ASJMC

INSIGHTS

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Accreditation

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From the Editor ...

The major theme of this issue is accreditation, specifically how well the first schools undergoing accreditation under the revised standards fared. Trevor Brown, who has been associated with accreditation for what must seem like eons to him, has written his analysis of how well those schools did and what major problems schools face in future accreditations. The big one, I suppose, is presenting a thoroughly rational and accurate assessment of their programs completed over a period of time, not overnight.

In the Accrediting Committee meeting in Chicago and later in the Accrediting Council meeting in St. Petersburg, two programs were highlighted as being on top of their games—Elon University with its superb assessment plan and Virginia Commonwealth University with its excellent self study. It should be no surprise, then, that their leaders (Paul Parsons and Judy VanSlyke Turk), are represented in this issue with articles having to do with how they did it. Their accomplishments are all the more remarkable because Elon and VCU both were up for initial accreditation. VCU held accreditation years ago but let it lapse. These articles should be instructive to those units coming up for accreditation or re-accreditation in the near future.

Also in this edition is an article co-authored by Robert Dodge, formerly of *The Dallas Morning News*, a member of the Accrediting Council, with suggestions about how units might meet the relatively new requirements of Standard 3 (Diversity and Inclusiveness) in the Accrediting Standards, specifically those that deal with sexual orientation.

In addition there is a report on our fee survey of last spring/summer, an article about the importance of faculty meetings, and another on diversity.

I hope you can take away some new ideas and information from this issue and use them productively.

Robert M. Ruggles,
Editor

Impact of Revised Standards?

Too Soon to Tell

TREVOR BROWN
Indiana University

Accreditation makes administrators anxious. Lovers of the sure thing in a job with too many things to do, they like to calibrate effort and result. Change in accreditation as they have known it makes them nervous. How much time and effort to expend when the result seems less predictable? No surprise, then, that among the best prepared in 2005-06, the first year of new standards, were schools seeking accreditation for the first time. They knew only the new. That may be the only observation possible about this first year. It's too soon to know much.

In developing the new standards, the Council had had two main intentions and hopes.

Intentions and Hopes

First, to shift the emphasis from evaluation of inputs to outputs, from teaching to learning.

The diversity of schools — public and private, flagship and regional, residential and commuter, religious, ethnic, or racial foundation, research and teaching-service missions— produces wide disparities in human and material resources and in facilities. By requiring a set of professional values and competencies of all graduates in journalism and mass communications and a process of learning assessment, the Council hoped to "equalize" or transcend differences in mission and resources among schools and programs and achieve greater consistency and fairness in judgment by site teams. The extent to which graduates had learned the values and competencies would matter more than all the resources schools poured into their learning.

Second, to streamline the standards in order to reduce the burden on schools of accreditation.

In reducing the standards from 12 to 9, the Council combined standards and expectations, organizing each standard into five indicators. In the first eight standards, then, essentially no expectations are new. Standard 9. Assessment of Learning Outcomes was new in 2005-06 – as a standard. The requirement of assessment was not. In September 2001, the Council adopted a schedule for the development and implementation of assessment plans. Schools had to have a plan by September 2003 to collect information for assessing student learning during the 2003-04 academic year and to begin applying findings from assessment to improve curricula, instruction, and learning by September 2004. From 2003-4 on, then, schools seeking accreditation have been accountable for an assessment process.

THE ACCREDITING STANDARDS

1. Mission, Governance and Administration
2. Curriculum and Instruction
3. Diversity and Inclusiveness
4. Full-Time and Part-Time Faculty
5. Scholarship, Research, Creative and Professional Activity
6. Student Services
7. Resources, Facilities and Equipment
8. Professional and Public Service
9. Assessment of Learning Outcomes

A Mid-Term Evaluation

At ASJMC's mid-winter meeting in Chicago in early February, a panel of site-team chairs and heads of programs going through accreditation in 2005-06 discussed their impressions half way through the first year of the new standards. Their consensus coincided with the judgment here – it was too soon to draw conclusions. Team chairs and heads agreed that the construction of the standards, requiring a response to each of five indicators in each standard, tended to produce more factual than analytical or contextual team reports. Although ACEJMC's instructions to site teams for writing their reports do not require it, the panel agreed that ending each standard with an analytical executive summary would enhance the value of team reports for the schools, the Accrediting Committee, and the Accrediting Council.

Panelists were mixed in opinion about whether the new standards reduced the burden for schools and site teams. Some said the indicators removed ambiguity in preparing a self-study and a team report. Others said the specificity of the indicators made for longer self studies and team reports. No doubt in an atmosphere of uncertain newness, the impulse is to write long. New standards or not, the temptation for many schools to stuff into the self-study every document, student publication, brochure, newsletter, press release, and DVD at hand is irresistible, without regard for the lower backs of site team members or overhead bin space on region-

STANDARDS OUT OF COMPLIANCE, 2005-06

Provisional Re-Accreditation

School	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**Total**
Auburn	x		x					x		3
Flor. A&M	x									1
Hampton*	x				x					2
NYU			x			x				2
Southern							x		x	2
Win.-Salem**		x							x	2
Subtotal	3	1	2	0	1	1	1	1	2	12

Accreditation (2) and Re-Accreditation (10)

School	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**Total**
Arizona					x					1
E. Illinois					x					1
Elon**										0
Florida	x									1
Georgia										0
Louis. Lafay.			x							1
Montana									x	1
Nicholls St.					x					1
Oregon									x	1
S. Dak. St.										1
UC Berk.									x	1
Virg. Comm.**										0
Sub Total	1		1		3				3	8
TOTAL	4	1	3	0	4	1	1	1	5	20

*Hampton appealed its decision and will undergo a new site visit after a new self-study.
**These schools sought initial accreditation in 2005-06. Winston-Salem is on provisional accreditation. Virginia Commonwealth was re-accredited in 1994-95 and did not seek re-accreditation in 1999-2000.

al jets. Schools of journalism and mass communication may be on the cutting edge of online development, but, comes accreditation, a paperless future recedes ever faster.

The panel did issue an early warning: schools' implementation and site teams' evaluation of Standard 9 were likely to be uncertain and uneven.

Site Team and Council Decisions in 2005-06

The table on **page 4** shows the site teams' judgments on non-compliance and the Council's decisions on the 18 schools seeking initial accreditation or re-accreditation in the first year of the new standards.

Team reports indicate that of the four standards in which three or more schools were out of compliance (1. Mission, Governance and Administration; 3. Diversity and Inclusiveness; 5. Scholarship: Research, Creative and Professional Activity; and 9. Assessment of Learning Outcomes), the new standards affected their judgment only on assessment. Four of 18 schools (22.2 percent) out of compliance on governance is unusually high, but the team reports show no influence on their judgment of the newness of the standard. Circumstances in leadership were unique to each school.

The curricular dimension of the diversity standard has a new component:

> The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity **and sexual orientation** (emphasis added).

Team reports showed uneven attention to this additional expectation. That fact did not much engage the Accrediting Committee or Council in their discussion of team reports, though it may in the future. But the number of schools out of compliance on the overall standard is not unusual. The several dimensions of diversity continue to be a major challenge for education in journalism and mass communications.

The content and expectations of Standard 5. Scholarship are no different from before, nor is the number of schools out of compliance remarkably different. Committee and Council discussion in recent years has focused increasingly on this standard, perhaps reflecting heightened expectations of research in U.S. universities, no matter what their founding mission and Carnegie status. That shift in expectation has been painful for faculties hired years ago to serve a mainly teaching-service mission. Recognizing that the ways of knowing and doing in professional schools can differ widely, the Council deliberately defines scholarship broadly. The challenge to schools is to define those ways clearly for themselves, their universities, and the Council, and then to practice their scholarship with confidence and authority. And to site teams, the challenge is to respect the choices in forms and expressions of scholarly inquiry that faculties make.

The distinction between *professional activity* under Standard 5 and *professional service* under Standard 8. Professional and Public Service did not arise in Committee and Council discussion. But a few schools did seek ACEJMC guidance as they prepared their self studies. In response, in June 2005 the Council published a pamphlet, *ACEJMC's new standards: guidelines in interpretation and application*, which addressed this and other concerns. Briefly: in general Standard 5 focuses on the work of the individual faculty member as a scholar broadly defined rather than on the work of the unit as a whole. In general, Standard 8 focuses on the work of the unit as a whole or on the work of the faculty member as academic or professional citizen rather than as scholar.

Standard 9. Assessment of Learning Outcomes

Inconsistent and contradictory site team judgments on this standard were a major concern of the Committee and Council. Some teams found schools in compliance if they had a plan but no implementation. Other teams found schools out of compliance because they had not implemented their plans, as the schedule the Council had adopted in September 2001 required.

A training meeting of team chairs in September 2005 sought to ensure consistency of understanding, expectation, and judgment on assessment. Sadly, that effort failed. Apparently some chairs left the meeting understanding that teams should cut schools some slack because it was the first year of the standard. Others left understanding that they should apply the standard rigorously as written because it was the first year.

The assessment plans of some schools revealed uncertainty about the difference between direct and indirect measures for assessing student learning. They tended to define a more analytical and critical use of statistics the Council had required in self-study reports for years (for example, graduation and retention rates, exit interviews, alumni surveys, internship and placement reports, and competition results) as direct measures.

No doubt, similar inconsistency and contradiction beset the administration of the diversity standard when it was introduced. To this day, teams, the Committee, and the Council wobble in approval between effort and results. That tension may be tolerable in diversity. Attracting and retaining a diverse faculty and student body is more difficult for schools in small communities in states without diverse populations than it is for schools in metropolitan areas and in states with very diverse populations. The Council seems to have acknowledged the differential challenge in its judgments. Nevertheless, all schools, no matter their location, can and must meet the curricular standard for diversity. The same is true for the assessment standard. That some or many graduates have had prestigious internships, won or placed in regional and national competition, found meaningful employment, and then as alumni told their alma mater how well it had prepared them is an important statement about the quality of their schools' curriculum, instruction, and facilities. **The intent of Standard 9, however, is for schools to demonstrate that their graduating classes as a whole (not just the most successful or fortunate graduates) have learned the 11 values and competencies the Council has defined.**

Because of inconsistent judgments, controversy about Standard 9 is understandable. It should be noted that the Council did not deny accreditation to any school in 2005-06 because it was found out of compliance on Standard 9.

The Mathematics of Nine vs. 12 Standards

Faculty members tend to want their unit and university to tell them with precision how many publications they must have per year and in total in order to secure tenure and promotion. Typically, they're told: it depends. Schools seeking accreditation tend to want ACEJMC to tell them with precision how many standards out of compliance dictate a judgment of provisional and how many of denial, especially now that the ratio between the number of standards and those out of compliance has changed. Typically, they're told: it depends.

The statistics of 2005-06 confirm the wisdom of that response. Of the six schools given provisional accreditation or re-accreditation, one was out of compliance on three standards, four on two standards, and one on one. Of the 12 schools accredited or re-accredited, eight were out of compliance on one standard. As always, those judgments depended on such factors as a failure adequately to address weaknesses noted in a previous team report and a finding of non-compliance on the same standard over two or more visits.

Lovers of the long shot may wish to predict the standards and issues that will catch fire in Committee and Council discussions in 2006-07 and thereafter. The implementation in 2006-07 of new requirements for evaluating professional master's programs will surely get the attention of the Committee and the Council. The most enduring wisdom, irrespective of changes in standards and expectations, is for schools seeking accreditation— and particularly for the leadership of those schools — to be thoroughly informed about ACEJMC's standards and expectations well in advance of the self-study and team visit. It's unrealistic to expect all faculty members in these schools to be also thoroughly informed. Accreditation is an acquired taste, often of more appeal to administrators than faculty members. Nevertheless, the more who show they know what's going on, the more favorable the impression on the site team. Together administrators and faculty should prepare accurate, informative, honestly analytical, and well-organized self-studies. No matter the investigative prowess of its members, no team can overcome in a busy day-and-a-half the gaps and general mess in a self-study. Sadly, in 2005-06 as in previous years, a few schools were the victims of their own carelessness.

Elon and Virginia Commonwealth Universities prepared superbly for accreditation and produced exemplary self studies. Their deans will tell us how they did so.

Trevor Brown is IU professor emeritus of journalism. He served as dean of the IU School of Journalism from 1985 to 2005. In addition, he was chair of the Accrediting Council's committee on standards from 2001 to 2003, was chair of the Accrediting Committee from 1999 to 2001, a member and vice chair of the Committee from 1996 to 1999. He was a Committee member from 1988 to 1991 and 2003 to 2006 and has been elected to serve another term from 2006 to 2009. He has chaired six site visit teams and served on 18 others.

The Genesis and Outcome of an Assessment Plan

PAUL PARSONS
Elon University

Faculty trudged into the meeting on assessment as if going to the gallows, joking that even grading papers would be more pleasant than drafting an assessment plan.

But the clock was ticking. It was 2002-03, and Elon would be in the first group of schools to seek accreditation in 2005-06 under new standards adopted by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The new Standard 9 on assessment required us to adopt a set of professional values and competencies, create a plan to assess whether students were properly learning these values and competencies, and implement the plan in time for changes to be made before the accreditation visit.

That early meeting started us down a path that grew increasingly interesting and, in our view, important. Assessment became a serious and meaningful word in our vocabulary.

Insights invited this article because the Accrediting Council, in granting accreditation to Elon in May 2006, cited our assessment plan as a national model. What follows is just one school's story, but it may offer others some insights into the formation and implementation of an assessment plan.

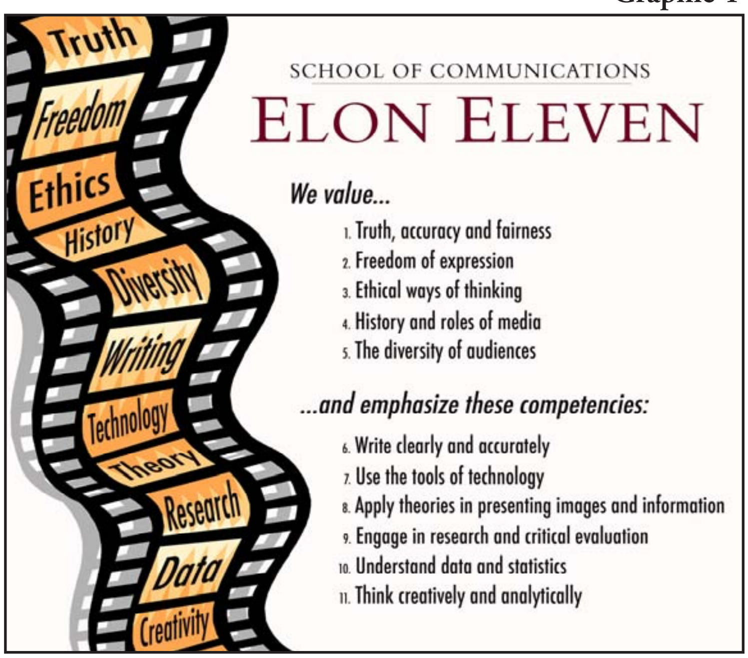
Determining what's important

For assessment to be meaningful, it must measure what the faculty most deeply value. We want our students to write well. We require law, ethics, and history. We are technology-intensive. In fact, the 11 professional values and competencies outlined by the Accrediting Council fit our program well. Even though the Council invites programs to revise or expand this list, our faculty endorsed the 11 statements without change at that early meeting.

Yet the 11 statements were long phrases, often including multiple ideas that seemed hard to communicate publicly. For instance, one statement says graduates should be able to "understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances." The language of the First Amendment is obvious and powerful. But for public communication, we decided the value it represents is "freedom of expression."

This was the genesis of the Elon Eleven (**See Graphic 1**). Frankly, the name came about because of the attraction of alliteration. We'd talk about the eleven, then about Elon, and before long the two words came together.

Graphic 1



Recasting the statements as the Elon Eleven allowed our faculty to take ownership of the statements and mold them into our own means of public expression. For instance, we decided five statements primarily reflect values and the other six primarily reflect competencies. But that's our interpretation. Each program will read the 11 values and competencies in light of its own mission and emphases.

The Elon Eleven is displayed in all School of Communications classrooms. When I go to each introductory class to welcome new students to the School, I point to the Elon Eleven and describe how it is the conceptual backbone of the School's curriculum and instruction. Professionals who come as guest speakers comment on our clear statement of purpose, and students now comment on how a particular course addresses particular elements of the Elon Eleven.

Matching the curriculum

While the next step is logical, the results caught us by surprise. When the faculty compared our curriculum to the Elon Eleven, we found gaps. For instance, we said writing was important, yet two areas of our curriculum allowed students to graduate with only one writing course in the School. We changed that. We also said understanding diversity was important, yet it wasn't clear where that instruction was occurring. We changed that, too.

We discovered these content gaps while creating matrices for each of our curriculum areas (**See Tables One – Four**). These matrices designate where students are introduced to, say, "freedom of expression" and where that concept is further developed among required courses.

Two dilemmas arose during this process. First, Accrediting Council materials refer to multiple levels of student learning, and we initially tried to designate whether a particular course led to *awareness*, *understanding,* or *application* – until we threw up our hands in defeat. It was simply too complex and suggested a precision that didn't exist. Philosophically, we agree that student learning occurs at increasingly higher levels. The opening three courses create at least an *awareness* of all 11 values and competencies, and this *awareness* grows to an *understanding* and *application* in later courses. We simply note this evolution on the side of each matrix.

The second dilemma arose from the fact that some values and competencies are universally loved by all faculty members – for instance, ethics. Professors pushed for a dark square for ethics next to their courses, and they particularly did not like having an empty square there, suggesting that their courses were devoid of ethical instruction. We resolved this issue by agreeing that the dark square should be reserved for those courses in which instruction in "ethical ways of

Table One

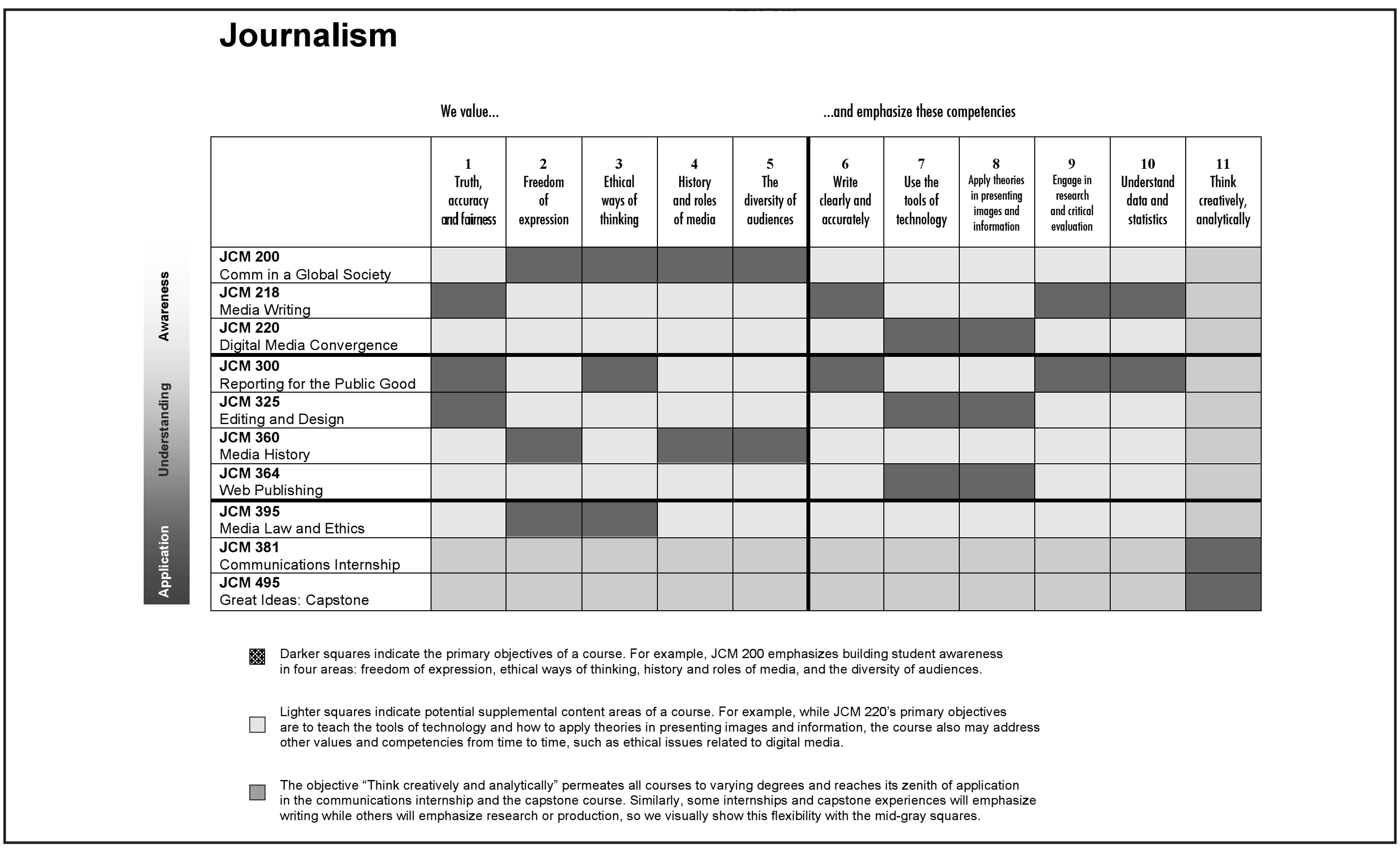


Table Two

Broadcast & New Media

We value... ...and emphasize these competencies

		1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 The diversity of audiences	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories in presenting images and information	9 Engage in research and critical evaluation	10 Understand data and statistics	11 Think creatively, analytically
Awareness	**JCM 200** Comm in a Global Society											
	JCM 218 Media Writing											
	JCM 220 Digital Media Convergence											
Understanding	**JCM 302** Broadcasting/Public Interest											
	JCM 322 Writing for Electronic Media											
	JCM 360 Media History											
	JCM 366 Television Production											
Application	**JCM 395** Media Law and Ethics											
	JCM 381 Communications Internship											
	JCM 495 Great Ideas: Capstone											

Darker squares indicate the primary objectives of a course. For example, JCM 200 emphasizes building student awareness in four areas: freedom of expression, ethical ways of thinking, history and roles of media, and the diversity of audiences.

Lighter squares indicate potential supplemental content areas of a course. For example, while JCM 220's primary objectives are to teach the tools of technology and how to apply theories in presenting images and information, the course also may address other values and competencies from time to time, such as ethical issues related to digital media.

The objective "Think creatively and analytically" permeates all courses to varying degrees and reaches its zenith of application in the communications internship and the capstone course. Similarly, some internships and capstone experiences will emphasize writing while others will emphasize research or production, so we visually show this flexibility with the mid-gray squares.

Table Three

Corporate Communications

We value... ...and emphasize these competencies

		1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 The diversity of audiences	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories in presenting images and information	9 Engage in research and critical evaluation	10 Understand data and statistics	11 Think creatively, analytically
Awareness	**JCM 200** Comm in a Global Society											
	JCM 218 Media Writing											
	JCM 220 Digital Media Convergence											
Understanding	**JCM 304** Public Relations											
	JCM 324 Strategic Writing/Presentation											
	JCM 334 Communications Research											
	Corporate Publishing, Video or Web Pub.											
	JCM 404 Corporate Campaigns											
Application	**JCM 395** Media Law and Ethics											
	JCM 381 Communications Internship											
	JCM 495 Great Ideas: Capstone											

Darker squares indicate the primary objectives of a course. For example, JCM 200 emphasizes building student awareness in four areas: freedom of expression, ethical ways of thinking, history and roles of media, and the diversity of audiences.

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Table Four

Cinema

We value... …and emphasize these competencies

Level	Course	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 The diversity of audiences	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories in presenting images and information	9 Engage in research and critical evaluation	10 Understand data and statistics	11 Think creatively, analytically
Awareness	**JCM 200** Comm in a Global Society		■	■	■	■						▒
Awareness	**JCM 218** Media Writing	■					■			■	■	▒
Awareness	**JCM 220** Digital Media Convergence							■	■			▒
Understanding	**JCM 306** Development of Cinema				■	■					■	▒
Understanding	**JCM 344** Screenwriting		■				■					▒
Understanding	**JCM 358** Film Production							■	■			▒
Understanding	**JCM 368** The Documentary	■		■						■		▒
Application	**JCM 395** Media Law and Ethics		■	■								▒
Application	**JCM 381** Communications Internship	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	■
Application	**JCM 495** Great Ideas: Capstone	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	■

■ Darker squares indicate the primary objectives of a course. For example, JCM 200 emphasizes building student awareness in four areas: freedom of expression, ethical ways of thinking, history and roles of media, and the diversity of audiences.

□ Lighter squares indicate potential supplemental content areas of a course. For example, while JCM 220's primary objectives are to teach the tools of technology and how to apply theories in presenting images and information, the course also may address other values and competencies from time to time, such as ethical issues related to digital media.

▒ The objective "Think creatively and analytically" permeates all courses to varying degrees and reaches its zenith of application in the communications internship and the capstone course. Similarly, some internships and capstone experiences will emphasize writing while others will emphasize research or production, so we visually show this flexibility with the mid-gray squares.

thinking" is a primary course objective. In turn, we designated lighter squares to show that ethics and other Elon Eleven concepts can be supplemental content areas of courses. In other words, there would be no empty squares.

Of course, creating a matrix on paper is one thing, and really building a program's values and competencies into courses is another.

To keep this from being a meaningless exercise on paper, faculty crafted course goals and objectives with the Elon Eleven as a backdrop. Faculty decided that each course should have a single overarching goal that is achieved through multiple objectives (**See JCM 200 course example — page 11**). We define a goal as the primary purpose of a course, and we define objectives as the means to accomplish the goal. Notice that the Elon Eleven values and competencies are italicized in the listing of course objectives, matching the matrices

A Course Handbook for faculty contains the goals and objectives for each course. When creating their individual syllabi, faculty members use these common goals and objectives to promote needed consistency across multiple sections. Faculty members also have the ability to add (but not subtract) objectives to their syllabi as they see fit.

As a double-check mechanism, we also compiled course objectives related to each Elon Eleven concept (**See the "Write clearly and accurately" example — page 12**). This verified for us that writing was being appropriately emphasized in all curriculum areas, building from *awareness* to *understanding* to *application*. Because our School requires an off-campus internship of all students, we built the internship into the matrix as well.

Assessment choices

The Elon Eleven, curriculum matrices and Course Handbook are really only preludes to assessment. Once a program decides *what* it wants to assess, then it must adopt measures to assess whether it is succeeding in its teaching mission.

Elon's faculty adopted seven measures of assessment. That's a lot, and probably more than necessary. But we were really into it by then.

Indirect measures involve data analysis, outside evaluation, or self-evaluation by students. In a sense, indirect measures are like a mirror that you hold up to your program to see if it reflects program quality. We built five indirect measures into our assessment plan: a student survey, internships, student

JMC 200 Course Example

> JCM 200
> 4 credit hours
>
> **Communications in a Global Society**
>
> DESCRIPTION
>
> Contemporary mass media play a vital role in society, both locally and globally. In this course, students study the importance of books, magazines, newspapers, recordings, movies, radio, television and the Internet, and the messages carried through news, public relations and advertising. The course emphasizes the relationship of media and democracy, theories related to media effects, the diversity of audiences and the global impact of communications.
>
> GOAL
>
> The course will consider the importance of mass media in the United States and the world. It introduces the major forms and applications of professional communications.
>
> OBJECTIVES
>
> • Introduce the First Amendment and help students become aware of the role of media in *freedom of expression* in a democratic society.
> • Review the *historical development, roles* and applications of media.
> • Examine critically the impact of new technology, *issues of ethics*, law, regulation, convergence, ownership and global development.
> • Consider the role of media with respect to *diverse audiences*.
> • Discuss the informative, persuasive, and entertainment functions of media.

competitions, mock interviews by professionals, and an alumni survey.

Direct measures involve faculty assessment of student performance at the program level (rather than at the individual student level, which is what grades are). We built two direct measures into our assessment plan: the capstone course and a senior examination.

Each program should select the set of assessment measures that fit it best. For instance, the use of student portfolios is a popular assessment tool. We chose not to use portfolios as a direct measure, primarily because we have more than 200 graduates a year and doubted that we could properly create an assessment mechanism to do this well. We also could have adopted student exit interviews as an indirect measure, but decided the individual teacher-student conferences connected to our capstone course essentially served that purpose. We contemplated conducting an analysis of career paths of graduates, believing that to be an indicator of program quality, but we are only six years old as a School, and most of our graduates are still in their 20s. And we kept hearing about "course embedded assessment," but couldn't figure out how to do that well.

So we marched into our self-study year with seven assessment measures.

Results that matter

Assessment should produce meaningful results that lead to better curriculum, instruction, and student learning. Here are key points that we learned from each measure:

Student Survey

In 2004, the National Survey of Student Engagement polled 163,000 randomly selected students at 472 U.S. colleges and universities. The survey included 794 Elon students, of which 107 were communications students. Data from our Office of Institutional Research showed that students evaluated the School of Communications higher than the national and university averages for helping them write clearly and effectively, speak clearly and effectively, and think critically and analytically. More than 70 percent of our respondents said class discussions and assignments include diverse perspectives, compared to 60 percent nationally. Overall, the national results pleased our faculty. Career advising, however, seemed a problem area. While 88 percent of students evaluated our academic advising as good or excellent, only 38 percent said they often discuss career plans with a professor or adviser (barely above the national average).

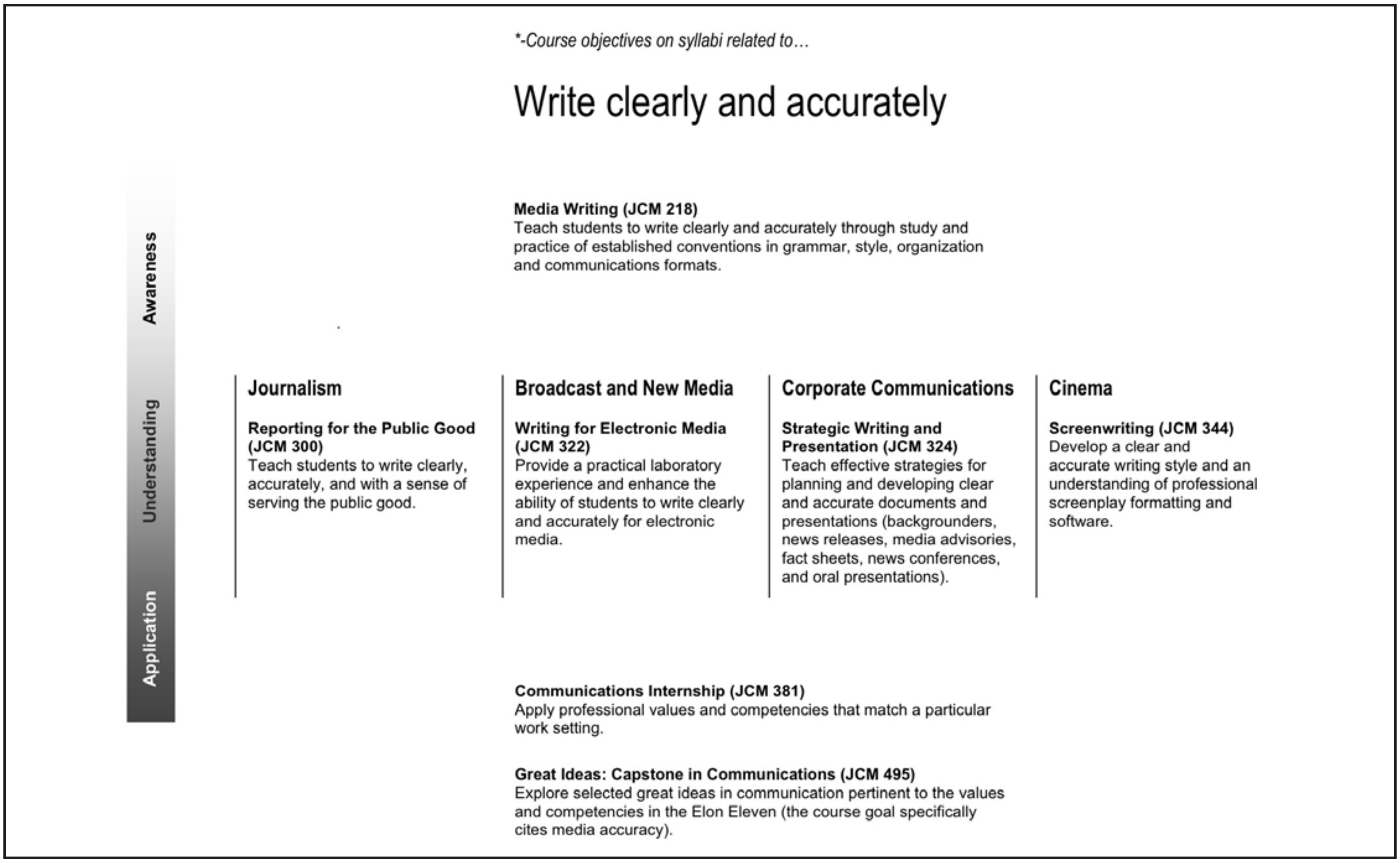
Outcome: Based on this student feedback, our faculty explicitly built career and graduate school preparation into the framework of the capstone course. Students complete a resume and cover letter, register with the Career Center, discuss the value of a portfolio, and reflect on the breadth of communications careers. Also, more faculty members include a statement in their syllabi about their availability to visit with students concerning their career interests, leading to conversations earlier than in the senior year.

Student Internships

About 200 students complete an internship each year at sites such as National Geographic, *USA Today*, Fleishman-Hilliard, CNN, and *Washington Post/Newsweek* Interactive. The School revised the supervisor evaluation form to reflect the Elon Eleven, and supervisors praised students for their writing, ability to conduct research, knowledge of technology, ethical behavior, and creativity in completing assignments. In turn, the Elon Career Center solicits an evaluation from the student interns. To our surprise, only 60 percent of students said they felt "prepared" for their internship experience, 28 percent were neutral, and 12 percent said they were not prepared.

Outcome: The student evaluation of preparedness seemed inconsistent with the high performance evaluations given by supervisors, and our faculty discussed it at length. Some stu-

“Write clearly and accurately” Example



dents may be reflecting the uncertainty of a new environment, yet others may truly feel unprepared because courses taken prior to an internship may not address duties in the workplace. The School permits students to take a summer internship at the end of the sophomore year, believing in the benefit of multiple internships before graduation. Tighter control over enrollment may result in a higher preparedness score. However, this may result in a missed opportunity for a valuable internship for the student who waits another year. Based on these assessment results, the School decided that the better action is to work closely with site supervisors to ensure that student interns have completed the appropriate coursework for internship experiences.

Student Competitions
Another measure of program quality is how well students do in external competitions at the national level. In 2005, our student television newscast won first place nationally at the Broadcast Education Association convention in Las Vegas. Other students won a Crystal Award for an AIDS documentary in Africa, Telly Awards for graphics and animation, and a Dow Jones Newspaper Fund award. Also, research papers from our undergraduates competed successfully with graduate submissions for presentation at AEJMC and the Broadcast Education Association.

Outcome: To encourage more faculty mentoring, the School sponsored a faculty discussion on techniques to help students achieve peer review of their scholarly and creative activity on a national level.

Capstone Course
Faculty who teach the capstone course discuss aggregate strengths and weaknesses of students in their sections. While a number of students produce meaningful work, either individually or in teams, the faculty sensed a need to establish more common elements in the course. The Student Advisory Board confirmed this need during the self-study year by citing the capstone course as the most likely course to lack consistency across multiple sections.

Outcome: In spring 2005, capstone teachers adopted a course framework that establishes greater commonality. The framework focuses class time on senior-level readings and discussions that probe the five values of the Elon Eleven. The capstone helps students prepare for the start of a career or graduate school, serves as the home of the senior exam, and unites students behind a distinctive thematic project in each section.

Senior Examination
The School administered a senior examination in spring 2005 framed around the Elon Eleven. It tested an accumulation of knowledge over time, and students were not given an opportunity to review or prepare for it. Journalism and broadcast majors scored highest on items related to writing, and corporate students scored highest on the roles of media in society.

Outcome: The exam confirmed for the faculty the revisions made to the curriculum. For instance, seniors in corporate communications and cinema scored the lowest on the writing section of the exam, and the curriculum already had been revised to add advanced writing courses in both areas. Half the senior exam is composed of across-the-board general communication questions. The other half is tailored to each of the four curriculum areas as appropriate.

Passage of the senior exam is not required, primarily because we do not want to take that step until we have field-tested it several years and feel comfortable that it is a legitimate vehicle for assessing student learning at the end of a program of study. Some capstone teachers count test results in a modest way (10% of the course grade), while others administer it only as an assessment tool without calculating results into course grades. Either way, it assists us in assessing how well we and our students are doing and suggests ways to improve the curriculum.

Mock Interviews
The School asks members of its national Advisory Board to serve in an assessment role each semester. In 2004-05, advisory board members conducted 96 mock interviews of seniors. Board members described students as confident, articulate, and knowledgeable, with quality internship and student media experiences. On the downside, the professionals were concerned about students graduating without an internship and concerned about the lack of an in-house student agency for corporate communications students.

Outcome: The School now requires each student to complete a professional internship before graduation, and the corporate communications faculty is exploring creation of a student agency.

Alumni Survey
The Elon Eleven guided the creation of an alumni survey conducted online in 2004. Besides telling us their history of employment and graduate study, alumni marked our program highly on 10 of the 11 values and competencies. The most impressive scores were achieved in "write clearly and accurately" and "think creatively and analytically," both with about 90 percent of respondents marking the top two categories. The weakest result was "understand data and statistics."

Outcome: Elon recently began requiring all freshmen to take statistics. Within the major, we made Communications Research a required course for corporate communications students. We believe future alumni surveys will reflect these curricular improvements.

Assessment as a Change Agent
Assessment is a circular process of analyzing curriculum, instruction, and student learning – and then using those findings to improve future student learning. Since no program is perfect, assessment is designed to lead to change.

In our case, assessment propelled our faculty to create the Elon Eleven, establish consistent goals and objectives for all courses, require more writing courses, adopt a new framework for the capstone course, emphasize career aspirations during advising, and explore having an in-house student agency.

That's a good set of outcomes from an assessment process, and we believe our School is better today because of it.

Paul Parsons is dean of the Elon School of Communications.

Preparing a Successful Self-Study: 9 Tips for 9 Standards

JUDY VANSLYKE TURK
Virginia Commonwealth University

The heart of the accrediting process is the self-study, “a systematic examination by the unit of the environment in which it operates, its mission, range of activities, accomplishments and plans for the future,” according to the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). (Accrediting Council on Education in Journalism and Mass Communications, *Journalism and Mass Communications Accreditation*, 2006-2007, p. 29)

The self-study is so important to the accrediting process that it almost becomes a tenth standard: each site team is required to include an evaluation of the quality of the self-study in its site visit report.

Several of the journalism and mass communications programs visited and accredited during the 2005-2006 academic year were praised by their site teams for their self-studies. The heads of these units, asked to reflect on what makes a self-study good, offer the following nine tips to help their fellow chairs, directors, and deans when their time comes to prepare for a site visit.

1. Start early.
ACEJMC sends the electronic template for the self-study to units in September of the year before their visit will take place. (Units to be visited in 2007-2008 should have received the templates in September 2006.)

“We began planning the self-study eight months before it had to be turned in,” said Jacqueline E. Sharkey, journalism department head at the University of Arizona.

Mary Arnold, head of the Department of Journalism and Mass Communication at South Dakota State University, noted that conducting the self-study “is an ongoing process that continues during the years between accreditations,” so in a sense, her unit’s self-study was a six-year work-in-progress.

2. View the self-study not just as an assessment of how well the unit meets the nine standards of accreditation, but also as a measure of how well it is meeting its goals and a blueprint of sorts for the unit’s future.
As ACEJMC notes, a self-study “has two general objectives. First is the assessment of the extent to which the unit is accomplishing its goals, including its compliance with accrediting standards, and its capacity to do so in the future. Second is the development of a plan of action.” (Accrediting Council on Education in Journalism and Mass Communications, *Journalism and Mass Communications Accreditation*, 2006-2007, p.30)

One of the most useful exercises we performed as a faculty at Virginia Commonwealth University was to reflect upon what changes we had made in the two or three years leading up to our site visit, and then to think about what changes we would make in the next couple of years because of what we learned in creating our self-study. The self-study helped us update and refine our strategic plan.”

3. Involve everyone in the process of preparing the self-study.
Arnold, Sharkey, T. Michael Maher, head of the Department of Communication at the University of Louisiana at Lafayette, and I agreed that involving faculty, staff, and even students in the gathering of information for the self-study and, to some

extent, in the actual writing of the self-study narrative had several advantages.

"While the faculty did most of the heavy lifting, students helped with data collection and tabulation, and the department secretary collected information for the budget and a few other tables," Arnold said. First drafts of self-study sections were assigned to individual faculty, and all helped with the proofing and editing of the document, Arnold said. "The strength of this plan is that all the faculty members were brought up to speed on all facets of the department. This also created a degree of ownership for all faculty members."

Sharkey agreed. Involving each person on the faculty and staff "enabled everyone to contribute, which led to a more comprehensive and nuanced document that everyone could support."

4. Be truthful.
That way there are likely to be no surprises during the site visit.

The self-study "is the basis of the team's initial understanding of the unit, its mission, the range of its programs and activities, its evaluation of itself and its plans for the future," according to ACEJMC. (Accrediting Council on Education in Journalism and Mass Communications, *Journalism and Mass Communications Accreditation*, 2006-2007, p. 32)

If a self-study presents an honest appraisal of a unit, the site team should be in for no "surprises."

"We wanted to present ourselves in a positive light, of course," said Paula Otto, associate director at Virginia Commonwealth University. "But we constantly asked ourselves if we were telling our story accurately and not leaving any skeletons in closets that might pop out with a 'boo' during the visit."

5. Write well, and edit carefully.
Arnold noted that South Dakota State's site visit team "commented that they liked that the report was well written and edited. She said that because so many people had written pieces of the self-study, there was "sometimes an uneven quality in narrative voice" that she was able to address through stringent editing.

Units should consider asking someone not part of the unit to edit the final draft. At VCU, half a dozen of our faculty and I all edited drafts of the self-study, but I thought because we'd been working on it so long, we might be too familiar with it to catch inconsistencies. So, we hired a copy editor at the *Richmond Times-Dispatch* to do a careful tight editing, not just for style, but also for precision of content. That was the best $500 we could have spent.

6. Organize the self-study material in such a way that it is easy to access and use.
Arnold, Maher, Sharkey and I agreed that the text of the self-study and perhaps essential appendices should be collected in one binder (most used loose leaf binders but Arnold used spiral-bound documents).

"We put the text and essential appendices in one binder that we sent to the site visit team, and kept all other appendices in separate binders available in the workroom on site," said Sharkey. "Several team members thanked us for ensuring they had only one binder to carry on the plane."

Maher suggested that appendices be carefully organized in such a way that the site team can cross-reference the documents to the specific self-study points that these appendices illustrate. "Each reference in the self-study to another document or materials should cite specific pages and/or tabs," Arnold said.

Paul Parsons, dean of the School of Communications at Elon University, said his self-study team developed attractive introductory pages for each standard's section of its self-study that included a color photograph of some Elon activity specifically related to the standard (**See Elon example**).

Elon University Example

STANDARD 3

DIVERSITY AND INCLUSIVENESS

Professor Frances Ward-Johnson mentors a communications student

EXECUTIVE SUMMARY

Eight of the 13 faculty members hired for permanent positions in the School of Communications the past three years have been women and/or minority faculty.

We define our geographic service area as a nine-state region on the East Coast. Elon attracts 80 percent of its student body from these nine states. The leading state is North Carolina, with 29 percent of the student body.

As part of its Diversity Plan, the School of Communications created and mailed a CD-ROM to minority students who expressed interest in Elon. Minority enrollment of the School's entering class increased from 8.4% in Fall 2004 to 10% in Fall 2005.

Elon's graduation rate for African-American students ranks seventh highest in the nation among master's-level institutions, and African-American students at Elon graduate at a slightly *higher* rate than Caucasian students.

Our assessment matrix specifies where in the curriculum we systematically address the value of understanding the diversity of audiences.

A detailed and complete table of contents for the self-study is essential.

7. To the extent it is possible, present information in a visually appealing way.
Maher used a two-column layout to keep line length within the range recommended by most design books, and he used page layout tools to prepare tables of information, including a table that summarized how his department teaches ACEJMC's 11 values and competencies on a course-by-course basis (**See Louisiana-Lafayette table**).

Louisiana-Lafayette Table

Key
AWA Awareness
UND Understanding
APP Application

Table 2.2 Teaching the ACEJMC 11 Values and Competencies: A Course-by-course summary. Page 1 of 2

	Law, freedom of speech & the press	History	Diversity	Apply theories of images, information	Professional ethics	Think critically and creatively	Conduct research, evaluate information	Write correctly and clearly	Evaluate work for fairness, clarity	Apply statistical concepts	Apply tools and technologies
CMCN 110 Media & Society	AWA	UND	AWA		AWA	AWA					
CMCN 212 Introductory Newswriting	UND	AWA	AWA	UND	UND	UND	UND	APP	APP		APP
CMCN 250 Audio Production	UND		APP		APP	APP	APP	APP	APP		APP
CMCN 307 Broadcast Newswriting	UND	AWA	APP	UND	APP		UND	APP	APP		APP
CMCN 311 Principles of Journalism	UND	AWA	AWA	UND	APP	APP	APP	APP	APP	AWA	APP
CMCN 312 Advanced Reporting	APP	AWA	AWA	UND	APP	APP	APP	APP	APP	APP	APP
CMCN 313 Editing	UND	AWA	AWA	UND	APP	APP	APP	APP	APP	UND	APP
CMCN 320 Principles of Public Relations	UND	UND	AWA		UND	APP	AWA	AWA			AWA
CMCN 321 Writing for Public Relations	UND		AWA	UND	UND	APP	APP	APP	APP		APP
CMCN 330 Principles of Advertising	UND	UND	UND	UND	AWA	AWA	AWA	APP	APP	UND	UND
CMCN 333 Photojournalism	UND	UND	UND	APP	APP	APP	UND	UND	APP		APP
CMCN 335 Media Graphics I	UND	UND	AWA	UND	UND	APP	APP	APP	APP		APP
CMCN 337 Media Graphics II	UND	UND	AWA	UND	UND	APP	APP	APP	APP		APP
CMCN 338 Computer-Mediated Communication	UND	APP	UND	APP	UND	APP	APP		APP	APP	APP
CMCN 340 Advertising Creative Strategy I	APP	UND	APP	UND	UND	APP	UND	APP	APP	UND	UND
CMCN 341 Advertising Creative Strategy II	APP	UND	APP	APP	UND	APP	UND	APP	APP	UND	APP
CMCN 342 Electronic Media Advertising	APP	UND	UND	APP	UND	APP	UND	APP	APP		APP
CMCN 344 Communication Theory	UND	AWA	UND	APP	UND	UND	APP	APP	UND	UND	UND

"Graphs and tables beyond those required by ACEJMC are important and helpful in communicating and emphasizing key data concerning issues such as enrollment growth, faculty growth, publications, and budgets," said Sharkey.

Several units included photos of faculty labeled with the individual's name and teaching specialties (**See Louisiana-Lafayette faculty page**).

8. While all should share in the self-study's creation, one individual should be responsible for organizing the final document.
Usually that individual will be the unit head.

Louisiana-Lafayette Faculty Page


University of Louisiana at Lafayette • Self-Study 2005 5

The Faculty

18. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

None will be on leave or sabbatical; however, Amber Narro, chosen for a public relations faculty position in April 2005, has delayed joining the faculty until January 2006 so as to complete the doctorate.

Professor

Dr. T. Michael Maher Department Head

Associate Professors

Dr. Ty Adams Graduate Program Coordinator

Dr. Phil Auter Broadcasting

Dr. Robert Buckman Journalism Coordinator

Dr. William Davie Broadcasting coordinator

Associate Professors, cont'd

Dr. Patricia Holmes Broadcasting

Dr. Patricia Rockwell Interpersonal/ Organizational Communication Coordinator

Dr. William Swain Advertising Coordinator

Assistant Professors

Dr. Wonjun Chung Public Relations

Dr. Lucian Dinu Advertising

Assistant Professors, cont'd

Dr. Sandy Duhé Public Relations Coordinator

Photo not available

Dr. Amber Narro Public Relations (will join the faculty in January 2006)*

Dr. Jim St. Pierre Interpersonal/ Organizational Communication

Instructors

Aurora Auter Interpersonal/ Organizational Communication*

John Korbel Broadcasting

Alice Ferguson Visual Communication

Kitty Valdetero Interpersonal/ Organizational Communication (will retire in December 2005)

*The continuing appointments for Amber Narro and Aurora Auter do not begin until January 2006, hence their appointment forms have yet to be signed. Auter is on an emergency/temporary appointment for Fall 2005

Or it might be the unit head's administrative assistant working directly with the unit head.

When you get toward the end of the self-study process, it's critical that you be able to keep track of what corrections and changes have been made and which version of the self-study is the most recent. Too many cooks at this point would, I think, spoil the broth.

9. Maintain a sense of humor.
While accreditation and the creation of a self-study is serious business, a touch of humor can lighten both the atmosphere in the unit and make reading the self-study more pleasurable for site team members.

Maher mentioned that the University of Louisiana at Lafayette was commended for both the quality of writing and for including occasional light touches of humor. "I was told it was a pleasure to read, and that this is not common," he said.

Judy VanSlyke Turk is director, School of Mass Communications, Virginia Commonwealth University.

Out of the Closet and into the Classroom: Lesbian, Gay, Bisexual, and Transgender Issues in Journalism Education

BARBARA RAAB
NBC News
and
ROBERT DODGE
Member, the Accrediting Council

Courts in states across the country issue long-awaited rulings in same-sex marriage cases, while in Arkansas, the state's high court strikes down a ban on gay people as foster parents. Scientists debate the existence of a "gay gene." The Catholic hierarchy blames a "gay subculture" in the priesthood for sexual abuse. A transgendered woman is murdered in a small town. An ex-NFL lineman comes out of the closet, while another player decries "faggots in sports." Scarce Arab translators are expelled from the U.S. military because they are lesbian and gay. The Episcopal Church in America is bitterly split over gay bishops.

Stories about the lesbian, gay, bisexual, and transgender (LGBT) communities are making headlines across the country. Journalists on every beat and in every newsroom need to be prepared to cover the LGBT community fairly and accurately, from day one on the job.

Are your students ready? How "out" is your classroom?
The National Lesbian & Gay Journalists Association (NLGJA) has created the Leroy F. Aarons Journalism Education Program to help journalism educators prepare themselves and their students to cover these pressing issues. Our free, online resource features the Educators Toolbox, which includes sample course syllabi, case studies with suggested questions, an extensive bibliography of academic research, and a stylebook supplement on LGBT terminology. These, along with information about bringing LGBT journalists to campus as guest speakers and a broad range of student opportunities (internships, awards, scholarships, and mentors), can be found at www.nlgja.org/education.

Now, a bit of background: NLGJA is an organization of journalists, media professionals, educators, and students working *within* the news industry to foster fair and accurate coverage of lesbian, gay, bisexual, and transgender issues. Since our founding in 1990, NLGJA has grown into an organization with 24 chapters and more than 1,300 members.

Our founder was journalist Leroy Aarons. Roy, as we called him, was a journalist for 40 years. As executive editor of the *Oakland (CA) Tribune*, he helped shepherd the paper to a Pulitzer for its 1989 earthquake coverage. Earlier, he served for a decade as national correspondent and bureau chief for *The Washington Post* in New York and Los Angeles. Roy was also a founding board member of the Maynard Institute for Journalism Education, a prime source of training for multicultural newsrooms.

Before Roy's untimely death in November of 2004, he had been teaching journalism at the University of Southern California's Annenberg School for Communication and running USC's program on Sexual Orientation in the News (SOIN). Roy was passionate about training the next generation of journalists and communications professionals, and assuring that journalism education addressed issues of sexual orientation and gender identity along with all the other issues and groups generally understood when we use the term "diversity." After Roy died, NLGJA's leaders agreed that there was no better way to honor Roy's memory and vision than to create the Aarons Journalism Education Program, bringing together all of the organization's ongoing higher education projects and building new ones such as the aforementioned Educators Toolbox.

The timing was especially apt, we believed, because the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) added sexual orientation to its diversity standard in 2003. The standard was added at the behest of Roy and reflected a goodwill intent on the part of the council not only to be inclusive, but also to encourage journalism programs to keep their curricula current with the best practices available to prepare students in an increasingly diverse world.

> **…(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity *and sexual orientation.***
>
> **from Standard 3, Diversity and Inclusiveness**

The addition of sexual orientation came at a time when ACEJMC also was revising and updating all its standards for accreditation. In yet another subtle but important statement, the council made the diversity requirements its No. 3 standard, raising it from No. 9 position. While no standard is supposed to be more important than the others, the message is clear: If it's standard No. 3, the ACEJMC must mean business and not see it as an afterthought.

Still, the diversity standard continues to be applied unevenly, and the ACEJMC's enforcement remains spotty. Colleges and schools never fail to get accreditation for flunking the diversity standard – and most administrators know that is how the system works. There also appears to be confusion among some in the academy about what it means, and the addition of sexual orientation has muddied the water even more for even the most well-intentioned educators.

So, it is worth noting here exactly what it means to have sexual orientation included in the diversity standard.
But first, let's look at what it does NOT mean. When other minority journalism groups, which are members of Unity, talk about diversity, they have as a top priority increasing the numbers of journalists of color working for news organizations. To be clear, NLGJA supports and works to advance Unity's worthy goal. Even so, NLGJA does *not* have as its mission increasing the number of gay and lesbian journalists in news organizations. We are already there. Largely because sexual orientation usually is not an issue in the recruitment and hiring process, one could say that gay and lesbian journalists slip in under the radar. And because of the work of NLGJA members, inspired by Roy's vision, most news organizations include sexual orientation in their non-discrimination policies and domestic partner benefits have become a news industry standard.

The more pressing issue for NLGJA is fair and accurate news coverage.
It may seem like a simple notion. But every journalist and educator knows we live in a highly complex society. Just as issues of race and ethnicity are complicated, so are issues of sexual orientation. Would you know when to reveal the sexual orientation of a news subject? Would you know when it was appropriate to ask a news source whether he or she was gay or lesbian? Would you publish the names of men arrested for public sexual offenses? When would you out closeted politicians, famous movie stars, or other public figures? How would you treat coverage of sexual orientation issues in public schools, such as same-sex dates at proms, homophobia in team sports, or harassment and violence against youths who are perceived to be gay?

Just as ACEJMC does not intend to be prescriptive, NLGJA recognizes that journalism educators will want to craft their own curricula. Some administrators may want to offer courses dedicated to covering sexual orientation issues. Other schools may find it better to include these issues in a variety of news and editing courses. Whatever their choice, the syllabi, case studies, and other components of our Educators Toolbox are designed to help.

The new Standard 3 is, at a minimum, we thought, a reason for journalism educators to incorporate sexual orientation issues into the curriculum.

But there are – and, even if sexual orientation had not been included in Standard 3, there would be – other, perhaps even more compelling reasons suggesting that the time is now to incorporate issues of sexual orientation into the journalism curriculum.

The time is now because, as discussed above, many LGBT issues are front and center in the U.S., and thus, they are front and center in newsrooms as well – the newsrooms where today's students will be working tomorrow. The next generation of students entering journalism needs and wants to understand the complexities of the debate around gay and lesbian issues, and how to cover these issues and the LGBT community. The ultimate role of journalism is, after all, to offer all members of the community, LGBT and non-LGBT alike, the information they need to make their own decisions about the issues that affect them. To neglect this portion of journalism students' education is to leave them unprepared.

It is worth noting that many of today's students have grown up with openly gay and lesbian people in their schools, families, and communities, and in the media and other outlets of popular culture they consume. In a national online poll conducted in April of 2004 by Widmeyer Research and Polling, 72% of students in grades 9 through 12 said they know somebody who is lesbian or gay; that's nearly three-quarters of respondents! Forty-eight percent knew a gay or lesbian classmate, 30% had a close lesbian or gay friend, and 16% said they had a gay family member. To *not* introduce LGBT issues in the classroom would surely seem strange to many of these young people.

And yet, as of this writing, only a few journalism or media studies programs have offered a separate course in sexual orientation and the news media, and our research leads us to conclude that the inclusion of LGBT issues in other classes is far from the norm. Consider, by way of comparison, that roughly 110 law schools in the United States, or about half of the accredited law schools, offer courses on sexual orientation and the law on a regular basis. Moreover, journalism textbooks rarely if ever mention LGBT people. And scholarly research on LGBT issues, particularly that which gets published in journals, is at a minimum.

So how can educators and administrators begin to change the current state of affairs? How, at a minimum, can you increase the chances of satisfying ACEJMC's accreditation requirements; but, more important, how do you bring a better understanding of gay and lesbian issues, and the skills to cover them, to students?

That is where NLGJA's Aarons Journalism Education Program resources at www.nlgja.org/education come in; and, in particular, the Educators Toolbox, whose content has been overseen by Professor Dane Claussen of Point Park University.

Because we believe that experience is the best teacher, the Toolbox case studies use real-life news stories as jumping off points for substantial discussions about journalistic framing, approach, ethics, and responsibilities. Professors can use the case studies to engage students in class discussions about how they might have covered the same story, whether language and images are appropriate, and how the story might have been done differently or better.

NLGJA has also gathered a vast collection of course syllabi for educators looking for thoughts, ideas, and strategies for introducing coverage of the LGBT community into their classrooms; and we are currently developing examples of LGBT content for each of the 11 ACEJMC core professional values and competencies that are part of the accreditation process.

Our Stylebook Supplement on Lesbian, Gay, Bisexual and Transgender Terminology is intended to supplement the Associated Press stylebook, as well as the stylebook of any other publication or newsroom. It includes entries on words and phrases that should be commonly used (or not), as well as a contact list of LGBT organizations that can be called upon as sources.

In collaboration with the GLBT Interest Group of the Association for Education in Journalism and Mass Communication, the Aarons Program Educators Toolbox has also assembled a comprehensive bibliography of scholarly research related to the LGBT community.

And our Campus Newsroom Outreach Project brings professional LGBT journalists and NLGJA members to the classroom and collegiate newsroom to discuss issues of coverage of LGBT people and issues on campus and beyond.

These resources are all completely free, and will be updated on a regular basis. We hope you will take a look, spread the word, and let us know what you think.

Barbara Raab is an NBC News Writer/Producer and Education Task Force Chair of the National Lesbian and Gay Journalists Association. Robert Dodge formally was national correspondent in the Washington Bureau of The Dallas Morning News. He is a former president of NLGJA and is a member of the Accrediting Council on Education in Journalism and Mass Communications.

Use of Extra Fees for Technology Common

MICHAEL E. ABRAMS and ELIZABETH A. KELLEY
Florida A&M University

The professor is eager to begin the lesson. The students have spent two solid days gathering material for the reporting class. They are nervous, but ready to put their hard work onto the computer screen.

But something is missing.

Someone notices that there is no paper for the printers. It seems to have simply disappeared! No cabinet holds paper, anywhere. And then, a keen student observes, "That printer ran out of ink yesterday."

It's just another frantic moment shared by many universities across the country, where supplies are often low and where the budget for paper or ink cartridges or replacement keyboards doesn't quite meet the demands of new technologies.

Fear of a bare cupboard has motivated many a teacher to go out and purchase a ream of paper the morning before class, or some tape, or chalk, or even a spare computer mouse. But such shortages are actually administrative problems and can't be handled very well by anyone on the spur of the moment.

One way of solving such problems at journalism schools is to require students to help foot the bill for what they use. But this raises another question.

Who pays?

Should students, already beset by high college costs, be required to pay the "hidden costs" for supplies and equipment – costs which are real for every university and journalism school?

Who should pay for software? Who should buy computers? Running out of paper or a glitch in hardware in a laboratory classroom is a key to chaos – causing headaches, wasted time, and missed deadlines. Not having the software or hardware you need can put the journalism unit behind in the never-ending chase to emulate industry.

More and more, students are paying for what they use.

"Replacement of consumable supplies and upgrades were a strain on the general school budget," said a respondent from a small public university in the Midwest. That university, like many others, does charge a supply fee on a per course basis for select courses, a special fee that goes from the journalism students back into the journalism school.

A survey of 188 members of ASJMC resulted in nearly 80 responses from public and private journalism units from around the nation and one from Canada. The survey shows significant differences in the ways journalism schools remedy the ever-growing costs of teaching for the new century.

The survey was developed by Robert M. Ruggles, professor emeritus and retired dean of the Florida A&M University School of Journalism and Graphic Communication. The data were analyzed and described by the authors using the statistical package SPSS.

Almost everyone has a fee

Nearly all of the universities that responded charge some kind of fee, separate from tuition, whether imposed by the journalism school or the university itself.

However, the survey shows that of 77 schools responding to this question, only 30 charged a supply fee separate from other university fees. Far fewer – only 13 of a responding 77 – have a school "maintenance fee," and 13 of 73 respondents had an "equipment fee."

The majority of schools, 44 of 77 respondents, receive a share of a university-wide technology fee, over and above normal tuition and other costs. Only two responding journalism units report a combined fee that covers supplies, maintenance, and equipment.

One large western public institution said the fees are necessary because "all of our classes are equipment intensive. Our general fund budget did not contain a maintenance or purchase line, so we needed to impose a fee. We are going to impose a bigger fee on those courses in news ed and broadcast, where equipment is essential."

Some schools have been handcuffed by bureaucratic regulations. "We started collecting ourselves in the '80's. Then, the university required approval, which now is difficult to obtain, so fees have not changed in years," said a respondent from a public university in the Midwest.

How are universities fighting the battle to keep the lid on costs?

- Some schools lock and secure their labs during non-class hours
- Many require students to check in with a lab monitor and show a student ID
- Printouts are monitored in some computer labs by the lab attendant
- A few universities require students to bring their own paper
- Several schools assign students unique passwords that change on a semester basis
- A couple of schools levy a charge for printing
- A faculty member in some responding journalism units must check out the equipment such as cameras
- One school charges a late fee for equipment not turned in on time and uses that money to repair old equipment and order new supplies

A large private institution in the West "requires students to sign an equipment agreement that verifies that the equipment will only be used for the course work assigned." This agreement allows "students enrolled in designated courses to check out mini-DVs, cameras/kits, radio kits, digital cameras, etc.," said a respondent.

A public institution in the West, for instance, allows only journalism majors to register for journalism courses. "All classrooms and labs are under our control except for those used for large lecture classes that don't have a course fee. The university does charge a university-wide fee for equipment maintenance and upgrade," said a respondent.

Schools, such as a public institution in the mid-South, have had to go to extremes. The school locks labs after each class. Students must provide IDs. Supply fees are on a course-by-course basis, and the university-wide fee is $75 per semester.

A Patchwork System Exists

The most comprehensive fee structure for students at any of the universities, departments, or units was found at a large public university in the Southwest. Among the required journalism fees are an equipment maintenance and/or replacement fee which is $17 per semester hour of credit; a journalism advising fee of $57.50 per semester; and an instructional

Table 1

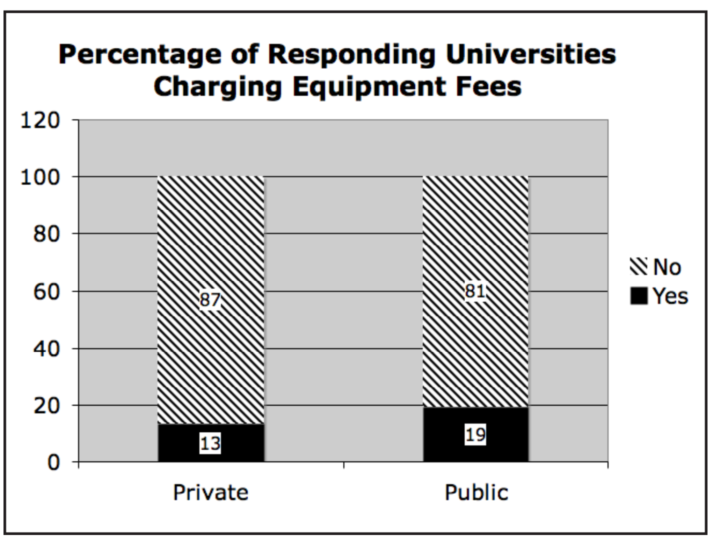
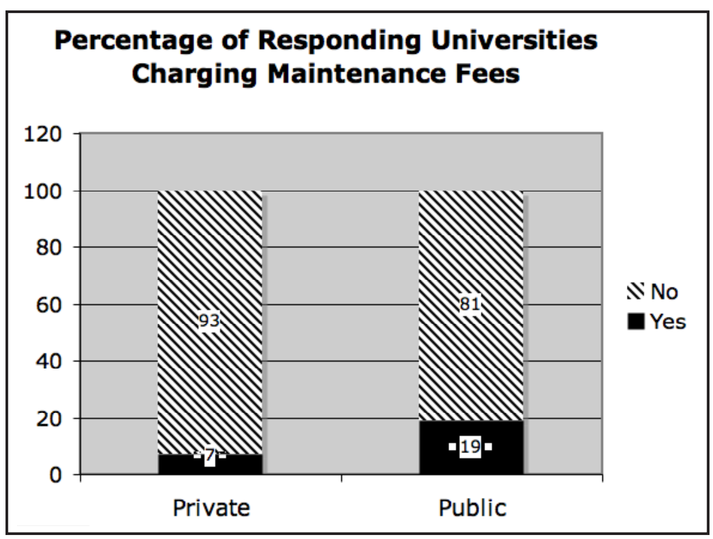


Table 2



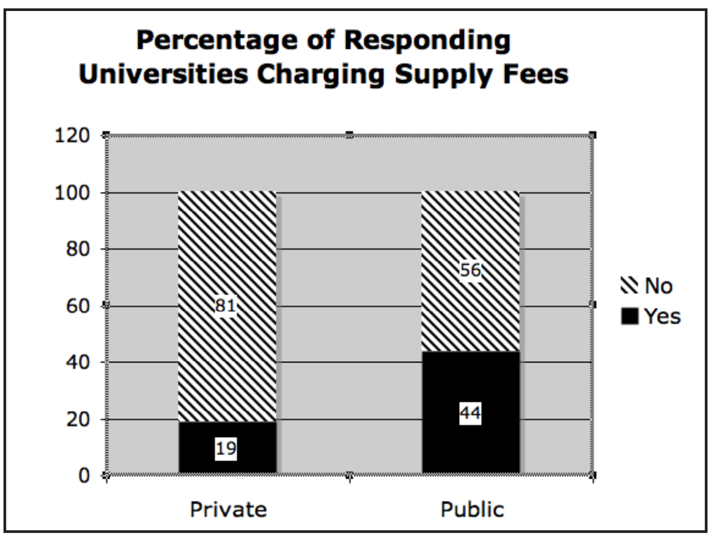
technology fee of $140 a semester. There is also an information technology fee assessed by the university for all students of $12.29 per student per semester credit hour, which calculates to $147.48 for a 12-hour semester.

Supply fees quoted on the surveys range from $2 to $100. However, some charges reported are per-use, some are per course, and some are per-semester. The mode was $40 a semester for supplies, among those who charged for supplies. Maintenance fees ranged from $1 to $200, with a mode of $75 per semester. Equipment fees ranged from $7 to $200.

The majority of schools, 55 percent of 78 respondents to this question, have a university-wide technology fee. Technology fees range from $17 per semester to $387 per semester, based on a 12-credit hour semester.

What do university fees cover for journalism schools? At the a large public university in the Southeast, a university-wide technology fee of $75 per semester helps pay for desktop computers, improvements to web course tools, and expansion of the wireless network. The fee also goes to help the journalism school specifically with projectors, printers, scanners, video cameras, photo cameras, broadcast studio equipment, edit machines, and other needed equipment. The journalism school charges a separate fee on a per-course basis, varying on the amount of expendable supplies each student uses in the course.

Table 3



The rationale behind imposing fees separate from tuition, according to a respondent from a public university in the upper Midwest, is that "budgets are tight. This keeps tuition down in general courses and addresses specific money issues in specific courses."

Another respondent from a small public university in the upper Midwest, whose unit charges fees, recognized there may be a better solution than up-front fees. "The department cannot afford to subsidize course materials students will need and keep. Students have an equally difficult time paying for such materials. However, if the cost of their course supplies is built into their tuition, they are better able to amortize the expense over time."

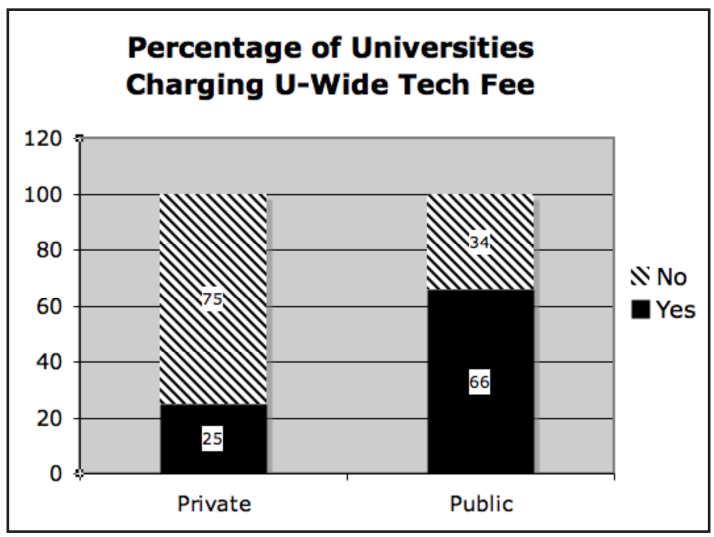
Public and Private Differences

A higher percentage of public journalism units than private journalism units charge supply fees, maintenance fees, and equipment fees. There is a strong contrast here. For supply fees, 44 percent of the public units as compared to 19 percent of private units surveyed said they charged a supply fee. Nineteen percent of the public units charged a maintenance fee while only 7 percent of the private units did. For equipment fees, 19 percent of public journalism schools had one, whereas 13 percent of private schools had equipment fees.

Public institutions are more likely to have university-wide technology fees, 66 percent to 25 percent for the private institutions.

A private university, located in a mid- Atlantic state, used to charge lab fees "and found them a nuisance. We are starting to require students to buy their own hard drives [and other equipment] for courses. That works best, we've found," said the chair of the department.

Table 4



Michael E. Abrams is a professor of journalism at Florida A&M University. Elizabeth A. Kelley is a graduate of Florida State University and a graduate student at Florida A&M University in the School of Journalism and Graphic Communication.

Why We Call Them "Faculty" Meetings

MICHAEL BUGEJA
Iowa State University

Before I became director of the Greenlee School of Journalism and Communication at Iowa State University in 2003, the search committee questioned my leadership style and invited me to interact with various constituents so I could share my "vision," indicating how I would share governance.

No one asked how I ran meetings. If an administrator cannot run a meeting, that "vision" may be a mirage, for although aspiring administrators may exhibit foresight, the path to success runs through the faculty meeting.

Planning a meeting is one of the most important activities of any administrator, but little attention is paid to it, even though meetings are held regularly throughout the school year.

There are two cardinal rules concerning faculty meetings: Do not call too many of them; when you do call one, keep the session under two hours, if possible. Otherwise you risk wasting faculty time or losing their attention, and that can cause them to lose faith in your leadership.

At the Greenlee School we schedule one 1-hour session per month. We call informational or emergency meetings when appropriate, but those are rare.

Meetings need not be hellish

I am in my fourth year as School director (I was recently reappointed). Apart from a stint as associate director of the E.W. Scripps School of Journalism at Ohio University, I have spent most of my nearly 30 years in academia as a professor. I have worked in four journalism schools. I estimate participating in 1.5 faculty meetings per month—or almost 400 meetings. Most sessions were routine and some, on occasion, inspiring. Interspersed among these were three-hour-plus sessions replete with shouting matches, personal slurs, crying bouts, veiled threats, organized ambushes, interminable tangents, spontaneous inquisitions, security alerts, inappropriate disclosures, and sudden tantrums.

In the aftermath administrators often bemoan lack of collegiality. But faculty, by and large, are not to blame. Why? Because so much is at stake in meetings and so little attention is given to them by typical unit heads.

It is not entirely their fault, either. New administrators typically have attended seminars explaining legal, financial, personnel, and other management issues. Conversely, they get little training in the one skill that will safeguard jobs and sanity: *planning effective meetings.*

Faculty meetings *should* be high-maintenance. We hire and fire in them and establish policies on everything from advising to workloads. Sometimes this occurs through flawed procedures as likely to circumvent governance as to share it.

I did not ascertain the basics of effective meetings from books, seminars, or manager orientations. I learned them from Faculty Senate at Ohio University. I was a member for a relatively short while and recommend it to all who want to become administrators.

Senate works closely with higher administration. Serving in Senate, you get to see the provost and president handle controversial issues with nimbleness or candor. Yes, senators disagree; but usually meetings run smoothly pursuant to standing rules.

Upon becoming a director, I adapted those rules from the Senate at my former institution:

- The chair runs the meeting;
- Executive and standing committees establish agendas;
- There are only a few standing committees through which almost every issue can be run;
- Agendas include announcements, approval of minutes, committee reports, main motions, and new and other business;
- All main motions must be written and distributed with the agenda one week in advance;
- The chair intervenes when a particular member tries to dominate discussion;
- A parliamentarian is on hand to adjudicate points of order; and
- The faculty handbook is the ultimate arbiter.

When these essentials are missing in faculty meetings, shared governance suffers. Some administrators fail to distribute agendas, imposing their own on professors. Or agendas are distributed at the start of meetings without due notice on substantive matters. Agenda-setting also can be secret—so much so that new professors never dare ask how to get topics on the table. Minutes are not kept or, if they are, are doctored or not approved. Standing committees are routinely bypassed.

Adhocracy reigns.

Many unit heads fall into this trap because of the time it takes to prepare for a faculty meeting—in my case, a few hours a day for about 10 days before a meeting—a wise tradeoff.

Administrators who endure explosive faculty meetings have months of fence-mending ahead of them. During crises, however, many try to mend those fences with the same barbed wire that caused wounds in the first place: faculty meetings, one after the other, risking additional meltdowns.

Monthly meeting allow time to reflect in between

There are good reasons to schedule faculty meetings once or at most twice per month. Doing so allows time for committees to deal with caseloads and put forth resolutions and main motions to colleagues who have ample opportunity to study them. Committee minutes also should be distributed, establishing two-way communication.

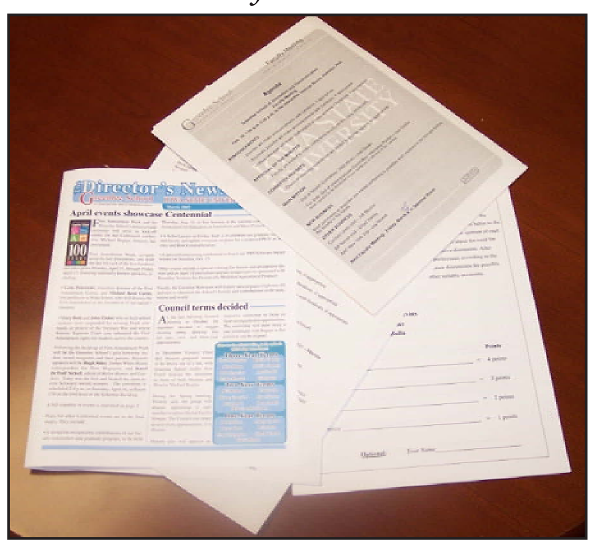
Two weeks before a faculty meeting, I communicate via email with a call for accomplishments, announcements, motions, and new and other business items. A deadline is set for submission with tardy ones carried over to the next meeting.

I make a list of faculty/staff accomplishments and share that with our Advisory Board and University News, generating external publicity. Those accomplishments go into the *Monthly Memo* newsletter that we also post on our Website.

This acknowledges faculty achievement with the onus on colleagues to share the news. When administrators make selective announcements, they often omit names, unintentionally perhaps; nonetheless, colleagues whose contributions have been overlooked might believe the omission was political. Some administrators take the time to compile accomplishments only to read them aloud, wasting time. Others allow unrestricted dialogue during announcements, leaving little time for main motions.

Some administrators do most of the talking during announcements. Granted, they may be trying to inform the group. This, too, wastes time. If I need to inform the faculty about an issue, that also appears in the *Monthly Memo*, which puts me on record. Also, when we distribute the newsletter, we include all faculty motions and support documents, inserted into the publication. The meeting agenda appears on the last page.

Greenlee School *Monthly Memo*



This goes into everyone's mailboxes about a week before the session. Newsletters are posted on the Web in case a faculty member is traveling or wants to prepare at home.

We also call for proxies and notify the faculty in writing before the meeting. (Generally proxies should be used only for main motions on the agenda rather than for any other motion that may arise out of the meeting.)

Avoid surprises!
Unannounced main motions are rare in our meetings. They require two-thirds vote to suspend rules before the new measure is considered. However initially appealing, unwritten motions introduced without notice augur unanticipated consequences due to lack of time to foresee them.

We follow *Robert's Rules of Order*, a trade-off, because these rules shorten dialogue or can be used strategically to advance agendas or undermine those of rivals. The goals of parliamentary governance are in place to treat one item at a time, extending courtesy and fairness to all.

We distribute a handout on rules and motions at the start of each academic year so that incoming teachers familiarize themselves with procedure. We also provide copies of *Robert's Rules* and make notebooks for new hires containing governance documents and policies.

A few of those hires dreaded the first faculty meeting because they had heard about them at their old institutions. The formality and fairness of our meetings, they now believe, alleviated this fear. They also appreciate the rule permitting members to speak twice on each issue, assuring all voices are heard and that no one dominates discussion. This moves things along—so much so that we occasionally end early with much work accomplished.

Meetings are scheduled on Fridays when no one has class. If that cannot be accomplished, because of last-minute schedule changes, we rotate the time so that no individual is disenfranchised. Additional copies of the agenda and *Monthly Memo* are set out on tables with the same courtesy that we accord our Advisory Board.

A staff member keeps minutes. Some administrators ask professors on a rotating basis to keep minutes. That, in effect, silences one voice at each meeting and, on close votes, has an impact. When a staff member cannot keep minutes, I do. After all, if I've done my job correctly, I am the least important person in the room.

When meetings are contentious, or unorganized, or when faculty members bicker over minutes, correcting this or that and making accusations, staff members do not want to attend the meeting, let alone take minutes and be the target of anger or complaint.

We keep summary minutes. Meetings are open. If you want a blow-by-blow description, you can attend the meeting. Otherwise you get a record of topics, key motions, and votes.

As director, I also share running the meeting with committee chairs and faculty sponsoring legislation. They facilitate discussion and run the meeting as I do, according to *Robert's Rules*.

When voting, we also use forms that promote fairness. For instance, when selecting members for our Graduate Steering Committee or nominees for our top alumni awards, we rank order eligible candidates in a point system. Official ballots are prepared. (**See example.**)

Example: Official Ballot

Ballot for Nominating a Candidate for the Schwartz Award

Note: This is the ***official ballot*** for nominating a candidate for the Schwartz Award. Please list names of alumni and friends who have distinguished themselves in journalism and communication. The ballot will be distributed to Advisory Council members and faculty. The top candidates will be shared with the faculty in the last meeting of Spring for final selection.

Candidate		**Points**
1st Choice________________________ *Name*	=	5 points
2nd Choice ________________________ *Name*	=	4 points
3rd Choice ________________________ *Name*	=	3 points
4th Choice ________________________ *Name*	=	2 points
5th Choice ________________________ *Name*	=	1 point

Check the appropriate box below. *I am*:

tenured/tenure-eligible *a lecturer* *a Council member*

Optional: *Your Name*__________________________

Use the space below if you have comments on candidates

Note: Attached to this ballot are names of former Schwartz Award winners, along with brief descriptions.

At our meetings, professors preparing legislation may make brief comments during new business and get a "read" from colleagues. They also may make brief comments during other business, informing colleagues about issues that do not require voting.

At first, the formality of our meetings must have seemed unwelcoming. But in time, most, if not all, have come to appreciate how that formality shares governance in a milieu of mutual trust.

Director follows "process"
In keeping with that trust, the director does not vote unless there is a tie. I do not put my motions on agendas. If I want

to put forth a proposal, I visit with the Director Advisory committee (made up of chairs of standing committees) and put forth my case. I have also appeared before standing committees to ask for consideration of a measure. If it reports out of committee, it goes on the agenda. If it doesn't, I try to understand why.

Some administrators might feel that running faculty meetings in such a shared manner might undermine authority (or "consultative" governance). Some wonder how deans or provosts will respond if faculty control content of meetings.

No department can pass a measure that violates school governance documents like tenure and promotion. Nor can faculty create policies in violation of state or federal law in hiring procedures or scholarship distribution. Nor can professors decide budget issues with the dean, or teach less than their full-time workload, typically determined by regents' or state policy.

Checks and balances are in place. So faculty members usually serve the best interests of the institution. They do this at faculty meetings. Otherwise we'd hold "administrator meetings," ignoring the foundation upon which we have built our towers—*shared governance*.

Michael Bugeja is director, Greenlee School of Journalism and Communication, Iowa State University.

Educational Diversity is Telling the Truth

CLEO JOFFRION ALLEN
Louisiana Department of Social Services
and
RALPH IZARD
Ohio University and Louisiana State University

In 1970, Felix Gutierrez was delighted to be one of six students of color admitted to the Ph.D. program in the Department of Communication at Stanford University. He enrolled, received his degree, and has spent a career contributing to mass communication education, the media professions, and addressing the near exclusion from higher education and the mass media that racial minorities historically faced.

Now a professor at the University of Southern California's Annenberg School for Communication, Gutierrez served previously as senior vice president of The Freedom Forum and the Newseum.

He now recognizes the Stanford affirmative admissions effort that gave him his start for what it was — another one-shot minority program.

"If Stanford had continued to admit six people of color every year or if other schools did the same, it would have gone a long way toward solving the problem of an inadequate number of minority Ph.D.s in journalism/mass communication," he said. "The fact was it was a blip, not a trend."

Diversity efforts failing

In spite of a mountain of good intentions, diversity in journalism/mass communication educational programs and, indeed, in the professional mass media themselves, has been a failure. The statistics support this, with only about 16 percent of faculty coming from racial and ethnic minorities, compared with U.S. Census statistics of approximately 30 percent.

Like Alcoholic Anonymous members, college-level educators need to admit failure as the first step toward recognizing the problem and committing to its solution.

Gutierrez and seven other educators and media professionals dug deeply into this issue during recent meetings sponsored by the Reilly Center for Media & Public Affairs at the Manship School of Mass Communication at Louisiana State University. The meetings, funded by the Gannett Foundation, produced agreement that neither the mass communication industry nor the academy has adequately recognized massive social changes that are making diversity an even bigger issue than in the past.

The problem is that to this date — in an academic world that values the link between theory and research — a meaningful theory of diversity has not been developed. There has been no agreement on why diversity is important. Like Stanford in 1970, many of the good intentions have sought to develop specific programs or even long-range action plans. In too many instances, however, these haven't focused on the significant issue of why diversity is important to higher education.

Diversity approaches inadequate

Many in the academic and professional media worlds have approached diversity from various perspectives. It's been viewed as a moral issue — "the right thing to do." Some have seen it as a matter of business economics — "dealing with changing audience demographics." Some have understood that part of the issue is contributing to an understanding of "the constituent groups of society." All of these are valid but inadequate.

The problem is that unless universities are diverse in their faculties, student bodies, and curricula, they're not teaching the true nature of life. They're omitting significant portions of the lesson. Or, at best, they're teaching only a partial truth. Surely, no one can defend partial truth as legitimate in higher education.

The omissions are partly physical. Large portions of our populations are being systematically omitted from the nation's classrooms. Even more, the omissions are of intellectual thinking as faculties ignore perspective and much serious thinking about the world we share and must study together. Population statistics that show minorities growing at a rapid rate that will place them in a dominant position in this county by 2050 strengthen this assertion. Without action, our "truth" will become even more partial if it continues to ignore those who will become the majority of our communities.

"The fact is that America has a richly diverse landscape of higher education institutions," said Michael Lomax, former president of Dillard University and now president and CEO of the United Negro College Fund. "From small privates to large publics, and that is what separates us from the rest of the world. And if we invest and make all of them better at doing what they are doing we will have a more richly diverse educated population able to compete successfully with the rest of the world."

To be accurate, reflect communities

Saundra Keyes, editor of the *Honolulu Advertiser* and president of the Accrediting Council for Education in Journalism and Mass Communications, sees the issue as one of accuracy. "Accuracy is a value of what we do, and if we're not fully reflecting our communities, we are not accurate. To me, whether we are talking about what we do in the newspaper industry or in the classroom, it is about journalism. It is about accuracy, and we can't accomplish either to our standards without reflecting our total community."

And in doing so, faculty must hear the advice of Neil Reisner, veteran newsman and adjunct faculty member at Florida International University: "Show me the world through the eyes of the people who live in it. Students need help in getting outside of themselves, to understand their biases, to learn to be unafraid to ask questions."

This is not an argument for affirmative action; it is an effort to achieve social truth. It's not in support of quotas; it's a wish for fairness. It's not a call to lower hiring or admission standards; it's a better application of what universities are about and how they seek to meet their larger standards of contribution and success. The effort here is to add practical substance to the U.S. Supreme Court's affirmation in the University of Michigan case that a diverse student body lends benefits to the educational process.

"We need to know that the playing field is much broader," Gutierrez added. "We need to know the histories of the different cultures. We can't write (or teach) about race without knowing this. We need to know who the other people are and to understand them. We need to help students be part of an inclusive society."

Of course, this "we," at its core, is individual. As Keith Woods, reporting, writing, and editing group leader of the Poynter Institute for Media Studies in St. Petersburg, FL, said, "…[P]art of doing this work better is to recognize what is stopping you from doing it better already. And it is not just what you don't know or where you haven't been. It is not who you haven't met. It is why you are not going to meet them tomorrow either."

Diversity is educational method

Only when faculty members adopt the perspective that diversity is educational method can they view it as a daily part of the enterprise in which they function, not a special politically correct add-on.

It would make a major difference, for example, if universities saw diversity through the same lens they have applied in recent years to technology. Universities have seen new technology as a necessity and an opportunity. They have found the resources to redefine themselves technologically because it improved the work they were doing. In contrast, the need to accommodate social definition into their daily scholarly lifestyles too often has been defined as an obstacle.

Further, they need to move away from the circular trap they have built with regard to recruiting students and/or faculty of color.

"The faculty defines what a university is. The most bogus issue that we have on the table is that 'we can't find the pool,'" Gutierrez said. "It's hard to repeal the law of supply and demand when universities control both sides of supply and demand." He added that universities must ask themselves what truly is needed if they are to achieve social truth. They cannot continue to be so mired in the past that they are unable to look ahead or to look inclusively enough to overcome the problems they have created.

The need is to accept the idea of "not looking for clones of the past, but for prototypes of the future," Gutierrez said. "This can be a tough sell to a university based not on what we put out (graduates produced), but what we bring in" (GPAs, GRE scores, etc.).

Put into the context of social truth-telling, many of the efforts of the past will gain new and more meaningful contexts. As part of their normal day-to-day activities, universities will sponsor special programs, produce resources, provide workshops and training, conduct research, analyze and critique social institutions, mentor students and young faculty members. Just as they have done with technology.

Diversity an essential process

Done properly, this will make diversity as much an essential process-oriented ingredient of what we do as conducting scientific experiments and writing research reports. This is because we will function with understanding of the essential internal nature of diversity, not as something extraneous.

Both the academic and professional worlds have their success stories. Specific universities and media organizations have sponsored successful programs. ACEJMC recently published *Diversity: Best Practices — A Handbook for Journalism and Mass Communications Educators,* and the Poynter Institute has emerged as a leader in diversity training.

In addition, major foundations have provided millions of dollars to diversity initiatives. However, the lack of notable long-term and fundamental success seems to be resulting in weariness within these foundations and a reduction in their willingness to support specific programs. Again, the problem is that we're proposing special programs rather than long-range commitment to fundamental change.

But even with these — and countless other — individual contributions, the concept of diversity simply has not caught on as an essential part of all we do. Until the context that the education provided to students remains incomplete unless the totality of our communities and the contributions of all are stressed, these examples of excellence will continue to drown in a sea of short-term failure. Truth-telling, most simply put, would require diversity of people, ideas, and method as essential to the comprehensive contributions we expect of higher education.

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