

Evaluating the Outcomes of Diversification Initiatives:

Stability and Change
in Journalism & Mass Communication Faculties
1989-1998

By

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Summary of Key Findings

The percentage of faculty in journalism and mass communication programs who are women is increasing, but the change is so slight that, at the present rate, it will be about year 2035 before the faculty looks like the students enrolled in journalism and mass communication programs today in terms of gender.

The situation is much the same in terms of race and ethnicity. Growth in the percentage of faculty who are not White is so slow that, at the present rate, it will be 2035 before the faculty is as diverse as today's students. The target is moving, however, and by 2035, the percentage of students who are members of racial and ethnic minorities is likely to be much higher than it is today. This means that if today's rate of change in journalism and mass communication faculty continues, in 2035 there still will be a significant gap between the characteristics of the faculty and the students.

From 1989 to 1998--the period for which data on the characteristics of faculty in journalism and mass communication are available--the amount of change averaged across faculties in the country represented the addition of three-fourths of a woman to the faculty. In terms of minorities, the average change was an increase of half a faculty member.

The result is that in 1998, 35.5% of the full-time, permanent faculty members teaching in journalism and mass communication programs were women. That year, 61.3% of the undergraduate students who made up the vast majority of those the faculty in journalism and mass communication teach--were women.

In 1998 15.3% of the faculty members teaching journalism and mass communication were a racial or ethnic minority, while 27.1% of the students were. By year 2035, an estimated four in 10 of the students will be members of racial or ethnic minorities.

Despite the importance of the communication occupations in society and, therefore, of the characteristics of those who teach and do research about them, the faculties of journalism and mass communication have diversified at almost an identical rate as that of university faculties overall.

Efforts by the Accrediting Council on Education in Journalism and Mass Communication to increase diversification of journalism and mass communication faculties also have had no noticeable effect. Accredited and non-accredited programs have nearly equal rates of diversification.

One complication is that the natural “pipelines” that supply journalism and mass communication programs with faculty—doctoral programs and industry—are not producing enough women and minorities to have the needed impact.

Yet some journalism and mass communication programs have made strides in diversifying their faculties, both in terms of gender and race. For example, one journalism program added 13 women to its faculty from 1989 to 1998, and one added six faculty members who are members of racial or ethnic minorities.

These "model" programs provide some suggestions for how diversification can be achieved. An examination of the records of a select number of them shows that they were led by forceful leaders who made diversity a top priority. These leaders made it clear to their faculties that they would not accept the status quo in hiring. Their universities also offered incentives for hiring faculty who did not look like the faculties they would be joining. The programs also were flexible in their hiring, selecting female faculty members and faculty members of color for their curricular and scholarly expertise, rather than because they fit tightly specified needs of the program.

These tips or strategies provide a ray of optimism in the otherwise gloomy picture

painted by the data available on the demographic characteristics of journalism and mass communication faculty. If the tips are followed, it seems, the rates of change identified across the last nine years will not be those for the next nine. The result could then be a faculty that looks more like the students they teach much sooner than 2035.

Tips
1. Administrators need to use their bully pulpit. Diversification requires strong leadership.
2. Targeted hiring works. If it is available, use it.
3. Be flexible in job descriptions. Specificity works against diversification.
4. Diversify the curriculum. Use curricular inclusiveness to recruit.
5. Network early—even if there isn't an opening. It will pay dividends later.
6. Be creative in finding ways to promote the community. Focus on housing, schools, the churches and cultural offerings.
7. Get undergraduates interested in careers as professors. A diverse pool of doctoral students is crucial to faculty diversification.
8. Mentor female and minority faculty carefully. Retention is essential to increase diversification.
9. Use the diversity of the students as a selling point. Faculty want to work with students like themselves.

Authors' Note:

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This report and updates to it will be posted at www.grady.uga.edu/annualsurveys/facultydiversity/update.htm.

Sources of the Data

The data used in this report are taken from the *Annual Survey of Journalism & Mass Communication Enrollments* conducted each year in the James M. Cox Jr. Center for International Mass Communication Training and Research at the University of Georgia. The Cox Center is a unit of the Henry W. Grady College of Journalism and Mass Communication.¹

Administrators at each of the programs of journalism and mass communication in the U.S., including Puerto Rico, receive a questionnaire each autumn asking them to report on enrollments, degrees granted and faculty size. Beginning in 1989 and continuing on a three-year cycle thereafter, the enrollment survey instrument contained detailed questions about faculty. Administrators were asked to classify faculty by gender, race/ethnicity and rank.

Analysis of the data gathered in 1989, 1992 and 1995 were released in 1996. That report is currently available at www.grady.uga.edu/annualsurveys/facrpt1.htm.

Production of that report also was supported by a grant from the John S. and James L. Knight Foundation.

The grant from the Knight Foundation also supported visits in early 2001 by the first two authors of this report to three journalism and mass communication programs that have achieved above average diversification from 1989 to 1998. The three universities were the University of Alabama in Tuscaloosa, the University of Florida in Gainesville, and the University of Missouri in Columbia. Each had gained at least four female and four minority faculty members from 1989 to 1998, representing a change of more than 9% in the faculty characteristic in each category.

The assistance of key administrators and past administrators at the three universities was crucial. They were: Dr. Culpepper Clark, Dean, and Dr. Edward Mullins, past Dean, University of Alabama; Dr. Terry Hynes, Dean, and

Three "model" programs were visited in early 2001 to learn about their experiences with diversification.
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Among those in the Cox Center providing assistance with data collection for and production of this report were: Dr. Tudor Vlad, visiting research scientist in the Center; graduate students George Daniels, Todd Drake, Joelle Prine, and Kinetra Smith, and undergraduate research clerks Raushanah Boney, Leslie Buschbom, Keerti Hasija, Anna-Elisa Mackowiak and Krystin Patterson.

Dr. Ralph L. Lowenstein, Dean Emeritus, University of Florida; and Dr. R. Dean Mills, Dean, University of Missouri.

During those visits, we asked administrators and faculty to offer ideas about how they had achieved diversification. Some of the discussions were in group settings. Many were one-on-one. The administrators of the three programs allowed us free reign during the two-day visits. In addition, we conducted telephone interviews with 47 faculty members from these three institutions in the spring of 2001, following the visits to the three universities. The interviews focused on the experiences of the faculty members while they were being recruited to the universities and in the years after when they actually served as faculty members.

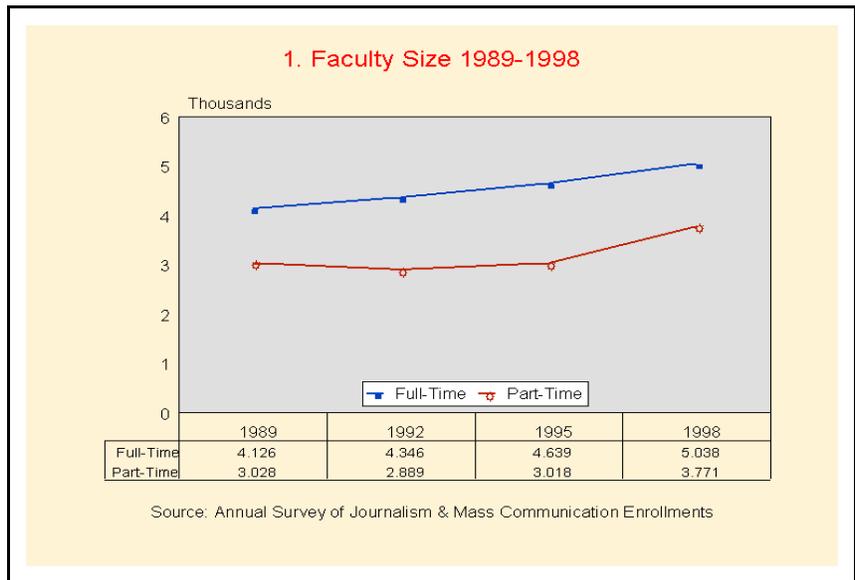
Integrated Postsecondary Education Data System data were used to supplement data from the *Annual Survey of Journalism & Mass Communication Enrollments*.

Finally, we used data gathered by the National Center for Education Statistics as part of the Integrated Postsecondary Education Data System (IPEDS) to supplement the information obtained from the *Annual Survey of Journalism & Mass Communication Enrollments*.²

What the numbers show

The number of full-time faculty members teaching journalism and mass communication across the country increased from 4,126 in 1989 to 5,038 in 1998 (**Chart 1**),

representing a growth of 22.1%. During that time, the number of part-time faculty went from 3,028 to 3,771--or a growth of 24.5%. These figures are estimates based on actual counts of faculty size and projections, as explained in the Appendix of this report.



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Details on IPEDS are available at <http://nces.ed.gov/ipeds/AboutIPEDS.html>.

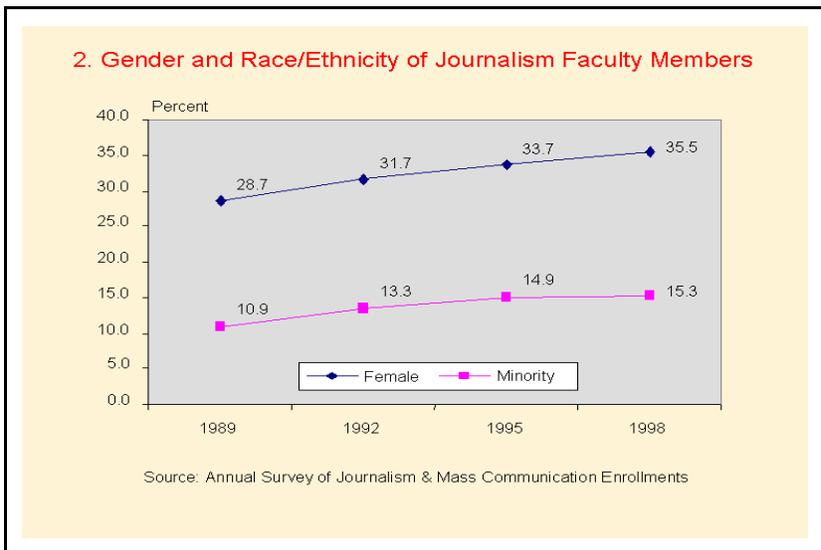
In 1989, the average journalism and mass communication faculty had 10.6 full-time members. In 1998, it was 11.2 faculty members. Because enrollments grew by only 3,407 undergraduate students during this period, the gross student/faculty ratio was considerably lower in 1998 at 29.6 students to 1 faculty member than it was at 35.3 to 1 in 1989.

The figures on faculty growth are in one sense misleading. The increase in the total number of nearly a thousand full-time journalism and mass communication faculty members over this time period can be attributed to the increase in the number of programs in the country, from 367 in 1989 to 451 in 1998.

The growth rate is probably much closer to 2.9%, the rate of increase in faculty size for the 263 programs in the *Annual Survey of Journalism & Mass Communication Enrollments* that reported faculty data in 1989 and 1998. The amount of change between 1989 and 1998

in full-time faculty at the 263 journalism and mass communication programs averaged a third of a person (.34). This change resulted from the addition of just more than three-quarters of a woman (.81), half a minority (.55) (sometimes also a woman), and a decrease of three-fourths of a white male (-.79).

Across the whole university, the number of full-time university faculty increased from 1989 to 1997—the last year for which such data are available—by 8.6%. The actual increase was from roughly 524,000 full-time faculty members nationally to 569,000.³ Between 1989 and 1998, the percentage of journalism and mass communication faculty members who were female increased from



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U.S. Department of Education. National Center for Education Statistics. *Digest of Educational Statistics, 2000*, Table 229. Washington, D.C. 2001.

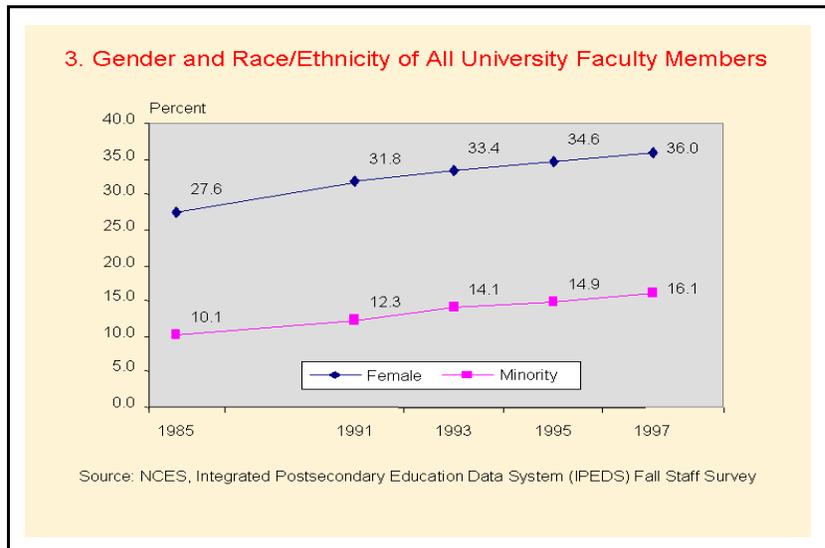
28.7 to 35.5 (**Chart 2**). In 1998, 61.3% of the undergraduate students in these programs were women! Growth in the percentage of female faculty is a little more than 2% every three years, meaning that it will be 2035 before parity is reached if the current percentages for students remain relatively stable, as seems possible.

Between 1989 and 1998, the percentage of journalism and mass communication faculty members who were members of racial or ethnic minorities increased from 10.9 to 15.3 (**Chart 2**). In 1998, 27.1% of the students enrolled in journalism and mass communication programs around the country were members of racial or ethnic minorities. Growth in the percentage of minority faculty members is just under 3 every six years, meaning it would be approximately 2035 before parity with the 1998 figures were reached. The number of minority students can be expected to increase to an estimated 41%.⁴

Journalism and mass communication faculty look remarkably like faculty for the universities as a whole (**Chart 3**), and change appears to be at about the same rate.⁵

Journalism and mass communication does no worse than average, and no better.

Across the nine-year period of 1989



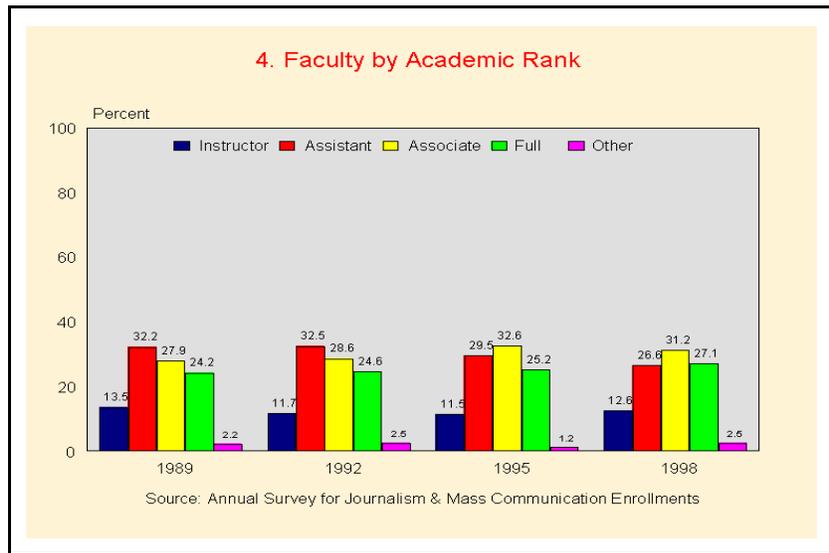
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U.S. Census Bureau. *Statistical Abstract of the United States: 2000 (120th Edition)*. Table No. 16. Washington, D.C. 2000. The projection is an extrapolation of projections for the population of the U.S. for 2030 and 2040. At present, minorities are under-represented at universities, but that situation could improve by 2035.

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U.S. Department of Education. National Center for Education Statistics. *Digest of Educational Statistics 1992* (Table 212), *Digest of Educational Statistics 1994* (Table 220), *Digest of Educational Statistics 1996* (Table 221), *Digest of Educational Statistics 1999* (Table 226), *Digest of Educational Statistics 2000* (Table 230) Washington, D.C., 1993, 1995, 1997, 2000, 2001.

to 1998, the journalism and mass communication faculty has become more senior. In 1998, 27.1% of the faculty held the rank of professor (Chart 4). In 1989, the figure was 24.2%. Conversely, the percentage of the faculty that held the rank of assistant professor dropped from 32.3% in 1989 to 26.6% in 1998.

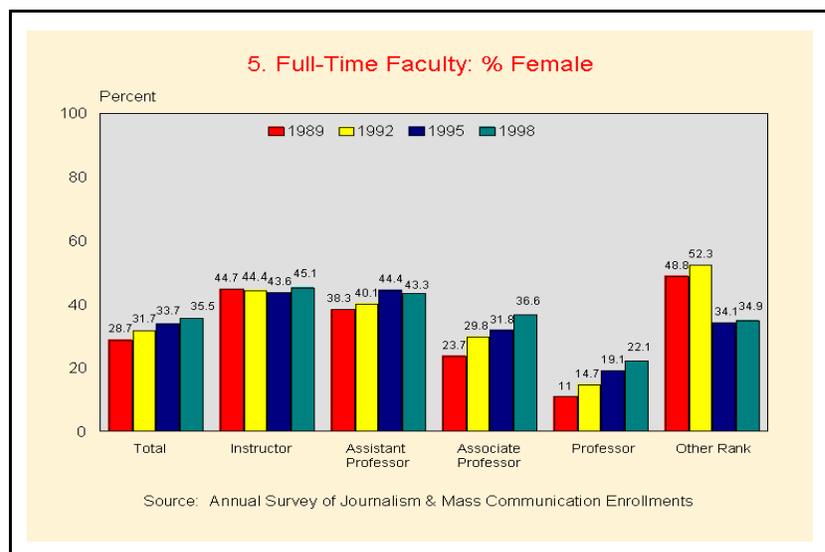


Gender and Rank

Women are not equally represented at the various faculty ranks. In 1989, only 11.0% of the full professors were women (Chart 5). That figure grew to only 14.7% in 1992, 19.1% in 1995 and 22.1% in 1998. Women come closest to parity at the instructor level and assistant professor ranks. Instructors and assistant professors usually do not have tenure and have much less control over teaching assignments and departmental governance than do associate and full professors.

Among female faculty members, 21.0% in 1989 were instructors, and 9.2% were full professors.

Among men in 1989, 10.4% were instructors and 30.2% were full professors (Appendix Chart 1). Women had moved up the ranks somewhat in 1992, with 16.4% in the rank of instructor and 11.4% in the rank of full professors (Appendix Chart 2). The percentages of male



faculty in the various ranks are similar in 1992 to 1989. Female faculty were more likely to be full professors in 1995 than was the case in 1989 or 1992 (Appendix Chart 3). In contrast, the percentage of male faculty who were full professors was the same in 1995 as it had been in 1989 and 1992.

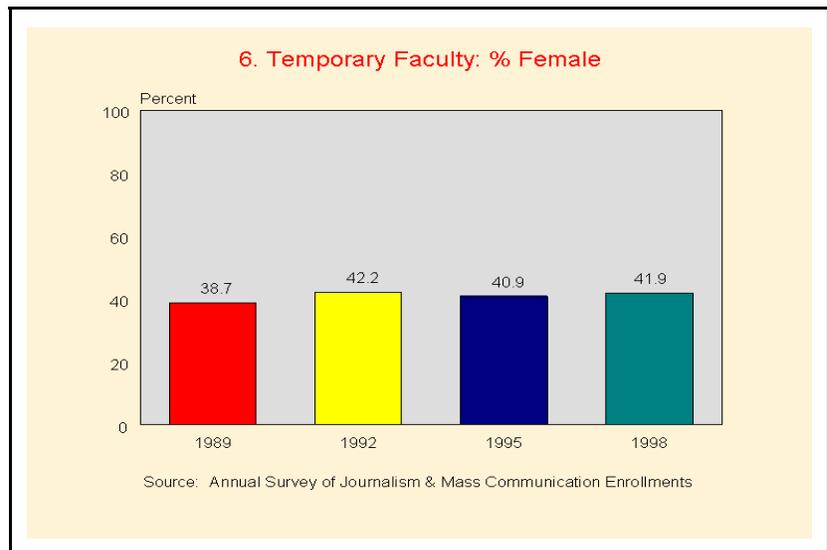
The percentage of female faculty members who were full professors increased again in 1998 from three years earlier (Appendix Chart 4). The same is true for male faculty, reflecting the general maturation of the faculty shown in Chart 4.

The data in Chart 5 are presented a second time in Appendix Charts

1-4. The only difference is in the way the percentages are computed. It is clear regardless of comparison that women are under-represented on the faculties of programs in journalism and mass communication. In addition, women on those faculties are much more likely to be at the lower ranks than are men.

Just more than four of 10 of the temporary faculty in 1998 were women (Chart 6). The ratio has increased slightly since in 1989. In each year for which data are available, women made up a larger percentage of temporary faculty than of permanent faculty. Temporary faculty are those not in a position that can be tenured and generally have limited influence in the program. Most often these are part-time assignments.

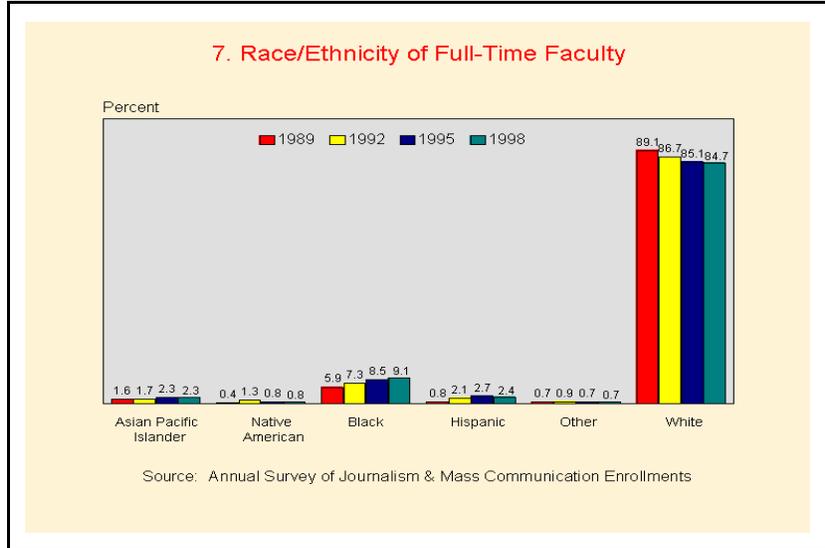
That women make up a larger percentage of the temporary than permanent faculty can be read two ways. First, it can be that women are being given the less important positions on the faculty. Second, it can be that administrators are using the temporary faculty positions as ways of increasing the diversity of the teaching staffs. Even among temporary faculty, however, males outnumber females.



Race/Ethnicity and Rank

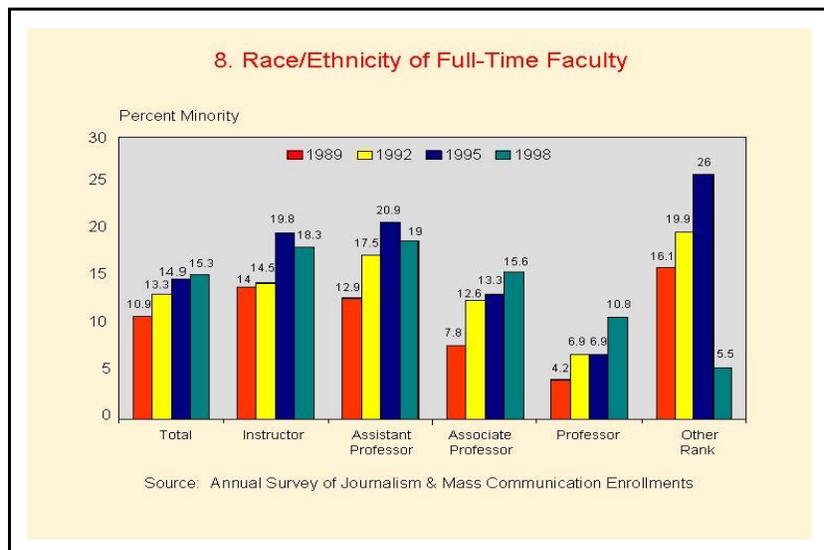
The largest ethnic group represented on journalism and mass communication faculties is African-Americans, who made up 9.1% of the faculty nationally in 1998

(Chart 7). Hispanics made up 1.4%, and Asian Pacific Islanders made up 2.3%. Native Americans made up less than 1% of the faculty nationally, or only about 40 individuals. Only African-Americans show consistent, if small, increases across the nine years for which data are available.



Diversity is not evenly visible across the various faculty ranks. Only about one in 10 of the full professors are members of a racial or ethnic minority, while nearly two of 10 of the assistant professors are minorities (Chart 8). Power in the university usually rests with faculty in the higher ranks, who often have more control over teaching assignments, departmental service assignments, and promotion and hiring decisions.

While the upper ranks have become more diverse in recent years, reflecting a sharing of faculty power, the lowest two ranks (assistant professor and instructor) were slightly less diverse in 1998 than three years earlier. The differences are small,

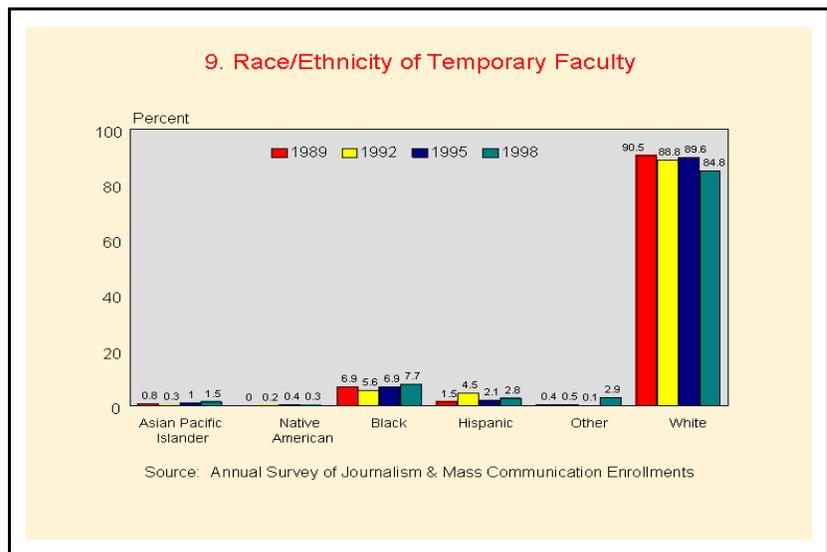


but they suggest a weakening of the diversification effort in journalism and mass communication programs, as most new hires at universities are at the lowest ranks.

Blacks—the largest minority group—made up 10.1% of the faculty in 1998 classified as instructors (Appendix Chart 5), 11.9% of the assistant professors (Appendix Chart 6), 9.1% of the associate professors (Appendix Chart 7), and only 6.3% of the professors (Appendix Chart 8). Black were 4.5% of those classified as "other" in rank (Appendix Chart 9). The higher the rank, the less likely African-Americans are to be represented.

The percentage of faculty members classified as Asian Pacific Islanders who were professors increased from 16.8 in 1989 (Appendix Chart 10) to 23.7 in 1998 (Appendix Chart 11). The percentage of Native Americans who were professors actually

declined during this period (Appendix Charts 12 and 13). The percentage of African-Americans who were professors increased from 6.1 in 1989 (Appendix Chart 14) to 18.9 in 1998 (Appendix Chart 15). The percentage of Hispanic faculty members who were professors increased in this time period, from 9.2

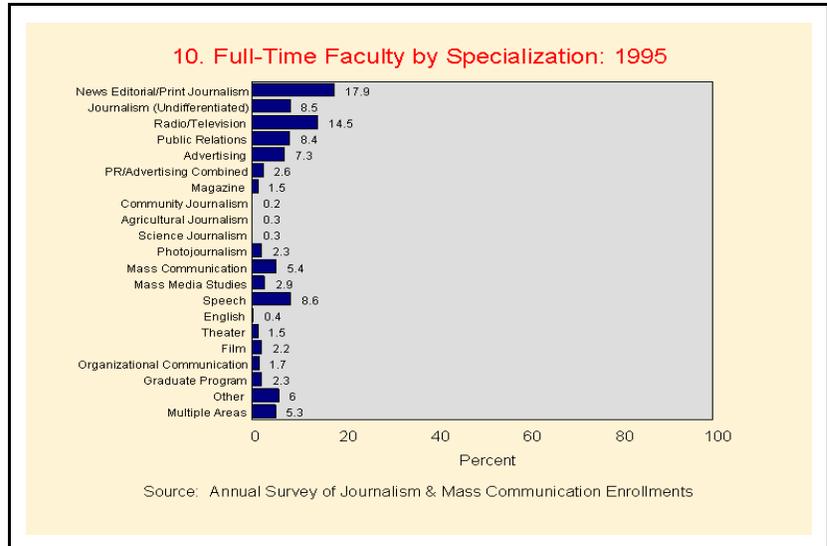


to 12.5 (Appendix Charts 16 and 17). The percentage of White faculty who were professors increased from 25.6 in 1989 (Appendix Chart 18) to 27.0% in 1998 (Appendix Chart 19).

The temporary faculty of journalism and mass communication programs looked much like the permanent faculty in terms of race. Only 15.2% of the temporary faculty were minorities in 1998, up from 9.5% in 1989 (**Chart 9**). Of the full-time faculty, 15.3% were minorities in 1998.

Teaching Specialties

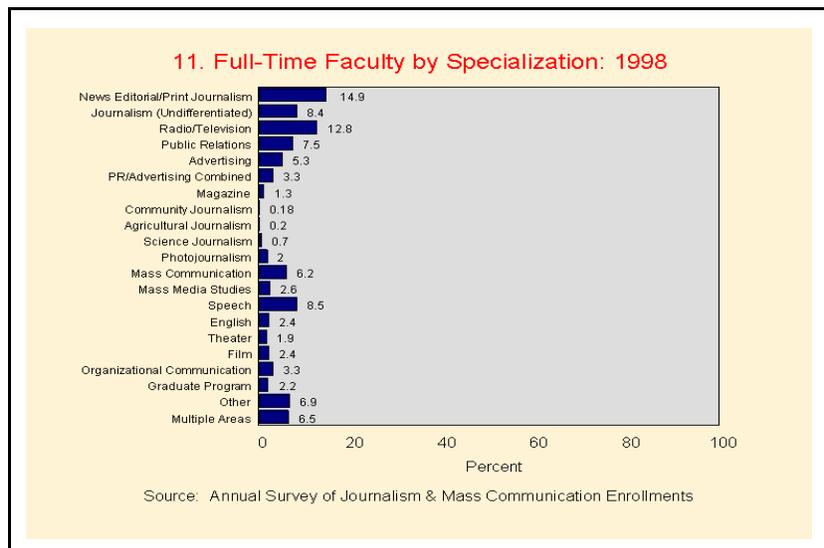
In 1995, 17.9% of the journalism and mass communication faculty were classified by administrators as having teaching assignments in the news editorial (print) journalism area (Chart 10). Another 8.5% were assigned to teach journalism classes for print and broadcast students. In sum, then, 26.4% of the faculty had a strictly journalism teaching assignment. Another 14.5% were in radio/television, 8.4% were in public relations, 7.3% were in advertising, and 2.6% were in public relations and advertising combined. Speech communication instruction occupied 8.6% of the journalism and mass communication faculty. Faculty with multiple assignments made up 5.3% of the faculty.



Speech communication instruction occupied 8.6% of the journalism and mass communication faculty. Faculty with multiple assignments made up 5.3% of the faculty.

In 1998, 14.9% of the faculty were classified as teaching in the news editorial area (Chart 11), and another 8.4% were in journalism generally. Combined, 23.3% of the faculty had a strictly journalism teaching assignment, or a decline of 3.1% in a three year period.

Overall, however, it is difficult to discern the "growth" area in terms of faculty assignments during this period.



Clearly it is not public relations or advertising, which also showed declines. A clearer picture here awaits data across a longer period of time. Measures of faculty teaching assignments were included only in the 1995 and 1998 surveys.

Institutional predictors of diversification

To say that there was no change in the composition of journalism faculties in terms of gender and race isn't correct. But the change was far from dramatic. On average, journalism and mass communication units gained about three quarters of a woman (average unit increase = .81) and a half a minority (average unit increase = .55). They also lost three-fourths of a white male (mean = - .79). These estimates are based on the 263 programs that reported data in 1989 and 1998.⁶

Of course, there was variability around these means. The University of Alabama's College of Communication and Information Sciences, for example, gained

The key question: Why were some programs more successful in recruiting minority faculty members than others?

four minority members and eight female members over the period. The University of Florida's College of Journalism and Communications showed a gain of six minority faculty members and 10 female faculty members during the period. The University of Missouri netted five minority faculty members and 13 female faculty members. The standard deviation for the unit change score for women across the 263 programs was 3.2, while the standard deviation for the unit change score for minorities was 3.0.

Why were some programs more successful in recruiting minority faculty members than others? What explains this variability around the mean?

A number of factors that lie "outside" the journalism unit might account for the success or failure of a unit in recruiting female or minority faculty members. For example, a university that has increased minority or female faculty representation in other units might have brought journalism along with it or held it back, without the unit having invested a great deal of its own energies. A university that has increased the number of female or minority students might

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Accredited programs were much more likely to be represented in this data base than in the overall population of schools. One clear effect of accreditation is the production of and willingness to report statistics monitored in the enrollment survey. Of the 104 accredited programs in 1998, 88 (84.6%) had reported complete data on faculty characteristics for 1989 and 1998. For the remaining 347, only 175 (50.4%) had complete data files.

have also increased the percentage of faculty as part of a general shift in the university not explained by local unit efforts.

The presence of graduate programs could impede diversification efforts, since graduate faculty usually require more certification (higher degrees), thereby restricting the labor pool for faculty recruitment. Public institutions might feel more pressure for diversification to represent the governmental units that fund them. Journalism programs that are in small towns might have more difficulty recruiting women and minorities, since such towns rarely provide a diverse cultural experience. Area of the country might be a factor as well, since some regions, such as the upper plains states, have relatively few minority groups in their populations, while others, such as the south, have more.

The answer is simple. Few structural factors—including accreditation—explain success or failure in diversification.

It also could be the case that units growing in size in terms of student enrollments might have more opportunity to diversify their faculty than units not growing, as faculty resources often follow, though imperfectly and slowly, after student enrollment growth.

Journalism units that increased enrollments were a bit more likely to have increased the representation of women on the faculty.

Also, journalism units accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which places much emphasis on diversification as one of its goals, should have experienced more success in faculty diversification than units not accredited by ACEJMC.

The answer is that most of these factors—including accreditation—matter very little.

An increase in the percentage of female faculty members university wide in the 1993-97 period was only weakly related to journalism unit faculty diversification in terms of gender (**Table 1**).⁷ The correlation coefficient (Pearson Product Moment) was +.09. (The range of possible values is from -1 to +1.)

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The data are taken from the National Center for Education Statistics IPEDS data file. The 1993 to 1997 period was the only one available for analysis.

An increase in the percentage of female students at the university was unrelated to an increase in the number of female faculty in the journalism unit ($r=-.04$).⁸ Presence of a master's degree program (in the journalism unit) is very slightly positively (not negatively) related to female faculty diversification in the journalism unit.

Public institutions are very slightly more likely to have experienced diversification in terms of gender. Units that experienced growth in journalism enrollments were a bit more likely to have increased the representation of women on the faculty. In fact, this is the only correlation shown in Table 1 of any note. All three of these measures (existence of graduate programs, private versus public status, and enrollments) are measured in the *Annual Survey of Journalism & Mass Communication Enrollments*.

An increase in the percent of minority students at the university is associated very slightly with an increase in the number of minority faculty in the journalism and mass communication programs ($r=.12$).⁹ The presence of a master's degree program also is slightly linked to the increase in minority faculty. Public institutions are just barely more likely to have increased minority faculty. The percentage of

Table 1. Correlations Between Change in Faculty Diversity and Institutional Characteristics from 1989 to 1998

Variables	Corr. Coefficients	
	Female	Minority
Increase in percentage of minority faculty (university-wide, 1997-93)	.01	.02
Increase in percentage of female faculty (university-wide, 1997-93)	.09	-.01
Increase in percentage of minority students (university-wide, 1997-90)	.05	.12
Increase in percentage of female students (university-wide, 1997-90)	-.04	-.02
Presence of masters program (High=yes)	.10	.12
Presence of doctoral program (High=yes)	-.00	.02
Public vs. Private (High=public)	.09	.08
Percentage of minority in region	.04	.10
Location (High=small town, rural)	.00	-.04
Increase in journalism students (1998-89)	.23	.14
Accreditation (High=accredited)	.04	-.02

Note: Entries are Pearson Product Moment Correlation Coefficients. The number of cases is 263 except in the cases of Location, where they are 262, and Increase in journalism students, where they are 254.

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The data come from IPEDS and cover the 1990 to 1997 period.

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The period covered, using the IPEDS data file, is 1990 to 1997.

minority residents in the region is slightly related to an increase in minority faculty, as is growth in the number of students in the journalism unit.¹⁰

Strikingly absent is any evidence at all that accreditation has had any impact on the hiring of female faculty members or on the hiring of minority faculty members by journalism and mass communication programs (**Table 2**).¹¹

The 88 accredited programs available for the analysis had a mean increase of 1.0

female faculty members from 1989 to 1998, while the 175 non-accredited programs had a mean increase of .7 female faculty members. The accredited

Table 2. Change in Faculty Diversity from 1989 to 1998: Accredited and Non-accredited Programs

Change in number of	Accredited (N=88)		Non-accredited (N=175)	
	Mean	S.D.	Mean	S.D.
Female faculty	1.0	3.57	.7	3.00
Minority faculty	.5	2.75	.6	3.06

Note: Entries are mean change scores for the journalism units from 1989 to 1998.

journalism programs had a mean increase of .5 minority faculty members, while the non-accredited programs had a mean increase of .6 minority faculty members. Accreditation clearly had no impact on diversification of faculties during the period.

Unit predictors of diversification

If the characteristics of the university do not predict to success in diversification, what does? What can explain the variability in the diversification experiences of the journalism and mass communication units across the 1989 to 1998 period?

To answer this question, we visited three journalism and mass communication units that had produced above average diversification during this period: the College of Communication and Information Sciences at the University of Alabama in Tuscaloosa, the College of Journalism and

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The data come for the 2000 U.S. Census. Region was divided into nine categories (New England, Middle Atlantic, East North Central, West North Central, South Atlantic, East South Central, West South Central, Mountain, Pacific).

¹¹

Accreditation is measured as part of the enrollment survey. Accreditation status in 1998 is used in these analyses.

Communications at the University of Florida in Gainesville, and the School of Journalism at the University of Missouri in Columbia.

These three programs were selected because they met six criteria: they had provided data across the four years of the study; they had not changed administratively during that period; they had gained at least four female faculty members during the period; the gain in female faculty members represented at least a 10% change; they had gained at least four minority faculty members, and the percentage of gain represented at least a change of 9%. Only three programs met these qualifications.

If the characteristics of the university do not predict to success in diversification, what does?

The programs are all comprehensive, have journalism education as their core, are accredited by ACEJMC, and are state institutions. All three universities dominate the small towns in which they are located.

We visited these three universities in the February of 2001. In each case, we spent two days talking with the leaders of the programs, department heads, faculty, and some students. We also visited with affirmative action administrators in the central administrations. In all cases, we were warmly received and assisted in our investigation.

What did we learn? There was surprising consistency across the three universities in what we were told and could observe. These can be summarized by nine specific observations.

I. It was clear that change comes about only when there is strong commitment to diversification on the part of the unit leader.

A willing faculty also is essential. In fact, the leaders we talked to downplayed their own role in bringing about diversification, saying they could have accomplished what was accomplished only with the support of the faculty. The faculty said the directive came from the top, and it seems unlikely it would have come from the faculty.

"It starts with the leadership," one departmental administrator at one of the universities said. "There is a real commitment by (the dean) to do this. (The dean) has walked the talk."

"(The dean) sent a very strong message to the faculty that (the dean) was going to diversify the faculty," another administrator said. "It begins with a dean who is absolutely committed to this."

The deans, as noted, tended to focus on the importance of the faculty. One said: “The faculty established the policy that the pools (of applicants) had to be diverse. This is important because of the moral force it gave me. I could ask: ‘Have we tried hard enough.’”

“The dean doesn’t have the power to overcome a faculty that is resistant,” another dean said.

“It begins with a dean who is absolutely committed to this.”

While the involvement of the deans in actual searches varied at the three universities, there was involvement at all three. In some cases, it was clear, the dean’s hand was very strong.

“I feel it important for the dean to be involved and to help set the agenda,” one of the deans said. “I admit I’ve tried to change the culture.”

II. At least some level of support for diversification and the initiatives of the administration from central administration is extremely important.

Each of the three programs we examined had been able to use targeted hiring to increase the representation of minorities on the faculties. In some cases, the unit was able to hire even without an opening if it identified a qualified minority. In other cases, extra support was provided for hiring a minority identified in the normal recruitment process. These programs created an incentive for the unit to produce change.

The University of Missouri was able to get partial or full salary support for an initial period to hire a promising minority. Florida received salary assistance. Alabama was able to hire a minority faculty member through a special university incentive program.

But one of the deans was critical of central administration, saying more “lip service” had been given to minority hiring

“Size is important. It gives you more degrees of freedom.”

than money. “If presidents really wanted to do something about it (minority hiring), they would make that part of the equation (in administrative evaluations). The truth is they don’t. They reward fund raising.”

One of the administrators said the central administration used promises of incentives to encourage minority hiring, but the promises weren’t always met. The promises, the administrators acknowledged, had produced action, undertaken with the hope the central administration would live up to the promises.

III. Each of the units enjoyed flexibility in its hiring in part because of its size, and flexibility led to diversification.

Because the units had large faculties, they didn't have to hire a person to fit a very narrow teaching slot. Other faculty could cover. It was therefore possible to hire a woman or a minority with strong credentials but who didn't fit a narrow definition of the job description.

"You need to be flexible in terms of the slot being filled," one dean said. "The classic mistake is 'We're hiring someone to replace Joe Smith. Joe taught feature writing and copyediting. We need someone to teach feature writing and copy editing.' You need to think of people, not slots."

Another dean put it simply. "Size is important. It gives you more degrees of freedom."

IV. Curricular diversity can be used as a recruiting tool in hiring.

Female and minority faculty want to be hired because of their expertise, not because of their gender or color. Courses in race and gender issues were used to interest and entice female and minority faculty. Having them on the curriculum before recruitment began was a big help in hiring.

"Having international courses helps us with diversity," one of the deans noted. "One of our Hispanic faculty has found that particularly attractive."

"In one case, we developed a course (on minority concerns) after a faculty member came," one of the deans said. "In another case, creation of a course was part of the recruitment of the faculty member."

"There are lots of minorities in critical cultural studies," one senior faculty member said. "If that is not part of your curriculum, you are screening people out."

V. Successful recruitment resulted from networking.

Minorities and women want to see the administrators at meetings and elsewhere even when there are no jobs being offered. Because such networking is so important, it is easier to recruit minorities and women once the faculty is diverse than before. Getting the first hires is the hardest part.

"There are all kinds of networks that people who really want to diversify their faculty become a part of."

"There are all kinds of networks that people who really want to diversify their faculty become a part of," one senior faculty member said. "You cannot just

send forms to black and women's groups. You need to know these people. These are the kinds of personal contacts that pay off in the future."

VI. The difficulty of getting minorities and women to the three universities, located in southern, conservative college towns, seemed to create an added incentive.

The units worked hard to overcome the barriers. Almost everyone interviewed said their community was a hard sell, but they found ways of making the sell. They focused on housing costs, the education system, and even the religious community as ways to recruit.

"People have more than a university life," one central administrator who collaborated with the journalism dean on recruitment said. The university got the community, particularly the ministers, involved in recruiting to help promote positive characteristics of the community.

"One obstacle in recruiting is the culture of the town," one dean said. "If this isn't an obstacle for recruitment it is for retention. It is hard here for a single black female or black male. For a person with a family, it is easier."

"I sought out college towns because of my children," one female, minority faculty member said in acknowledging how important these factors were in her decision.

The University of Alabama, in recognition of the difficult task ahead of it, created a program called "Beating the Odds." One central administrator explained: "The odds are that we are not going to succeed, but we have to be persistent."

VII. In all three universities, considerable emphasis was placed on the need to diversify doctoral programs, since they provide the primary pool for hiring.

Each of the units has a doctoral program, and each felt more needed to be done both locally and nationally to get minorities in particular interested in the

doctoral program. As one administrator said, this has to be done very early. Minorities and women need to be told about academic careers as undergraduates or before if doctoral programs are to become more diverse.

"If we are serious about diversifying faculty, we have got to get more diversity into doctoral programs."

“If we are serious about diversifying faculty, we have got to get more diversity into doctoral programs,” one senior faculty member said. “This starts with our undergraduates. We’ve got to tell them about graduate school.”

VIII. Hiring wasn’t enough; considerable effort had to be placed on retention.

The administrators made it clear they could not rest once they had hired minorities and women. They had to do everything they could to mentor and assist them. But even so they knew they were going to lose people, so they had to double their efforts to make progress. None of the administrators and few of the faculty interviewed felt they had achieved the level of diversity in the faculty that they wanted. They did not consider their programs to be models or that they had enjoyed enough success.

“When you bring people in who are different from you, it is not as easy to mentor.”

“The key is mentoring,” one of the central administrators we spoke with said. “When you bring people in who are different from you, it is not as easy to mentor. But the faculty who have been successful have had good mentors.”

Success breeds success, several of those we talked with said. “As more women came aboard,” one faculty member noted, “it became a friendlier, nicer, more nurturing place to be.”

“The notion is that we want to nurture the differences,” one dean said. “We look for diversity in the thought process as well. White males can be diverse.”

IX. Students were used as recruiters.

The old notion that a diverse faculty leads to a diverse student body was turned around at these universities. They used the diversity of the student body as a recruitment tool for faculty. Prospective faculty members were made aware that they would be teaching students like them.

“It made it more appealing to me that minority students were here.”

“It made it more appealing to me that minority students were here,” said one minority faculty member. “But it also is important for minority students to see people of color as authority figures.”

Comments from the New Faculty

For the most part, the site visits were designed to talk with deans, central administration, department heads, and senior faculty. We did interview

non-administrative faculty and students during our visits, but we did not make this our primary concern.

Minority and female faculty could have had different points of view from those of the administrators, who were disproportionately male and infrequently members of minority groups. To check for this possibility, we asked the deans at Alabama, Florida and Missouri to provide us with a list of faculty hired at their units since 1989 who were female or members of a racial or ethnic minority.

Minority and female faculty could have had different points of view from those of the administrators.

We conducted interviews via telephone with the female and minority faculty members hired by the three universities after we completed the site visits. These interviews were conducted in the late spring and early summer of 2001 by graduate students in the Cox Center at the University of Georgia.¹² We asked about faculty members' backgrounds, their experiences in searching for jobs, and the job interviews that brought them to Alabama, Florida or Missouri. In addition, we also asked the faculty members about their personal experiences on the job.

We conducted a total of 47 such interviews. Of these, nine were with faculty at the University of Alabama, 19 were with faculty at the University of Florida, and 19 were with faculty at the University of Missouri. For each university, the faculty interviewed represented more than half of the names given us by the administrators.¹³

The idea that change comes about only when there is a strong commitment to diversification on the part of the unit leader was reinforced in these interviews. A majority of the people interviewed mentioned that the ideas, values and level of commitment to diversity held by the dean was a factor that was instrumental in their recruitment process. The faculty also said that it was important to communicate this commitment "down the chain" and at every level.

¹²

When possible, the interview of a woman was conducted by a female, and the interview of a minority was conducted by a graduate student who also was a minority.

¹³

All of those interviewed were still on the faculties. We did not locate faculty who had not stayed at the three universities, though we recognized a possible bias in not doing so. It simply proved difficult enough to locate and interview those still on the faculty in the time period available.

“You have to have totally committed leaders,” one faculty member said. “Someone always pushing. We try in our faculty meetings and elsewhere to spend time articulating how important diversity is. Everyone knows that we will be better with people unlike us.”

“You have to have a pro-active effort to create a culture that values diversity in every sense of the word,” another person we interviewed told us.

“You have to have a pro-active effort to create a culture that values diversity in every sense of the word.”

Characteristics of the university were taken into consideration by minorities and women when they made their decision about jobs to apply for, places to visit, and offers to accept.

Prospective faculty are interested in how the jobs will affect their families, in the presence of a diverse community, and in lifestyle in general. The three universities observed did a better job of marketing the structures in place in their communities than did others.

“Environmentally, it is a good place to live,” one faculty member said. “But there isn’t really a black professional community here. Mostly there are blue collar workers. But it is a safe place.”

Faculty members we spoke to said that involvement with the students was very important to them, and they placed a high value on teaching a diverse group of students. In addition to being a tool for recruitment, diversity of the student body seems likely to be important for retention.

The faculty members also said that it is important to attract minority students into doctoral programs. Some said that the pool is simply too small at the university level and that universities need to make efforts to communicate with high school students about the potential of academic careers.

“Look at whom you have in your graduate programs,” one of those interviewed said. “If it (diversity) is not there, it may not be anywhere else.”

Many of the faculty interviewed suggested journalism and mass communication programs should turn to the professions for faculty, rather than rely on the doctoral program feeder system. In fact, this had been done at the three programs we visited, with varying degrees of success.

“We need to look at how to find people who are established in the industry,” one faculty member said. “We should look for leading journalists, perhaps at midcareer, who are looking for a change.”

Each of the three programs we visited had used targeted hiring to increase representation of minorities and women on the faculty. The faculty we interviewed said this practice

communicated that the administration was willing to go the "extra mile" to bring about change.

"In searching and advertising of jobs, you have to be cognizant of the fact that the departments are usually white and especially white male and they don't give a very welcoming feeling."

"In searching and advertising of jobs, you have to be cognizant of the fact that the departments are usually white and especially white male and they don't give a very welcoming feeling," one faculty member said. "This university came and found me. That is a positive step—taking a pro-active stance to find diversity."

The negative side of such a focus on hiring diversity is that some faculty said that they sometimes felt they were hired merely to "fill a slot" to complete accreditation requirements. "I think I was selected to fill a slot for a female," one faculty member said. Another faculty member said simply: "I did not want to be hired when people had an expectation I would be the diversity element."

The faculty said curricular diversity was an indicator of the flexible nature of the program and an interest in topics other than those of concern to white males.

A frequent suggestion was to work with alumni and to involve them in the recruitment process. "Keep the alumni as a functional part of the program," one faculty member. "Help them stay close to the college and allow them to give back to the college. Professionals can give a lot back."

The faculty said it is important to focus on retention. Inadequate mentoring was cited as a problem. Some also felt there was an imbalance in teaching loads. With a few exceptions, the faculty interviewed reported a high level of satisfaction with the job and life outside the work environment.

With a few exceptions, the faculty reported a high level of satisfaction with the job and life outside the work environment.

"I feel very supported by my colleagues and the administration," one faculty member said. "They were accommodating in terms of benefits and salaries and the like. It has been just fabulous."

“This is a great job,” another faculty member said. “I’m teaching exactly what I want to teach. The faculty has been great, and the program has a nice reputation.”

Institutional Change at the Three Universities

Central administrators at the University of Alabama, University of Florida, and University of Missouri identified the journalism programs there as exemplary in terms of faculty diversification efforts and praised the efforts and dedication of the unit administrators. They also said the units were exceptions on campus, having achieved more success than other programs.

In fact, the College of Communication at the University of Alabama increased the percentage of females on its faculty from 7.1% in 1989 to 30.0% in 1998, or a change of 22.9 percentage points.¹⁴ For the university overall, the change was from 30.7% to 36.4%, or a change of 5.7 percentage points. The College was behind the overall university figure. In 1989, the Communication College had no minority faculty members, while 12.2% were minority in 1998. At the University of Alabama Tuscaloosa campus overall, the percentage minority faculty was 7.0% in 1989 and 9.1% in 1998. The College of Communication had a larger amount of change and exceeded the university figure in 1998.

At the University of Florida, the faculty of the College of Journalism and Communications was 22.6% female in 1989, while in 1998 it was 39.3% female. At the University of Florida, the faculty was 23.6% female in 1989 and 27.2% in 1998. The faculty of the College of Journalism and Communications was 9.4% minority in 1989 and 19.6% minority in 1998. The faculty of the University of Florida overall was 8.9% minority in 1989 and 12.9% minority in 1998.

At the University of Missouri, the faculty in the School of Journalism was 20.6% female in 1989 but 40.8% female in 1998. At the University of Missouri Columbia campus, 21.8% of the faculty were female in 1989 and 27.5% were female in 1989. The faculty of the School of Journalism was 2.9% minority in 1989 and 12.2% minority in 1998. For the university, the figures were 10.0% minority in 1989 and 13.8% minority in 1998.

Clearly, the three journalism units led their campuses, not followed them, in terms of the amount of gender and racial/ethnic diversification of their faculties in the study period.

¹⁴

The Information Sciences department was added to the College after 1998.

The “Pipeline” Issue

The conversations with the administrators and the faculty raised important questions about the supply of women and minorities—i.e., individuals in the “pipeline” who can bring diversity to journalism and mass communication faculties. What is known about that “pipeline”? What is it likely to predict?

Less is known about the hiring of journalism and mass communication faculty than would be ideal.

In fact, less is known about the hiring of journalism and mass communication faculty than would be ideal, but some questions added to the *Annual Survey of Journalism & Mass Communication Enrollments* in recent years offer some suggestions.¹⁵ The survey data show that:

- As shown in Chart 1, about 5,000 persons are members of journalism and mass communication faculties.
- The number is relatively stable; hiring is largely for replacements for these faculty members.
- About 500 faculty members can be expected to be hired by journalism and mass communication programs each year.
- In a “good” year, the doctoral programs run by journalism and mass communications programs produce about 200 students, half of them women, and about 20% of whom are domestic minority students.

If we assume that the roughly 500 faculty members who need to be replaced each year look like faculty members generally, about 38% of them should be female and about 17% should be minorities. This presumes the growth rates for diversification from 1998 to 2001 in minorities have been roughly the same as in past year. Under these assumptions, the field of journalism and mass communication would need to hire about 190 women—roughly twice the number being produced by doctoral programs—just to stay even. The field would need to

The field would need to hire about 85 minorities—about twice the number being produced by doctoral programs—just to stay even.

¹⁵

The 1999 report is available at www.grady.uga.edu/annualsurveys/Enrollment99/enrol99sum.htm.

hire about 85 minorities—about twice the number being produced by doctoral programs—just to stay even.¹⁶

Of course, not all journalism and mass communication faculty come from doctoral programs, and not all of those who come with a doctorate earned that degree in journalism and mass communication.¹⁷ In fact, it appears that only about a quarter of the annual hires by journalism and mass communication programs are of people coming directly from graduate programs, and only about 90% of those are from doctoral programs. In other words, only about 110 faculty are being hired from doctoral programs by journalism and mass communication units each year.

Where else does the field turn for its faculty? Clearly industry is a key source, and clearly there are minority and women in industry who can be and are hired. There is not an oversupply of working journalists of color, or even who are female, so that hiring by universities is not going to be easy. The universities' gains, in addition, are going to be communication industries' losses.

If all of the replacement faculty on a given year were minority, the journalism and mass communication faculty the following year still would not be at parity.

The challenge facing journalism and mass communication programs is easily illustrated. If all of the 500 replacement faculty hired on any given year were entirely female, women would make only about 45% of the total faculty the following year. If all of the replacement faculty on a given year were minority, the percentage of journalism and mass communication faculty the following year would only be about 25. About 30% of the U.S. population in 2000 is minority. In other words, such a drastic and totally unrealistic hiring year would produce

¹⁶

The assumption that those leaving the faculty are the same as those who stay is probably incorrect, as the more senior faculty are closer to retirement and the more senior faculty are less likely to be female and less likely to be minorities. But the differences between senior and more junior faculty are not so great, and not all the replacements are for senior faculty. The estimates, however, are conservative ones.

¹⁷

We have identified 88 doctoral programs in communications broadly defined; in 2000, 41 of the journalism and mass communication programs included in the *Annual Survey of Journalism & Mass Communication Enrollments* offered doctoral degree programs.

outcomes that would be 5% and more below parity for women and minorities in the population overall.

Without a change in the labor pool, diversification of the faculty will continue to be a very slow process.

Concluding Comments

"Journalism and mass communication students, nearly 60% of whom are women, are taught by a faculty that is largely male.

"The faculty also is overwhelmingly White, while only about seven in 10 of the students are.

"When students do confront women and minorities as faculty members, these female and minority faculty members are most likely to be at the lowest--and least powerful--academic ranks. There are still today few women and few minorities who are full professors.

"The picture is changing, but the evidence is that the change is slow. For the foreseeable future, there are likely to be rather striking discrepancies between the characteristics of the students studying for careers in journalism and mass communication and of those at the front of the classroom serving as their role models."

---October 2, 1996, report on characteristics of the journalism and mass communication faculty for the Knight Foundation.

The passage, taken from beginning of the 1996 report, was equally true in 1998 and is almost certainly true in 2001.

The journalism and mass communication faculty has changed since 1989. The direction of change is toward diversity, but the amount of change is small. Students today still are different from those who are supposed to be their role models. Students are less likely to be White, and more likely to be female than those at the front of the classroom. Those at the front of the classroom who are female and are African-American or Hispanic or Native American or Asian-American are less likely to be senior faculty than are the White, male professors students encounter.

Something can be done about this. Some journalism and mass communication programs have beaten the norm, that is, added more than a

fraction of a woman and a fraction of a minority to their faculties. They have done this because they engaged in strategies that produce results.

Specifically, the administrators of those programs provided strong leadership and unambiguous instructions in hiring. The faculty members accepted the goal of hiring new faculty members who did not look like them. The central university administration provided incentives to make this outcome more likely.

We learned these things from our visits to and conversations with faculty from three successful programs, at the University of Alabama, the University of Florida and the University of Missouri. We also learned that flexibility in hiring is important, that networking makes a difference, and that negative features of communities can be overcome. We also learned that a diverse student body can be used to recruit a diverse faculty.

The University of Alabama has adopted a phrase, "Beating the Odds," as a motivation tool in its diversification efforts. Journalism education nationally would do well to do the same.

Which of the factors or strategies is most important is difficult to say. What does seem to be clear is that strong leadership is essential, and that faculty acceptance of the diversity goal is crucial. Rigidity in hiring also is likely to work against diversity. Advertisements that call for a left-handed copy editor with experience on a newspaper with more than 100,000 circulation located in a specific region of the country are not likely to produce a diverse pool of applicants. Advertisements that recruit talented people with diverse research and teaching experiences are.

Journalism and mass communication programs are parts of universities that have not enjoyed much success in diversifying their faculties. It would be easy to use that as an excuse. The example of the three programs we visited suggests an alternative. The University of Alabama has adopted a phrase, "Beating the Odds," as a motivation tool in its diversification efforts. Journalism and mass communication education nationally would do well to do the same. Mass communication and--mass communication education--is too important an enterprise in society to do otherwise.

Appendix

Methodology

Estimated Size of Journalism and Mass Communication Faculty

Chart A1. Faculty Ranks by Gender, 1989

Chart A2. Faculty Ranks by Gender, 1992

Chart A3. Faculty Ranks by Gender, 1995

Chart A4. Faculty Ranks by Gender, 1998

Chart A5. Race/Ethnicity of Instructors

Chart A6. Race/Ethnicity of Assistant Professors

Chart A7. Race/Ethnicity of Associate Professors

Chart A8. Race/Ethnicity of Professors

Chart A9. Race/Ethnicity of Other Rank Faculty

Chart A10. Faculty Ranks of Asian Pacific Islanders, 1989 & 1992

Chart A11. Faculty Ranks of Asian Pacific Islanders, 1995 & 1998

Chart A12. Faculty Ranks of Native Americans, 1989 & 1992

Chart A13. Faculty Ranks of Native Americans, 1995 & 1998

Chart A14. Faculty Ranks of Blacks, 1989 & 1992

Chart A15. Faculty Ranks of Blacks, 1995 & 1998

Chart A16. Faculty Ranks of Hispanics, 1989 & 1992

Chart A17. Faculty Ranks of Hispanics, 1995 & 1998

Chart A18. Faculty Ranks of Whites, 1989 & 1992

Chart A19. Faculty Ranks of Whites, 1995 & 1998

Methodology

Much of the data used in this report come from the *Annual Survey of Journalism & Mass Communication Enrollments*, conducted in the James M. Cox Jr. Center for International Mass Communication Training and Research, a unit of the Henry W. Grady College of Journalism and Mass Communication at the University of Georgia.

Schools listed in either the Journalism & Mass Communication Directory published by the Association for Education in Journalism and Mass Communication or *The Journalist's Road to Success, A Career and Scholarship Guide*, published by The Dow Jones Newspaper Fund Inc., are included in the population of surveyed schools. All degree-granting senior colleges and universities with courses organized under the labels of journalism and mass communication are invited to be listed in the AEJMC Directory. To be included in the Guide, the college or university must offer at least 10 courses in news-editorial journalism.

In October, a questionnaire is mailed to the administrator of each of these programs. Subsequent mailings of this same questionnaire are sent to non-responding schools in December, January and February. Non-responding schools are subsequently contacted by telephone and asked to complete the questionnaire over the telephone.

Even after these efforts, not all schools report and not all respond to all questions asked. Two characteristics of schools--membership in the Association of Schools of Journalism and Mass Communication (ASJMC) and accreditation by the Accrediting Council on Education in Journalism and Mass Communications--are used to make projections when schools do not report complete data. Data from the reporting accredited schools are used to estimate characteristics of the accredited schools for which there was any missing information. Similarly, statistical means from the non-accredited ASJMC schools are used to estimate missing data from similar schools, and data from the non-accredited schools not affiliated with ASJMC are used to estimate missing data for those schools. The overall estimates, then, are based on complete information and best approximations about data not reported.

Data in this report come from the 1989, 1992, 1995 and 1998 enrollment surveys. In those years, administrators reported the characteristics of their faculty members by gender, race/ethnicity and rank.

Funding for the *Annual Surveys of Journalism & Mass Communication Enrollments* in 2000 was provided by the American Society of Newspaper Editors, the Association for Education in Journalism and Mass Communication, the Association of Schools of Journalism and Mass Communication, Cox Newspapers Inc., The Freedom Forum (Sustaining Sponsor), Gannett, the Hearst Corporation, Jane Pauley and NBC, the Magazine Association of Georgia, the National Association of Broadcasters, the Newsletter & Electronic Publishers Foundation, the Newspaper Association of America Foundation, the Radio-Television News Directors Association, the Scripps Howard Foundation, and the Henry W. Grady College of Journalism and Mass Communication at the University of Georgia. The John S. and James L. Knight Foundation will become a Sustaining Sponsor beginning in 2001.

Estimated Size of Journalism and Mass Communication Faculty

1989

- Estimated Full-Time Faculty at 393 Programs: 4,126
- Actual Count at 367 Programs: 3,897
- Estimated Part-Time Faculty at 393 Programs: 3,028
- Actual Count at 357 Programs: 2,757
- Average Size of Full-Time Faculty at 393 Programs: 10.6

1992

- Estimated Full-Time Faculty at 413 Programs: 4,346
- Actual Count at 386 Programs: 4,090
- Estimated Part-Time Faculty at 413 Programs: 2,889
- Actual Count at 380 Programs: 2,659
- Average Size of Full-Time Faculty at 413 Programs: 10.5

1995

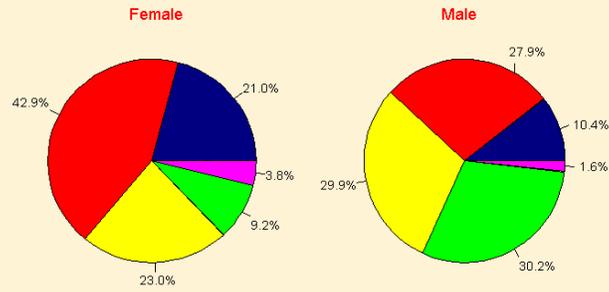
- Estimated Full-Time Faculty at 427 Programs: 4,639
- Actual Count at 409 Programs: 4,480
- Estimated Part-Time Faculty at 427 Programs: 3,018
- Actual Count at 374 Programs: 2,659
- Estimated Number of Full-Time Needed to Replace Part-Time: 1,173
- Average Size of Full-Time Faculty at 427 Programs: 10.9

1998

- Estimated Full-Time Faculty at 451 Programs: 5,038
- Actual Count at 441 Programs: 4,911
- Estimated Part-Time Faculty at 451 Programs: 3,771
- Actual Count at 421 Programs: 3,520
- Estimated Number of Full-Time Needed to Replace Part-Time: 1,279
- Average Size of Full-Time Faculty at 451 Programs: 11.2

A1. Faculty Ranks by Gender, 1989

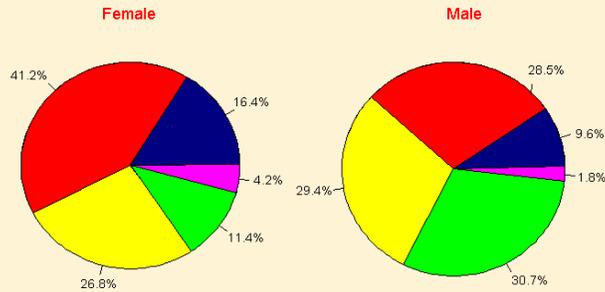
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A2. Faculty Ranks by Gender, 1992

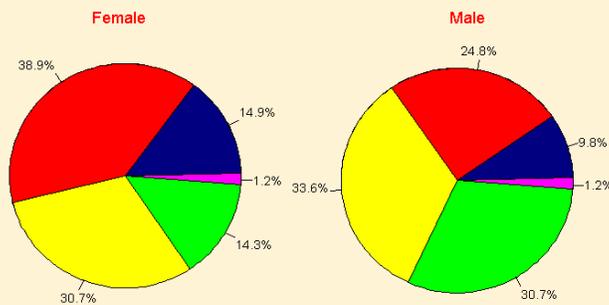
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

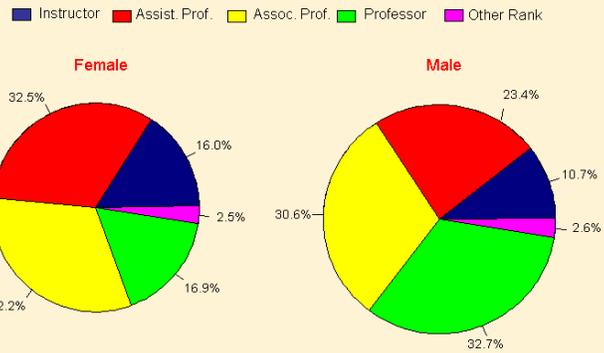
A3. Faculty Ranks by Gender, 1995

■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



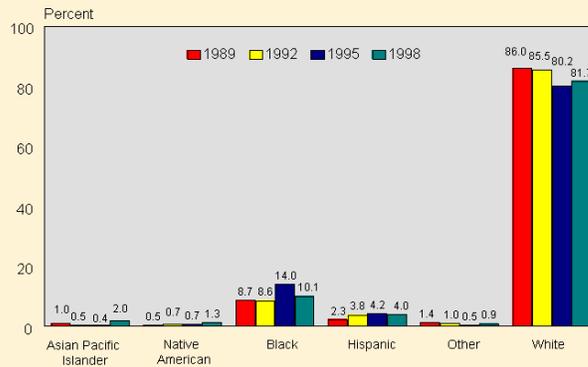
Source: Annual Survey of Journalism & Mass Communication Enrollments

A4. Faculty Ranks by Gender, 1998



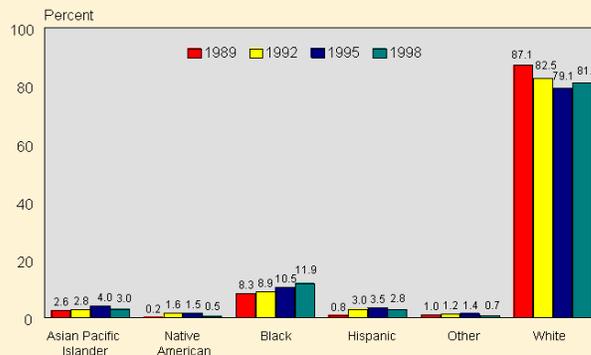
Source: Annual Survey of Journalism & Mass Communication Enrollments

A5. Race/Ethnicity of Instructors



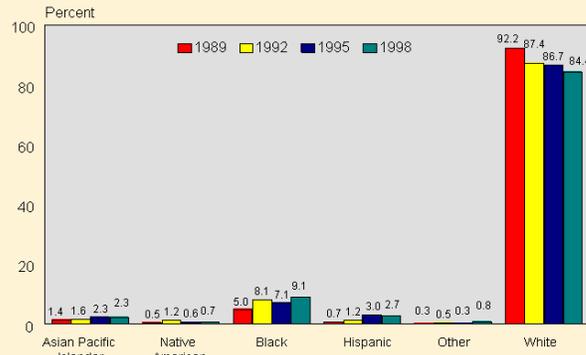
Source: Annual Survey of Journalism & Mass Communication Enrollments

A6. Race/Ethnicity of Assistant Professors



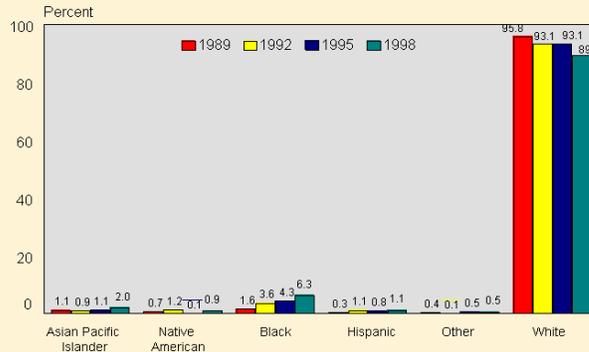
Source: Annual Survey of Journalism & Mass Communication Enrollments

A7. Race/Ethnicity of Associate Professors



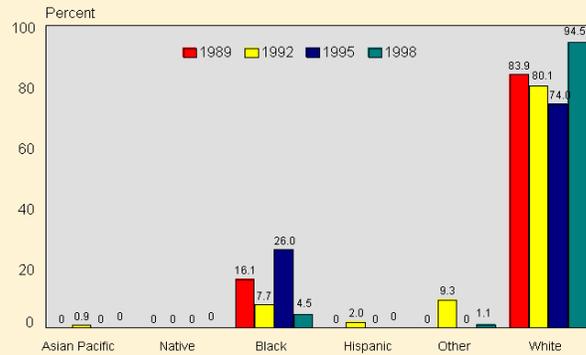
Source: Annual Survey of Journalism & Mass Communication Enrollments

A8. Race/Ethnicity of Professors



Source: Annual Survey of Journalism & Mass Communication Enrollments

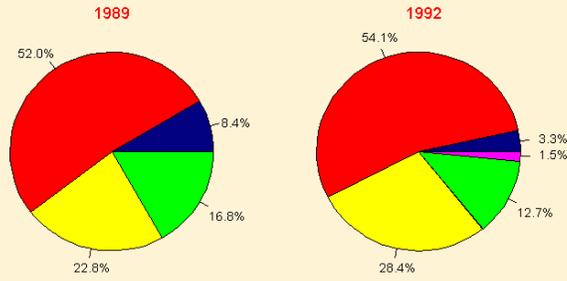
A9. Race/Ethnicity of Other Rank Faculty



Source: Annual Survey of Journalism & Mass Communication Enrollments

A10. Faculty Ranks of Asian Pacific Islanders, 1989 & 1992

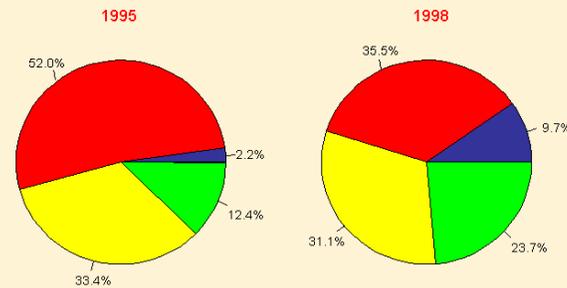
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A11. Faculty Ranks of Asian Pacific Islanders, 1995 & 1998

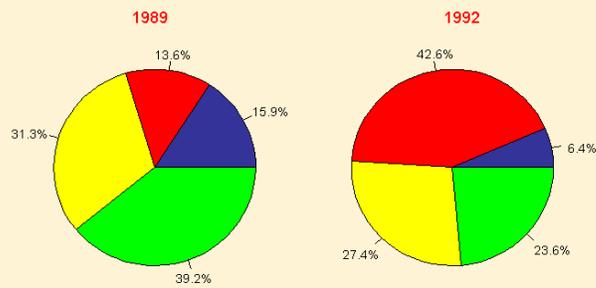
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A12. Faculty Ranks of Native Americans, 1989 & 1992

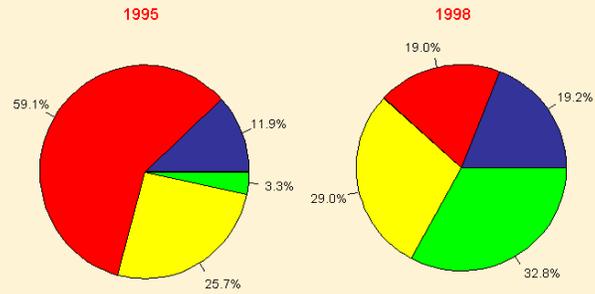
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A13. Faculty Ranks of Native Americans , 1995 & 1998

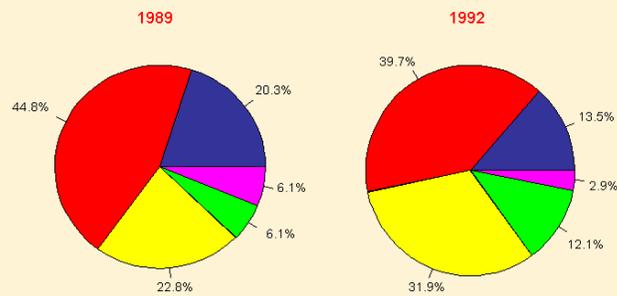
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A14. Faculty Ranks of Blacks , 1989 & 1992

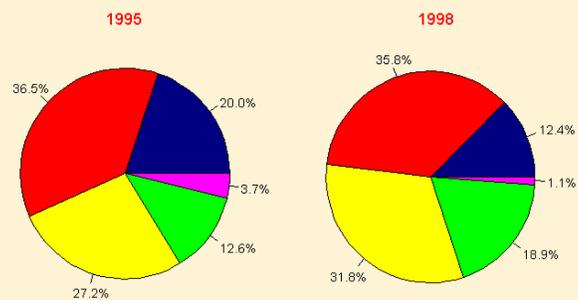
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A15. Faculty Ranks of Blacks , 1995 & 1998

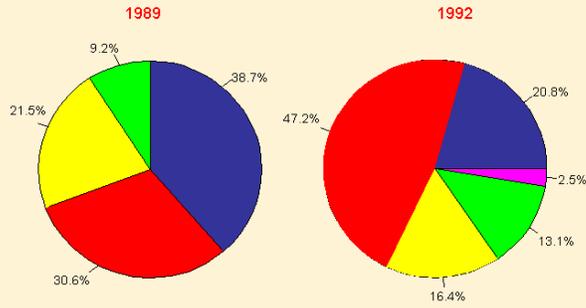
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A16. Faculty Ranks of Hispanics , 1989 & 1992

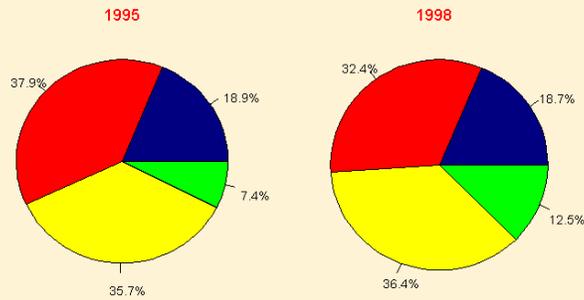
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A17. Faculty Ranks of Hispanics , 1995 & 1998

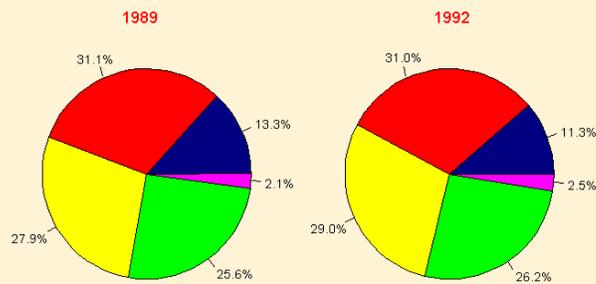
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A18. Faculty Ranks of Whites , 1989 & 1992

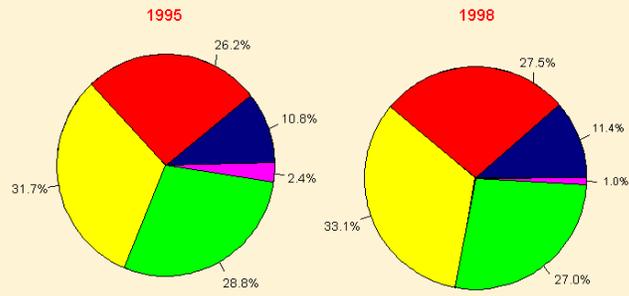
■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments

A19. Faculty Ranks of Whites , 1995 & 1998

■ Instructor ■ Assist. Prof. ■ Assoc. Prof. ■ Professor ■ Other Rank



Source: Annual Survey of Journalism & Mass Communication Enrollments



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