

**“The Challenges of Journalism  
and Mass Communication Education”**

**Subcommittee on Inclusivity report  
appears on the following pages**

# Into the 21st Century: The Challenges of Journalism & Mass Comm Education

A report of the Subcommittee on Inclusivity  
in the New Millennium

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For the past two years, the AEJMC presidential Task Force on Teaching and Learning in the New Millennium has studied many of the challenges facing university faculty, current and future. The group's main focus, on teaching and learning, was based on the understanding that college communities are changing, as are the consumers enrolled in the classrooms of those communities.

The Subcommittee on Inclusivity focused on two areas that seemed to provide the greatest discussion and implications for an individual's chance to succeed in the academy: diversity and inclusion. The subcommittee, mindful of important work being done by two commissions, Status of Women and Minorities; one division, Minorities and Communication; and one interest group, Media and Disability, chose to limit its scope to these areas as they related to the membership of AEJMC. As the original charge developed, the subcommittee committed itself to the following:

- working for full AEJMC mem-

bership diversity, including the availability of complete and up-to-date demographic information

- assisting the leadership in the Association and its divisions, commissions and interest groups — in development of goals and execution of action designed to fully include persons of diverse orientations and background

- placing special focus on diversity of attendance and participation at conventions, conferences, meetings and workshops, as well as within the association's committees

- working to influence full inclusivity of curricula of both member and non-member institutions through development of curriculum resource guides and web sites

- focusing on, but not being limited to, people with disabilities, minorities, women, non-traditional students, international students and faculty and gay and lesbian students and faculty.

Complementing the work of the subcommittee was a study created by the AEJMC Oversight Committee on Diversity conducted by

Carmen L. Manning-Miller of Mississippi, and Karen Brown Dunlap of the Poynter Institute and funded by AEJMC. The study was undertaken to assess diversity research and steps taken toward diversity in the past 30 years. The central research question they focused on was what could be learned about diversity in journalism and mass communication education from three key indicators:

- (a) student admissions and retention;
- (b) faculty and administration hiring and retention; and
- (c) curriculum.

The findings have an implication for the next century. Two items to note from their study (which will be published in its entirety elsewhere):

1. In the literature, criticism of AEJMC's performance with regard to diversity is related to racial/gender/cultural inclusiveness in the organization's membership, division leadership, and the organization's long-range commitment to diversity. A content and a textual analysis of reports on the organization's activities support this contention.
2. Problems arose in conducting secondary analyses of data and comparative analyses of prior studies to variations in definitions of diversity and definitions of multicultural issues in the curricu-

lum, as did the dearth of research on these issues.

Given this context, their major findings concluded:

## **Student Enrollment**

1. Research on student enrollment suggests that at the undergraduate level and the master's level, women students outnumber men in the field of journalism and mass communication. A gender gap, with men outnumbering women, still exists at the doctoral level. The most current findings show that the gap is widening at the doctoral level.

2. The percentages of people of color enrolling in journalism and mass communication programs as undergraduate students and graduate students are increasing. Those numbers are particularly strong among African-American students and Hispanic students; however, most authors caution that this progress is meager. The literature shows most of the students of color are enrolled at a small number of schools, many of them at historically black institutions.

4. A continuing strong presence of international students in master's and doctoral programs could mean a greater role for them in U.S. journalism schools. It could

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also encourage more of a U.S. style of teaching in international journalism programs.

## **Faculty Hiring, Promotion and Retention**

A secondary analysis of ASJMC Faculty/Administrator Demographic Surveys over a 10-year period indicates:

1. Caucasian male faculty members earn higher salaries (on a standard nine-month basis) than Caucasian female faculty members and faculty members of color.
2. Caucasian women faculty members earn more than faculty members of color, but the gap is closing at certain teaching levels.
3. Salary increases are larger for Caucasian faculty members (men and women) than for faculty members of color (men and women).

Related studies on faculty hiring indicate the following:

1. The percentages of female faculty members in communication have grown to almost a third of the total faculty population in communication.
2. Most of the studies on gender discrimination in promotion and hiring do not find direct effects. Instead, results of the studies suggest that the existing problems are

related to heavier advising loads for women, tokenism, and fewer opportunities for sharing resources and information, mentoring, networking and coalition-building.

3. The percentages of faculty members of color have remained constant over the past two decades. The percentage of faculty members of color is still less than 10 percent.

Most of the hiring of people of color has been at very large universities. One half of the surveyed schools had no tenure-track African-American faculty. About 79 percent had no tenure-track Latino faculty. Historically black universities and colleges appear to be an overlooked resource for hiring faculty of color in larger programs.

## **Multicultural Issues in the Curriculum**

1. Most of the studies were consistent in finding that few departments are developing multicultural courses or are acquiring materials on multicultural issues for use in classes.
2. The reports also suggest that most of the institutions offering multicultural courses in journalism and mass communication are private and unaccredited.

Manning and Dunlap-Brown offer these resources for faculty use:

## Annotated Bibliography Books

Beasley, M. & Theus, K. (1988). *The New Majority: A Look at what the Preponderance of Women in Journalism Means to the Schools and Professions*. New York: University Press of America. — This book explores issues that point to the need for female journalism students to find better job skills, to find suitable role models, and to make plans for successfully combining family life with careers.

Creedon, P. (ed.). (1989). *Women in Mass Communication, 2nd ed.* Newbury Park, California: Sage Press. — Creedon's edited volume is about gender issues in communication: women's histories, pedagogical issues, salary issues and workplace issues.

Hutchins, R. (1947). *A Free and Responsible Press: A General Report on Mass Communication: Newspapers, Radio, Motion Pictures, Magazines and Books*. Chicago, Illinois: University of Chicago Press. — The Hutchins Commission, formally known as the Commission on Freedom of the Press, was convened by the news industry in 1947. This report evaluates, in the context of constitutionally-mandated First Amendment freedoms of expression, the press' responsibility in the U.S. marketplace of ideas.

Martindale, C. (ed.). (1993). *Pluralizing Journalism Education: A Multicultural Handbook*. Westport, Connecticut: Greenwood Press. — Martindale brings together in this book her experience and the experience of other educators, researchers and journalists who have focused on bringing women and people of color

into journalism and journalism content.

The National Advisory Commission on Civil Disorders (Kerner Commission) (1968). *Report of the National Advisory Commission on Civil Disorders*. New York: E.P. Dutton, & Company, Inc. — The Kerner Commission was convened in 1967 to examine racial violence that spread across the country in the 1960s. The Commission's report reveals that the media failed African-Americans by ignoring their communities, and White Americans, by not providing adequate information for them to make judgments about U.S. society.

Rush, R. & Allen, D. (1989). *Communication at the Crossroads: The Gender Gap Connection*. Norwood, N.J.: Ablex. — This edited volume presents perspectives on complicated and compounding issues behind the exclusionary forces against women in the communication process.

Sharp, N. W., Turk, J. V., Einsiedel, E. F., Schamber, L., & Hollenback, S. (1985). *Faculty Women in Journalism and Mass Communications: Problems and Progress*. Syracuse, N.Y.: Gannett Foundation. — This study was a follow-up to the 1972 survey, *More Than You Ever Wanted to Know About Women in Communications Education* by Ramona Rush, Carol Oukrop and Sandra W. Ernst. The study finds that only about one in six faculty members are women. Despite this imbalance, it was reported that women faculty in the communications field were generally happy with their jobs. In terms of salary, the study finds that women in communications in 1983-

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1984 earned less than men at all ranks. The report finds that the respondents associated sexual discrimination with scarcity of female administrators in the field. The study reveals that more than 60 percent of the survey respondents said sexual discrimination was an issue with regard to committee assignments, departmental decision-making and travel opportunities. A content analysis of leading communications journals conducted as part of this study shows that women were as active as or even more active than men in publishing research.

The Joan Shorenstein Center (1996). *Implementation of Ethnic and Diversity in the American Press: Objectives, Obstacles and Incentives*. Harvard University: John F. Kennedy School of Government. — This report concludes that while research has been done and the objectives are clear, there are numerous obstacles to implementation of racial and ethnic diversity in the American press. The study finds that the pool of reporters emerging from traditional journalism education programs is not diverse. And the central press tradition of objectivity is in conflict with the notion of diversity in the newsroom.

Wilson, C. & Gutierrez, F. (1985). *Minorities and Media Diversity and the End of Mass Communication*. Beverly Hills, California: Sage Publications. — Wilson and Guterrez examine pedagogical and personnel issues that challenge the media industry.

## Articles

Becker, L., & Engelman, T. (1988). "Class of 1987 describes salaries, satisfaction found in first jobs." *Journalism Educator* 43 (3), 4-10, 27. — A sur-

vey of the 1987 graduates in journalism and mass communication programs indicates that the percentages of female graduates and minority graduates do not vary significantly from surveys conducted on graduates in 1985 and 1986. In 1987 two-thirds of graduates were female and 20 percent of the graduates were minority. The report is based on 55 schools asked to participate in the study.

Becker, L. B. (1989). "Enrollment growth exceeds the national university averages." *Journalism Educator* 44 (3), 3-15. — This study finds that females outnumber males in journalism and mass communication programs in both undergraduate and graduate programs. The study reports, as projected undergraduate percentages, black students at 7.9 percent of the journalism and mass communication student body, and Hispanics representing 3.3 percent of the students. The findings also suggest that journalism and mass communication education is making the most progress in terms of representing minorities in doctoral programs. Minorities make up 17.3 percent of the students and 21.6 percent of the doctoral degree recipients.

Becker, L. B. (1990). "Enrollments increase in 1989, but graduation rates drop." *Journalism Educator* 45 (3), 4-15. — Lee Becker found that overall enrollment at journalism and mass communication programs increased by 5.6 percent. At the undergraduate level the increase was the greatest since the 1984-85 period. The study reports that women continue to make up about 60 percent of the enrollment, except at the doctoral level. The bulk of minority enrollment, 10 percent,

was African-American. The study finds that the figures are not consistent across all groupings of programs in journalism and mass communication. At accredited programs, 13.8 percent of the undergraduate students were minorities. The figure was 20 percent at the unaccredited schools not affiliated with ASJMC.

Becker, L. (1991). "Annual enrollment census: Comparisons and projections." *Journalism Educator* 46 (3), 50-60. — This study finds that consistent with previous research, women are 61.9 percent of the enrollment at the bachelor's and master's level. The percentage of women in doctoral programs declined. The report indicates that the percentage of bachelor's degree students and graduates classified as African-American or Hispanic increased slightly.

Becker, L. & Kosicki, G. (1997). "Annual survey of enrollment and degrees awarded." *Journalism Educator* 52 (3), 63-74. — The 1997 study finds that although enrollments grew in 1996, the percent of women studying for degrees in journalism and mass communication was largely unchanged. Just under 60 percent of the students enrolled in bachelor's degree programs in the autumn of 1996 were female. The figure has remained virtually unchanged since 1968. The study also finds that the persistent gap between the number of minority students enrolled in journalism and mass communication programs and minorities graduating from those programs suggests the programs continue to have problems retaining and graduating non-whites.

Cohen, J., Lombard, M., & Pierson, R.

(1992). "Developing a multicultural mass communication course." *Journalism Educator* 47 (2), 3-12. — This study explores ways to introduce cultural and gender elements of mass communication into the curriculum. The authors recommend the pedagogical tools of research projects, writing-to-learn techniques, team efforts and the development of personal salience.

*Congressional Quarterly*. (1998, June 5). [www.cq.com](http://www.cq.com). — Report says prospective journalists of color are not being encouraged in high schools. The level of participation in high school journalism programs is low among students of color.

DeMott, J., & Adams, S. (1984). "Journalism instruction concerning racism and related knowledge: Some perspectives held by administrators." *Journal of Negro Education* 53 (1), 50-58. — The objective of this study was to explore the extent to which scholarship related to race and the news media is reflected in education of journalists. The results of the study find that one-sixth of the sampled administrators reported existing courses related to racial minorities. Administrators reporting no courses gave a variety of reasons: insufficient demand for the courses, courses taught elsewhere in the university and insufficient room in the curriculum.

de Uriarte, M. (1996, May). "Inching numbers: Newsrooms fail to attract minorities, because education failed to recruit them." *Quill*, 16-18. — Critics blame the lack of a more diverse media industry on journalism and mass communication programs at colleges and universities.

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Dickson, T. (1995). "Assessing education's response to multicultural issues." *Journalism Educator* 50 (3), 41-45. — The study finds that according to responses by administrators, most units accredited by ACEJMC seem to have done somewhat more than unaccredited units to sensitize students to multicultural society and to hire minority faculty and recruit minority students. They also determine, however, that factors other than accreditation — namely the institution's enrollment, number of journalism and mass communication majors, proportion of minority faculty and proportion of black students in the unit — were more likely to indicate the extent to which the unit emphasized multicultural elements specifically emphasized by Standard 12.

Dupagne, M. (1993). "Gender differences in predicting productivity of faculty." *Journalism Educator* 48 (1), 37-45. — These findings suggest that productive female scholars enjoy research as much as their male peers and that traditional reasons cited for explaining females' alleged lower level of productivity fail to support findings on female mass communication faculty productivity.

Elmore, G. C., & Balmert, M. (1995 May). "A profile of college and university faculty: Minorities and women in advertising, communication, journalism, media studies, public relations and related fields." *Journal of the Association for Communication Administration* 2, 66-81. — This study indicates that the increasing participation of women in communication is consistent with national trends across disciplines. The female faculty in communication was between 30.9 percent and 31.9 percent.

Endres, K. & Lueck, T. (1998). "A new instrument to measure diversity in the curriculum." *Journalism and Mass Communication Educator* 53 (1), 85-94. — The research investigates stress faced by U.S. journalism and mass communication faculty. It found that women, more than men, reported experiencing emotional problems and becoming depressed.

Endres, F. & Wearden, S. (1996). "Job-related stress among mass communication faculty." *Journalism and Mass Communication Educator* 51 (3), 32-44. — The pilot study examines the inclusion of diversity issues across journalism and mass communication curricula. It indicates that 10 statements used in the Iowa standardized evaluations are workable in the academic environment.

Hernandez, D. (1993, December 11). "Minorities and college papers." *Editor & Publisher*, 27. — The article reports that, based on two surveys, more students of color work at college papers than at commercial dailies, but racial tension between campus papers and students still exists.

Grunig, L. S. (1987, August). "Shattering the 'glass ceiling' in journalism education: Sex discrimination in promotion and tenure." *Journalism Quarterly* 66, 93-100, 229. — This study examines the disparate treatment in tenure and promotion decisions women may receive because of gender. The findings show few direct effects on promotion and tenure. Instead, the authors uncovered a pattern of bias that indirectly affected women's chances for success in higher education. The main source of inequality seemed to be the small numbers of

women on the typical faculty. Related problems included tokenism; an imbalance in gender between faculty and journalism students; a heavier advising load for women; lack of role models for both women faculty and students; and few opportunities for sharing resources and information, mentoring, networking and coalition-building.

Kern-Foxworth, M. & Miller, D. (1993). "Multicultural Journalism Education Revisited: 1982-1991." *Journalism Educator* 48 (2), 46-55.

—The study demonstrates that efforts are not being implemented to make journalism and mass communication programs more racially diverse.

Kern-Foxworth, M. (1989, August). "Minorities 2000: The shape of things to come." *Public Relations Journal*, 14-22. — This research finds that the public relations industry is not diverse and recruitment efforts are needed to develop a more diverse workforce.

Kosicki, G., & Becker, L. (1994). "Undergrad enrollments decline; programs feel budget squeeze." *Journalism Educator* 49 (3), 4-14, 103-112. — The study finds that downsizing undergraduate school enrollment continues. Nevertheless, women continue to outnumber men at the bachelor's and master's levels and the gap between men and women at the doctoral level is decreasing. Authors find that the progress in percentages of minority students enrolled in journalism and mass communication programs, meager though it is, masks the larger point that most of the minority students are at a very small number of schools.

Kosicki, G., & Becker, L. (1996). "Annual survey of enrollment and degrees awarded." *Journalism Educator* 51 (3), 4-14. — The report finds that although enrollment is stabilized, there is a widening gap in doctoral degrees, with women declining from 50.5 percent in 1995 to 38.1 percent. The study found that there is also a setback in terms of diversity of the undergraduate student body in journalism and mass communication. Whites in the autumn of 1996 made up 75.4 percent of the undergraduates — up from 72.9 percent in 1994 and 1993. Also, the study reports that graduate programs are experiencing an unprecedented increase of international students, such that international students made up 12.9 percent of master's and 33.7 percent of doctoral enrollments in 1995.

Kosicki, G., & Becker, L. (1998). "Annual survey of enrollment and awarded degrees." *Journalism & Mass Communication Educator* 53 (3), 65-82. — This article looks at the number of students in undergraduate and graduate journalism programs. According to the study, undergraduate enrollment is steadily increasing, while the number of bachelor's degrees awarded is decreasing. Minority enrollment has also increased, but journalism programs are reporting fewer degrees being awarded to minority students. Graduate enrollment seems to be headed for a period of continued decline. Much of the decline is attributed to the lack of staff who recruit for journalism departments across the country.

Liebler, C. (1993). "The patterns of diversity in the student body." *Jour-*

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*Journalism Educator* 48 (2), 37-35. — The study builds upon Becker's research of 1990 by comparing and contrasting the representation of ethnic minorities in undergraduate programs. The study finds that historically black colleges are making a valuable contribution toward integrating the field, but in doing so they are providing a disproportionate share of black graduates — here, 38 institutions granted more than one-fifth of the degrees going to black students. In a similar vein, a third of the Hispanic students matriculated at institutions outside the 50 states and the District of Columbia. These included institutions in Guam, the Virgin Islands and Puerto Rico. The author posits that failure to recognize the contribution of these colleges to the total number of black and Hispanic graduates may obscure the failure of other institutions to integrate.

Manning-Miller, C. (1993). "Confronting discrimination and the integrative curriculum." *Journalism Educator* 48 (3), 18-23. — Manning-Miller suggests ways to infuse disability issues into journalism and mass communication curricula.

Morton, L. (1993). "Minority and female representation plans at accredited schools." *Journalism Educator* 48 (1), 28-36. — This study investigates how accredited schools are trying to meet the requirements of Standard 12 and considers how effective the accrediting council judges these actions to be.

Neuwirth, R. (1998, April 25). "Racial exclusion from j-school to newsroom." *Editor & Publisher*, 12. — This article says that in an increasingly di-

verse nation, attitudes change slowly, yet newspapers that don't respond to the changing marketplace could pay dearly.

Peterson, P. (1979). "J-Students keep coming: Enrollment surges again, increases 7% to 70,601." *Journalism Educator* 33 (4), 3-8, 107-113. — This annual analysis reports that the trend toward more women journalism students is continuing. Women represent 53.1 percent of all students enrolled. In 1968 women represented 41.1 percent of the total. Each school was asked to report the number of minority (black and others) students. The author indicates that the returns were sparse. Those that did report figures indicated that they eyeballed their figures. The estimated increase was 4.6 percent in 1977 to 4.7 percent in 1978.

Peterson, P. (1980). "J-School enrollments reach record 71,594." *Journalism Educator* 34 (4), 3-8, 106-114. — Since 1977 the number of females enrolled exceeded the number of males for the third straight year. Advertising and public relations sequences are more heavily female. The researchers found many schools reported that they do not keep such records. However, they do note that there has been a significant increase in minority students reported. Blacks represented 7.1 percent of the grand total.

Peterson, P. (1981). "Enrollments are higher — but how much higher?" *Journalism Educator* 35 (4), 3-9, 105-112. — In 1980 the number of women graduates outstripped the number of male graduates. Of the schools reporting, minority students account for about 7.6 percent of students, with blacks accounting for 5.7 percent, His-

panics 1.4 percent and others (mainly Asians) 0.4 percent. The study reports that females outnumber males in the minority race 62 to 38 percent.

Peterson, P. (1982). Enrollments reach 77,540, but growth curve levels off. *Journalism Educator* 36 (4), 3-9, 103-111. — The study finds that the trend toward an increasing percentage of females continues, with women making up 57.5 percent of total enrollment. The study finds that the number of black students is decreasing. The reported data were hard to interpret as more schools than usual did not participate in the survey and the participating schools did not list their minority enrollments, primarily citing a lack of this information from the registrar's office.

Peterson, P. (1983). "J-School enrollments hit record 91,016." *Journalism Educator* 37 (4), 3-10, 44-52. — The 1982 survey finds enrollments in schools and departments of journalism and mass communications increased dramatically in the autumn of 1982. The author interprets one of the reasons for the dramatic increase as being the changed definition of journalism, which now includes mass communication. This change included the name of the Association for Education in Journalism to Association for Education in Journalism and Mass Communication. Women journalism students level in enrollment at 58.8 percent. The majors who were black were 6.6 percent. The percentage of Hispanic majors was 1.3. Asians and/or Pacific Islanders accounted for less than one percent.

Peterson, P. (1984). "Survey indicates no change in '83 journalism enrollment." *Journalism Educator* 39 (1), 3-10, 45-52. — The 1984 survey finds female enrollment totaled 58 percent. Minority students made up 7 percent of degrees and 8 percent of the enrollment. Graduate enrollments and graduate rates of minority students were comparable.

Peterson, P. (1985). 1984 survey: "No change in mass comm enrollments." *Journalism Educator* 40 (1), 3-9. — Peterson finds that despite the large decline in the numbers of journalism and mass communication majors since 1980, enrollments in the autumn of 1984 remained stable.

Peterson, P. (1986). "Enrollments up 5% in 1985 after four years of no growth." *Journalism Educator* 41 (1), 4-10. — This study finds that although total enrollment of the nation's colleges and universities declined by approximately one percent in 1985, enrollments in schools and departments of journalism rose by five percent.

Peterson, P. (1987). "Enrollment up 7 percent in '86, outstripping university growth." *Journalism Educator* 42 (1), 4-10, 58-64. — The analysis of the 1986 enrollment in journalism and mass communication indicates a 7 percent increase. In this study, although statistics are reported, actual minority percentages were not given because many schools did not report minority figures.

Peterson, P. (1988). "Journalism and mass comm enrollment leveled off in '87." *Journalism Educator* 43 (1), 4-10, 74-80. — The author finds that schools

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and departments of journalism and mass communication grew by .13 percent in 1986 and 1987, the smallest change since 1937. The study reported undergraduate enrollment as 60 percent female and 40 percent male. The study also indicates a growth in the number of minority students, with the exception of American Indians and Alaska Natives.

Riffe, D., Salomone, K. & Stempel, G. (1998). "Characteristics, responsibilities and concerns of teaching faculty: A survey of AEJMC members." *Journalism and Mass Communication Educator* 53 (1), 102-119. — This study reports the result of a survey of AEJMC members. The study analyzed salary, productivity and demographic variables.

Rodriguez, R. (1997, July). "Journalism schools' diversity standards going through changes." *Black Issues in Higher Education* 14 (11), pp. 44. — This article critiques the ACEJMC revised Standard 12. Critics of the revised standard say the change has weakened the standard and schools can dance around the need for diversity.

Starck, K. & Wyffels, R. (Autumn 1990). "Seeking intercultural dimensions in textbooks." *Journalism Educator* 45 (3), 39-45. — The study examines 26 journalism reporting textbooks and finds that most authors made no mention of key terms dealing with intercultural reporting.

Stone, V. (1988). "Trends in the status of minorities and women in broadcast news." *Journalism Quarterly* (65), 288-293. — The analysis of RTNDA data for 1976-1986 indicates women have made considerable gains, but people of color have not.

Valenzuela, Matias, (Summer 1999). "Expanding coverage of diversity beyond ethnicity and race." *Journalism & Mass Communication Educator* 54 (3), 40-67. — This article examines how journalism students perceive diversity. The study surveys students in Seattle, Washington, and assigns them to report on diversity issues. The results show that these students see diversity as almost purely in terms of issues related to race. Valenzuela points out that while race and ethnicity are important themes, topics such as class, income, religion and sexual orientation were overlooked. Valenzuela believes these issues are pertinent when trying to achieve diversity in reporting.

Weaver, D. & Wilhoit, G. (1988). "A profile of JMC educators: Traits, attitudes and values." *Journalism Educator* 43 (2), 4-41. — The authors conducted a comprehensive survey of journalism and mass communication educators' traits, attitudes and values.

## Convention Papers

Adams, E.. & Bodle, J. (1994). "Scholarship and AEJMC: How well represented are women in divisional paper competitions?" Paper presented at the convention of the Association for Education in Journalism and Mass Communication, Atlanta, Georgia. — This study analyzes convention research productivity within AEJMC by gender authorship. The author's content analyzed referred scholarships from 1987 to 1993, separated by division, commission, interest group affiliate and standing committee. The authors concluded that scholarship produced by women in AEJMC increased over the period

studied. They found that scholarship by women exceeded their numeric representation in AEJMC. While the total number of AEJMC paper presentations increased 110 percent since 1987, scholarship by women increased by 200 percent.

Beasley, M. (1985, August). "Women in journalism & education: The formative period 1908-1930." Paper submitted to the Status of Women Committee Research Paper Competition at the 68th Annual Meeting of the Association for Education in Journalism and Mass Communication, Memphis, Tennessee. — This paper examines the first two decades of academic journalism education from the standpoint of women students. The study notes that women were a sizable element in journalism schools from their beginning in 1908. The study finds that men were trained to be influential reporters and editors. Women were trained to be society reporters or women's page editors or to simply work briefly in the field before marriage. The study poses the question for future research: Are women students today unable to make full use of their education because of sexism?

Burt, E. (1996, October). "The state of diversity in the curriculum of the nation's journalism and mass communication programs." Paper presented at the Annual Convention of the American Journalism Historians Association, Ontario, Canada. — This study surveyed the chairs or directors of journalism schools and departments listed in the AEJMC directory. It finds that the institutions most likely to offer courses on diversity are large private schools. The second most likely to offer courses in diver-

sity were in large public institutions. The same pattern was repeated in medium-sized institutions. The majority of schools in the study did not offer courses in diversity and reported that they integrate diversity issues into "many" or all of their courses.

Chance, S. F., Weigold, M., & Hon, L. (1996, August). "Diversity in journalism and communications higher education: Part I: Conceptions of diversity." Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication, Anaheim, California. — This study was based on research conducted on one faculty in a small southeastern town about developing an operational definition of diversity. The study reveals that the views of the faculty respondents on the issue of diversity were as diverse as the faculty members. Faculty members believed that increased gender and cultural diversity had a positive effect; others believed that diversity had a negative chilling effect, and still others believed diversity had no impact on their professional lives.

Childers, L. & Grunig, L. (1989, August). "Exploring feminist research in journalism and mass communication." Paper presented at the 72nd Annual Meeting of the Association for Education in Journalism and Mass Communication, Washington, D.C. — The major objective of this study was to assess the validity of the conventional wisdom that women should be advised against doing feminist research. The study finds that women have been encouraged to do feminist work. Overall, the re-

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spondents in the study felt that women are hurt more by having a feminist research agenda than men are.

Chow, C., Eastman, E. L., Everett, S. C., & Dates, Jannette. (1996, April). "Gaining on the goals? Affirmative action policies, practices and outcomes in media communication education." Paper presented at the Annual Meeting of the Broadcast Education Association, Las Vegas, Nevada. — This study, sponsored by the Broadcast Education Association, finds that administrators claim a commitment to hiring minority faculty members, particularly faculty members of color, but have little knowledge about this aspect of the hiring process.

Coleman, T., & Soley, L. (1995, August). "Bringing multiculturalism to journalism and communication programs." Paper presented at the 78th Annual Meeting of the Association for Education in Journalism and Mass Communication, Washington, D.C. — This study is based on a survey of journalism school administrators who were queried about whether their units had committees dedicated to multicultural issues and diversity. The authors find that only 16.67 percent reported that they had such committees. The author also finds that the committees had little power, and few had actually developed multicultural courses or acquired materials for use in classes.

Culbertson, H. (1984, August). "Potential female and minority communication educators: An exploratory study of their views on teaching as a profession." Paper presented at the 67th Annual Meeting of the Association

for Education in Journalism and Mass Communication, Gainesville, Florida. — In late 1983 and early 1984, members of the Public Relations Division of AEJMC were asked to nominate alumni who were not full-time educators but who seemed like excellent prospects for academic careers. The nominators collected data from 27 of these people, most of them female graduate students and PR practitioners. Overall, the data suggest a rather favorable view of PR teaching as a job experience. Almost no respondents expressed concern about direct or *de facto* discrimination against women or minorities in academe. It appeared that general impressions were favorable in this area, but that few people — even among those who had given serious thought to a teaching career — had much awareness of rather subtle types of discrimination noted in the literature on higher education.

Dickson, T. (1994, August). "Journalism/mass communication education's response to calls for increased racial/ethnic sensitivity." Paper presented at the 77th Annual Meeting of the Association for Education in Journalism, Atlanta, Georgia. — The author attempted to find what journalism/mass communication was doing to foster racial/ethnic sensitivity. The author finds that programs accredited by the ACEJMC and programs with the most minority faculty had done more to sensitize their students than other programs, but programs with more African-American students had not done as much as programs with more minorities from other racial/ethnic groups.

Hon, L. C., Weigold, M., & Chance, S. (1996, August). "Dimensions of diversity: Ideology and group membership as predictors of diversity implications." Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication, Anaheim, California. — The authors surveyed faculty in a large college of journalism and communications. The analysis of the five outcome measures showed ideology as a significant predictor of subjects' beliefs about diversity implications, while group membership was not. The researchers conclude that ideology may be a strong yet relatively unexplored variable in understanding faculty's attitudes about the effects of diversity policies.

Wood, M. A. (1975, August). "Profile of the woman journalism teacher in the two- year college." Paper presented at the Annual Meeting of Association for Education in Journalism and Mass Communication, Ottawa, Canada. — The results of a survey of female journalism instructors finds that 53 percent had no professional experience, 94 percent were publication advisers, 47 percent of the full-timers receiving released time to work on student publications; 60 percent felt their salaries to be equal to their male counterparts; 98 percent said women were considered for vacant jobs in their departments; 89 percent or more reported no role conflicts in terms of class work, studies or social situations; and 45 percent felt they had to put forth more effort than their male counterparts and they had experienced some type of discrimination.

### **Unpublished Manuscripts**

Bourguignon, E., Blanshan, S., Chiteji,

L., MacLean, K., Meckling, S., Sagaria, M., Shuman, A., & Taris, M. (1987). "Junior Faculty Life at Ohio State: Insights on Gender and Race." Unpublished manuscript.

Kaufman, S. J. (1992). "Developing administrative leadership among women in journalism and mass communication education programs: A conceptual model." Unpublished doctoral dissertation, Indiana State University, Terre Haute, Indiana. — This study concentrates on development of a conceptual model to address roadblocks encountered by women in their movement into positions of administrative leadership in journalism and mass communication. The variables were identified as: 1) isolation, 2) denial by younger women that problems persist, c) lack of administrative training, d) lack of mentors and role models, and e) lack of a system by which to identify future leaders.

McHose, J. (1983). "Initial investigation of women and minorities in journalism education: A national survey." Unpublished master's thesis, Southern Illinois University, Carbondale, Illinois. — The purpose of the study was to establish a complete, national listing of women and members of minority groups who qualify for positions in higher education as faculty members or administrators in journalism and mass communication.

### **Research Reports and Newsletters**

*AEJMC* (Association for Education in Journalism and Mass Communication) *News*.

American Society of Newspaper Editors  
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tors (1998). "A report of ASNE Newsroom Census, 1998."

Berry, Venice. "Wanted: Multicultural workforce." *MAC News: Newsletter of the Minorities and Communication division of the Association for Education in Journalism and Mass Communication*, Fall 1996, 1.

Chan, S. (1998, September 17). "Media diversity programs still necessary despite affirmative action backlash." Asian American Journalists Association *Voices*.

NEA Higher Education Research Center (1998, September). "Faculty in academe." *Update*, (4) 4. — This report is based on The National Center for Education Statistics (NCES), Fall Staff in Post Secondary Institutions, 1995. The report discusses the composition of higher education faculty and compares it to that of 1976. The reported data represent the most current and only comprehensive data source on the number of full and part-time faculty in higher education institutions.

Unity '94. (1993). "Kerner plus 25: A call for action." A report prepared by Unity '94. Oakland, California. — This report was prepared by Unity '94 to assess the impact of the 1967 report of the National Advisory Commission on Civil Disorders.

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In addition to the challenges faculty face in an era of multiculturalism, inclusivity issues have become more focused with the implementation of the Americans with Disabilities Act of 1990. In this age of convergence,

faculty must understand the impact of federal legislation on the classroom. Many universities have offices that focus on making education more accessible. These offices provide guidelines, support services and equipment to assist faculty, staff and students.

Federal law [ADA regulation Section 1630.2(o)] requires that "reasonable accommodations" must be provided for students and faculty alike. Reasonable accommodations means modifications or adjustments that enable a qualified individual with a disability to perform essential functions ( of the job or activity).

At the same time, the federal definition of disability (ADA Regulations 1630.2-definition) identifies: "A physical or mental impairment that substantially limits one or more of the major life activities of such individual." Major life activities are functions such as caring for oneself, performing manual tasks, walking, seeing, speaking, hearing, breathing, learning or working — all important to the education process.

Those same requirements for our colleges and universities also apply to AEJMC. The subcommittee has developed a list of questions to be used by AEJMC officers and staff when contemplating sites for conventions and workshops.

Beth Haller, Towson, subcommit-

tee member and secretary of the AEJMC Media & Disability Interest Group, has developed a list of videos to provide classroom access to disability issues.

“Integrating disability issues into the mass communication or journalism classroom can be an exciting new direction for course materials,” said Haller.

“Because the students respond well to visual narratives, documentaries on video provide a wonderful way to make students aware of disability issues, as well as showing them good examples of non-fiction filmmaking,” she said.

The following list provides suggestions for documentary videos that give students and faculty access to easily understood information about disability issues. At the end of the list are addresses of the video distributors.

## Videos

“Abandoned to Their Fate”

Description: The video looks at the origin of social policy about and cultural stereotypes of people with severe disabilities.

Length: 30 min.; Distributor: School Projects Publications

“Bong and Donnell”

Description: The video follows two best friends, one with a disability and one without, from elementary school through high school graduation.

Creators: Susan Hadary and William

A. Whiteford; Length: 56 min.

Awards: Two Emmys, St. Aton Foundation Award, 1996 Disability Film Festival; Distributor: Video Press

“Breathing Lessons: The Life and Work of Mark O’Brien”

Description: A profile of Mark O’Brien, a journalist and poet who has lived in an iron lung for 40 years.

Creator: Jessica YU

Length: 35 min.

Awards: Academy Award, Best Short Documentary; Special Apple, National Educational Media Network, Sundance Film Festival.; Distributor: Fanlight

“Freedom, Equality and Justice for All”

Description: A video on the self advocacy movement and civil rights for people with disabilities.

Length: 29 min.; Distributor: Program Development Associates

“If I Can’t Do It”

Description: A portrait of Arthur Campbell, a man with cerebral palsy who was kept at home for 38 years, but then broke free to live independently and become a disability activist.

Creator: Walter Brock; Length: 57 min.; Distributor: Fanlight

“King Gimp”

Description: A documentary spanning 1-3 years in the life of an artist with cerebral palsy (age 13-26). Winner of the 2000 Academy Award for Best Documentary Short. Creators: Susan Hadary and William Whiteford; Length: 47 min.; Distributors: Video Press

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### “A Little History Worth Knowing”

Description: A discussion of disability history, as well as media stereotypes of disability.

Length: 222 min.; Distributor: Program Development Associates

### “Living with Grace”

Description: The video follows the lives of Grace Kirkland, who has progressive dementia disorder, and her caregiver husband, Glenn, over the years.

Creators: Susan Hadary and William Whiteford

Length: 28 min. Distributors: Video Press

### “My Country”

Description: James DePriest, a polio survivor and symphony conductor, profiles three people active in the disability rights movement.

Creator: Access Video Fund Length: 58 min.

### “Nazi Medicine: In the Shadow of the Reich”

Description: A look at the Third Reich’s medical regime and its genocide of people with disabilities.

Creator: John J. Michalczyk; Length: 40 min.; Awards: 1997 TASH Media Award; Distributor: Program Development Associates

### “People in Motion: Changing Ideas about Physical Disability”

Description: A three-part series focusing on the independence model of disability versus the medical model (part 1), technology that assists people with disabilities (part 2), and adaptive ways in which people live independently (part 3).

Length: Each part is 60 minutes.

Distributor: Fanlight

### “Rachael, Being Five” & “Rachael in Middle School”

Description: These videos follow a girl with cerebral palsy through her years mainstreamed in Maryland public schools.

Creators: Susan Hadary and William Whiteford; Length: 28 min. each; Distributor: Video Press

### “Twitch and Shout”

Description: This video explores the world of people who live with Tourette’s Syndrome. The video looks at Tourette’s through the eyes of a photojournalist.

Creator: Laurel Chiten; Length: 57 min.

Distributor: Fanlight

### “A Video Guide to (Dis)Ability Awareness”

Description: A training video to better help interaction between able-bodied and disabled people.

Length: 25 min.; Awards: Freddie Award. International Health & Medical Film Festival

Distributor: Fanlight

### “Vital Signs: Crip Culture Talks Back”

Description: This documentary looks at disability rights through the lens of performance artists and activists in an effort to examine disability culture.

Creators: David Mitchell and Sharon Snyder; Length: 48 min.

Awards: Grand Prize, Rehabilitation International World Congress; Achievement Award, Superfest; Bronze Apple, National Educational Media Network. Distributor: Fanlight

### “When Billy Broke His Head”

Description: Billy Golfus, a journalist who became brain-injured, explores his own experience as a person with

a disability as well as the disability rights movement.

Creator: Billy Golfus; Length: 57 min.  
Awards: Freedom of Expression Award, Sundance Film Festival; Distributor: Fanlight

#### “Positive Images”

Description: Three women with various disabilities and lifestyles discuss their experiences and perspectives on life.

Distributor: Women Make Movies

## Addresses of Video

### Distributors

**Fanlight Productions**, 47 Halifax St., Boston, MA 01130.

Phone: 1-800-937-4113

E-mail: fanlight@fanlight.com

Web: www.fanlight.com

**Program Development Associates**,

5620 Business Ave., Suite B, Cicero, NY 13039.

Phone: 1-800-543-2119

Web: www.pdassoc.com

**School Projects Publications**,

Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403-1235.

Phone: (541) 346-2488

**Video Press**, University of Maryland, Baltimore, School of Medicine, Suite 133, 100 Penn St., Baltimore, MD 21201-1082.

Phone: 1-800-328-7450

E-mail: gbillupsdumaryland.edu

Web: www.videopress.org

**Women Make Movies**, 225

Lafayette St. 4207, NY, NY 10012

Phone: 212-529-7514

## Selected Journalism Education/Disability References:

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Edwards, C. (1992) “Integration of disabled students in classroom with new technology.” *Journalism Educator* 47(1). 85-89.

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Jaschik, S. (1993. April 21). 46 colleges found to have violated rights of disabled, U.S. documents show.” *Chronicle of Higher Education*, A18-A19, A22.

John, J. A. (2000). “Technology, and the Knowledge Gap: Two Barriers to Distance Education for the Person with a Disability.” Paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Phoenix.

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meeting of the Association for Education in Journalism and Mass Communication. Kansas City, Missouri.

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Marston, C. (1998). "A feminist exploration of cybertheoly, student journalists, and RSI work culture." Paper presented to the annual meeting of the

Association for Education in Journalism and Mass Communication.

Mattlin, B. (1993 March). "Disability etiquette." *Self*. 90-91.

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Preston, A.E. and Hardin, M. (2000). "Expanding Journalism Students' No-

tions of 'Diversity': Inclusion of Disability Issues in News Reporting Textbooks." Paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Phoenix.

The Research & Training Center on Independent Living. (1990). "Guidelines for Reporting and Writing about People with Disabilities." Lawrence, Kansas.

Worthington. B. (1993). "What journalism educators should be teaching their students about disabled people or how to avoid the Tiny Tim/supercrip stereotype." Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication. Kansas City, Missouri.

## **Web Information on the ADA and Disability Issues**

**Americans with Disabilities Act Information on the Web**, U.S. Department of Justice  
<http://www.usdoj.gov/crt/ada/>

**Americans with Disabilities Act Document Center**  
<http://janweb.icdi.wvu.edu/kinder/>

**ADA Information Center for the Mid-Atlantic Region**  
<http://www.adainfo.org/>

**Center for an Accessible Society**  
<http://www.accessiblesociety.org>

**Disability Media Project**  
<http://www.media.org>

**Employment Resources for People with Disabilities**, University of Minnesota

<http://www.disserv.stu.umn.edu/TC/Grants/COL/listing/disemp/>

**FedWorld Information Network**

<http://www.fedworld.gov>

**Media Images & Disability Web Page** by Beth Haller

<http://www.towson.edu/~bhalle/disable.html>

**National Institute on Disability and Rehabilitation Research (NIDRR)**

<http://www.ed.gov/offices/OSERS/NIDRR/index.html>

**National Organization on Disability**

<http://www.nod.org>

**National Reliabliltation Information Center (NARIC)**

<http://www.naric.com.naric/>

**National Telability Media Center**

[http://www.freedomforum.org/newsstand\\_reports/telability/printdir.asp](http://www.freedomforum.org/newsstand_reports/telability/printdir.asp)

**President's Committee for Employment of People with Disabilities**

<http://www50.pcepd.gov/pcepd/>

**Social Security Administration**

<http://www.ssa.gov/>

**Society for Disability Studies**

<http://www.uic.edu/orgs/sds>

**U.S. Access Board** (Architectural and Transportation Barriers Compliance Board)

<http://www.accessboard.gov/>

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**United States Commission on Civil Rights**

<http://www.usccr.gov/>

**U.S. Equal Employment Opportunities Commission (EEOC)**

<http://www.eeoc.gov>

**World Institute of Diversity**

<http://www.wid.org>.

**Publications on the ADA and its Guidelines**

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U.S. Architectural and Transportation

Barriers Compliance Board (1991 November). "Americans with Disabilities act accessibility requirements." Washington, D.C., 1-5.

U.S. Department of Justice. (1990). "Americans with Disabilities Act requirements fact sheet." Washington, D.C.: Government Printing Office. No. 0-273-184.

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Members of the subcommittee support efforts of the Association and the academy to create a nurturing environment in today's colleges and universities. AEJMC should continue to provide a national forum for discussion to help universities monitor compliance with both accrediting standards (where applicable) and federal regulations.

Faculty, staff and students deserve an environment that allows them to excel.

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