypotheses are newspaper content and self-censoring practices. The survey results were used to determine when, if ever, student editors implement self-censoring practices. The hypotheses suggested that student editors engage in self-censorship when there is more control over the student newspaper at the organizational level, which consisted of faculty advisers and academic affairs administrators. According to the survey results, most student editors reported that they did not engage in self-censorship ($n=29$; 59.2%) nor did they avoid content that did not support the perspective of the institution ($n=36$; 73.5%). In addition, they did not avoid content that was critical of the institution, faculty, or administration ($n=19$; 38.8%).

Based on Pearson r , the relationships between student editors and their likelihood to self-censor ($r=.670$; $p<0.01$) or avoid content that is critical ($r=.320$; $p<0.05$) and

different from the university' perspective are positive and significant ($r=.342$; $p<0.05$).

Table 6.15 details these findings.

Table 6.15

Pearson r for Student Editors' Self Censorship Practices and Avoidance of Certain Content Areas

		Self censorship	Content Avoidance for administration	Avoidance of Critical content
Self-censorship	Pearson Correlation	1.000	.670**	.320*
	Sig. (2-tailed)		.000	.028
	N	47.000	47	47
Content avoidance for Administration	Pearson Correlation	.670**	1.000	.342*
	Sig. (2-tailed)	.000		.019
	N	47	47.000	47
Avoidance of critical content	Pearson Correlation	.320*	.342*	1.000
	Sig. (2-tailed)	.028	.019	
	N	47	47	47.000

Note: **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

H2b: At the organizational level, faculty advisers perceiving less control over the student newspaper than student editors and administrators are more likely to self-censor news content.

Most of the faculty advisers surveyed did not report that they encouraged student editors to avoid content that did not support the university perspective ($n=25$; 78.1%), nor did they report that they encouraged student editors to avoid content that is critical of the

institution, faculty, or administration ($n=25$; 78.1%). In addition, most faculty advisers reported that they did not think that administration should be informed prior to critical content being published ($n=11$; 34.4%).

The Pearson r analysis showed a significant and positive relationship between faculty advisers who reported that they encouraged student editors to avoid unfavorable content about the institution and faculty advisers who reported that they encouraged student editors to avoid content that is critical of the institution ($r=.533$; $p<0.01$). These results are displayed in Table 6.16.

Table 6.16
Pearson Correlations for Faculty Advisers' Censorship Practices and Encouragement of the Avoidance of Certain Content

		Censorship	Content avoidance for administration	Avoidance of critical content
Censorship	Pearson Correlation	1.000	-.029	-.128
	Sig. (2-tailed)		.874	.485
	N	32.000	32	32
Content avoidance for Administration	Pearson Correlation	-.029	1.000	.533**
	Sig. (2-tailed)	.874		.002
	N	32	32.000	32
Avoidance of critical content	Pearson Correlation	-.128	.533**	1.000
	Sig. (2-tailed)	.485	.002	
	N	32	32	32.000

** . Correlation is significant at the 0.01 level (2-tailed).

H2c: At the organizational level, academic administrators perceiving less control over the student newspaper than student editors and faculty advisers are more likely to self-censor news content.

Most academic affairs administrators reported that they did not encourage student editors to avoid content that did not support the institution's perspective ($n=17$; 60.7%),

nor did they encourage student editors to avoid content that was critical of the institution, faculty, or administration ($n=17$; 60.7%). The majority of the academic affairs administrators surveyed strongly disagreed that they should be informed of critical information prior to the content being published ($n=11$; 34.4%).

The Pearson analysis showed a positive and significant relationship between administrators who reported that they encouraged student editors to avoid unfavorable content about the administration and those who reported that they encouraged student editors to avoid content that was critical of administration ($r=.996$; $p<0.01$). These results are displayed in Table 6.17.

Table 6.17

Pearson Correlations for Administrators' Likelihood to Censor Student Newspapers or Encourage the Avoidance of Certain Content

		Self censorship	Content Avoidance for administration	Avoidance of critical content
Self censorship	Pearson Correlation	1.000	.185	.268
	Sig. (2-tailed)		.386	.205
	N	24.000	24	24
Content avoidance for Administration	Pearson Correlation	.185	1.000	.996**
	Sig. (2-tailed)	.386		.000
	N	24	24.000	24
Avoidance of critical content	Pearson Correlation	.268	.996**	1.000
	Sig. (2-tailed)	.205	.000	
	N	24	24	24.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

H2d: At the organizational level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions regarding control over the student newspaper in relation to their self-censorship.

Tables 6.18 through 6.20 show the multivariate and univariate tests supporting overall differences among the three groups, student editors, faculty advisers, and academic affairs administrators, within and between subjects of perceptions of authority to make final decisions existing at the organizational level, primary control at the organizational level of student newspaper content, censorship of student newspaper content, avoidance of content that does not align with the institution's perspective, avoidance of content that is critical of faculty and administration, informing the organization when controversial content will appear in the newspaper, prior review for grammar reasons, prior review for libel reasons, prior review for lewd content, administration's role in decision-making, and adviser's role in decision-making (Wilks' Lambda $F=813.008$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the 10 items, among the three groups as independent variables.

The significant differences were that faculty advisers and academic affairs administrators perceived having less control over the student newspaper than student editors. Faculty advisers and academic affairs administrators were also more likely to self-censor content than student editors.

Table 6.18

Multivariate Test Results Addressing Differences Amongst the Three Groups Concerning Control and Self-Censoring Practices

Effect	Value	F	Hypothesis df	Error df	Sig.	
Intercept	Pillai's Trace	.992	813.008(a)	13.000	85.000	.000
	Wilks' Lambda	.008	813.008(a)	13.000	85.000	.000
	Hotelling's Trace	124.342	813.008(a)	13.000	85.000	.000
	Roy's Largest Root	124.342	813.008(a)	13.000	85.000	.000
Group	Pillai's Trace	1.577	24.669	26.000	172.000	.000
	Wilks' Lambda	.033	29.472(a)	26.000	170.000	.000

Hotelling's Trace	10.828	34.982	26.000	168.000	.000
Roy's Largest Root	8.701	57.562(b)	13.000	86.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.19

Tests of Between-Subjects Effects Addressing Differences Amongst the Three Groups Concerning Control and Self-Censoring Practices

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Organizational control final decisions	273.187(a)	2	136.594	117.667	.000
	Organizational primary control	70.802(b)	2	35.401	14.237	.000
	Self-censorship	4.410(c)	2	2.205	3.714	.028
	Content avoidance for administration	7.071(d)	2	3.536	1.711	.186
	Avoidance of critical content	73.711(e)	2	36.856	16.155	.000
	Inform organization	311.193(f)	2	155.596	104.436	.000
	Grammar prior review	14.387(g)	2	7.194	2.140	.123
	Libel prior review	85.322(h)	2	42.661	12.364	.000
	Lewd content prior review	57.677(i)	2	28.839	12.119	.000
	Admin part of decision	19.416(j)	2	9.708	8.154	.001
	Admin major role in decision	7.820(k)	2	3.910	3.238	.044
	Adviser part decision	42.839(l)	2	21.419	8.959	.000
	Adviser major decision	60.125(m)	2	30.063	9.889	.000
	Intercept	Organizational control final decisions	2882.359	1	2882.359	2482.965
Organizational primary control		3082.409	1	3082.409	1239.618	.000
Self-censorship		4144.693	1	4144.693	6981.006	.000
Content avoidance for administration		3733.380	1	3733.380	1806.277	.000
Avoidance of critical content		3472.233	1	3472.233	1522.023	.000
Inform organization		1665.485	1	1665.485	1117.874	.000
Grammar prior review		3020.854	1	3020.854	898.698	.000
Libel prior review		2122.559	1	2122.559	615.183	.000
Lewd content prior review		2700.961	1	2700.961	1134.992	.000

	Admin part of decision	3883.028	1	3883.028	3261.254	.000
	Admin major role in decision	4004.360	1	4004.360	3315.874	.000
	Adviser part decision	2513.130	1	2513.130	1051.151	.000
	Adviser major decision	2900.913	1	2900.913	954.265	.000
Group	Organizational control final decisions	273.187	2	136.594	117.667	.000
	Organizational primary	70.802	2	35.401	14.237	.000
Table 6.19 (continued)						
	Self-censorship	4.410	2	2.205	3.714	.028
	Content avoidance for administration	7.071	2	3.536	1.711	.186
	Avoidance of critical content	73.711	2	36.856	16.155	.000
	Inform organization	311.193	2	155.596	104.436	.000
	Grammar prior review	14.387	2	7.194	2.140	.123
	Libel prior review	85.322	2	42.661	12.364	.000
	Lewd content prior review	57.677	2	28.839	12.119	.000
	Admin part of decision	19.416	2	9.708	8.154	.001
	Admin major role in decision	7.820	2	3.910	3.238	.044
	Adviser part decision	42.839	2	21.419	8.959	.000
	Adviser major decision	60.125	2	30.063	9.889	.000
Error	Organizational control final decisions	112.603	97	1.161		
	Organizational primary control	241.198	97	2.487		
	Self-censorship	57.590	97	.594		
	Content avoidance for administration	200.489	97	2.067		
	Avoidance of critical content	221.289	97	2.281		
	Inform organization	144.517	97	1.490		
	Grammar prior review	326.053	97	3.361		
	Libel prior review	334.678	97	3.450		
	Lewd content prior review	230.833	97	2.380		
	Admin part of decision	115.494	97	1.191		
	Admin major role in decision	117.140	97	1.208		
	Adviser part decision	231.911	97	2.391		
	Adviser major decision	294.875	97	3.040		
Total	Organizational control final decisions	3855.000	100			
	Organizational primary control	3448.000	100			
	Self-censorship	4418.000	100			
	Content avoidance for administration	4278.000	100			

	Avoidance of critical content	3776.000	100
	Inform organization	1877.000	100
	Grammar prior review	3544.000	100
	Libel prior review	2920.000	100
	Lewd content prior review	3391.000	100
	Admin part of decision	4399.000	100
	Admin major role in	4376.000	100
Table 6.19 (continued)			
		3137.000	100
	Adviser major decision	3380.000	100
Corrected	Organizational control final decisions	385.790	99
Total	Organizational primary control	312.000	99
	Self-censorship	62.000	99
	Content avoidance for administration	207.560	99
	Avoidance of critical content	295.000	99
	Inform organization	455.710	99
	Grammar prior review	340.440	99
	Libel prior review	420.000	99
	Lewd content prior review	288.510	99
	Admin part of decision	134.910	99
	Admin major role in decision	124.960	99
	Adviser part decision	274.750	99
	Adviser major decision	355.000	99

- a R Squared = .708 (Adjusted R Squared = .702)
b R Squared = .227 (Adjusted R Squared = .211)
c R Squared = .071 (Adjusted R Squared = .052)
d R Squared = .034 (Adjusted R Squared = .014)
e R Squared = .250 (Adjusted R Squared = .234)
f R Squared = .683 (Adjusted R Squared = .676)
g R Squared = .042 (Adjusted R Squared = .023)
h R Squared = .203 (Adjusted R Squared = .187)
i R Squared = .200 (Adjusted R Squared = .183)
j R Squared = .144 (Adjusted R Squared = .126)
k R Squared = .063 (Adjusted R Squared = .043)
l R Squared = .156 (Adjusted R Squared = .139)
m R Squared = .169 (Adjusted R Squared = .152)

Table 6.20

Multiple Comparison Test Results Addressing Self-Censorship and Control Amongst the Three Groups

Bonferroni

Dependent Variable	(I) group	(J) group	Mean	Std.	Sig.
			Difference (I-J)	Error	
			Lower Bound	Upper Bound	Lower Bound
Organizational control final decisions	editor in chief	faculty adviser	-.31	.251	.657
		academic administrator	3.73(*)	.272	.000
Table 6.20 (continued)					
		editor in chief	.31	.251	.657
		academic administrator	4.04(*)	.293	.000
	academic administrator	editor in chief	-3.73(*)	.272	.000
		faculty adviser	-4.04(*)	.293	.000
Organizational primary control	editor in chief	faculty adviser	-1.95(*)	.368	.000
		academic administrator	-.99(*)	.399	.043
	faculty adviser	editor in chief	1.95(*)	.368	.000
		academic administrator	.96	.429	.082
	academic administrator	editor in chief	.99(*)	.399	.043
		faculty adviser	-.96	.429	.082
Self-censorship	editor in chief	faculty adviser	-.33	.180	.204
		academic administrator	-.50(*)	.195	.037
	faculty adviser	editor in chief	.33	.180	.204
		academic administrator	-.17	.209	1.000
	academic administrator	editor in chief	.50(*)	.195	.037
Content avoidance for administration	editor in chief	faculty adviser	.17	.209	1.000
		faculty adviser	.13	.336	1.000
		academic administrator	.66	.363	.216
	faculty adviser	editor in chief	-.13	.336	1.000
		academic administrator	.53	.391	.523
		academic administrator	editor in chief	-.66	.363
Avoidance of critical content	editor in chief	faculty adviser	-.53	.391	.523
		faculty adviser	-1.82(*)	.353	.000
		academic administrator	-1.59(*)	.382	.000
	faculty adviser	editor in chief	1.82(*)	.353	.000
		academic administrator	.23	.411	1.000
		academic administrator	editor in chief	1.59(*)	.382
Inform organization	editor in chief	faculty adviser	-.23	.411	1.000
		faculty adviser	-3.00(*)	.285	.000
	faculty adviser	academic administrator	-4.05(*)	.309	.000
		editor in chief	3.00(*)	.285	.000
		academic administrator	-1.05(*)	.332	.006
		academic administrator	editor in chief	4.05(*)	.309
		faculty adviser	1.05(*)	.332	.006

Grammar prior review	editor in chief	faculty adviser	-.83	.428	.170
		academic administrator	-.02	.463	1.000
	faculty adviser	editor in chief	.83	.428	.170
		academic administrator	.81	.498	.323
	academic administrator	editor in chief	.02	.463	1.000
		faculty adviser	-.81	.498	.323
Table 6.20 (continued)					
	faculty adviser	faculty adviser	1.46(*)	.434	.003
		academic administrator	2.19(*)	.470	.000
	academic administrator	editor in chief	-1.46(*)	.434	.003
		academic administrator	.72	.505	.464
	academic administrator	editor in chief	-2.19(*)	.470	.000
		faculty adviser	-.72	.505	.464
Lewd content prior review	editor in chief	faculty adviser	.92(*)	.360	.035
		academic administrator	1.89(*)	.390	.000
	faculty adviser	editor in chief	-.92(*)	.360	.035
		academic administrator	.97	.419	.068
	academic administrator	editor in chief	-1.89(*)	.390	.000
		faculty adviser	-.97	.419	.068
Admin part of decision	editor in chief	faculty adviser	-.11	.255	1.000
		academic administrator	.98(*)	.276	.002
	faculty adviser	editor in chief	.11	.255	1.000
		academic administrator	1.09(*)	.297	.001
	academic administrator	editor in chief	-.98(*)	.276	.002
		faculty adviser	-1.09(*)	.297	.001
Admin major role in decision	editor in chief	faculty adviser	-.62	.256	.050
		academic administrator	-.06	.278	1.000
	faculty adviser	editor in chief	.62	.256	.050
		academic administrator	.56	.299	.191
	academic administrator	editor in chief	.06	.278	1.000
		faculty adviser	-.56	.299	.191
Adviser part decision	editor in chief	faculty adviser	1.04(*)	.361	.014
		academic administrator	1.54(*)	.391	.000
	faculty adviser	editor in chief	-1.04(*)	.361	.014
		academic administrator	.50	.420	.712
	academic administrator	editor in chief	-1.54(*)	.391	.000
		faculty adviser	-.50	.420	.712
Adviser major decision	editor in chief	faculty adviser	-1.76(*)	.407	.000
		academic administrator	-.28	.441	1.000
	faculty adviser	editor in chief	1.76(*)	.407	.000
		academic administrator	1.48(*)	.474	.007

academic administrator	editor in chief	.28	.441	1.000
	faculty adviser	-1.48(*)	.474	.007

Based on observed means.

* The mean difference is significant at the .05 level.

H2e: At the organizational level, there will be differences between those working for public institutions and private institutions in their perceptions regarding control over the student newspaper in relation to their self-censorship.

Tables 6.21 and 6.22 show the multivariate and univariate tests supporting overall differences among the two groups, public and private institutions, within and between subjects of perceptions of authority to make final decisions existing at the organizational level, primary control at the organizational level of student newspaper content, censorship of student newspaper content, avoidance of content that does not align with the institution's perspective, avoidance of content that is critical of faculty and administration, informing the organization when controversial content will appear in the newspaper, prior review for grammar reasons, prior review for libel reasons, prior review for lewd content, administration's role in decision-making, and adviser's role in decision-making (Wilks' Lambda $F=185.213$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the 10 items, among the two groups as independent variables.

The significant differences are that those who worked at public institutions reported perceiving student editors as having primary control over the student newspaper than any other group. Those at public institutions also discouraged self-censorship of content more than those at private institutions. Survey participants at private institutions were more likely to encourage prior review of the student newspaper for grammar, libel, and lewd content than those at public institutions. Survey participants at private

institutions also perceived faculty advisers and academic affairs administrators of having a role in the decision-making process than those at public institutions.

Table 6.21

Multivariate Test Results Addressing the Two Groups of Public and Private Institutions in Relation to Self-Censorship and Control

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.967	185.213(a)	13.000	83.000	.000
	Wilks' Lambda	.033	185.213(a)	13.000	83.000	.000
	Hotelling's Trace	29.009	185.213(a)	13.000	83.000	.000
	Roy's Largest Root	29.009	185.213(a)	13.000	83.000	.000
Public or Private	Pillai's Trace	1.289	3.145	52.000	344.000	.000
	Wilks' Lambda	.136	4.196	52.000	323.569	.000
	Hotelling's Trace	3.633	5.694	52.000	326.000	.000
	Roy's Largest Root	2.857	18.897(b)	13.000	86.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.22

Results of Tests of Between-Subjects Effects Addressing the Two Groups of Public and Private Institutions in Relation to Self-Censorship and Control

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Organizational control final decisions	19.944(a)	4	4.986	1.295	.278
	Organizational primary control	15.616(b)	4	3.904	1.251	.295
	Self-censorship	.809(c)	4	.202	.314	.868
	Content avoidance for administration	42.081(d)	4	10.520	6.040	.000
	Avoidance of critical content	35.394(e)	4	8.849	3.238	.015
	Inform organization	73.176(f)	4	18.294	4.543	.002
	Grammar prior review	10.639(g)	4	2.660	.766	.550

	Libel prior review	57.561(h)	4	14.390	3.772	.007
	Lewd content prior review	66.558(i)	4	16.640	7.122	.000
	Admin part of decision	18.487(h)	4	4.622	3.771	.007
	Admin major role in decision	5.007(j)	4	1.252	.991	.416
	Adviser part decision	36.476(k)	4	9.119	3.636	.008
	Adviser major decision	161.744(l)	4	40.436	19.877	.000
Table 6.22 (continued)		902.736	1	902.736	234.415	.000
	Organizational primary	692.302	1	692.302	221.904	.000
Table 6.22 (continued)		1003.978	1	1003.978	1558.695	.000
	Content avoidance for administration	901.702	1	901.702	517.659	.000
	Avoidance of critical content	640.303	1	640.303	234.312	.000
	Inform organization	178.412	1	178.412	44.308	.000
	Grammar prior review	853.629	1	853.629	245.890	.000
	Libel prior review	732.565	1	732.565	192.015	.000
	Lewd content prior review	825.224	1	825.224	353.214	.000
	Admin part of decision	974.814	1	974.814	795.440	.000
	Admin major role in decision	959.653	1	959.653	760.024	.000
	Adviser part decision	817.219	1	817.219	325.826	.000
	Adviser major decision	452.987	1	452.987	222.678	.000
Public or Private	Organizational control final decisions	19.944	4	4.986	1.295	.278
	Organizational primary control	15.616	4	3.904	1.251	.295
	Self-censorship	.809	4	.202	.314	.868
	Content avoidance for administration	42.081	4	10.520	6.040	.000
	Avoidance of critical content	35.394	4	8.849	3.238	.015
	Inform organization	73.176	4	18.294	4.543	.002
	Grammar prior review	10.639	4	2.660	.766	.550
	Libel prior review	57.561	4	14.390	3.772	.007
	Lewd content prior review	66.558	4	16.640	7.122	.000
	Admin part of decision	18.487	4	4.622	3.771	.007
	Admin major role in decision	5.007	4	1.252	.991	.416
	Adviser part decision	36.476	4	9.119	3.636	.008
	Adviser major decision	161.744	4	40.436	19.877	.000
Error	Organizational control final decisions	365.846	95	3.851		

	Organizational primary control	296.384	95	3.120
	Self-censorship	61.191	95	.644
	Content avoidance for administration	165.479	95	1.742
	Avoidance of critical content	259.606	95	2.733
	Inform organization	382.534	95	4.027
		329.801	95	3.472
	Table 6.22 (continued)	362.439	95	3.815
	Lewd content prior review	221.952	95	2.336
	Admin part of decision	116.423	95	1.226
	Admin major role in decision	119.953	95	1.263
	Adviser part decision	238.274	95	2.508
	Adviser major decision	193.256	95	2.034
Total	Organizational control final decisions	3855.000	100	
	Organizational primary control	3448.000	100	
	Self-censorship	4418.000	100	
	Content avoidance for administration	4278.000	100	
	Avoidance of critical content	3776.000	100	
	Inform organization	1877.000	100	
	Grammar prior review	3544.000	100	
	Libel prior review	2920.000	100	
	Lewd content prior review	3391.000	100	
	Admin part of decision	4399.000	100	
	Admin major role in decision	4376.000	100	
	Adviser part decision	3137.000	100	
	Adviser major decision	3380.000	100	
Corrected Total	Organizational control final decisions	385.790	99	
	Organizational primary control	312.000	99	
	Self-censorship	62.000	99	
	Content avoidance for administration	207.560	99	
	Avoidance of critical content	295.000	99	
	Inform organization	455.710	99	
	Grammar prior review	340.440	99	
	Libel prior review	420.000	99	

Lewd content prior review	288.510	99
Admin part of decision	134.910	99
Admin major role in decision	124.960	99
Adviser part decision	274.750	99
Adviser major decision	355.000	99

- a R Squared = .052 (Adjusted R Squared = .012)
b R Squared = .050 (Adjusted R Squared = .010)
c R Squared = .013 (Adjusted R Squared = -.029)
d R Squared = .203 (Adjusted R Squared = .169)
e R Squared = .120 (Adjusted R Squared = .083)
f R Squared = .161 (Adjusted R Squared = .125)
g R Squared = .031 (Adjusted R Squared = -.010)
h R Squared = .137 (Adjusted R Squared = .101)
i R Squared = .231 (Adjusted R Squared = .198)
j R Squared = .040 (Adjusted R Squared = .000)
k R Squared = .133 (Adjusted R Squared = .096)
l R Squared = .456 (Adjusted R Squared = .433)

H2f: At the organizational level, there will be differences between those having official and written guidelines that outline the rights and roles of student editors, faculty advisers and academic affairs administrators and those not having the guidelines in their perceptions regarding control over the student newspaper in relation to their self-censorship.

Hypothesis H2f tested influences on newspaper content, understanding of advisory roles, and the public or private status of the institution. Survey participants were asked a series of questions about written and official guidelines for newspaper editors and faculty advisers. Participants were also asked their perceptions about the appropriateness of prior review for (1) grammar and style, (2) libel, and (3) lewd content. Survey results show that most institutions do have official documents that outline the types of content that the student newspaper should contain ($n=70$; 69.7%) and the roles of advisers, student editors, and administrators in the publication process ($n=59$; 57%). The results also show that the majority of the participants representing schools with official documents for the student newspaper are from public institutions.

Based on the Pearson analysis, there is no significant correlation between the public or private status of an institution and an institution having official guidelines for the student newspaper to follow. There is, however, a significant, negative correlation between the public or private status of an institution and faculty advisers or academic affairs administrators censoring student newspapers for liability reasons ($r=-.403$; $p<0.05$). The results are displayed in Table 6.23 and 6.24.

Table 6.23

Pearson Correlations for Public/Private Status of Institutions and Official Guidelines

Official documents	Pearson Correlation	1.000	-.013
	Sig. (2-tailed)		.896
	N	103.000	103
Public or Private	Pearson Correlation	-.013	1.000
	Sig. (2-tailed)	.896	
	N	103	103.000

Table 6.24

Pearson Correlations for Public/Private Status of Institutions and Censorship for Libel Reasons

		Public or Private	Libel prior review
Public or Private	Pearson Correlation	1.000	-.403*
	Sig. (2-tailed)		.022
	N	32.000	32
Libel prior review	Pearson Correlation	-.403*	1.000
	Sig. (2-tailed)	.022	
	N	32	32.000

Note: *. Correlation is significant at the 0.05 level (2-tailed).

Tables 6.25 and 6.26 show the multivariate and univariate tests supporting overall differences among the two groups, survey participants who have official and written guidelines to follow that outline the rights and roles of student editors, faculty advisers,

and academic affairs administrators and those not having guidelines, within and between subjects of perceptions of authority to make final decisions existing at the organizational level, primary control at the organizational level of student newspaper content, censorship of student newspaper content, avoidance of content that does not align with the institution's perspective, avoidance of content that is critical of faculty and administration, informing the organization when controversial content will appear in the newspaper, prior review for grammar reasons, prior review for libel reasons, prior review for lewd content, administration's role in decision-making, and adviser's role in decision-making (Wilks' Lambda $F=558.213$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the 10 items, among the two groups as independent variables.

The significant differences are that those who had official guidelines to follow were less likely to encourage or engage in self-censorship practices. Those who had official guidelines were also more likely to understand the rights and roles of those involved in the publication process.

Table 6.25

Multivariate Test Results Addressing the Role of Official Guidelines in Relation to Control and Self-Censorship

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.989	558.213(a)	13.000	81.000	.000
	Wilks' Lambda	.011	558.213(a)	13.000	81.000	.000
	Hotelling's Trace	89.590	558.213(a)	13.000	81.000	.000
	Roy's Largest Root	89.590	558.213(a)	13.000	81.000	.000
Written guidelines	Pillai's Trace	.544	7.423(a)	13.000	81.000	.000
	Wilks' Lambda	.456	7.423(a)	13.000	81.000	.000
	Hotelling's Trace	1.191	7.423(a)	13.000	81.000	.000

Official documents	Roy's Largest Root	1.191	7.423(a)	13.000	81.000	.000
	Pillai's Trace	.292	2.565(a)	13.000	81.000	.005
	Wilks' Lambda	.708	2.565(a)	13.000	81.000	.005
	Hotelling's Trace	.412	2.565(a)	13.000	81.000	.005
	Roy's Largest Root	.412	2.565(a)	13.000	81.000	.005
Written guidelines * official documents	Pillai's Trace	.446	5.014(a)	13.000	81.000	.000
	Wilks' Lambda	.554	5.014(a)	13.000	81.000	.000
	Hotelling's Trace	.805	5.014(a)	13.000	81.000	.000
	Roy's Largest Root	.805	5.014(a)	13.000	81.000	.000

a Exact statistic b Design: Intercept+writtenguidelines+officialdocuments+writtenguidelines * officialdocuments

Table 6.26

Results of Tests Between Subjects Addressing the Role of Official Documents in Relation to Control and Self-Censorship

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Organizational control final decisions	101.083(a)	3	33.694	12.104	.000
	Organizational primary control	37.265(b)	3	12.422	4.212	.008
	Self-censorship	1.822(c)	3	.607	.956	.417
	Content avoidance for administration	4.158(d)	3	1.386	.653	.583
	Avoidance of critical content	47.430(e)	3	15.810	5.940	.001
	Inform organization	142.752(f)	3	47.584	14.355	.000
	Grammar prior review	7.645(g)	3	2.548	.715	.545
	Libel prior review	28.147(h)	3	9.382	2.299	.082
	Lewd content prior review	15.695(i)	3	5.232	1.928	.130
	Admin part of decision	13.391(j)	3	4.464	3.633	.016
	Admin major role in decision	3.015(k)	3	1.005	.772	.513
	Adviser part decision	47.862(l)	3	15.954	6.550	.000
	Adviser major decision	76.677(m)	3	25.559	8.564	.000
Intercept	Organizational control final decisions	1876.918	1	1876.918	674.274	.000
	Organizational primary control	2099.645	1	2099.645	712.030	.000
	Self-censorship	2888.255	1	2888.255	4547.668	.000
	Content avoidance for administration	2643.789	1	2643.789	1244.845	.000

	Avoidance of critical content	2343.633	1	2343.633	880.499	.000
	Inform organization	1123.860	1	1123.860	339.041	.000
	Grammar prior review	2099.846	1	2099.846	589.190	.000
	Libel prior review	1753.445	1	1753.445	429.718	.000
	Lewd content prior review	2084.947	1	2084.947	768.264	.000
	Admin part of decision	2811.126	1	2811.126	2287.694	.000
	Admin major role in decision	2811.705	1	2811.705	2159.132	.000
		1939.459	1	1939.459	796.304	.000
Table 6.26 (continued)		n				
		1861.513	1	1861.513	623.747	.000
Written guidelines	Organizational control final decisions	98.507	1	98.507	35.388	.000
	Organizational primary control	5.035	1	5.035	1.707	.195
	Self-censorship	.968	1	.968	1.523	.220
	Content avoidance for administration	.725	1	.725	.341	.560
	Avoidance of critical content	8.981	1	8.981	3.374	.069
	Inform organization	53.703	1	53.703	16.201	.000
	Grammar prior review	.479	1	.479	.134	.715
	Libel prior review	.017	1	.017	.004	.948
	Lewd content prior review	2.151	1	2.151	.793	.376
	Admin part of decision	.147	1	.147	.120	.730
	Admin major role in decision	1.262	1	1.262	.969	.327
	Adviser part decision	.686	1	.686	.282	.597
	Adviser major decision	.180	1	.180	.060	.807
Official documents	Organizational control final decisions	23.032	1	23.032	8.274	.005
	Organizational primary control	5.384	1	5.384	1.826	.180
	Self-censorship	.003	1	.003	.005	.943
	Content avoidance for administration	1.924	1	1.924	.906	.344
	Avoidance of critical content	3.477	1	3.477	1.306	.256
	Inform organization	45.313	1	45.313	13.670	.000
	Grammar prior review	3.031	1	3.031	.851	.359
	Libel prior review	.406	1	.406	.100	.753
	Lewd content prior review	.160	1	.160	.059	.809
	Admin part of decision	5.988	1	5.988	4.873	.030

	Admin major role in decision	.424	1	.424	.326	.569
	Adviser part decision	4.580	1	4.580	1.880	.174
	Adviser major decision	1.825	1	1.825	.611	.436
Written guidelines * official documents	Organizational control final decisions	10.290	1	10.290	3.697	.058
	Organizational primary control	9.399	1	9.399	3.187	.077
	Self-censorship	.180	1	.180	.283	.596
Table 6.26 (continued)		.202	1	.202	.095	.759
	Avoidance of critical content	13.278	1	13.278	4.989	.028
	Inform organization	6.614	1	6.614	1.995	.161
	Grammar prior review	.500	1	.500	.140	.709
	Libel prior review	21.872	1	21.872	5.360	.023
	Lewd content prior review	7.430	1	7.430	2.738	.101
	Admin part of decision	.961	1	.961	.782	.379
	Admin major role in decision	.165	1	.165	.127	.722
	Adviser part decision	21.092	1	21.092	8.660	.004
	Adviser major decision	57.666	1	57.666	19.322	.000
Error	Organizational control final decisions	258.876	93	2.784		
	Organizational primary control	274.240	93	2.949		
	Self-censorship	59.065	93	.635		
	Content avoidance for administration	197.512	93	2.124		
	Avoidance of critical content	247.539	93	2.662		
	Inform organization	308.279	93	3.315		
	Grammar prior review	331.448	93	3.564		
	Libel prior review	379.482	93	4.080		
	Lewd content prior review	252.387	93	2.714		
	Admin part of decision	114.279	93	1.229		
	Admin major role in decision	121.108	93	1.302		
	Adviser part decision	226.509	93	2.436		
	Adviser major decision	277.550	93	2.984		
Total	Organizational control final decisions	3828.000	97			
	Organizational primary control	3340.000	97			

	Self-censorship	4310.000	97
	Content avoidance for administration	4203.000	97
	Avoidance of critical content	3668.000	97
	Inform organization	1802.000	97
	Grammar prior review	3469.000	97
	Libel prior review	2893.000	97
	Lewd content prior	3364.000	97
Table 6.26 (continued)			
		4324.000	97
	Admin major role in decision	4268.000	97
	Adviser part decision	3062.000	97
	Adviser major decision	3305.000	97
Corrected Total	Organizational control final decisions	359.959	96
	Organizational primary control	311.505	96
	Self-censorship	60.887	96
	Content avoidance for administration	201.670	96
	Avoidance of critical content	294.969	96
	Inform organization	451.031	96
	Grammar prior review	339.093	96
	Libel prior review	407.629	96
	Lewd content prior review	268.082	96
	Admin part of decision	127.670	96
	Admin major role in decision	124.124	96
	Adviser part decision	274.371	96
	Adviser major decision	354.227	96

a R Squared = .281 (Adjusted R Squared = .258)

b R Squared = .120 (Adjusted R Squared = .091)

c R Squared = .030 (Adjusted R Squared = -.001)

d R Squared = .021 (Adjusted R Squared = -.011)

e R Squared = .161 (Adjusted R Squared = .134)

f R Squared = .317 (Adjusted R Squared = .294)

g R Squared = .023 (Adjusted R Squared = -.009)

h R Squared = .069 (Adjusted R Squared = .039)

i R Squared = .059 (Adjusted R Squared = .028)

j R Squared = .105 (Adjusted R Squared = .076)

k R Squared = .024 (Adjusted R Squared = -.007)

l R Squared = .174 (Adjusted R Squared = .148)

m R Squared = .216 (Adjusted R Squared = .191)

Hypothesis 2 predicted that groups who perceived having less control over the student newspaper would be more likely to self-censor content. Hypothesis 2a further suggested that at the organizational level, student editors who perceived having less control would be more likely to self-censor student newspaper content. Next, Hypothesis 2b examined faculty advisers who perceived having less control over the student newspaper and their likelihood to self-censor content. Hypothesis 2c tested academic affairs who perceived having less control over the student newspaper and their likelihood to self-censor content. Hypotheses 2d, 2e and 2f explored the perceptions of all three groups and their perceptions of control and self-censorship, the public and private status of institutions, and the guidelines established at some institutions to define the roles involved in the student newspaper publication process.

Hypothesis 2 through Hypothesis 2f are supported by the data presented. Data from Hypothesis 1 findings proved that student editors surveyed perceived that they had primary control over their student newspapers, and faculty advisers and administrators did not perceive that control existed at the organizational level. Thus, results for the first hypothesis proved that self-censorship will more than likely only occur at the organizational level when groups perceive having less control over student newspaper content. Hypothesis 2a is also supported because results showed that student editors did not engage in self-censorship because they did not perceive that control existed at the organizational level. Results for Hypothesis 2b proved that faculty advisers' self-censoring practices would more than likely only occur if they believed that they did not have primary control of the student newspaper at the organizational. The results proved consistent as Hypothesis 2c was also supported through data that showed that academic

affairs administrators would only self-censor if they believed that they had less control over the student newspaper than other groups.

Hypotheses 2d, 2e, and 2f compared differences amongst student editors, faculty advisers, and academic affairs administrators, as well as differences amongst groups at private and public institutions, and groups who had official guidelines to follow during the student newspaper publication process. Significant differences were found to support each of the three hypotheses. The hypotheses are supported because data demonstrated that censorship did not occur at the organizational level because most student newspapers had official guidelines. Descriptive statistics supported the hypotheses showing that the majority of the institutions with written guidelines were public. There was not a significant correlation between the public or private status of an institution and whether the institution had official guidelines in place, however.

H3: At the societal level, the student newspaper's primary audience will be likely to influence content when members of the audience are perceived as important to the student newspapers.

Hypothesis 3 tested influences on content from primary target audiences. Sixty-two percent of the survey participants selected students as their student newspaper's primary target audience. The results also showed that 21% ($n=26$) of the survey participants do not agree that newspaper content should be focused on the desires of the primary target audience any more than the needs of any other target audience.

Twenty-five percent ($n=31$) of the survey participants agreed, however, that different approaches should be taken when covering topics that the primary target audience have been vocal. Forty percent ($n=50$) of the respondents agreed somewhat that the primary criteria in the news-making process is the interest of the primary audience

whenever there is controversy or conflicts of issue regarding a story topic. Forty-one percent ($n=51$) of survey participants somewhat agreed that primary target audience suggestions should be considered during the news-making process.

Pearson correlations showed that positive, significant relationships existed between survey participants who preferred to consider topics that the primary audience favored and (1) those who preferred to include audience suggestions in content selection ($r=.286$; $p<0.05$) and (2) those who perceived that student editors influence content more than other groups ($r=.366$; $p<0.01$). Positive, significant relationships also existed between (1) survey participants who catered to the primary audience during the content selection process and those who believed that the primary audience should be considered when dealing with controversial topics ($r=.466$; $p<0.01$) and (2) survey participants who preferred to include audience suggestions in the content selection process and those who perceived that student editors influence content more than other groups ($r=.772$; $p<0.01$). There were also significant and negative relationships between survey participants who select topics that the primary audience prefers, includes audience suggestions regarding story coverage and cater to the primary audience's needs when dealing with a controversial topic ($r=-.607$; $p<0.01$) ($r=-.442$; $p<0.01$). The results are displayed in 6.27.

Table 6.27

Pearson Correlations Amongst Three Groups Addressing Role and Influence of Audience Members

Topics primary audience favor	Cater to primary audience	Controversy cater to primary audience	Include audience suggestions	Student editors more influen.

Topics primary audience favor	Pearson Correlation	1	-.132	-.111	.286(*)	.366(**)
	Sig. (2-tailed)		.247	.332	.011	.000
	N	103	79	79	79	103
Cater to primary audience	Pearson Correlation	-.132	1	.466(**)	-	-
	Sig. (2-tailed)			.000	.607(**)	.442(**)
	N	79	79	79	79	79
Table 6.27 (continued)						
Controversy cater to primary audience	Pearson Correlation	-.111	.466(**)	1	-	-
	Sig. (2-tailed)				.550(**)	.565(**)
	N	79	79	79	79	79
Table 6.27 (continued)						
Include audience suggestions	Pearson Correlation	.286(*)	-.607(**)	-.550(**)	1	.772(**)
	Sig. (2-tailed)		.011	.000	.000	.000
	N	79	79	79	79	79
Student editors more influence	Pearson Correlation	.366(**)	-.442(**)	-.565(**)	.772(**)	1
	Sig. (2-tailed)		.000	.000	.000	.000
	N	103	79	79	79	103

Note: * Correlation is significant at the 0.05 level (2-tailed).

Note: ** Correlation is significant at the 0.01 level (2-tailed).

H3a: At the societal level, the student newspaper's primary audience will be likely to influence content when student editors perceive members of the audience as important to the student newspapers.

Results showed that most student editors surveyed did not think that story content selection usually focused on topics that members of the primary target audience favor ($n=11$; 22.4%). The majority of the student editor respondents did agree that different approaches should be taken to cover topics that the primary audience has criticized in the past ($n=12$; 24.5%). The student editors surveyed expressed strongly disagreeing that audience suggestions should be the main criteria for story selection ($n=21$; 42.9%).

Pearson r correlations revealed positive, significant relationships between (1) student editors who reported that the primary target audience should be a main consideration during the story selection process and those who believed that the primary

audience should be catered to when covering controversial topics ($r=.438$; $p<0.01$) and (2) student editors who reported that content should be related to topics the primary audience enjoyed reading and those who believed that the primary audience should be catered to when covering controversial topics ($r=.379$; $p<0.01$). Table 6.28 details these findings.

Table 6.28

Pearson r for Role of Primary Audience as Perceived by Student Editors

		Primary target audience	Cater to primary audience	Controversy cater to primary audience	Include audience suggestions
Primary target audience	Pearson Correlation	1.000	.032	.438**	.171
	Sig. (2-tailed)		.832	.002	.251
	N	47.000	47	47	47
Cater to primary audience	Pearson Correlation	.032	1.000	.379**	-.229
	Sig. (2-tailed)	.832		.009	.122
	N	47	47.000	47	47
Controversy cater to primary audience	Pearson Correlation	.438**	.379**	1.000	-.391**
	Sig. (2-tailed)	.002	.009		.007
	N	47	47	47.000	47
Include audience suggestions	Pearson Correlation	.171	-.229	-.391**	1.000
	Sig. (2-tailed)	.251	.122	.007	
	N	47	47	47	47.000

Note: **Correlation is significant at the 0.01 level (2-tailed).

H3b: At the societal level, the student newspaper's primary audience will be likely to influence content when faculty advisers perceive members of the audience as important to the student newspapers.

Results showed that most faculty advisers surveyed agreed that story content selection should focus on topics that members of the primary target audience favored ($n=20$; 62.5%). The majority of the faculty adviser respondents also agreed that different approaches should be taken to cover topics that the primary audience has criticized in the past ($n=11$; 34.4%). The faculty advisers surveyed disagreed that audience suggestions should be the main criteria for story selection ($n=11$; 34.4%).

Pearson r correlations revealed positive, significant relationships between (1) faculty advisers who reported that the primary target audience should be a main consideration during the story selection process and those who reported believing that the primary audience should be catered to when covering controversial topics ($r=.442$; $p<0.05$) and (2) faculty advisers who reported that content should be related to topics the primary audience enjoyed reading and those who believed that the primary audience should be catered to when covering controversial topics ($r=.478$; $p<0.01$). Table 6.29 details these findings.

Table 6.29

Pearson Correlations for Role of Primary Audience as Perceived by Faculty Advisers

		Primary target audience	Cater to primary audience	Controversy cater to primary audience	Include audience suggestions
Primary target audience	Pearson	1.000	.141	.442*	-.178
	Correlation				
	Sig. (2-tailed)		.442	.011	.329
	N	32.000	32	32	32
Cater to primary audience	Pearson	.141	1.000	.478**	.000
	Correlation				
	Sig. (2-tailed)	.442		.006	1.000
	N	32	32.000	32	32
Controversy cater to primary audience	Pearson	.442*	.478**	1.000	-.102
	Correlation				
	Sig. (2-tailed)	.011	.006		.580
	N	32	32	32.000	32
Include audience suggestions	Pearson	-.178	.000	-.102	1.000
	Correlation				
	Sig. (2-tailed)	.329	1.000	.580	
	N	32	32	32	32.000

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

H3c: At the societal level, the student newspaper's primary audience will be likely to influence content when academic affairs administrators perceive members of the audience as important to the student newspapers.

Results showed that most academic affairs administrators surveyed agreed that story content selection should focus on topics that members of the primary target audience favored ($n=14$; 50%). The majority of the academic affairs administrator respondents disagreed somewhat that different approaches should be taken to cover topics that the primary audience has criticized in the past ($n=10$; 35.7%). The academic affairs administrators surveyed disagreed that audience suggestions should be the main criteria for story selection ($n=8$; 28.6%).

Pearson r correlations revealed a positive, significant relationship between (1) academic affairs administrators who reported that content should be related to topics the primary audience enjoyed reading and those who reporting believing that audience suggestions should be considered during the story selection process ($r=.502$; $p<0.01$).

Table 6.30 details these findings.

Table 6.30

Pearson Correlations for Role of Primary Audience as Perceived by Academic Affairs Administrators

		Primary target audience	Cater to primary audience	Controversy cater to primary audience	Include audience suggestions
Primary Target Audience	Pearson Correlation	1.000	-.178	-.022	.108
	Sig. (2-tailed)		.406	.919	.615
	N	24.000	24	24	24
Cater to Primary Audience	Pearson Correlation	-.178	1.000	-.149	.048
	Sig. (2-tailed)	.406		.486	.825
	N	24	24.000	24	24
Controversy Cater	Pearson Correlation	-.022	-.149	1.000	.502*
	Sig. (2-tailed)	.919	.486		.013

to	N	24	24	24.000	24
Primary					
Audience					
Include	Pearson Correlation	.108	.048	.502*	1.000
Audience	Sig. (2-tailed)	.615	.825	.013	
Suggestio	N	24	24	24	24.000
ns					

*. Correlation is significant at the 0.05 level (2-tailed).

H3d: At the individual level, there will be differences among student editors, faculty advisers and academic affairs administrators in their perceptions regarding the influence of the primary audience on the student newspaper.

Tables 6.31 through 6.33 show the multivariate and univariate tests supporting overall differences among the three groups; student editors, faculty advisers, and academic affairs administrators, within and between subjects of catering to the primary target audience when selecting content, including content that is enjoyable to the primary target audience, considering suggestions from the primary target audience during content selection, and catering to the primary target audience when addressing controversial topics (Wilks' Lambda $F=862.956$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the four items, among the three groups as independent variables.

The significant differences are that student editors and faculty advisers reported that they did not perceive the primary audience's content preferences as main criteria for story selection, while academic affairs administrators reported that they did. Student editors and faculty advisers were also more likely to cater to the primary audience with it

was critical of the student newspaper or when the student newspaper included controversial issues.

Table 6.31

Multivariate Test Results Addressing Role of Primary Target Audience

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.979	862.956(a)	4.000	73.000	.000
	Wilks' Lambda	.021	862.956(a)	4.000	73.000	.000
Table 6.31 (continued)		285	862.956(a)	4.000	73.000	.000
	Roy's Largest Root	47.285	862.956(a)	4.000	73.000	.000
group	Pillai's Trace	1.162	25.639	8.000	148.000	.000
	Wilks' Lambda	.073	49.285(a)	8.000	146.000	.000
	Hotelling's Trace	9.479	85.311	8.000	144.000	.000
	Roy's Largest Root	9.127	168.846(b)	4.000	74.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.32

Tests of Between-Subjects Effects Addressing Role of Primary Target Audience

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Topics primary audience favor	9.965(a)	2	4.983	4.186	.019
	Cater to primary audience	101.276(b)	2	50.638	39.977	.000
	Controversy cater to primary audience	106.726(c)	2	53.363	29.462	.000
	Include audience suggestions	281.571(d)	2	140.786	264.987	.000
Intercept	Topics primary audience favor	396.454	1	396.454	333.062	.000
	Cater to primary audience	1105.640	1	1105.640	872.861	.000
	Controversy cater to primary audience	636.106	1	636.106	351.201	.000
	Include audience suggestions	1321.580	1	1321.580	2487.48	.000

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group	Topics primary audience favor	9.965	2	4.983	4.186	.019
	Cater to primary audience	101.276	2	50.638	39.977	.000
	Controversy cater to primary audience	106.726	2	53.363	29.462	.000
	Include audience suggestions	281.571	2	140.786	264.987	.000
Error	Topics primary audience favor	90.465	76	1.190		
	Cater to primary audience	96.268	76	1.267		
	Controversy cater to primary audience	137.654	76	1.811		
	Include audience suggestions	40.378	76	.531		
Table 6.32 (continued)		497.000	79			
	Cater to primary audience	1414.000	79			
	Controversy cater to primary audience	914.000	79			
	Include audience suggestions	1570.000	79			
Corrected Total	Topics primary audience favor	100.430	78			
	Cater to primary audience	197.544	78			
	Controversy cater to primary audience	244.380	78			
	Include audience suggestions	321.949	78			

a R Squared = .099 (Adjusted R Squared = .076)

b R Squared = .513 (Adjusted R Squared = .500)

c R Squared = .437 (Adjusted R Squared = .422)

d R Squared = .875 (Adjusted R Squared = .871)

Table 6.33

Multiple Comparisons Related to Influence of Primary Target Audience

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.
			Lower Bound	Upper Bound	Lower Bound
Topics primary audience favor	editor in chief	faculty adviser	.69	.298	.071
		academic administrator	.87(*)	.318	.024
	faculty adviser	editor in chief	-.69	.298	.071
		academic administrator	.18	.295	1.000

	academic administrator	editor in chief	-.87(*)	.318	.024
		faculty adviser	-.18	.295	1.000
Cater to primary audience	editor in chief	faculty adviser	-2.74(*)	.308	.000
		academic administrator	-1.82(*)	.328	.000
	faculty adviser	editor in chief	2.74(*)	.308	.000
		academic administrator	.92(*)	.304	.010
	academic administrator	editor in chief	1.82(*)	.328	.000
		faculty adviser	-.92(*)	.304	.010
Controversy cater to primary audience	editor in chief	faculty adviser	-1.83(*)	.368	.000
Table 6.33 (continued)		academic administrator	-2.99(*)	.393	.000
	faculty adviser	editor in chief	1.83(*)	.368	.000
		academic administrator	-1.16(*)	.363	.006
	academic administrator	editor in chief	2.99(*)	.393	.000
		faculty adviser	1.16(*)	.363	.006
Include audience suggestions	editor in chief	faculty adviser	4.01(*)	.199	.000
		academic administrator	4.33(*)	.213	.000
	faculty adviser	editor in chief	-4.01(*)	.199	.000
		academic administrator	.32	.197	.315
	academic administrator	editor in chief	-4.33(*)	.213	.000
		faculty adviser	-.32	.197	.315

Based on observed means.

* The mean difference is significant at the .05 level.

H3e: At the societal level, there will be differences between those working for public institutions and private institutions in their perceptions regarding the influence of the primary audience on the student newspaper.

Tables 6.34 and 6.35 show the multivariate and univariate tests supporting overall differences among the two groups; individuals working for public institutions and individuals working for private institutions, within and between subjects of catering to the primary target audience when selecting content, including content that is enjoyable to the primary target audience, considering suggestions from the primary target audience

during content selection, and catering to the primary target audience when addressing controversial topics (Wilks' Lambda $F=7.246$, $p<0.000$). The tests of between-subjects effects show the same result, that there was a significant difference in the four items, among the two groups as independent variables. The significant difference is that those at private institutions were more likely to perceive the primary target audience as having more influence than those at public institutions.

Table 6.34

Multivariate Test Results Related to Primary Audience Influence Based on Public and Private Institutional Employment

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.908	173.307(a)	4.000	70.000	.000
	Wilks' Lambda	.092	173.307(a)	4.000	70.000	.000
	Hotelling's Trace	9.903	173.307(a)	4.000	70.000	.000
	Roy's Largest Root	9.903	173.307(a)	4.000	70.000	.000
Public or Private	Pillai's Trace	.980	4.740	20.000	292.000	.000
	Wilks' Lambda	.201	7.246	20.000	233.114	.000
	Hotelling's Trace	3.110	10.650	20.000	274.000	.000
	Roy's Largest Root	2.825	41.242(b)	5.000	73.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.35

Tests of Between-Subjects Effects Related to Primary Audience Influence Based on Public and Private Institutional Employment

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Topics primary audience favor	19.213(a)	5	3.843	3.454	.007
	Cater to primary audience	78.661(b)	5	15.732	9.660	.000

	Controversy cater to primary audience	82.483(c)	5	16.497	7.438	.000
	Include audience suggestions	230.051(d)	5	46.010	36.549	.000
Intercept	Topics primary audience favor	77.966	1	77.966	70.078	.000
	Cater to primary audience	151.215	1	151.215	92.853	.000
	Controversy cater to primary audience	73.869	1	73.869	33.308	.000
	Include audience suggestions	521.787	1	521.787	414.485	.000
Public or Private	Topics primary audience favor	19.213	5	3.843	3.454	.007
	Cater to primary audience	78.661	5	15.732	9.660	.000
Table 6.35 (continued)		82.483	5	16.497	7.438	.000
	Include audience suggestions	230.051	5	46.010	36.549	.000
Error	Topics primary audience favor	81.217	73	1.113		
	Cater to primary audience	118.884	73	1.629		
	Controversy cater to primary audience	161.896	73	2.218		
	Include audience suggestions	91.898	73	1.259		
Total	Topics primary audience favor	497.000	79			
	Cater to primary audience	1414.000	79			
	Controversy cater to primary audience	914.000	79			
	Include audience suggestions	1570.000	79			
Corrected Total	Topics primary audience favor	100.430	78			
	Cater to primary audience	197.544	78			
	Controversy cater to primary audience	244.380	78			
	Include audience suggestions	321.949	78			

a R Squared = .191 (Adjusted R Squared = .136)

b R Squared = .398 (Adjusted R Squared = .357)

c R Squared = .338 (Adjusted R Squared = .292)

d R Squared = .715 (Adjusted R Squared = .695)

H3f: At the societal level, there will be difference between those whose primary audience is internal and whose primary audience is external regarding the influence of the primary audience on the student newspaper.

Tables 6.36 and 6.37 show the multivariate and univariate tests supporting overall differences among the two groups; groups whose primary audience is internal and groups whose primary audience is external, within and between subjects of catering to the primary target audience when selecting content, including content that is enjoyable to the primary target audience, considering suggestions from the primary target audience during content selection, and catering to the primary target audience when addressing controversial topics (Wilks' Lambda $F=89.506$, $p<0.000$). The tests of between-subjects effects show the same result, that there was a significant difference in the four items, among the two groups as independent variables.

The significant difference is that those with internal primary audiences were more likely to perceive primary target audiences as having more influence on student newspaper content than those with external primary audiences.

Table 6.36

Multivariate Test Results Related to Primary Audience Influence Based on Internal and External Audiences

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.859	89.506(a)	4.000	59.000	.000
	Wilks' Lambda	.141	89.506(a)	4.000	59.000	.000
	Hotelling's Trace	6.068	89.506(a)	4.000	59.000	.000
	Roy's Largest Root	6.068	89.506(a)	4.000	59.000	.000
audience_group	Pillai's Trace	.296	6.192(a)	4.000	59.000	.000
	Wilks' Lambda	.704	6.192(a)	4.000	59.000	.000
	Hotelling's Trace	.420	6.192(a)	4.000	59.000	.000
	Roy's Largest Root	.420	6.192(a)	4.000	59.000	.000

a Exact statistic

b Design: Intercept+audience_group

Table 6.37

Tests of Between-Subjects Effects Related to Primary Audience Influence Based on Internal and External Audiences

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Topics primary audience favor	.287(a)	1	.287	.345	.559
	Cater to primary audience	16.380(b)	1	16.380	8.025	.006
	Controversy cater to primary audience	16.832(c)	1	16.832	6.106	.016
	Include audience suggestions	43.163(d)	1	43.163	21.900	.000
Intercept	Topics primary audience favor	54.100	1	54.100	64.940	.000
	Cater to primary audience	116.880	1	116.880	57.259	.000
	Controversy cater to primary audience	56.019	1	56.019	20.321	.000
	Include audience suggestions	292.538	1	292.538	148.427	.000

audience group	Topics primary audience favor	.287	1	.287	.345	.559
	Cater to primary audience	16.380	1	16.380	8.025	.006
	Controversy cater to primary audience	16.832	1	16.832	6.106	.016
	Include audience suggestions	43.163	1	43.163	21.900	.000

Table 6.37 (continued)

Error	Topics primary audience favor	51.650	62	.833		
	Cater to primary audience	126.557	62	2.041		
	Controversy cater to primary audience	170.918	62	2.757		
	Include audience suggestions	122.197	62	1.971		
Total	Topics primary audience favor	316.000	64			
	Cater to primary audience	1316.000	64			
	Controversy cater to primary audience	890.000	64			

	Include audience suggestions	861.000	64
Corrected Total	Topics primary audience favor	51.938	63
	Cater to primary audience	142.938	63
	Controversy cater to primary audience	187.750	63
	Include audience suggestions	165.359	63

Table 6.37 (continued)

-
- a R Squared = .006 (Adjusted R Squared = -.011)
b R Squared = .115 (Adjusted R Squared = .100)
c R Squared = .090 (Adjusted R Squared = .075)
d R Squared = .261 (Adjusted R Squared = .249)

Hypothesis 3 explored the likelihood of the primary audience members of student newspapers to influence content based on the way they are perceived regarding their role in newspaper content selection. Hypothesis 3a explored this concept at the individual level, focusing on the perceptions of student editors about the role of the primary target audience. Hypothesis 3b explored the concept at the organizational level, focusing on the perceptions of faculty advisers about the role of the primary target audience. Hypothesis 3c explored the concept at the societal level, focusing on the perceptions of academic affairs administrators about the role of the primary target audience. Hypothesis 3d, 3e,

and 3f examined differences between groups studied regarding their perceptions about the influences of the primary audience on the student newspaper content.

Hypotheses 3 through 3f are supported based on the data. The majority of the survey participants responded that they catered to the primary target audience either during the content selection process or when the primary target audience was critical of the student newspaper. Influence from the primary target audience depends on the amount of importance it receives at each level. The results showed significant differences at the individual, organizational, and societal levels concerning the importance of the primary audience and when it can successfully influence newspaper content.

RQ1: To what extent are student editors, faculty advisers and academic affairs administrators perceived as influential to the media content of student newspapers at public and private institutions?

Influences on content at the individual level were more prevalent than influences at the organizational and societal level. Content was influenced more at the societal level than at the organizational level. The amount of influence a group has on content at any given level is based on the amount of control that group has, as evidenced through H1 findings.

Survey results found that most student editors surveyed strongly disagreed that they influenced content more than faculty advisers, academic affairs administrators, and primary target audiences ($n=22$; 44.9%). The majority of student editors surveyed agreed somewhat that faculty advisers influenced content more than any other group ($n=14$; 28.6%). They strongly disagreed that academic affairs administrators influenced content

the most ($n=16$; 32.7%), and agreed somewhat that the primary target audience influenced content more than any other group ($n=14$; 28.6%).

RQ1a: Is there any perceived differences among student editors, faculty advisers and academic affairs administrators regarding the influence of each group on the media content of student newspapers?

Tables 6.38 through 6.40 show the multivariate and univariate tests supporting overall differences among the three groups; student editors, faculty advisers, and academic affairs administrators, within and between subjects of amounts of influence amongst student editors, faculty advisers, academic affairs administrators, and the primary target audience (Wilks' Lambda $F=708.124$, $p<0.000$). The tests of between-subjects effects show the same result, that there was a significant difference in the four items, among the three groups as independent variables. The significant difference is that student editors were perceived as more likely to influence student newspaper content than faculty advisers and academic affairs administrators.

Table 6.38

Multivariate Test Results Related to Level of Influence Amongst Different Groups

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.967	708.124(a)	4.000	97.000	.000
	Wilks' Lambda	.033	708.124(a)	4.000	97.000	.000
	Hotelling's Trace	29.201	708.124(a)	4.000	97.000	.000
	Roy's Largest Root	29.201	708.124(a)	4.000	97.000	.000
group	Pillai's Trace	.853	18.218	8.000	196.000	.000
	Wilks' Lambda	.221	27.292(a)	8.000	194.000	.000
	Hotelling's Trace	3.182	38.184	8.000	192.000	.000
	Roy's Largest Root	3.073	75.282(b)	4.000	98.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.39

Tests of Between-Subjects Effects Related to Level of Influence Amongst Different Groups

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Student editors more influence	191.623(a)	2	95.812	28.895	.000
	Advisers more influence	80.600(b)	2	40.300	24.799	.000
	Administrators more influence	103.742(c)	2	51.871	24.645	.000
	Primary audience more influence	39.981(d)	2	19.990	6.647	.002
Intercept	Student editors more influence	887.168	1	887.168	267.557	.000
Table 6.39 (continued)		3283.905	1	3283.905	2020.779	.000
	Administrators more influence	3599.440	1	3599.440	1710.178	.000
	Primary audience more influence	1729.922	1	1729.922	575.227	.000
group	Student editors more influence	191.623	2	95.812	28.895	.000
	Advisers more influence	80.600	2	40.300	24.799	.000
	Administrators more influence	103.742	2	51.871	24.645	.000
	Primary audience more influence	39.981	2	19.990	6.647	.002
Error	Student editors more influence	331.581	100	3.316		
	Advisers more influence	162.507	100	1.625		
	Administrators more influence	210.472	100	2.105		
	Primary audience more influence	300.738	100	3.007		
Total	Student editors more influence	1733.000	103			
	Advisers more influence	3543.000	103			
	Administrators more influence	3915.000	103			
	Primary audience more influence	2161.000	103			
Corrected Total	Student editors more influence	523.204	102			

Advisers more influence	243.107	102
Administrators more influence	314.214	102
Primary audience more influence	340.718	102

a R Squared = .366 (Adjusted R Squared = .354)

b R Squared = .332 (Adjusted R Squared = .318)

c R Squared = .330 (Adjusted R Squared = .317)

d R Squared = .117 (Adjusted R Squared = .100)

Table 6.40

Multiple Comparisons Related to Level of Influence Amongst the Three Groups

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.
Table 6.40 (continued)					
			Lower Bound	Upper Bound	Lower Bound
Student editors more influence	editor in chief	faculty adviser	1.85(*)	.417	.000
		academic administrator	3.37(*)	.457	.000
	faculty adviser	editor in chief	-1.85(*)	.417	.000
		academic administrator	1.52(*)	.492	.008
	academic administrator	editor in chief	-3.37(*)	.457	.000
		faculty adviser	-1.52(*)	.492	.008
Advisers more influence	editor in chief	faculty adviser	-1.89(*)	.292	.000
		academic administrator	-1.59(*)	.320	.000
	faculty adviser	editor in chief	1.89(*)	.292	.000

		academic administrator	.30	.344	1.000
	academic administrator	editor in chief	1.59(*)	.320	.000
		faculty adviser	-.30	.344	1.000
Administrators more influence	editor in chief	faculty adviser	-2.17(*)	.332	.000
		academic administrator	-1.75(*)	.364	.000
	faculty adviser	editor in chief	2.17(*)	.332	.000
Table 6.40 (continued)		academic administrator	.42	.392	.870
	academic administrator	editor in chief	1.75(*)	.364	.000
		faculty adviser	-.42	.392	.870
Primary audience more influence	editor in chief	faculty adviser	-1.40(*)	.397	.002
		academic administrator	-.19	.435	1.000
	faculty adviser	editor in chief	1.40(*)	.397	.002
		academic administrator	1.21(*)	.468	.034
	academic administrator	editor in chief	.19	.435	1.000
		faculty adviser	-1.21(*)	.468	.034

Based on observed means.

* The mean difference is significant at the .05 level.

RQ1b: Is there any perceived difference between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators on the media content of student newspapers?

Tables 6.41 through 6.43 show the multivariate and univariate tests supporting overall differences among the two groups; private institutions and public institutions, within and between subjects of amounts of influence amongst student editors, faculty advisers, academic affairs administrators, and the primary target audience (Wilks' Lambda $F=121.572$, $p<0.000$). The tests of between-subjects effects show the same result, that there was a significant difference in the four items, among the two groups as independent variables. The significant difference is that student editors at public institutions were more likely to perceive themselves as having more control over the student newspaper than student editors at private institutions.

Table 6.41

Multivariate Test Results Related to Public and Private Institutions and the Level of Influence of Each Group

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.838	121.572(a)	4.000	94.000	.000
	Wilks' Lambda	.162	121.572(a)	4.000	94.000	.000
	Hotelling's Trace	5.173	121.572(a)	4.000	94.000	.000
	Roy's Largest Root	5.173	121.572(a)	4.000	94.000	.000
Public or Private	Pillai's Trace	.732	4.347	20.000	388.000	.000
	Wilks' Lambda	.369	5.475	20.000	312.713	.000
	Hotelling's Trace	1.440	6.660	20.000	370.000	.000
	Roy's Largest Root	1.236	23.987(b)	5.000	97.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.42

Tests of Between-Subjects Effects Related to Public and Private Institutions and the Level of Influence of Each Group

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
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Corrected Model	Student editors more influence	282.977(a)	5	56.595	22.852	.000
	Advisers more influence	18.492(b)	5	3.698	1.597	.168
	Administrators more influence	7.096(c)	5	1.419	.448	.814
	Primary audience more influence	15.216(d)	5	3.043	.907	.480
Intercept	Student editors more influence	511.583	1	511.583	206.569	.000
	Advisers more influence	659.438	1	659.438	284.778	.000
	Administrators more influence	640.768	1	640.768	202.380	.000
	Primary audience more influence	323.521	1	323.521	96.410	.000
Public or Private	Student editors more influence	282.977	5	56.595	22.852	.000
	Advisers more influence	18.492	5	3.698	1.597	.168
	Administrators more influence	7.096	5	1.419	.448	.814
	Primary audience more influence	15.216	5	3.043	.907	.480
Error	Student editors more influence	240.227	97	2.477		
	Advisers more influence	224.615	97	2.316		
	Administrators more influence	307.117	97	3.166		
	Primary audience more influence	325.502	97	3.356		
Total	Student editors more influence	1733.000	103			
	Advisers more influence	3543.000	103			
	Administrators more influence	3915.000	103			
	Primary audience more influence	2161.000	103			
Corrected Total	Student editors more influence	523.204	102			
	Advisers more influence	243.107	102			
	Administrators more influence	314.214	102			
	Primary audience more influence	340.718	102			

a R Squared = .541 (Adjusted R Squared = .517)

b R Squared = .076 (Adjusted R Squared = .028)

c R Squared = .023 (Adjusted R Squared = -.028)

d R Squared = .045 (Adjusted R Squared = -.005)

RQ2: To what extent does the perceived influence of student editors, faculty advisers and academic affairs administrators lead to censorship of media content at public and private institutions?

Forty-two percent of the student editors strongly agreed that censorship was a problem at their institution ($n=20$), though 81 percent of the faculty advisers strongly disagreed that censorship was a problem ($n=26$). Sixty-one percent ($n=15$) of academic affairs administrators strongly disagreed that censorship was a problem at their institution. Results showed that the student editors surveyed did not view influences on content from themselves, faculty advisers, academic affairs administrators, or primary target audiences as forms of censorship. Faculty advisers only viewed influences from student editors as forms of censorship. Forty-six percent ($n=11$) of the academic affairs administrators strongly agreed that influences from them on student newspapers were forms of censorship, but that influences at other levels were not.

The results suggested that the amount of control that existed at any given level determined the amount of influence that individuals had on newspaper content. The survey responses indicated that primary control over the student newspaper resided with the student editors, so they had the most influence on newspaper content. Because they had the most control, influence at the individual level did not lead to censorship of content.

At the organizational level, faculty advisers and academic affairs administrators indicated that they did not have primary control. The lack of primary control suggested that any influence from them could be considered as censorship because they were not normally part of the news-making process.

At the societal level, the results suggested that the primary target audience did play a substantial role in the news-making process and was considered when controversial topics arose. Their consideration indicated that the primary target audiences did have some control over the student newspapers. Depending on the final decisions of student editors, influences at the societal level could lead to censorship.

RQ2a: Is there any perceived difference among student editors, faculty advisers and academic affairs administrators regarding their influence leading to censorship of media content?

Tables 6.43 through 6.44 show the multivariate and univariate tests supported overall differences among the three groups; student editors, faculty advisers, and academic affairs administrators, within and between subjects of influences that lead to censorship of student newspaper content (Wilks' Lambda $F=518.151$, $p<0.000$). The tests of between-subjects effects show the same result, that there was a significant difference in the four items, among three two groups as independent variables. A significant difference existed between student editors and faculty advisers and student editors and academic affairs administrators regarding influences that lead to censorship. Student editors were more likely to perceive themselves as having influences on content through their intrinsic characteristics, but less likely to perceive their influences as leading to censorship. Each group was more likely to perceive influences from other groups as leading to censorship, however.

Table 6.43

Multivariate Test Results Related to Influences that Lead to Censorship Among the Three Groups

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.957	518.153(a)	4.000	93.000	.000

	Wilks' Lambda	.043	518.153(a)	4.000	93.000	.000
	Hotelling's Trace	22.286	518.153(a)	4.000	93.000	.000
	Roy's Largest Root	22.286	518.153(a)	4.000	93.000	.000
Group	Pillai's Trace	1.016	24.264	8.000	188.000	.000
	Wilks' Lambda	.216	26.784(a)	8.000	186.000	.000
	Hotelling's Trace	2.557	29.406	8.000	184.000	.000
	Roy's Largest Root	2.027	47.640(b)	4.000	94.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.44

Tests of Between-Subjects Effects Related to Influences that Lead to Censorship Among the Three Groups

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Table 6.44 (continued)						
Corrected Model	Student editor censorship	62.207(a)	2	31.103	6.403	.002
	Faculty adviser censorship	231.487(b)	2	115.744	35.347	.000
	Administrator censorship	165.245(c)	2	82.623	24.982	.000
	Target audience censorship	40.819(d)	2	20.410	12.566	.000
Intercept	Student editor censorship	2386.311	1	2386.311	491.286	.000
	Faculty adviser censorship	1231.519	1	1231.519	376.095	.000
	Administrator censorship	1435.563	1	1435.563	434.057	.000
	Target audience censorship	3057.027	1	3057.027	1882.112	.000
Group	Student editor censorship	62.207	2	31.103	6.403	.002
	Faculty adviser censorship	231.487	2	115.744	35.347	.000
	Administrator censorship	165.245	2	82.623	24.982	.000
	Target audience censorship	40.819	2	20.410	12.566	.000
Error	Student editor censorship	466.299	96	4.857		

	Faculty adviser censorship	314.351	96	3.274
	Administrator censorship	317.502	96	3.307
	Target audience censorship	155.928	96	1.624
Total	Student editor censorship	3074.000	99	
	Faculty adviser censorship	2098.000	99	
	Administrator censorship	2492.000	99	
	Target audience censorship	3821.000	99	
Corrected Total	Student editor censorship	528.505	98	
Table 6.44 (continued)		545.838	98	
	Administrator censorship	482.747	98	
	Target audience censorship	196.747	98	

a R Squared = .118 (Adjusted R Squared = .099)

b R Squared = .424 (Adjusted R Squared = .412)

c R Squared = .342 (Adjusted R Squared = .329)

d R Squared = .207 (Adjusted R Squared = .191)

RQ2b: Is there any perceived differences between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators leading to censorship of media content?

Tables 6.45 and 6.46 show the multivariate and univariate tests supporting overall differences among the two groups; private institutions and public institutions, within and between subjects of amounts of influence amongst student editors, faculty advisers, academic affairs administrators that lead to censorship (Wilks' Lambda $F=95.890$, $p<0.000$). The tests of between-subjects effects show the same result, that there were significant differences in the four items, among the two groups as independent variables.

The results demonstrated that individuals at private institutions were more likely to perceive that their influences lead to censorship than individuals at public institutions.

Table 6.45

Multivariate Test Results Related to Influences Among the Three Groups that Lead to Censorship

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.810	95.890(a)	4.000	90.000	.000
	Wilks' Lambda	.190	95.890(a)	4.000	90.000	.000
	Hotelling's Trace	4.262	95.890(a)	4.000	90.000	.000
	Roy's Largest Root	4.262	95.890(a)	4.000	90.000	.000
Public or Private	Pillai's Trace	.748	4.275	20.000	372.000	.000
	Wilks' Lambda	.329	5.957	20.000	299.446	.000
	Hotelling's Trace	1.807	7.996	20.000	354.000	.000
	Roy's Largest Root	1.673	31.117(b)	5.000	93.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.46

Tests of Between-Subjects Effects Related to Influences Among the Three Groups that Lead to Censorship

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Student editor censorship	302.888(a)	5	60.578	24.970	.000
	Faculty adviser censorship	36.771(b)	5	7.354	1.344	.253
	Administrator censorship	42.343(c)	5	8.469	1.788	.123
	Target audience censorship	12.305(d)	5	2.461	1.241	.296
Intercept	Student editor censorship	249.477	1	249.477	102.835	.000
	Faculty adviser censorship	219.651	1	219.651	40.127	.000
	Administrator censorship	494.989	1	494.989	104.527	.000
	Target audience censorship	687.552	1	687.552	346.679	.000
Public or Private	Student editor censorship	302.888	5	60.578	24.970	.000
	Faculty adviser censorship	36.771	5	7.354	1.344	.253
	Administrator censorship	42.343	5	8.469	1.788	.123

	Target audience censorship	12.305	5	2.461	1.241	.296
Error	Student editor censorship	225.617	93	2.426		
	Faculty adviser censorship	509.068	93	5.474		
	Administrator censorship	440.404	93	4.736		
	Target audience censorship	184.443	93	1.983		
Total	Student editor censorship	3074.000	99			
	Faculty adviser censorship	2098.000	99			
	Administrator censorship	2492.000	99			
	Target audience censorship	3821.000	99			
Corrected Total	Student editor censorship	528.505	98			
	Faculty adviser censorship	545.838	98			
	Administrator censorship	482.747	98			
	Target audience censorship	196.747	98			

a R Squared = .573 (Adjusted R Squared = .550)

b R Squared = .067 (Adjusted R Squared = .017)

c R Squared = .088 (Adjusted R Squared = .039)

d R Squared = .063 (Adjusted R Squared = .012)

RQ3: To what extent is the journalistic quality of fair and balanced reporting related to the influence of student editors, faculty advisers and academic affairs administrators on the content of student newspapers at public and private institutions?

The majority of student editors reported that they did not think that fair and balanced reporting was compromised at the individual level ($n=21$; 42.9%) nor at the organizational level from faculty advisers ($n=17$; 34.7%). The student editors reported that they perceived that fair and balanced reporting was compromised at the organizational level by academic affairs administrators, however ($n=17$; 34.7%).

Faculty advisers reported that they did not think that fair and balanced reporting was compromised at any level. The majority strongly disagreed that fair and balanced

reporting was compromised at the individual level by student editors ($n=15$; 36.9%); at the organizational level by faculty advisers ($n=21$; 65.6%); at the organizational level by academic affairs administrators ($n=14$; 43.8%); or at the societal level by the primary audience ($n=14$; 43.8%).

Academic affairs administrators reported that did not think that fair and balanced reporting was compromised at either level. Approximately 61% ($n=17$) of academic affairs administrators strongly disagreed that fair and balanced reporting is compromised at the individual level, and 35.7% ($n=10$) somewhat disagreed that faculty advisers compromise fair and balanced reporting at the organizational level. Sixty-one percent ($n=17$) of academic affairs administrators also strongly disagree that fair and balanced reporting was compromised at the organizational level by academic affairs administrators. Responses varied for influence by primary target audiences with 25% ($n=7$) of academic affairs administrators strongly disagreed that fair and balanced reporting was compromised at the societal level, 25% ($n=7$) disagreed that it is compromised, and 25% ($n=7$) remaining neutral on the topic. The rest of the respondents disagreed somewhat ($n=3$; 10.7%).

RQ3a: Is there any perceived difference among student editors, faculty advisers and academic affairs administrators regarding their influence in association with the journalistic quality of fair and balanced reporting?

Tables 6.47 and 6.48 show the multivariate and univariate tests supporting overall differences among the three groups; student editors, faculty advisers, and academic affairs administrators, within and between subjects of influences in association with the journalistic quality of fair and balanced reporting (Wilks' Lambda $F=567.598$, $p<0.000$).

The tests of between-subjects effects show the same result, that there is a significant difference in the four items, among the three groups as independent variables.

Table 6.47

Multivariate Test Results Related to Influences Associated with Fair and Balanced Reporting

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.959	567.598(a)	4.000	96.000	.000
	Wilks' Lambda	.041	567.598(a)	4.000	96.000	.000
	Hotelling's Trace	23.650	567.598(a)	4.000	96.000	.000
	Roy's Largest Root	23.650	567.598(a)	4.000	96.000	.000
Group	Pillai's Trace	.628	11.094	8.000	194.000	.000
	Wilks' Lambda	.429	12.646(a)	8.000	192.000	.000
	Hotelling's Trace	1.199	14.242	8.000	190.000	.000
	Roy's Largest Root	1.077	26.107(b)	4.000	97.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+group

Table 6.48

Tests of Between-Subjects Results Related to Influences Associated with Fair and Balanced Reporting

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Student editors compromise free press	29.169(a)	2	14.585	6.485	.002
	Advisers compromise free press	58.687(b)	2	29.343	11.180	.000
	Administrators compromise free press	261.436(c)	2	130.718	46.899	.000
	Audience compromise free press	18.734(d)	2	9.367	3.193	.045
Intercept	Student editors compromise free press	3464.566	1	3464.566	1540.537	.000
	Advisers compromise free press	3129.282	1	3129.282	1192.301	.000

	Administrators compromise free press	2531.621	1	2531.621	908.290	.000
	Audience compromise free press	2758.699	1	2758.699	940.330	.000
Group	Student editors compromise free press	29.169	2	14.585	6.485	.002
	Advisers compromise free press	58.687	2	29.343	11.180	.000
	Administrators compromise free press	261.436	2	130.718	46.899	.000
	Audience compromise free press	18.734	2	9.367	3.193	.045
Error	Student editors compromise free press	222.644	99	2.249		
	Advisers	259.833	99	2.625		
Table 6.48 (continued)						
	Administrators compromise free press	275.937	99	2.787		
	Audience compromise free press	290.442	99	2.934		
Total	Student editors compromise free press	3793.000	102			
	Advisers compromise free press	3515.000	102			
	Administrators compromise free press	2834.000	102			
	Audience compromise free press	3168.000	102			
Corrected Total	Student editors compromise free press	251.814	101			
	Advisers compromise free press	318.520	101			
	Administrators compromise free press	537.373	101			
	Audience compromise free press	309.176	101			

- a R Squared = .116 (Adjusted R Squared = .098)
 b R Squared = .184 (Adjusted R Squared = .168)
 c R Squared = .487 (Adjusted R Squared = .476)
 d R Squared = .061 (Adjusted R Squared = .042)

RQ3b: Is there any perceived difference between public and private institutions regarding the influence of student editors, faculty advisers and academic affairs administrators in association with the journalistic quality of fair and balanced reporting?

Tables 6.49 and 6.50 show the multivariate and univariate tests supporting overall differences among the two groups; public institutions and private institutions, within and between subjects of influences in association with the journalistic quality of fair and balanced reporting (Wilks' Lambda $F=75.389$, $p<0.000$). The tests of between-subjects effects show the same result, that there is a significant difference in the four items, among the two groups as independent variables.

The significant difference is that those at private institutions were more likely to perceive influences from student editors, faculty advisers and academic affairs administrators as associated with fair and balanced reporting than those at public institutions.

Table 6.49

Multivariate Test Results Related to Influences in Association with Journalistic Quality of Fair and Balanced Reporting Amongst Public and Private Institutions

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.764	75.389(a)	4.000	93.000	.000
	Wilks' Lambda	.236	75.389(a)	4.000	93.000	.000
	Hotelling's Trace	3.243	75.389(a)	4.000	93.000	.000
	Roy's Largest Root	3.243	75.389(a)	4.000	93.000	.000
Public or Private	Pillai's Trace	.812	4.893	20.000	384.000	.000
	Wilks' Lambda	.332	6.103	20.000	309.396	.000
	Hotelling's Trace	1.582	7.238	20.000	366.000	.000
	Roy's Largest Root	1.240	23.816(b)	5.000	96.000	.000

a Exact statistic

b The statistic is an upper bound on F that yields a lower bound on the significance level.

c Design: Intercept+PublicorPrivate

Table 6.50

Tests of Between-Subjects Effects Related to Influences in Association with Journalistic Quality of Fair and Balanced Reporting Amongst Public and Private Institutions

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Student editors compromise free press	7.832(a)	5	1.566	.616	.688
	Advisers compromise free press	21.552(b)	5	4.310	1.393	.234
	Administrators compromise free press	38.280(c)	5	7.656	1.473	.206
	Audience compromise free press	89.509(d)	5	17.902	7.823	.000
Intercept	Student editors compromise free press	652.949	1	652.949	256.917	.000
	Advisers compromise free press	646.979	1	646.979	209.147	.000
	Administrators compromise free press	306.227	1	306.227	58.902	.000
	Audience compromise free press	277.180	1	277.180	121.134	.000
Table 6.50 (continued)						
Public or Private	Student editors compromise free press	7.832	5	1.566	.616	.688
	Advisers compromise free press	21.552	5	4.310	1.393	.234
	Administrators compromise free press	38.280	5	7.656	1.473	.206
	Audience compromise free press	89.509	5	17.902	7.823	.000
Error	Student editors compromise free press	243.982	96	2.541		
	Advisers compromise free press	296.968	96	3.093		
	Administrators compromise free press	499.093	96	5.199		
	Audience compromise free press	219.668	96	2.288		
Total	Student editors compromise free press	3793.000	102			
	Advisers compromise free press	3515.000	102			
	Administrators compromise free press	2834.000	102			
	Audience compromise free press	3168.000	102			
Corrected Total	Student editors compromise free press	251.814	101			

Advisers compromise free press	318.520	101
Administrators compromise free press	537.373	101
Audience compromise free press	309.176	101

a R Squared = .031 (Adjusted R Squared = -.019)

b R Squared = .068 (Adjusted R Squared = .019)

c R Squared = .071 (Adjusted R Squared = .023)

d R Squared = .290 (Adjusted R Squared = .253)

The results from this study indicated that student newspapers that were controlled by student editors who followed official guidelines and did not self-censor nor were encouraged to do, were not faced with censorship problems. The Discussion chapter explores further implications of these findings and suggestions for further research.

CHAPTER VII

DISCUSSION

Summary of Results

This research study addressed three sets of hypotheses and three sets of research questions to examine and explore influences on collegiate student newspaper content at the individual, organizational, and societal levels based on survey results of student editors, faculty advisers, and academic affairs administrators. This study also examined the relationship between influences at the three levels and censorship practices. Previous research has shown that censorship of the student press is an issue at several higher learning institutions. The results of this study identified the types of student newspapers that usually have censorship problems and the perceptions and characteristics of the student editors, faculty advisers, and academic affairs administrators who are in the

positions to influence and censor content. The online survey research conducted provided the necessary information to analyze the censorship issue and three levels of influence: individual, organizational, and societal.

Hypotheses 1 through Hypothesis 1e Results. Results from Hypotheses 1 through 1e revealed that positive relationships existed between the variables (1) influences on content through intrinsic characteristics and (2) amount of control. Positive and significant relationships were proved to exist between groups who perceived having the ability to make final decisions for the student newspaper and those who perceived having primary control over the student newspaper. Positive and significant relationships were also found to exist between groups who were influenced by their intrinsic characteristics of personal background and values and ethical standards, and those who perceived having primary control and making final decisions for the student newspaper. Significant differences existed between the (1) perceptions of student editors regarding final decisions and the perceptions of faculty advisers and between the (2) perceptions of student editors regarding final decisions and the perceptions of academic affairs administrators. Student editors perceived having more control over the student newspaper than faculty advisers and academic affairs administrators. The amount of control of student editors is reflective of the student editors' influence on content based on intrinsic characteristics. Hypothesis 1 through Hypothesis 1e were all supported based on the data.

Hypothesis 2 through Hypothesis 2f Results. This set of hypotheses tested the amount of control each group perceived having over the student newspaper and the likelihood of each group self-censoring student newspaper content. Results showed

positive relationships between groups who perceived having less control over the student newspaper and groups who engaged in self-censoring practices of the student newspaper. Positive relationships also existed amongst groups who perceived having less control over the student newspaper and groups who self-censored content that did not align with the institution's perspective and content that was critical of faculty and administration.

Significant differences were found to exist between student editors, faculty advisers, and academic affairs administrators in relation to perceptions of control and likelihood to self-censor at the organizational level. Significant differences were also found to exist between groups who worked at public institutions and their perceptions of control and likelihood to self-censor and groups who worked at private institutions. Significant differences also existed between groups who had official documents to guide the student newspaper operations and those who did not. Hypothesis 2 through Hypothesis 2f were all supported based on the data.

Hypothesis 3 through Hypothesis 3f Results. Hypothesis 3 through Hypothesis 3f tested the amount of influence primary target audiences of student newspapers had in relation to their ability to influence student newspaper content at the societal level. Results showed that the likelihood of a primary target audience to influence content depended mainly on how important the primary target audience is to each group. Positive relationships existed between groups who considered the primary audience as important to the story selection and story coverage process and groups who were influenced by primary target audiences.

Significant differences were found to exist amongst the three groups, student editors, faculty advisers, and academic affairs administrators, and their perceptions of the

primary audience's role in the news-making processes. Significant differences were also found to exist amongst groups who worked at public institutions and those who worked at private institutions and their perceptions of the primary target audience. Hypothesis 3 through Hypothesis 3f were supported based on the data.

Research Question 1 through Research Question 1b Results. Research Question 1 through Research Question 1b focused on the extent groups at each level of influence, individual, organizational, and societal, influenced media content at the collegiate level. The results showed that student editors at the individual level influenced content the most because they were found to have the most control over the student newspaper. Perceived differences were found to exist between student editors, faculty advisers, and academic affairs administrators regarding the level of influence each group perceived themselves and other groups as having. Perceived differences also existed between groups who worked for public institutions and those who worked for private institutions.

Research Question 2 through Research Question 2b Results. Research Question 2 through Research Question 2b explored the perceptions of student editors, faculty advisers, and academic affairs administrators at public and private institutions about the extent to which influences on student newspaper content lead to censorship. Student editors were the only group who reported perceiving censorship as a problem for their student newspaper. Significant differences were found to exist between the perceptions of student editors, faculty advisers, and academic affairs administrators in relation to influences on content and their relationship to censorship issues. Significant differences were also found to exist between student editors, faculty advisers, and academic affairs

administrators who worked at public institutions and those who worked at private institutions.

Research Question 3 through Research Question 3b Results. Research Question 3 through Research Question 3b explored the extent to which fair and balanced reporting was compromised because of influences on content at the individual, organizational, and societal levels. The differences between the three levels were also explored. Student editors were the only group who perceived fair and balanced reporting to be compromised. They reported that academic affairs administrators compromised fair and balanced reporting at the organizational level. Perceived differences about the relationship between fair and balanced reporting and influences on content existed between the student editors, faculty adviser, and academic affairs administrators, and groups who worked at public institutions and groups who worked at private institutions.

Shoemaker and Reese's (1996) seminal research on theories of influence on mass media content provided the theoretical foundation for this study. They examined four levels of influence--individual, organizational, societal, and ideological--to explore the extent to which groups at each level influenced the content that eventually made it to the public through the media. The research is important because it presented information about the ways that media content influences the public, and provided new perspectives on the original influences that shaped content.

Theoretical Implications

Three of the four levels of influence identified by Shoemaker & Reese (1996) were analyzed in this study to determine the relationship between influences on student newspaper content and censorship of student newspaper content. Results from this study

showed that at the individual level, student editors were more likely to allow their intrinsic characteristics to influence content when they perceived themselves as having primary control over the student newspaper and making final decisions. The study also suggested that student editors were more likely to self-censor content when primary control was perceived to belong to individuals acting at the organizational level, such as faculty advisers and academic affairs administrators.

In addition, the research showed that censorship incidents were more likely to occur at institutions that did not have official guidelines outlining the roles and responsibilities of various constituents involved in the publication process, or official documents explaining the types of content that was acceptable and unacceptable for the publication. Statistics from the survey results demonstrated that most public institutions had official governing rules and were not experiencing censorship issues. Private institutions were more likely to operate student newspapers without official guidelines, but were more involved in the publication process of student newspapers. Institutional involvement made the private institutions more susceptible to being held liable for content that appeared in the student newspaper. The research showed that for this reason, administrators at private institutions were more likely to censor content for libel reasons than administrators at public institutions.

Shoemaker and Reese (1996) presented several hypotheses that could be used to test influences at the four levels of individual, societal, organizational, and ideological. This study tested several hypotheses to prove that relationships did exist between influences on content and censorship of content at three of the four levels, individual, organizational and societal. Shoemaker & Reese (1996) also determined that the levels

of influence played a role in content selection, and this study specified the various ways that these levels hindered fair, balanced, and unbiased content selection. It is important to note, however, that influences on content at one level did not equate to censorship at that same level. For example, this research showed that student editors influenced content based on their intrinsic characteristics when they maintained primary control at the individual level. Student editors did not engage in self-censorship until primary control was perceived to belong to groups at the organizational level.

At the societal level, primary target audiences influenced content, but only when they had a great amount of input in student newspaper content. While primary audiences did not directly censor content, they did play a role in some student editors' decisions to self-censor content that was not favorable to the primary target audiences. This occurred when primary target audiences were perceived to have more control over the student newspaper.

This study can be related to research presented in the literature review and it also offered new findings. Whitmore (2006) explored the legal implications associated with private institutions administrators being involved in the student newspaper publication process and how they are susceptible to liability issues. This study supported Whitmore's (2006) research through findings that groups at the organizational level of private institutions were more likely to influence and censor content for liability reasons and to avoid libel.

This research also supported Shoemaker and Reese's (1996) findings that influences on content existed at different levels, but it also explored these influences at each level as they relate to control. In addition, Shoemaker and Reese (1996) explored

implications in the professional realm of journalism, while this study explored influences on media content at the collegiate level. Bodle (1997) found that administration did not influence the content at most daily student newspapers included in the study. This research study found that influence on content by academic affairs administrators at the organizational level only existed when they were perceived to have the most control over the student newspaper, which was not found to be often. Thomason (1984) and Loving (1993) each found that most private institutions did not have official guidelines for their student newspapers and that the faculty advisers and academic affairs administrators were more involved in the publication process than at public institutions. This research supports their findings as they relate to student newspapers at private institutions.

Practical Implications

The survey results from this study offered practical considerations for limiting unnecessary influences on content and avoiding censorship of student newspapers at the collegiate level. If student newspapers and institutions would incorporate some or all of the tactics presented, censorship problems could be kept to a minimum. Intolerance of censorship at the collegiate level can lead to general appreciation for fair and balanced reporting in the professional realm.

1. The student newspaper at any higher learning institution, whether public or private, should have an official purpose of the publication outlined in official institutional documents. A determination must be made whether a student newspaper is a teaching tool or a public forum. This determination will help to define the roles of those involved in the publication process.

2. Student editors should employ their learned journalism skills during content selection and continuously strive to keep influences based on personal, intrinsic characteristics to a minimum. This will assist in presenting content from an objective standpoint.

3. The roles of the student editors, faculty advisers, and academic affairs administrators in the publication process should be clearly outlined in official institutional documents. Research has shown that faculty advisers, in particular, are often uncertain about their roles with the student newspapers. These faculty advisers often serve as part of the student newspaper staff as opposed to as an adviser to the student newspaper staff. The official documents should also detail the role of the institution and administration, if any, in the publication process. Particular attention should be given to determine whether the institution can be held liable for content that appears in the student newspaper. This is especially important for private institutions.

4. Student editors should have primary control over the student newspaper. This would help eliminate student editors' desire to self-censor based on the content desires of groups at different levels, such as administrators and members of the primary target audience.

5. Institutions and members of the primary target audience, such as the Student Government Association, should not have the authority to control student newspaper content based on the provision of financial support to the publication. If control of the student newspaper content is a prerequisite, then the student newspaper should refuse such financial sponsorship.

6. Student editors, particularly those at public institutions, must have an understanding of their First Amendment rights in order to combat censorship issues if they occur.

The findings from this study could also be used to interpret previous cases of censorship presented in the Introduction and Literature Review chapters. This study detailed several causes of censorship and presented data regarding the types of student newspapers that are usually victims of censorship. Results could be used to explore these cases and determine whether the student newspapers affected by censorship had similar characteristics similar to those presented in this study through the survey analysis.

Limitations and Suggestions for Further Research

Though this research offered several theoretical and practical implications, there were also limitations to this study. First, this research was limited because it only focused on 109 institutions with student newspapers. The 109 institutions were all recognized as accredited by the Accrediting Council on Education in Journalism in Mass Communication. This study did not explore influences on content and censorship issues at higher learning institutions that did not have an accredited journalism or mass communication program.

Most of the survey respondents represented public institutions. The survey results showed that influences on content and censorship issues do exist, but public institutions were more likely to have governing documents that assisted student editors in deciding whether certain content should be published. In addition, student editors at public institutions are protected by First Amendment rights, so censorship would be more difficult at public institutions than at private institutions.

Only editors in chief, faculty advisers, and provosts were targeted for this study. The perceptions of student reporters, journalism faculty, and other academic affairs administrators were not examined. These individuals, who might also be involved in the publication process, might have different perceptions about influences on student newspaper content and censorship of student newspaper content.

The topic of influences on student newspaper content and censorship of student newspaper content at the collegiate level could also be explored through further research. A content analysis of newspaper content of public institutions and private institutions could be conducted to compare the differences that exist between the two, if any. Another way to explore this topic further would be to analyze each level of influence more extensively and examine any instances of censorship that occurred at each level through case studies focusing on student newspapers that have already experienced censorship problems.

In addition, a study could be done that exploreS influences on content and censorship issues at higher learning institutions regardless of accreditation status. A comparison and contrast study of influences on content and censorship issues could be conducted between student newspapers at institutions with accredited journalism and mass communication programs and student newspapers at institutions without accredited journalism and mass communication programs. Surveys would serve as a practical and effective way to collect data. Statistically, further analyses of regression or discriminant function analyses incorporating the relationship between influences, control, and self-censorship could be conducted.

APPENDIX A

List of Schools Recognized by the Accrediting Council on Education in
Journalism and Mass Communication

Abilene Christian University

American University

Arizona State University

Arkansas State University

Auburn University

Ball State University

Baylor University

Bowling Green State University

Brigham Young University

California State University, Chico

California State University, Fullerton

California State University, North Ridge

Central Michigan University

Colorado State University

Columbia University

Drake University

East Tennessee State University

Eastern Illinois University

Elon University

Florida A&M University

Florida International University

Grambling State University

Hampton University

Hofstra University

Howard University

Indiana University

Iona College

Iowa State University of Science and Technology

Jackson State University

Kansas State University

Kent State University

Louisiana State University

Marquette University

Marshall University

Middle Tennessee State University

Murray State University

New Mexico State University

New York University

Nicholls State University

Norfolk State University

North Carolina A & T State University

Northwestern State University

Northwestern University

Ohio University

Oklahoma State University
Pennsylvania State University
San Francisco State University
San Jose State University
Savannah State University
South Dakota State University
Southeast Missouri State University
Southern Illinois University, Carbondale
Southern Illinois University, Edwardsville
Southern University
St. Cloud State University
Syracuse University
Temple University
Texas Christian University
Texas State University—San Marcos
Texas Tech University
The University of Montana
University of Alabama
University of Alaska Anchorage
University of Alaska Fairbanks
University of Arizona
University of Arkansas, Fayetteville
University of California
University of Colorado

University of Connecticut

University of Florida

University of Georgia

University of Illinois, Urbana-Champaign

University of Iowa

University of Kansas

University of Kentucky

University of Louisiana at Lafayette

University of Maryland

University of Memphis

University of Miami

University of Minnesota

University of Mississippi

University of Missouri-Columbia

University of Nebraska

University of Nevada, Reno

University of North Carolina at Chapel Hill

University of North Texas

University of Oklahoma

University of Oregon

University of South Carolina

University of South Dakota

University of South Florida

University of South Florida, St. Petersburg

University of Southern California

University of Southern Indiana

University of Southern Mississippi

University of Tennessee

University of Tennessee at Chattanooga

University of Tennessee at Martin

University of Texas

University of Utah

University of Washington

University of Wisconsin, Eau Claire

University of Wisconsin, Oshkosh

University of Wisconsin, River Falls

Virginia Commonwealth University

Washington and Lee University

West Virginia University

Western Kentucky University

Winthrop University

APPENDIX B

INTRODUCTION MESSAGE TO SURVEY PARTICIPANTS

Opening Message to Student Editors

As partial fulfillment of the requirements to obtain a doctoral degree in mass communication from the University of Southern Mississippi, I am conducting research for my dissertation topic, which focuses on content and influences that lead to censorship of college and university student newspapers. You have been identified as a student editor of a college or university student newspaper at a journalism and/or mass communication program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). As part of this research, I am surveying student editors, advisers, and administrators of ACEJMC-programs regarding their roles in the publication process of the student newspaper. The purpose of this survey is to gain an understanding about influences on content and censorship at college or university student newspapers.

Your answers are indispensable to the success of this research project and the development of journalism studies. Accordingly, the survey questions involve no risks.

Please follow the link to answer a 53-question survey about the student newspaper, your role, and your perceptions of the roles of others involved in the publication process. Some of the questions are included to gather demographics. The survey should take approximately 5-10 minutes of your time. Your participation is voluntary and you may withdraw at any time. Of course, this information shall remain confidential, and once the data is collected, the link between the data and your identity shall be destroyed. I hope you will complete the questionnaire. If you are interested in receiving a report on the valuable findings of this study, please enter your name and email address or mailing address at the end of the survey. Any questions or concerns about rights as a research subject should be directed to Shaniece B. Bickham at (504)352-8871, shaniecebickham@yahoo.com, or the Chair of the USM IRB at (601)266-4119.

Thank you in advance for participating in this survey. If I have contacted you in error, please visit the website and one of the initial questions will allow you to inform me of that, as well as provide contact information for the appropriate person if applicable.

Thank you in advance,

Shaniece B. Bickham
504-352-8871
shaniecebickham@yahoo.com

Opening Message to Faculty Advisers

As partial fulfillment of the requirements to obtain a doctoral degree in mass communication from the University of Southern Mississippi, I am conducting research for my dissertation topic, which focuses on content and influences that lead to censorship of college and university student newspapers. You have been identified as a faculty adviser for a college or university student newspaper at a journalism and/or mass communication program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). As part of this research, I am surveying student editors, advisers, and administrators of ACEJMC-programs regarding their roles in the publication process of the student newspaper. The purpose of this survey is to gain an understanding about influences on content and censorship at college or university student newspapers.

Your answers are indispensable to the success of this research project and the development of journalism studies. Accordingly, the survey questions involve no risks.

Please follow the link to answer a 53-question survey about the student newspaper, your role, and your perceptions of the roles of others involved in the publication process. Some of the questions are included to gather demographics. The survey should take approximately 5-10 minutes of your time. Your participation is voluntary and you can withdraw at any time. Of course, this information will remain confidential, and once the data is collected, the link between the data and your identity will be destroyed. I hope you will complete the questionnaire. If you are interested in receiving a report on the valuable findings of this study, please enter your name and email address or mailing address at the end of the survey. Any questions or concerns about rights as a research subject should be directed to Shaniece B. Bickham at (504)352-8871, shaniecebickham@yahoo.com, or the Chair of the USM IRB at (601)266-4119.

Thank you in advance for participating in this survey. If I have contacted you in error, please visit the website and one of the initial questions will allow you to inform me of that, as well as provide contact information for the appropriate person if applicable.

Thank you in advance,

Shaniece B. Bickham
504-352-8871
shaniecebickham@yahoo.com

Opening Message to Academic Affairs Administrators

As partial fulfillment of the requirements to obtain a doctoral degree in mass communication from the University of Southern Mississippi, I am conducting research for my dissertation topic, which focuses on content and influences that lead to censorship of college and university student newspapers. You have been identified as an academic affairs administrator for a college or university student newspaper at a journalism and/or mass communication program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). As part of this research, I am surveying student editors, advisers, and administrators of ACEJMC-programs regarding their roles in the publication process of the student newspaper. The purpose of this survey is to gain an understanding about influences on content and censorship at college or university student newspapers.

Your answers are indispensable to the success of this research project and the development of journalism studies. Accordingly, the survey questions involve no risks.

Please follow the link to answer a 53-question survey about the student newspaper, your role, and your perceptions of the roles of others involved in the publication process. Some of the questions are included to gather demographics. The survey should take approximately 5-10 minutes of your time. Your participation is voluntary and you can withdraw at any time. Of course, this information will remain confidential, and once the data is collected, the link between the data and your identity will be destroyed. I hope you will complete the questionnaire. If you are interested in receiving a report on the valuable findings of this study, please enter your name and email address or mailing address at the end of the survey. Any questions or concerns about rights as a research subject should be directed to Shaniece B. Bickham at (504)352-8871, shaniecebickham@yahoo.com, or the Chair of the USM IRB at (601)266-4119.

Thank you in advance for participating in this survey. If I have contacted you in error, please visit the website and one of the initial questions will allow you to inform me of that, as well as provide contact information for the appropriate person if applicable.

Thank you in advance,

Shaniece B. Bickham
504-352-8871
shaniecebickham@yahoo.com

APPENDIX C

Online Survey Instruments

Survey Instrument for Student Editors

Please respond to the following statements. Using a rating scale of 1 to 7, select the number that represents the level of agreement or disagreement: (1)=strongly disagree; (2)= disagree; (3)=somewhat disagree; (4)=neutral; (5)=somewhat agree; (6) agree; (7) strongly agree.

1.) Are you the editor-in-chief of the newspaper at your institution?

Yes No

2.) Student editors make all final decisions regarding content for the student newspaper.

1 2 3 4 5 6 7

3.) I think that my personal background and values influence the selection of news and the publication of information in the student newspaper.

1 2 3 4 5 6 7

4.) I think my ethical standards influence the selection of news and the publication of information in the student newspaper.

1 2 3 4 5 6 7

5.) I think that I have primary control over the news-making process of the student newspaper.

1 2 3 4 5 6 7

6.) Are the faculty adviser(s) involved in the news-making process of your student newspaper?

Yes No

7.) Are administrator(s) involved in the news-making process of your student newspaper?

Yes No

8.) The faculty adviser(s) or administrator(s) makes all final decisions regarding the content that appears in the student newspaper.

1 2 3 4 5 6 7

9.) I think that the faculty adviser(s) or administrator(s) have primary control over the news-making process of the student newspaper.

1 2 3 4 5 6 7

10.) I engage in self-censorship based on my own viewpoints or beliefs regarding what is appropriate for the student newspaper.

1 2 3 4 5 6 7

11.) I avoid content that do not support the dominant perspective of the institution.

1 2 3 4 5 6 7

12.) I avoid publishing content that is critical of the institution, faculty, or administration in the student newspaper.

1 2 3 4 5 6 7

13.) The faculty adviser(s) or administrator(s) should be informed about content that will appear in the student newspaper that is critical of the institution, faculty or administration.

1 2 3 4 5 6 7

14.) We have written guidelines that outline the types of content that may or may not be printed in the student newspaper at my institution.

Yes No

15.) We have formal and official documents outlining the roles and duties in the publication process, and rights of the student newspaper.

Yes No

16.) The faculty adviser(s) should always review the student newspaper for appropriate grammar and style prior to the publication.

1 2 3 4 5 6 7

17.) The faculty adviser(s) should review the student newspaper for libel prior to the publication.

1 2 3 4 5 6 7

18.) The faculty adviser(s) should always review the student newspaper for lewd content prior to the publication.

1 2 3 4 5 6 7

19.) The administrator(s) should be part of the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

20.) The administrator(s) should play a major role in the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

21.) The faculty adviser(s) should be part of the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

22.) The faculty adviser(s) should play a major role in the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

23.) Institutions should have written guidelines that outline the types of content that may or may not be printed.

1 2 3 4 5 6 7

24.) The roles and duties in the publication process and rights of the student newspaper should be clearly outlined in formal, official documents.

1 2 3 4 5 6 7

25.) A student newspaper should be more of a learning tool than a means for students to exercise free press rights.

1 2 3 4 5 6 7

26.) Which group represents the primary target audience of your student newspaper?
Please select one.

Students Faculty Administration Community General Audience
Other _____

27.) Story selection for the student newspaper usually focuses on topics that the primary audience enjoys reading more than any other target audience of the student newspaper.

1 2 3 4 5 6 7

28.) When members of the student newspaper's primary target audience are critical of a topic covered in the student newspaper, different approaches are taken with coverage of similar topics in the future.

1 2 3 4 5 6 7

29.) Whenever there is a controversy or conflict of interests, the primary criteria for news-making process is the interest of the primary target audience.

1 2 3 4 5 6 7

30.) Suggestions the audience makes should be covered in the student newspaper.

1 2 3 4 5 6 7

31.) Student editors influence content more than advisers, administrators, and members of the primary target audience.

1 2 3 4 5 6 7

32.) Advisers influence content more than student editors, administrators, and members of the primary target audience.

1 2 3 4 5 6 7

33.) The administrator(s) influence content more than student editors, advisers, and members of the primary target audience.

1 2 3 4 5 6 7

34.) Members of the primary audience influence content more than student editors, advisers, and administrators.

1 2 3 4 5 6 7

35.) Censorship is a problem for the student newspaper at my institution.

1 2 3 4 5 6 7

36.) I view influences on content from student editors as a form of censorship.

1 2 3 4 5 6 7

37.) I view influences on content from the faculty adviser(s) as a form of censorship.

1 2 3 4 5 6 7

38.) I view influences on content from administrators as a form of censorship.

1 2 3 4 5 6 7

39.) I view influences on content from target audiences as a form of censorship.

1 2 3 4 5 6 7

40.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from student editors.

1 2 3 4 5 6 7

41.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from advisers.

1 2 3 4 5 6 7

42.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from administrators.

1 2 3 4 5 6 7

43.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the primary target audience of the student newspaper.

1 2 3 4 5 6 7

Please answer the questions below.

44.) Your Institution:

----public

----private

45.) Your student newspaper:

----daily

----weekly

----other _____

46.) The enrollment at your institution is: _____

47.) The majority of the financial support of the newspaper comes from:

-----Institution

-----Advertising

____ Institution and Advertising

____ Other _____

48.) How many staff members work for your student newspaper? _____

49.) How long have you worked for the student newspaper? _____

50.) Your Age: _____

51.) Your Gender:

-----Male

____ Female

52.) Your Classification:

____ Freshman

____ Sophomore

____ Junior

____ Senior

53.) Your Major: _____

Please submit your name and contact information if you want to receive the findings:

Survey Instrument for Faculty Advisers

Please respond to the following statements. Using a rating scale of 1 to 7, select the number that represents the level of agreement or disagreement: (1)=strongly disagree; (2)= disagree; (3)=somewhat disagree; (4)=neutral; (5)=somewhat agree; (6) agree; (7) strongly agree.

1.) Are you the faculty adviser of the student newspaper at your institution?

Yes or No

If yes, please proceed to the next question. If no, please follow this link to provide the appropriate contact information for the faculty adviser.

2.) As the faculty adviser, I am involved in the news-making process of the student newspaper?

Yes No

3.) As faculty adviser, I make all final decisions regarding content for the student newspaper.

1 2 3 4 5 6 7

4.) I think I have primary control over the news-making process of the student newspaper.

1 2 3 4 5 6 7

5.) I think that my personal background and values influence the selection of news and the publication of information in the student newspaper.

1 2 3 4 5 6 7

6.) I think my ethical standards influence the selection of news and the publication of information in the student newspaper.

1 2 3 4 5 6 7

7.) Are administrator(s) involved in the news-making process of your student newspaper?

Yes No

8.) The administrator(s) makes all final decisions regarding the content that appears in the student newspaper.

1 2 3 4 5 6 7

9.) I think that the faculty adviser or administration should have primary control over the news-making process of the student newspaper.

1 2 3 4 5 6 7

10.) I sometimes censor the student newspaper based on my own viewpoints or beliefs regarding what is appropriate for publication.

1 2 3 4 5 6 7

11.) I encourage student editors to avoid content that do not support the dominant perspective of the institution.

1 2 3 4 5 6 7

12.) I encourage students to avoid publishing content that is critical of the institution, faculty, or administration in the student newspaper.

1 2 3 4 5 6 7

13.) The faculty adviser(s) or administrator(s) should be informed about content that will appear in the student newspaper that is critical of the institution, faculty or administration.

1 2 3 4 5 6 7

14.) We have written guidelines that outline the types of content that may or may not be printed in the student newspaper at my institution.

Yes No

15.) We have formal and official documents outlining the roles and duties in the publication process, and rights of the student newspaper.

Yes No

16.) The faculty adviser(s) should always review the student newspaper for appropriate grammar and style prior to the publication.

1 2 3 4 5 6 7

17. .) The faculty adviser(s) should review the student newspaper for libel prior to the publication

1 2 3 4 5 6 7

18.) The faculty adviser(s) should always review the student newspaper for lewd content prior to the publication.

1 2 3 4 5 6 7

19.) The administrator(s) should be part of the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

20.) The administrator(s) should play a major role in the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

21.) Faculty advisers should be part of the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

22.) Faculty advisers should play a major role in the decision-making process regarding whether content should be published in the student newspaper.

1 2 3 4 5 6 7

23.) Institutions should have written guidelines that outline the types of content that may or may not be printed.

1 2 3 4 5 6 7

24.) The roles and duties in the publication process, and rights of the student newspaper, should be clearly outlined in formal, official documents.

1 2 3 4 5 6 7

25.) A student newspaper should be more of a learning tool than a means for students to exercise free press rights.

1 2 3 4 5 6 7

26.) Which group represents the primary target audience of your student newspaper?
Please select one.

Students Faculty Administration Community General Audience
Other _____

27.) Story selection for the student newspaper usually focuses on topics that the primary audience enjoys reading more than any other target audience of the student newspaper.

1 2 3 4 5 6 7

28.) When members of the student newspaper's primary target audience are critical of a topic covered in the student newspaper, different approaches are taken with coverage of similar topics in the future.

1 2 3 4 5 6 7

29.) Whenever there is a controversy or conflict of interests, the primary criteria for news-making process is the interest of the primary target audience.

1 2 3 4 5 6 7

30.) Suggestions the audience makes should be covered in the student newspaper.

1 2 3 4 5 6 7

31.) Student editors influence content more than advisers, administrators, and members of the primary target audience.

1 2 3 4 5 6 7

32.) Advisers influence content more than student editors, administrators, and members of the primary target audience.

1 2 3 4 5 6 7

33.) Administrators influence content more than student editors, advisers, and members of the primary target audience.

1 2 3 4 5 6 7

34.) Members of the primary audience influence content more than student editors, advisers, and administrators.

1 2 3 4 5 6 7

35.) Censorship is a problem for the student newspaper at my institution.

1 2 3 4 5 6 7

36.) I view influences on content from the student editor(s) as a form of censorship.

1 2 3 4 5 6 7

37.) I view influences on content from the faculty adviser(s) as a form of censorship.

1 2 3 4 5 6 7

38.) I view influences on content from the administrator(s) as a form of censorship.

1 2 3 4 5 6 7

39.) I view influences on content from target audiences as a form of censorship.

1 2 3 4 5 6 7

40.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from student editors.

1 2 3 4 5 6 7

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1 2 3 4 5 6 7

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43.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the primary target audience of the student newspaper.

1 2 3 4 5 6 7

Please answer the questions below.

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46.) The enrollment at your institution is: _____

47.) The majority of the financial support of the newspaper comes from:

-----Institution

-----Advertising

___ Institution and Advertising

___ Other _____

48.) How many staff members work for your student newspaper? _____

49.) How long have you served as the faculty adviser for the student newspaper?

50.) Your Age: _____

51.) Your Gender:

-----Male

___ Female

52.) Your Education:

____ Bachelor's

____ Master's

_____ Doctorate

53.) Degree in:

_____ Journalism
 _____ Mass Communication
 _____ Other _____

Please submit your name and contact information if you want to receive the findings:

Survey Instrument for Academic Affairs Administrators

Please respond to the following statements. Using a rating scale of 1 to 7, select the number that represents the level of agreement or disagreement: (1)=strongly disagree; (2)= disagree; (3)=somewhat disagree; (4)=neutral; (5)=somewhat agree; (6) agree; (7) strongly agree.

1.) Are you Vice President or Provost of Academic Affairs at your institution?
 Yes or No

2.) As an academic affairs administrator, I am involved in the news-making process of the student newspaper?
 Yes No

3.) As an academic affairs administrator, I make all final decisions regarding content for the student newspaper.
 1 2 3 4 5 6 7

4.) I think I have primary control over the news-making process of the student newspaper.
 1 2 3 4 5 6 7

5.) I think that my personal background and values influence the selection of news and the publication of information in the student newspaper.
 1 2 3 4 5 6 7

6.) I think my ethical standards influence the selection of news and the publication of information in the newspaper.
 1 2 3 4 5 6 7

7.) An administrator makes all final decisions regarding the content that appears in the student newspaper.

1 2 3 4 5 6 7

8.) Are faculty advisers involved in the news-making process of the student newspaper?

Yes No

9.) I think that the faculty adviser(s) or administrator(s) should have primary control over the news-making process of the student newspaper.

1 2 3 4 5 6 7

10.) I sometimes censor the student newspaper based on my own viewpoints or beliefs regarding what is appropriate for publication.

1 2 3 4 5 6 7

11.) I encourage student editors and faculty advisers to avoid content that do not support the dominant perspective of the institution.

1 2 3 4 5 6 7

12.) I encourage student editors and faculty advisers to avoid publishing content that is critical of the institution, faculty, or administration in the student newspaper.

1 2 3 4 5 6 7

13.) The faculty adviser(s) or the administrator(s) should be informed about content that will appear in the student newspaper that is critical of the institution, faculty or administration.

1 2 3 4 5 6 7

14.) We have written guidelines that outline the types of content that may or may not be printed in the student newspaper at my institution.

Yes No

15.) We have formal and official documents outlining the roles and duties in the publication process, and rights of the student newspaper.

Yes No

16.) The faculty adviser(s) should always review the student newspaper for appropriate grammar and style prior to the publication.

1 2 3 4 5 6 7

17.) The faculty adviser should review the student newspaper for libel prior to the publication.

1 2 3 4 5 6 7

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1 2 3 4 5 6 7

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1 2 3 4 5 6 7

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1 2 3 4 5 6 7

28.) When members of the student newspaper's primary target audience are critical of a topic covered in the student newspaper, different approaches are taken with coverage of similar topics in the future.

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29.) Whenever there is a controversy or conflict of interests, the primary criteria for news-making process is the interest of the primary target audience.

1 2 3 4 5 6 7

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1 2 3 4 5 6 7

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1 2 3 4 5 6 7

35.) Censorship is a problem for the student newspaper at my institution.

1 2 3 4 5 6 7

36.) I view influences on content from student editors as a form of censorship.

1 2 3 4 5 6 7

37.) I view influences on content from the faculty adviser(s) as a form of censorship.

1 2 3 4 5 6 7

38.) I view influences on content from the administrator(s) as a form of censorship.

1 2 3 4 5 6 7

39.) I view influences on content from target audiences as a form of censorship.

1 2 3 4 5 6 7

40.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the student editor(s).

1 2 3 4 5 6 7

41.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the faculty adviser(s).

1 2 3 4 5 6 7

42.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the administrator(s).

1 2 3 4 5 6 7

43.) Fair and balanced reporting is compromised at my institution's student newspaper as a result of influences on content from the primary target audience of the student newspaper.

1 2 3 4 5 6 7

Please answer the questions below.

44.) Your Institution:

----public
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----daily
----weekly
----other _____

46.) The enrollment at your institution is: _____

47.) The majority of the financial support of the newspaper comes from:

----Institution
----Advertising
___ Institution and Advertising
___ Other _____

48.) How many staff members work for your student newspaper? _____

49.) How long have you served as an academic affairs administrator? _____

50.) Your Age: _____

51.) Your Gender:

-----Male

Female

52.) Your Education:

Bachelor's

Master's

Doctorate

53.) Degree in: _____

Please submit your name and contact information if you want to receive the findings:

APPENDIX D

HUMAN SUBJECTS REVIEW FORM



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
 Hattiesburg, MS 39406-0001
 Tel: 601.266.6820
 Fax: 601.266.5509
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
 Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 28021103

PROJECT TITLE: A Free Press at the Collegiate Level: An Analysis of Influences on Student Newspaper Content That Lead to Censorship at ACEJMC Programs

PROPOSED PROJECT DATES: 02/11/08 to 04/01/08

PROJECT TYPE: Dissertation or Thesis

PRINCIPAL INVESTIGATORS: Shaniece B. Bickham

COLLEGE/DIVISION: College of Arts & Letters

DEPARTMENT: Journalism and Mass Communication

FUNDING AGENCY: N/A

HSPRC COMMITTEE ACTION: Expedited Review Approval

PERIOD OF APPROVAL: 02/13/08 to 02/12/09

Lawrence A. Hosman
 Lawrence A. Hosman, Ph.D.
 HSPRC Chair

2-18-08
 Date

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