TEXAS STUDENT MEDIA APPLICATION FORM
EDITOR-IN-CHIEF OF THE DAILY TEXAN
Term of Office: June 1, 2020 - May 31, 2021

This application and supporting materials must be submitted to the TSM Business Office (via hard copy to room HSM 3.200 or via PDF emailed to serpas@austin.utexas.edu) by Monday, February 3, 2020 at 12:00 p.m.

Candidates are due to be certified at the TSM Board meeting scheduled for Friday, February 7, 2020 at 1:00 p.m.

Please plan to attend and discuss your application with the Operating Trustees.

Applicant Information

Emily Caldwell
Name
emily.caldwell@utexas.edu
Email Address

ece2227
UT EID

Journalism, Latin American Studies
Major

Applicant Attestation / Authorization for Release of Information
(please circle yes or no for each)

☑/ N 1. I am currently enrolled as a UT-Austin student.

☑/ N 2. By the start of my term of office, I will (if an undergraduate) have completed 12 hours at UT-Austin with a GPA of at least 2.0 or (if a graduate student) have completed 9 hours at UT-Austin with a GPA of at least 3.0.

☑/ N 3. I agree to complete and pass a media law and libel test administered by the Editorial Adviser prior to taking position.

☑/ N 4. By the start of my term of office, I will have completed at least one semester as a permanent staff member of The Daily Texan in opinion.

☑/ N 5. By the start of my term of office, I will have completed at least one semester as a permanent or issue staff member of The Daily Texan outside opinion.

☑/ N 6. I have obtained and included signatures from at least five current permanent staff members of The Daily Texan supporting my application.

Note: The TSM Board may certify candidates by waiving one of requirements 4, 5, or 6 by an affirmative vote of two-thirds majority of the voting members present.

I certify that to the best of my ability I have given true and accurate information concerning my scholastic and experience qualifications, and hereby grant permission for the Office of the Director, Texas Student Media, to verify said information. Further, I understand that this information will be provided to the TSM Board of Operating Trustees and will become part of the public record of TSM. I understand that I am subject to the TSM Election Code, as detailed in Chapter 7 of the TSM Handbook, and to the Campus-Wide Election Code and the Election Timeline (available at http://deanofstudents.utexas.edu/campuswideelections/).

Emily Caldwell
Signature of Applicant

Date
1/28/2020
Signatures of at least 5 current permanent staff members of The Daily Texan:

![Signatures]

My experience at The Daily Texan consists of (list positions and dates):

- **Opinion Columnist**, May - December 2018
- **Associate Editor (Opinion)**, January - May & August - December 2019
- **Social Media, Issue Staffer**, January 2020

It is recommended that you include supporting materials such as:

- A résumé
- A letter outlining your qualifications, goals, plans for the position
- Letters of recommendation
- Samples of published work (on 8 1/2" x 11" paper)
Emily Caldwell  
emilycaldwell@utexas.edu  
979-587-8052  

EDUCATION  
The University of Texas at Austin  
BJ, Journalism – Moody College of Communication  
BA, Latin American Studies – College of Liberal Arts  
Study Abroad Maymester in Cuba  

ACTIVITIES  
Opinion Columnist, The Daily Texan  
May — December 2018  
- Pitch column ideas interview sources and write weekly opinion columns published by the paper’s Opinion department  
- Develop personal voice and style, strengthen argumentative ability over time and complete written pieces that resonate with target audience  

Volunteer, Angry Tías and Abuelas  
June — July 2019  
- Volunteer at McAllen, TX Bus Station and Catholic Respite Center to aid migrants recently released from local detention centers  

Participant, Leadership Education and Progress (LEAP) Program  
October — December 2019  
- Develop an ethical and socially responsible foundation of leadership  

Walk-on Novice, UT Division I Women’s Rowing Team  
September — March 2019  
- Learned how to truly balance schoolwork and extra-curricular activities  

WORK EXPERIENCE  
Editorial Intern, The Alcalde  
January 2020 — present  
- Pitch and write stories, both for print and online, on a daily basis, help create inventive social media campaigns to drive traffic for stories and edit and fact-check proofs  
- Gain crucial professional experience at an award-winning publication  

Associate Editor, The Daily Texan  
January — May & August — December 2019  
- Conduct in-person edits with opinion columnists four days a week, aid in developing columnists’ skills over the course of the semester  
- Assist in the writing of weekly editorials as a member of the Texan’s Editorial Board  
- Foster critical newsroom skills, including the ability to work coherently and productively with others in a professional environment  
- Ensure the Opinion page in the Texan’s daily print issue is properly designed, formatted and free of errors  

Assistant Manager, Congress Avenue Kayaks  
April 2018 — present  
- Help guests throughout launching and returning process by providing safety and paddling instruction  
- Learn how to work a cash register and how to interact with customers throughout a financial transaction  
- Collaborate with coworkers, prioritize customers and develop overall people skills  
- Understand the importance of diligence and accountability in the workplace  

Receptionist, Texas A&M Nuclear Science Center  
May 2017 — August 2017  
- Cultivate critical workplace skills by answering phones, evaulating security, cataloging receipts and generating invoices  

HONORS AND SKILLS  
- Dean’s Honor List January 2018 — present  
- Fluent in Spanish  
- Proficient in Microsoft Office  
- Social Media: Twitter, Facebook, Snapchat, WordPress, Instagram
To the Texas Student Media Board,

I am writing to announce my candidacy for editor-in-chief of The Daily Texan and desire to serve as editor-in-chief this next academic year. I began my career at the Texan in the Opinion department in the summer of 2018, after my first year at The University of Texas. I have worked at the Texan ever since, serving in the fall of 2018 again as an Opinion columnist and in the spring and fall of 2019 as an Opinion associate editor and member of the Texan’s Editorial Board. The Texan has become the community and home I never knew I needed, and I sincerely hope to continue my tenure there next year.

Since my first semester at the Texan, I’ve focused on how university administration and UT as a whole can help improve the lives of students and have worked to generate new ideas and solutions to mitigate problems on campus — it was my beat. If elected, I will not only continue this effort but will make it a cornerstone of my vision as editor-in-chief and an important focus of the Opinion department. I believe the Texan is more than capable of pushing for and achieving significant, tangible change on campus, especially with a stronger connection to the student body. Therefore, in order to accomplish my goal of improving the lives of students, I must simultaneously focus on integrating the Texan into students’ lives. I have several ideas on how to do this, but two deserve crucial attention.

First, the Texan, its Opinion department specifically, must champion its role as the voice of the student body and make itself more accessible to student input and ideas. I believe the Texan’s Editorial Board is a powerful force on campus, capable of reaching a large audience and advocating for large-scale improvements. I intend to establish an “editorial tip line” with which students, faculty and staff can inform the Editorial Board and the Opinion department of problems they believe deserve attention and fixing. This could be as simple as a form on the website, an email address or number to text or call. Opening our platform to suggestions and tips from readers will not only strengthen the Texan’s relationship with the UT community but will allow students to feel their voices are being heard, hopefully increasing readership and involvement across campus.

Second, the Texan must improve its recruiting efforts and practices. When the Texan’s staff fails to reflect the diversity of UT’s student body, the Texan is failing an important responsibility to represent UT in its entirety. I see it as a cycle: if we can recruit a greater number of diverse voices from underrepresented communities on campus, the Texan’s newsroom and Opinion department will produce meaningfully diverse content and in turn more adeptly engage more members of the UT community. Expanding the Texan’s recruitment scope to sidelined communities, marginalized groups and underrepresented perspectives is the first and most important step in better connecting the Texan to its readership. If elected, one of my first actions
would be to encourage everyone, regardless of race, sexuality, gender identity, area of study or any other factor that might discourage one from feeling accepted at the Texan, to apply.

I hope to couple my experience at the Texan with the skills and knowledge I’ve cultivated throughout my studies at the University of Texas to cement my position as a poised, trustworthy and capable editor-in-chief. I look forward to working with the Board throughout this election period and hopefully well into the foreseeable future.

Thank you for your consideration,

Emily Caldwell

Emily Caldwell
UT Office of Admissions needs to adopt a test-flexible policy
If you don’t want to submit your ACT or SAT scores with your college application, that’s not a problem — at NYU. The private university in New York City, which boasts (http://www.nyu.edu/admissions/undergraduate-admissions/how-to-apply/standardized-tests.html) one of the most flexible testing policies in the country, allows applicants to send in a variety of different materials to fulfill the standardized testing score requirement. Prospective students can send in everything from an International Baccalaureate (IB) diploma to multiple AP exam scores.

UT isn’t so flexible. If you’re applying as a freshman, you have the option to submit either your ACT or SAT scores. That’s it. The University, specifically the Office of Admissions, should consider transitioning to a test-flexible policy that gives students more options. This is an opportunity for UT to set the standard for public universities in the state of Texas and join the growing (https://www.washingtonpost.com/news/answer-sheet/wp/2017/04/12/the-complete-list-of-test-optional-colleges-and-universities-as-of-now/?utm_term=b9e321f644fe) list of schools nationwide who are treating their applicants as more than just a test score.

Miguel Wasielewski, the executive director of admissions, notes the almost unrivaled access high school students across the country have to the big standardized tests, which have become a staple of the American college application experience.

“The SAT and ACT tests are widely accessible to all students, regardless of their high school or geographic location,” Wasielewski said via email. “Both the ACT and SAT also provide test fee waivers so that the test or its costs are not a barrier to students.”

SAT and ACT exams are indeed available to high school students nationwide and provide accommodations to low-income students.

But whether or not a student performs (https://publicpolicy.wharton.upenn.edu/live/news/2302-impacts-of-lower-socioeconomic-status-on-college) well on these standardized tests is directly related to their socioeconomic level. Companies such as The Princeton Review stake (https://www.princetonreview.com/corporate/about-us) their livelihoods on students investing in preparatory materials (https://www.princetonreview.com/college/act-test-prep?exDT=2&gclid=CjwKCAiAgOriBRAfEiwAEb9oXerM_bsbGdACg0abZTXz9xHZ7aTilFU9SH692IrzXOMjm-83OZyjIxoCYfAQAvD_BwE) — their SAT private tutoring classes start at $150 per hour, and on their website they encourage students to invest in $1,400 packages that guarantee a 31+ score on the ACT.

Preparatory materials are expensive, but they work. This means that a disproportionately large amount of the students who do well on standardized tests have the money to pay for the prep. Standardized test scores reflect more than just intelligence.
A prospective student can't afford SAT or ACT prep materials, is that taken into account when UT reviews their application? According to Wasielewski, “the test scores are considered as a one of the many components of information in the holistic review.” Accepting other forms of test scores in addition to SAT and ACT scores, like those from the relatively inexpensive (https://apcentral.collegeboard.org/ap-coordinators/exam-ordering-fees/exam-fees/reductions) AP tests or an IB diploma, would benefit both applicants and the University. Most public high schools offer AP or IB-affiliated classes, but few offer standardized test score preparation.

Standardized tests such as the ACT and SAT are not indicative of a prospective student’s overall intelligence or potential success, just of how well they can, or have been taught to, take tests. According to a study (https://offices.depaul.edu/enrollment-management-marketing/test-optional/Documents/HISSDefiningPromise.pdf) conducted across 33 test-flexible public and private universities in 2014, there are no distinguishable differences in cumulative GPAs or graduation rates between those who submit their standardized test scores and those who don’t.

And from what it looks like, colleges have begun to acknowledge this — according to FairTest (http://www.fairtest.org/university/optional), a national organization promoting test-optional and test-flexible university admissions policies across the United States, there are “more than 1,000 accredited colleges and universities that do not use ACT/SAT scores to admit substantial numbers of students into bachelor-degree programs.” And the list is (https://www.washingtonpost.com/news/answer-sheet/wp/2017/04/12/the-complete-list-of-test-optional-colleges-and-universities-as-of-now/?utm_term=.b9e321f644fc) growing.

NYU is a huge school, and consistently receives (https://www.nyu.edu/about/news-publications/news/2017/january/nyu_s-10th-straight-year-of-record-applications.html) more admission applications than UT (https://news.utexas.edu/2017/09/15/growth-in-texas-drives-automatic-admission-to-top-6-percent) — yet its admissions office has adopted an impressively flexible policy when it comes to which test scores applicants are allowed to submit. If UT reviews all of its applicants as holistically as it says it does, you can’t help but wonder why such a stringent test policy is implemented in the first place.

_Caldwell is a Latin American studies and journalism sophomore from College Station._
Parking your bike on campus doesn’t have to be this hard

Photo Credit: Helen Brown (/author/helen-brown) | Daily Texan Staff

Tags

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Published on December 9, 2018 at 11:44 pm

By EMILY CALDWELL (/AUTHOR/EMILY-CALDWELL)
Trying to park your bike on campus can be as painful as trying to park your car downtown. Finding a space can feel like winning the lottery. Many students are forced to lock their bikes to poles, fences or trees, resulting in fines, impounding or booting. Over this coming winter break, or this upcoming summer, the University should push for installation of more bike racks around campus, concentrating on regularly overcrowded areas, in order to better support its biking student population and maintain its reputation as a bike-friendly campus.

In January 2017, the 40 Acres was ranked (http://www.dailytexanonline.com/2017/01/31/ut-tops-list-of-best-bike-friendly-campus) number one in Best College Values' list of bike-friendly university campuses in the U.S. We have the bikes. Now all we need is an adequate number of bike racks.

Journalism senior Connor Leech has been biking to campus from West Campus every day since sophomore year. During the especially busy hours of the day, Leech said he struggles to find a place to park his bike on campus. “At peak class times, anywhere from 11:00a.m. to 3:00p.m., there’s little to no room,” Leech said.

Leech can think of several areas around campus off the top of his head that could use more bike racks, but one area in particular stands out to him — the courtyard behind McCombs at the intersection of West 22nd Street and Inner Campus Drive.

‘Right over there’s a nightmare, and there’s like two bike racks, so you oftentimes see people illegally parking their bikes out of necessity,” Leech said. “I often have to as well, where you just lock it to anything that somebody can’t pick up and walk away with.”

Leech’s frustration isn’t unwarranted. In many areas around campus, there’s plenty of room to install more bike racks, but so far there has been no move on the University’s part to remedy the lack of space.

Jeremy Hernandez, the bicycle specialist for UT Parking and Transportation Services, said while PTS does not directly have the authority to install bike racks around campus, they are constantly communicating and working with event and building managers to create more bike parking.

‘Every building has a building manager to oversee location and quantity (of bike racks) allowed to be placed,” Hernandez said via email. “If there is a congested space, I would advise contacting the building manager to inquire about adding more bike racks.”

Hernandez made no mention of any current effort by the University to install more bike racks around campus. When asked about the feasibility of the University pushing to install more bike racks around campus over this upcoming winter break, Hernandez said while winter break would be possible, installing more bike racks would most likely occur over the summer. ‘Planning and communication to decide on specific campus locations does take some time,” Hernandez said.
There are other areas around campus in addition to the courtyard that Leech mentioned earlier that could benefit from the addition of more bike racks and already have the space to accommodate them. One is the area at the far end of East Mall between the Jackson Geosciences Building and Patton Hall, and another is outside the William Randolph Hearst Building and the Jesse Jones Communication Center on Whitis Avenue.

If UT truly wants to encourage more students to bike to class and cater to those who already do, it needs to install more bike racks. The University should focus on both the areas that can afford more racks and, more importantly, on the areas that warrant more of them.

_Caldwell is a Latin American studies and journalism sophomore from College Station._