med newsletter

MEDIA ETHICS DIVISION SUMMER 2019 • VOLUME 22, NO.4

LETTER FROM THE EDITOR

BY TOM BIVINS

Welcome to summer, finally. Oregon is on late terms so I just turned in my grades yesterday (6/17) and now only have a couple dozen things to do to catch up with everything else. Among those things is to try to come to grips with the constant attack on reality from nearly every quarter.

I read just this morning in the NYT about virtual influencers, something I had predicted some time ago but never believed would happen this quickly. I already cover digital alteration in my classes—everything from Photoshopping still images to audio editing, and now to digital distortion of moving images (i.e., drunk Nancy Pelosi) and literal face puppetry. Software developed at Stanford University is now able to manipulate video footage of public figures to allow a second person to put words in their mouth—in real time. This last is a frightening prospect to say the least, especially given that over the next year we will be bombarded relentlessly with political campaign messages, many, if not most, of which will be decidedly negative and downright nasty.

It didn't take long for companies with something to sell to jump on that bandwagon with their own simulations, not quite human yet, but damn close. Most of these appear only on social media, where we are already used to manipulated images from talking cats to the endless daily flow of memes. KFC has already introduced an upscale, younger and certainly more svelte version of Colonel Sanders (they say as a spoof), yet they also admit that it's not just a trend. Calvin Klein has recently released a 30-second video featuring a real-live

(CONTINUED ON PAGE 2)

med MEDIA ETHICS DIVISION newsletter

Division Chair: **Erin Schauster**
Vice Head/Programming Chair: **Marlene Neill**
Newsletter Editor: **Tom Bivins**
Newsletter Layout & Design: **Tom Bivins**

MED newsletter is published quarterly by the Media Ethics Division of the Association for Education in Journalism and Mass Communication. Direct questions to tbivins@uoregon.edu

Table of Contents

LETTER FROM THE EDITOR.... 1
Tom explores reality.

DIVISION GROWTH BEYOND NUMBERS.... 2
Division Chair Erin Schauster looks at MED's growth in ways that can't always be counted.

MED CONFERENCE PROGRAM FOR AEJMC..... 3
Programming Chair Marlene Neill & Research Chair Kathleen Culver run down our 4-day schedule.

5 QUESTIONS WITH... 7
Grad Committee member Yayu Feng interviews Tom Cooper.

HOW DIGITAL MEDIA AND HIGHER EDUCATION COLLIDED..... 9
Connor Harrison reflects on his Masters' Thesis.

THE FIGHT OVER PUBLIC RECORDS... 10
Nicole Kraft fights the good fight for information.

ANNOUNCEMENTS..... 11-13
- Jan Leach wins award
- Help a grad student attend AEJ
- The Penn State Davis Award
- 10 new ethics cases from the Markkula Center
- Tom Cooper introduces an extensive series of ethics modules developed under the auspices of the United Nations

model kissing an *almost* real digital model. It was real enough to draw criticism from some groups because of the kiss was between two young women. On the other hand, the not-so-real co-kisser regularly posts songs on Spotify which are streamed by 80,000 fans.

So far, the FTC has passed on dealing with the possibility that virtual humans selling real products is a problem, at least for now. But, *The New York Times*, in an article on the subject, asked, "when a brand ambassador's very existence is questionable — especially in an environment studded with deceptive deepfakes, bots and fraud — what happens to the old virtue of truth in advertising?"

Frankly, I'm less worried about something I've already worried about for years, and a whole lot more worried about the effects of this technology on the future of politics in this country and the very future of democracy. What will happen, perhaps even in the next few months, when that sloppy and obvious Nancy Pelosi manipulation becomes nearly undetectable? Heavy-handed stunts like this are easily detected by most, but not by all. What happens when the sophisticated and media literate among us have to truly strain to detect manipulation of something like a campaign ad we would normally brush off as simply one-sided? What then?

Part of the new army of digital models commissioned by fashion label Balmain last year.

DIVISION GROWTH BEYOND NUMBERS

BY ERIN SCHAUSTER, DIVISION CHAIR

Dear Media Ethics Division members,

Thank you for a wonderful year. It has a been a pleasure to serve as division chair.
Your dedication to media ethics scholarship and education inspires me, and I look forward to seeing your passion, and the division, grow. While we often talk about division growth in terms of numbers (e.g., growing MED membership and AEJMC paper submissions), I'd like to point out how we've grown in other ways.

As a division, we continue to grow in camaraderie. Each year, I know many of us look forward to convening at AEJMC to reconnect with colleagues and friends. Thanks to the work of former Division Chair **Chad Painter**, MED now has a mentorship program leading to new relationships and research collaborations.

Each year our repertoire of expertise grows. Thank you to Programming Chair Marlene Neill for collaborating with various AEJMC divisions to bring together a diverse lineup of panels with esteemed MED scholars and working professionals who will speak on topics such as unconscious bias in the classroom and empowering women in PR. Our program isn't possible without long-standing membership willing to serve on panels, as moderators and discussants. Thank you to everyone contributing this year. Our division's success is also dependent upon junior scholars. Thanks to Research Chair Katy Culver, MED now accepts graduate student works-in-progress so that they might attend AEJMC and learn from senior scholars about ways to improve their research. Thank you to Journal of Media Ethics Editor Patrick Plaisance for asking MED to collaborate on the Penn State Davis Ethics Award for dissertation research. Be sure to mark your calendar for these and other MED sessions that are listed on pages 3 and 4 of the newsletter. Lastly, thank you to all the members who have donated through the years to support graduate students traveling to AEJMC, and a special thank you to MED member Thomas Cooper for generously leading this charge.

We continue to grow as media ethics educators by attending conferences, staying up to date on teaching practices and sharing teaching tips on our website and in our quarterly newsletter. In fact, we had an entire issue dedicated to teaching media ethics, which you can read here. A big thank you goes to Teaching Chair **Jan Leach** for managing the Teaching Ethics Resources website, leading the MED Teaching Excellence Award committee, proposing and serving on teaching panels, among the many other contributions she's made to MED through the years. And thank you to PF&R Chair **Nicole Kraft** for

(CONTINUED ON PAGE 3)

sharing teaching tips on a diverse range of topics from plagiarism to reporting on scandals.

Lastly, MED's social network has grown this past year through the content we share online and our collaborations with conferences and publications. Thank you to **Tom Bivins**, MED newsletter editor, for organizing, designing and editing our newsletter and keeping everyone on deadline. In addition to incorporating new content in our newsletter this year, we've expanded our content on Facebook, LinkedIn and Twitter. Thank you to Social Media Chair **Lindsay Palmer** for keeping us current on division offerings by managing MED's social platforms. And thank you to our graduate student committee comprised of **Deborah Dwyer**, **Yayu Feng**, **Tara Walker** and **Rhema Zlaten** for contributing to both newsletter and social content.

To anyone I forgot to mention by name, and to all our members, thank you for a productive and rewarding year. I look forward to seeing you in Toronto.

Sincerely,
Erin Schauster

MEDIA ETHICS DIVISION PANEL SCHEDULE FOR TORONTO

BY MARLENE NEILL, PROGRAMMING CHAIR & KATHLEEN CULVER, RESEARCH CHAIR

Mark your calendar and make plans to attend our co-sponsored panels at the AEJMC conference in Toronto. We hope you will be able to attend some of these great sessions featuring members of the Media Ethics Division as panelists and moderators. Here is the schedule:

Wednesday, Aug. 7

8:15 a.m. – 9:45 a.m. — Mitigating Unconscious Bias in the Classroom, co-sponsor Magazine Media Division, Teaching Panel

Moderating/Presiding: Carol Schwalbe, Arizona

- Panelists:
- Deb Aikat, North Carolina at Chapel Hill
- Renita Coleman, Texas
- Vanessa Gregory, Mississippi
- Berkley Hudson, Missouri;
- Nicole Kraft, Ohio State
- Melissa Nurczynski, Kutztown

11:45 a.m. – 1:15 p.m. — *Ethical Issues in Data Management, co-sponsor Media Management, Economics & Entrepreneurship*, Research Panel

Moderating/Presiding: Sabine Baumann, Jade University

Panelists:
- Norm Lewis, Florida;
- Jan Lauren Boyles, Iowa State

1:30 p.m. – 3 p.m. — *Sexual harassment in academia, co-sponsor Commission on the Status of Women*, Teaching Panel

Moderating/Presiding: Stine Eckert, Oklahoma State

3 p.m. – 4:30 p.m. — *Public Relations, the Media, and the Ethical Implications for Political Discourse*, co-sponsor Public Relations Division, PF&R panel

Moderating: Gemma Puglisi, American University

Panelists:
- Wendy Miello, American University
- Tom Bivins, University of Orgeon
- Regina Luttrell, Syracuse University
- Wendy Melillo, American University
- Tia Tyree, Howard University; Adrienne Wallace, Grand Vallley State

Thursday, Aug. 8

8:15-9:45 am—Humanism and Moral Reasoning in Media Ethics

Moderator: Paulette Kilmer, University of Toledo
Discussant: David Craig, University of Oklahoma

Papers:

Moral reasoning and development across industries of mass communication
- Patrick Ferrucci, U of Colorado-Boulder
- Erin Schauster, U of Colorado-Boulder
- Edson Tandoc, Nanyang Technological University Singapore
- Marlene Neill, Baylor University

Toward a Humanistic Turn for a More Ethical Journalism
- Perry Parks, Michigan State University

Solidarity in Action: A Case Study of Journalistic Humanizing Techniques in the San Francisco Homeless Project*
- Anita Varma, Stanford

* Recipient of the Penn State Davis Ethics Award

10 a.m. – 11:30 a.m. — *Leveraging the ethical choice and the benefits of ethnic diversity to enhance creativity in the advertising industry,* co-sponsor Advertising Division, PF&R panel

Moderating/Presiding: Fang Yang, Grand Valley State

Panelists:
- Robin Spring, Grand Valley State University
- Kati Tusinski Berg, Marquette University
- Sydney Dillard, DePaul University
- Brand Lab representative (Industry Organization from Minnesota, www.thebrandlab.org)

11:45 a.m.-1:15 p.m. — *Empowering Women in PR: Breaking through Ethical and Leadership Challenges*, co-sponsor Public Relations Division, Research Panel

Moderating/Presiding: Marlene Neill, Baylor

Panelists:
- Juan Meng, Georgia
- Denise Bortree, Pennsylvania State;
- Karla Gower, Alabama

3:15 p.m. - 4:45 p.m. — Don't Know Much About Philosophy: Putting the Ethics Back in Ethics Education, co-sponsor Communication Theory and Methodology, Teaching Panel

Moderating/Presiding: Theodore Glasser, Stanford

Panelists:
- Laurie Lee, Nebraska-Lincoln
- Lindsay Palmer, Wisconsin-Madison
- Chad Painter, Dayton
- Ginny Whitehouse, Eastern Kentucky

5:00-6:30 pm—Framing Ethics Today: Care, Communitarianism and Virtue

Moderator: Jan Leach, Kent State University
Discussant: Jenn Mackay, Virginia Tech

Papers:

Why should we care about care: The potential for feminist moral, environmental, and political philosophy in journalism ethics
- Joseph Jones, University of Missouri

Shared Vulnerability as a Virtuous Frame for Poverty Journalism
- Sandra L. Borden, Western Michigan University

Exploring the Ethical Dimensions of Organ and Tissue Donation Coverage in Mainstream U.S. Media
- Christina DeWalt, Florida Atlantic University

It takes a village: Communitarianism and Spotlight
- Chad Painter, University of Dayton
- Alexandra Scherb, University of Dayton

6:45 p.m. – 8:15 p.m. – Media Ethics Division Business Meeting – all members are encouraged to attend

Friday, Aug. 9

8:15 to 9:45 a.m. — Media Ethics in Practice

Moderator: Chris Roberts, University of Alabama
Discussant: Diana Sisson, Auburn University

*Rights, Rites and Rituals: An international comparison of crime coverage practices**
- Romayne Smith Fullerton, University of Western Ontario
- Maggie Jones Patterson, Duquesne University

The ethic of transparency: A review of corrections language in international journalistic codes of ethics
- Alyssa Appelman, Northern Kentucky University
- Kirstie Hettinga, California Lutheran University

The Ethical Dimensions of President Trump's Tweets: Acceptable Advocacy or Democratic Demise?
- Wendy Melillo, American University

Seeing is believing? Ethical implications for AR, VR, and 360° technologies in journalism
- Margaret Duffy, University of Missouri
- Janis Page, The George Washington University

*Top Faculty Paper

11:30 a.m. to 1 p.m. — Scholar to Scholar Session – Invited Papers

Source Matters: The normative anchor of news values when covering social media #boycotts
- Elizabeth Bent, Missouri

Generation Gap in Digital Privacy: Exploring Motivations for Digital Privacy Protection Behaviors among the US Consumers
- Un Chae Chung, Illinois

Price of Personalized Ads: Collection, Sharing and Aggregation of Online Information Browsing Records on Google
- Xhixin Pu, Wisconsin-Milwaukee

3:30 p.m. - 5 p.m. — *Going On the Record About Being Off the Record: the Debate: confidential sources vs. the ethics of anonymity,* co-sponsor Law & Policy, PF&R panel

Moderating/Presiding: Kathy Fitzpatrick, American University

Panelists:
- Genelle Belmas, Kansas
- Tom Devine, Government Accountability Project
- Fred Vultee, Wayne State
- Lee Wilkins, Wayne State/Missouri

Saturday, Aug. 10

11:00 a.m. to 12:30 p.m. —*Teaching Ethics: New Practices and Approaches*

Moderator: Jack Breslin, Iona
Discussant: Chad Painter, University of Dayton

Inside the Ivory Tower: How Student Reporters Reason about Ethics
- Yayu Feng, University of Illinois*

Looking at future and seeking alternatives: An exploratory study on the uses of Team-Based Learning (TBL) in media ethics pedagogy

- Dr. M. Delwar Hossain, University of South Alabama
- Julie Estis, University of South Alabama

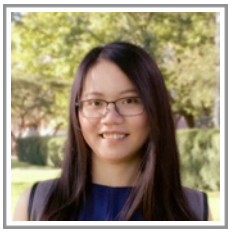
Constructing a Game Design Framework for Ethics Teaching
- Yuan Yuan, United International College
- Kun Fu, Fuzhou University
- Barend Pieter Venter, United International College

*Recipient of the Burnett Award, Second Place

INTRODUCING OUR MEMBERSHIP

FIVE QUESTIONS WITH. . . TOM COOPER

BY YAYU FENG, MEMBER GRADUATE STUDENT COMMITTEE



Dr. Thomas Cooper is a Professor of Visual and Media Arts at Emerson College, and a long-time member of the media ethics division. After graduating from Harvard University magna cum laude, Dr. Cooper went to University of Toronto for MA and PhD, where he worked as a graduate assistant to Marshall McLuhan.

Dr. Cooper is the author or co-author of eight books about media ethics and criticism, including Media Fast/Fast Media, Television and Ethics: A Bibliography, Communications Ethics and Global Change, and An Ethics Trajectory. He has published over two hundred academic and professional articles and reviews. He was initially the editor and later the co-publisher of Media Ethics, an independent academic and professional magazine, for thirty years. The magazine is available online (https://www.mediaethicsmagazine.com/) and in print.

For thirty-six years, Dr. Cooper has been a devoted professor at Emerson College. During his sabbaticals, he was a guest scholar at some of the most prestigious institutions around the world, including Harvard, Yale, Princeton, Oxford, and Cambridge Universities. In addition to the academic achievements, Dr. Cooper was also the founding director of a Nobel Peace Prize nominee, the Association for Responsible Communication, and an ethics expert for a United Nations project, an ethics education initiative entitled the Ethics for Justice Initiative.

Dr. Cooper is more than a renowned scholar and an experienced ethics educator. He is also a playwright, musician, poet, black belt, and blogger. He attended Canada's Royal Conservatory of Music, and his musical compositions have been performed in multiple locations. For this issue of newsletter, I had the privilege of interviewing Dr. Cooper about his most recent book project, experience as an ethics expert for the United Nations, his view on what politically polarized environment means for media ethics education, and the central issues for media ethics research. His responses are inspiring.

1. When and how did you become involved with the media ethics division?

   I have been involved with AEJMC ever since I can remember. Twenty or thirty years ago, when I discovered that there were media ethics and journalism ethics scholars attending AEJMC and clustering together at what has since become MED, I was happy to know we could meet and work together. When we convened the 1987 and the 2007 media ethics summit gatherings, it was important to bring in a representative from AEJMC who was an expert in ethics, so I've been aware of MED even during those years that I could not attend. It's a great division and much of the leadership in our field has participated in MED.

2. Can you tell us about your upcoming book Do the right thing: Profiles in Integrity? What is it about? What role did ethics play in this project?

   Yes, this book will be about some of the most difficult ethical decisions ever made by leading figures in history. Truman had to decide whether to drop the atom bomb; Gandhi had to decide whether to fast all the way to death to bring peace; Carson had to decide whether to face congress and interview on CBS even though it meant likely death; Marie Curie faced death threats to her family if she stayed in Paris to develop her work in physics and chemistry; and many other well-known figures faced extremely vexing moral dilemmas which shaped history. The book explains to students the steps in ethical decision-making considered by these key figures and proposes similar steps for us all. The book should be out within two years.

3. Your experience as an ethics expert at the UN is intriguing. How did you become involved with the UN Ethics Education Initiative? What has it achieved and what is still in the process?

   Working for this branch of the United Nations was terrific. I was "recruited" by one of the officers within that branch of the UN who saw my research about teaching ethics in leading institutions such as Harvard, Oxford, Princeton, Cambridge, Yale, Stanford, etc. She actually phoned me from Vienna, so I knew that meant there was real interest. It was an excellent experience and I hope we are now touching many young people who would not have considered taking ethics courses in many countries before. The goal was to develop an ethics curriculum which could be used worldwide at the primary, secondary (high school), and tertiary

(CONTINUED ON PAGE 7)

(college/university) level. A team of international "experts" were summoned together in Vienna and near Athens to develop twelve modules in ethics which included general topics such as professional ethics and more specialized fields such as media ethics, business ethics, etc. At present these modules are being distributed, tested, and assessed worldwide. It was a great experience to meet with scholars from perhaps two dozen counties to compare notes and then build a global curriculum.

Tom Cooper

4. The theme of summer newsletter is "The Effects of Polarized Politics on Media Ethics." In your teaching, have you ever encountered a politically polarized classroom or environment? How do you think media ethics education would be impacted by polarized environment?

Yes, I have had classrooms where students at opposing ends of the political spectrum hotly debated key ethical issues. It is very important to give space for this debate without allowing anyone to personalize nor proselytize. In the current highly polarized political climate nationwide, it is quite important that ethicists play an important role to call for high standards in assessing the accuracy of data, evidence, etc. In an age of deep fakes, "fake news," and soUrcery, we truly need those who love and advocate the tests for truth and who are rigorous in detecting deception, bias, and unconfirmed reports, etc. Those who are extremely polarized are often far more concerned with "perspectivism", Nietzsche's term for a subjectivity which supports their point of view, rather than a multifaceted approach to understanding reality.

5. What do you see as the central issue for the field of media ethics in the coming years?

There are several. A few years ago, we compiled all the available major polls of American adults about their largest concerns within the field of media ethics. At that time, the three greatest concerns clustered around the themes of TRUTH/DECEPTION/BIAS, RESPONSIBILITY/ACCOUNTABILITY, and PRIVACY. There were many other concerns such as crime obsession, spam, destruction of reputation, celebrity obsession, excess (whether violence, pornography available to children, advertising, or other excesses, etc.) All of these are likely to escalate in years to come. So are the top three I mentioned in all caps.

A STUDENT'S VIEW OF HOW DIGITAL MEDIA AND HIGHER EDUCATION COLLIDED (MASTERS' THESIS REFLECTION)

BY CONNOR HARRISON, BOSTON UNIVERSITY

Americans' attitude toward higher education has soured in this political climate. From 2015 to 2017, the number of Republican-leaning individuals who viewed college as having a negative impact on the country nearly doubled from 37 percent to 58 percent, compared to Democrat-leaning individuals whose view remained nearly unchanged from 22 percent to 19 percent.[1] New media (i.e. a wide range of digital platforms, including social media) have elevated right-wing criticism of higher education with an unprecedented amount of content and access.

In general, the left see education as a necessity of social mobility and tend to defend a traditional liberal arts education, and the right is concerned with fiscally-responsible options, with more emphasis on professional training in political discourse.[2] There's never been more diversity in post-secondary opportunities, but our cultural image of higher education is still dominated by small liberal art schools, "flagship" state universities, and the Ivy League institutions, which enroll only a small minority of total students.

The notion that higher education is primarily reserved for and benefits the rich is longstanding. Roosevelt's G.I. Bill greatly increased accessibility to college, but as early as the 1970s critics suggested that higher education's main purpose was (as it had been for hundreds of years) to impart the customs and norms of the highest socioeconomic classes onto students – rather than to train them for the workplace.[3]

Today, criticism of higher education comes straight from the White House, and new media has created a news cycle where consumers have never had easier access to more information. Gerardo Blanco Ramírez, Associate Professor of Higher Education & Student Affairs at The University of Connecticut estimates that President Trump's budget proposal cuts (such as the NEH or NEA) are reminiscent of a wider tradition of fiscal responsibility among conservatives, but also notes that this current era is distinguished by more visceral attacks against biased classroom environments. Secretary of Education Betsy DeVos took a pointed view of liberal faculties in February 2017, suggesting that students who voted for Donald Trump were viewed as a threat by their university communities. "But real threat is silencing the First Amendment rights of people with whom you disagree."[4]

The free speech narrative has stood at the core of multiple on-campus protests. In February 2017, former Brietbart editor and provocative journalist Milo Yiannopoulos was invited by the Berkeley College Republicans to speak on campus at the Martin Luther King Jr. Student Union, but an event ultimately cancelled due to genuine safety concerns. President Trump took to Twitter, with his own take on the circumstances that led police to call it off: "If U.C. Berkeley does not allow free speech and practices violence on innocent people with a different point of view — NO FEDERAL FUNDS!".

Journalists on both sides of the political spectrum have similarly used Twitter to partisan avail. On the left, it's cool to be part of "the resistance". On the right, it's fun to goad "snowflakes" into exposing their elitism. In lingo-laden headlines, the power of impressions, and a pulse on campus events that stir these narratives, political journalists have placed higher education at the mercy of digital platforms in a manner that was unimaginable even twenty years ago.

Unfortunately, trust in the media has declined in the last decade across the political spectrum. Prior to the election, President Trump sharply criticized the media for its hyper focus on his controversial rhetoric while devoting far less attention to Hillary Clinton's campaign. From 2015 to 2016, trust in mass media among Republicans dropped from 32 percent to 14 percent amidst Trump's accusations of bias, and in many cases, accusations of "fake news", according to Gallup News.[5] This further suggests that even "objective" journalism can easily be ignored or mischaracterized as invalid.

As both mass media and higher education fall out of favor with some Americans, how can journalism curricula be shifted to accommodate concerns around new media? As the "gatekeeper" role evaporates in the digital world, future journalists are faced with rebuilding trust – and mollifying the higher education political vortex.

---

1. Paul Fain, "Deep Partisan Divide on Higher Education." Insider Higher Ed, July 11, 2017. https://www.insidehighered.com/news/2017/07/11/dramatic-shift-most-republicans-now-say-colleges-have-negative-impact

2. Luciana Dar, "The Political Dynamics of Higher Education Policy." The Journal of Higher Education 83, no. 6 (2012): 769-794. https://muse.jhu.edu/ (accessed October 31, 2017).

3. Michael Hout, "Social and Economic Returns to College Education in the United States," Annual Review of Sociology 38 (August 2012): 379-400, https://doi.org/10.1146/annurev.soc.012809.102503.

4. Scott Jaschik, "DeVos vs. The Faculty," Inside Higher Ed, February 24TH, 2017, https://www.insidehighered.com/news/2017/02/24/education-secretary-criticizes-professors-telling-students-what-think.

5. Art Swift, "Americans' Trust in Mass Media Sinks to New Low," Gallup News, September 14, 2016, http://news.gallup.com/poll/195542/americans-trust-mass-media-sinks-new-low.aspx.

THE FIGHT OVER PUBLIC RECORDS

BY NICOLE KRAFT, PF&R CHAIR

The police document came back looking like an addendum to the Mueller report—as much black boxes as type. The circumstances of the potential crime and perpetrator were clear.

A young woman had been visiting friend's dorm room when the resident stepped out and she was left alone. But not for long. Another student stopped by. The two had "unconsensual sex". The suspect left. Days later the assault was reported to the Title IX coordinator, who reported it to police.

And to the Athletics Department.

Our student media came across the report as part of a standard public records request for any police files that included student-athletes on the football team. It was tucked into a bundled file amid a variety of minor offenses, all of which identified the suspect.

In this one, however, the names were redacted but the implications were clear. Someone on the football team was connected to a suspected sexual assault.

In truth, we had an idea who it was. One player, a freshman, was a 5-star recruit and had already played and scored early in the season. His future was bright. Until it wasn't. After two games he was suspended and later that semester announced on social media he would be taking his talents elsewhere.

Legally and ethically we could not publish a guess, even if it was confirmed by other students.

We needed an official voice to confirm his was the name under the black box redaction, but to no avail. We needed the unredacted police report.

We told that to the university. It said no. And we were at a stalemate.

So we did what any good student media should. We took our university to court.

It's actually not as dramatic as it seems. Ohio has a program in place to settle such public records disputes. For just $25 and a visit to small claims court, an arbiter will engage in the record dispute to seek resolution.

Still at an impasse? Then meet the special master who will make a binding decision based on the law.

Our editor in chief filed the documents, and the university dug in.

Arbitration failed.

The special master came in and required the university to explain its public records practices, retention timelines and quite a few other details related to its denial of public records requests.

The university's response: It would provide us the record if we dropped the civil action.

Our editor declined and said he'd rather see it play out in court. As this point we all agreed: It wasn't about this record; it was about changing the police related to all public record requests and to let the university know we were not going to give up in the quest for facts.

A few days later, the unredacted record appeared in the email of the editor in chief. And the university filed with the court for "mootness," implying that since it delivered the record sought the fight should end. The court need not bother with a decision that might advance public request moving forward.

Nice try, but no.

Public records are a citizenry's legal right—within parameters—but this is also an ethical quest to hold a university accountable to its "citizens"—namely students—and to ensure that the public's right to know is upheld and protected even in the academic setting where "grownups" often set the agenda for students.

There are other ethical sides to this story. The student-athlete was not charged, so should we reveal his name? The victim did not file the report herself and never agreed to be interviewed by police. Even the Title IX coordinator stopped responding to police inquiry.

But the player was a public figure, and his departure had been big news. Even more significant, the university confirmed he was dismissed because of these allegations. There was no denying this was news of significance and consequence to the student body, uncovered by student media, legally and ethically obtained and reported.

In short, this is what we do.

The student-media's fight for public records is constant and consistent across campuses. Too often, the university withholds, and the media grows frustrated.

But here in Ohio, for $25 and a trip to small claims court, the playing field for that fight is leveled, and student media must keep fighting for the win.

NOTES AND ANNOUNCEMENTS

JAN LEACH WINS SERVICE AWARD

Longtime Media Ethics Division Teaching Chair Jan Leach has one more award to add to her office wall.

AEJMC will be presenting Leach with the Dorothy Bowles Public Service Award at the annual conference in Toronto, Canada. The award goes to an AEJMC member who works to build bridges between academics and professionals in the industry. The winner receives a plaque and a $1,000 award. She will be honored during the AEJMC General Session meeting on Friday, Aug. 9 at 10 a.m.

Jan Leach

Leach is director of Kent State's Media Law Center for Ethics and Access, where she organizes an annual ethics workshop that brings together media professionals and academics to discuss important issues in the media. She also is an ethics fellow at the Poynter Institute.

She has served as teaching chair for the Media Ethics Division for several years. Leach also has served as division head, vice-head and research chair. In addition to receiving several other honors, Leach previously has won Kent State's University Distinguished Teaching Award and the Mothers, Mentors & Muses award from the KSU Women's Center. Leach also has been inducted into the SPJ Journalism Hall of Fame by the Cincinnati Pro Chapter.

The Bowles award was first presented in 2012. One AEJMC member is honored each year.

HELP A GRAD STUDENT ATTEND AEJMC

Every year some of us in MED contribute donations to graduate scholarships so that top ethics students can afford to attend MED events at AEJMC. Often they deliver papers, attend important sessions, and move forward in their academic careers. About nine years ago Cliff Christians and Tom Cooper decided to start a special donation drive within MED for such graduate students. Colleagues such as Wendy Wyatt, Stephen Ward, Ed Wasserman, and Jan Leach soon joined them. If you would like to join this team by donating toward graduate travel scholarships, please do on of the following by July 15: 1) Make a check to AEJMC and write "MED graduate scholarship" on the memo line and mail it to AEJMC, 234 Outlet Pointe Blvd, Suite A, Columbia SC, 29210-5667 or 2) Email Belinda Pearson at aejbusinessmgr@aejmc.org and request an invoice for the amount you'd like to donate.

Please let Tom know the amount at twcooper@comcast.net so that the total amount may be tracked and reported to those who will allocate funds.

Last year the graduate students were so grateful to be helped in this way. Thank you for making a difference in their lives. Appreciatively, Cliff Christians, Erin Schauster, and Tom Cooper.

THE PENN STATE DAVIS ETHICS AWARD

When we can find ways to showcase some of the best scholarship going on in our field of media ethics, we all win. So I was thrilled to be able to launch a new national award program to recognize the top media ethics-related dissertation annually. The Penn State Davis Ethics Award will be given to a new Ph.D. scholar in conjunction with the Media Ethics Division. It comes with a $1,000 honorarium, travel support to present a version of their dissertation at the annual AEJMC conference, as well as travel support for a guest-lecture visit to Penn State's Bellisario College of Communications.

The winner of this year's inaugural award is Anita Varma of Stanford University, whose advisor was Ted Glasser and whose dissertation title is "Solidarity in Action: A Case Study of Journalistic Humanizing Techniques in the San Francisco Homeless Project." Varma provides an explication of the concept of solidarity as a normative frame for journalistic narratives, and analyzes a community-wide, collaborative news project on homelessness in the Bay Area. She argues that journalistic narrative framing that emphasizes how systemic problems and injustices can affect all of us is a more effective narrative structure than one that attempts to cultivate individual-level empathic responses. Varma is now with the Markkula Center for Applied Ethics at Santa Clara University. The award will be presented at the MED's Business Meeting Aug. 8 at the annual AEJMC conference in Toronto.

Look for calls for applications for the 2020 Penn State Davis Ethics Award as part of the Division's annual call for papers in spring. Ethics-related dissertations successfully defended during the previous calendar year are eligible. Deadline for applications is April 1.

NEW STUDENT JOURNALISM ETHICS CASES NOW AVAILABLE

Ethical considerations for student reporters confronted with conflicts of interest, responsibilities to vulnerable sources, and requests to delete unflattering digital archives about alums

Markkula Center for Applied Ethics at Santa Clara University

Is it ethical for a student journalist to cover a friend's organization? If the university asks for a story to be removed or changed, is a university (student-run) newspaper editor obligated to comply? If students who are sources for a story wish to remain anonymous, should a student journalist still use their quotes? These are just a few of the ethical questions that 10 new cases published by the Markkula Center for Applied Ethics at Santa Clara University help student journalists and editors navigate.

Developed as a 2018-2019 Hackworth fellowship project, Santa Clara undergraduate Isabella "Bella" Rios '19 consulted with The Santa Clara student newspaper to understand the primary ethical issues that arise for student journalists and editors. After reviewing their code of ethics and meeting with The Santa Clara editor-in-chief and faculty advisor, Rios identified key journalism ethics concepts at stake in each case. Tensions between serving the public interest and protecting sources' privacy, for example, became a central theme that Rios tackled during the 2018-2019 school year.

Drawing upon scholarly literature in journalism ethics as well as real-world examples that student journalists have shared, Rios' cases integrate theoretical and applied research in a collection of cases that provide a set of clear and succinct ethical questions student journalists and editors should ask themselves when they find themselves in the throes of similar situations.

Rios' mentor was Dr. Anita Varma, Markkula Center program manager for Journalism & Media Ethics as well as Business, Leadership, and Social Sector Ethics.

"These cases offer no prescriptions of ethical answers, and instead guide student reporters through ethical questions embedded in editorial and news judgments," said Varma. "Student journalists are often strapped for time and have to make on-the-spot decisions due to tight production schedules. [Rios'] cases offer a unique resource to help student journalists consider the long-term implications of their decisions."

During the Hackworth fellowship, Rios presented her honors thesis research at the Midwest Political Science Association. Rios also received the Richard J. Riordan Award for outstanding contributions to community service.

Developed under UNODC's Education for Justice (E4J) initiative, a component of the Global Programme for the Implementation of the Doha Declaration, this Module forms part of the E4J University Module Series on Integrity and Ethics and is accompanied by a Teaching Guide. The full range of E4J materials includes university modules on crime prevention and criminal justice, anti-corruption, organized crime, trafficking in persons / smuggling of migrants, firearms, cyber-crime, wildlife, forest and fisheries crime, counter-terrorism as well as integrity and ethics.

All E4J university modules provide suggestions for in-class exercises, student assessments, slides, and other teaching tools that lecturers can adapt to their contexts, and integrate into existing university courses and programmes. The Module provides an outline for a three-hour class, but can be used for shorter or longer sessions.

All E4J university modules engage with existing academic research and debates, and may contain information, opinions and statements from a variety of sources, including press reports and independent experts.

CLICK HERE TO ACCESS THE REPORT AND 14 INDIVIDUAL ETHICS MODULES

A MEMBER OF THE ASSOCIATION
FOR EDUCATION IN JOURNALISM
AND MASS COMMUNICATION