Minority and Female Representation Plans at Accredited Schools

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A relatively new requirement in the accrediting standards of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) is a minority and female representation plan. Standard 12 of ACEJMC's 1990-91 guidelines states, "Units must present written plans of their own on which to base their efforts to recruit, retain, and advance women and minorities into unit faculty ranks and minorities into unit student bodies." It notes that these plans should be concrete, measurable, and "operate regardless of whether the university has it own plan."[1]

The need for this standard is explained as:

> Racial and ethnic minorities comprise more than twenty (20) percent of our population, but they are vastly underrepresented in American journalism and mass communications student bodies and faculties and among practitioners. Women comprise more than fifty (50) percent of our population, but they are underrepresented on journalism and mass communications faculties. Aggressive efforts by...educators can help correct this imbalance.[2]

Since the standard went into effect in 1986, progress toward increasing the representation of minorities and females has been slow. For instance, an ACEJMC news release reported that during 1986-88 students in accredited schools were 11 percent minority and 62 percent female. Faculties for schools accredited during 1988 were eight percent minority and 26 percent female.[3]

A similar release for 1989-90 reported an increase of 11 percent minority students (18%) and one percent female students (63%). However, 1991 accredited schools reported no real improvement in faculty representation. Minority faculty increased by one percent (9%) while female faculty decreased by six percent (20%).[4]

This study (a) investigates how accredited schools are trying to meet the requirements of Standard 12, (b) considers how effective the accrediting council judges these actions to be, (c) reports on content analyses of the plans in 49 self studies, (d) lists the activities included in the plans, (e) contrasts the activities with those favored by visiting teams, and (f) provides recommendations for administrators who are developing their own plans.

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Method

This study was conducted in three steps: (a) a pilot study involving content analysis of nine plans, (b) content analysis of an additional 40 plans in self-studies, and (c) content analysis of 26 ACEJMC visiting teams' evaluation reports.

First, as a pilot study, all 93 accredited programs were asked to send a copy of their minority and female representation plans to this researcher. Only twenty replies (22%) were received with 11 (55%) stating that they had not yet developed their plans. Two stated that in lieu of a plan they had submitted grant proposals relating to minority recruitment and retention. Those grant proposals were not included in the content analysis.

Coding forms were developed for each major area covered in the ACEJMC guidelines—student recruitment, student retention, curriculum, and faculty recruitment. The author conducted a content analysis of each plan, listed activities as they were found in the plans, and compiled a list of those activities. Only one activity per plan was noted regardless of how many times the activity was mentioned in the plan. In other words, each school's plan either contained an activity or did not.

Second, the coding forms from the pilot study were used in content analysis of Standard 12 in 40 previous self-studies. The author traveled to the Accrediting Council office at the University of Kansas where self-studies are housed and selected a random sample from the stacks of 1986 through 1991 studies. The results were tallied to produce descriptive statistics.

Third, the author analyzed 26 ACEJMC 1991 visiting teams' evaluation reports using the same coding forms. Comments relating to activities not listed on the coding forms were added as necessary. Team remarks about each activity were coded with a plus for positive comments and with a minus for negative comments

including remarks that this activity was not used by the school.

Results

Tables 1 through 4 list the results from content analysis of a total of 49 plans: nine from the pilot study, step one, and 40 from step two. The number of plans mentioning each activity, and the percentage of all of the plans mentioning each activity

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TABLE 1

ACTIVITIES IDENTIFIED BY SCHOOLS AS MINORITY AND FEMALE STUDENT RECRUITMENT

Activities	n	%
Hold workshops for students	32	65
Contact high schools	29	59
Provide minority scholarships	25	51
Provide minority internships	13	27
Provide minority comms/pubs	13	27
Sponsor minority organizations	12	24
Hold special minority days/events	11	22
Sponsor mentor programs	10	20
Join minority organizations	10	20
Recruit from other colleges	9	18
Hold workshops for teachers	9	18
Impose quotas/percentage goals	6	12
Write grants to increase minorities	6	12
Recruit from industry	5	10
Host visiting minority teachers	5	10
Arrange flags from admissions	4	8
Assign liaison to minorities	4	8
Assign advisory committees	3	6
Hold special faculty meetings	3	6
Provide minority advising	2	4
Conduct minority orientation class	2	4
Purchase lists of minorities	2	4
Provide special enrollments	1	2
Hold staff meetings on diversity	1	2

N = 49
Plans were sampled at random from 1986 to 1991.

TABLE 2
ACTIVITIES IDENTIFIED BY SCHOOLS AS MINORITY AND FEMALE STUDENT RETENTION

Activities	n	%
Waive selective admission	10	20
Hold special advisement	9	18
Provide minority job placement	6	12
Track minority students	5	10
Monitor retention	4	8
Provide special counseling	4	8
Appoint advisory committees	3	6
Provide tutorial assistance	3	6
Survey minority students	2	4
Provide special communications	2	4
Provide directories for minorities	2	4

N = 49

Plans were sampled at random from 1986 to 1991.

TABLE 3
ACTIVITIES IDENTIFIED BY SCHOOLS AS MINORITY AND FEMALE CURRICULUM

Activities	n	%
Cover as topic demands	30	61
Host guest lecturers	19	39
Offer special courses	12	24
Use audio/visual materials	8	16
Conduct faculty res. on minorities	7	15
Assign diversity res./readings	7	15
Include in syllabuses	5	10
Select textbooks incl. diversity	4	9

N = 49

are provided by section.

Tables 5 through 8 list the results from content analyses of the reports of visiting teams' on-site evaluations.

The greatest consistency among the schools' plans was found in the student recruitment section with three activities mentioned in more than half of the plans. The next greatest consistency was found in the curriculum section with one activity mentioned in more than half of the plans. No other activities were present in more than half of the plans.

Student recruitment. Instructions for this section reads: "If the minority student enrollment is below its representation in your service area and compared with your university-wide percentages, what plans do you have to increase the percentage of minority students in the major?"[5]

The two most common activities mentioned in student recruitment sections of the schools' plans involved reaching out to high school students. They were holding workshops for minority students (32 schools) and contacting high schools about potential minority students (29 schools). The next five most common activities involved special scholarship assistance for minority students (25 schools) the most common. Two activities dealt with providing role models for the minority students.

The visiting teams' agreed with the schools about the importance of reaching out to minority students and providing them with special financial assistance. Two activities tied for the most positive comments (7 schools): providing minority scholarships and holding workshops for minority students. Two other activities tied for the second most positive comments (4 schools). They were imposing quotas or percentage goals and contacting high schools. Two negative comments were made about schools that had not imposed quotas. Two other activities had two positive comments each. They were assigning liaisons to minorities and sponsoring minority organizations. The only other positive comments (1 each) were about joining minority organizations, providing minority advising and enhancing the minority experience. However, the visiting teams' evaluations noted having an enrollment representative of the population as more important than any particular activity to achieve that end. The most negative comments (5) were made about schools that

had not accomplished that end.

Student retention. Instructions for this section read: "Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special programs developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process."[6]

Not surprisingly considering the instructions above, several of the most common activities in student retention sections related to advising. Holding special minority advising sessions was mentioned in nine plans, while tracking minority students was in five. Monitoring student retention and providing special counseling were each in four plans. However, the most frequently mentioned activity (10 schools) was waiving selective admission for minority students.

The visiting teams agreed that waiving selective admission is important. It was mentioned twice positively. However, the teams judged two other criteria equally important in evaluating student retention efforts. These were minority and female students' class participation and their reports on attitudes of faculty and classmates. Neither of these were mentioned in the schools' plans. Holding special advisement was noted positively in one team evaluation and being sensitive to women and minorities in another. The teams made no comments about monitoring retention or providing special counseling. They did, however, make negative comments about schools failing to appoint advisory committees and failing to maintain records on minority graduates.

Curriculum. Instructions for this section read: "How do you ensure that students know about the status and contributions of minority and female journalists and other communications professionals currently and historically? Specific and relevant information is expected."[7]

The most frequently mentioned activity (30 schools) in the schools' curricu-

TABLE 4
ACTIVITIES IDENTIFIED BY SCHOOLS AS MINORITY AND FEMALE FACULTY RECRUITMENT

Activities	n	%
Represent minorities on searches	15	31
Contact minority organizations	15	31
Advertise in minority journals	13	26
Seek minority candidates	12	24
Provide temporary positions	12	24
Use minority adjuncts	12	24
Recruit from graduate students	10	20
Recruit from industry contacts	10	20
Provide univ. special incentives	10	20
Establish quotas	9	18
Recruit from minority schools	7	14
Recruit at professional meetings	6	12
Contact other universities	5	10
Dev. pool of minority candidates	5	10
Recruit from guest speakers	5	10
Flag minority candidates	4	8
Recruit from visiting professors	3	6
Assure salary equity	3	6
Have a standing AA committee	3	6
Use minority directories/lists	3	6
Establish a promotion plan	2	4
Write grants prepare min. teachers	2	4
Encourage women/min. in ads	2	4
Pre-interview candidates	1	2

N = 49

lum sections was covering minority and female contributions as topics demand. The next most frequently mentioned activity (19 schools) was hosting guest lecturers. This was followed by offering special courses relating to minority and female contributions (12 schools).

The visiting teams made more negative comments (6) than positive ones (5) about covering minority and female contributions as topics demand. They made 11 negative comments about schools' failing to include such units in course outlines. They made more positive comments (4) about offering special courses than about hosting guest lecturers (1).

TABLE 5
ACTIVITIES CITED BY EVALUATION TEAMS AS MINORITY AND FEMALE STUDENT RECRUITMENT

Activities	Pos.	Neg.
Achieve representative enrollment	3	5
Provide minority scholarships	7	2
Hold workshops for students	7	
Impose quotas/percentage goals	4	2
Contact high schools	4	
Assign liaison to minorities	2	1
Sponsor minority organizations	2	
Sponsor mentor programs		1
Join minority organizations	1	
Provide minority advising	1	
Enhance the minority experience	1	

N = 26

TABLE 6
ACTIVITIES CITED BY EVALUATION TEAMS AS MINORITY AND FEMALE STUDENT RETENTION

Activities	Pos.	Neg.
Waive selective admission	2	
Obs. student class participation		2
(Students) report no racism	2	
Sensitivity to women/minorities	1	1
Hold special advisement	1	
Appoint advisory committees		1
(Students) report no fac. conflict		1
Maintain min. graduation records		1

N = 26

TABLE 7
ACTIVITIES CITED BY EVALUATION TEAMS AS MINORITY AND FEMALE CURRICULUM

Activities	Pos.	Neg.
Include in syllabuses		11
Cover as topic demands	5	6
Offer special courses	4	
Host guest lecturers	1	1

N = 26

Faculty recruitment. Instructions for this section read: "If the percentages of female and minority faculty are lower than their representation in your service area and compared with your student populations, what plans do you have to increase their percentages on your faculty?"[8] This information is requested in two parts—by minority faculty and by female faculty.

The two most common activities mentioned in faculty recruitment sections were representing minorities on searches and contacting minority organizations. Each was mentioned 15 times. The visiting teams did not mention representing minorities on searches at all and only mentioned contacting minority organizations once and then negatively.

The three items mentioned most frequently by the visiting teams dealt with results—achieving parity representation or making progress toward it. Achieving parity in female representation was mentioned positively seven times and negatively about schools that had not achieved parity five times. Progress toward female parity was mentioned four times positively and four times negatively. Achieving parity in minority representation was mentioned positively four times and negatively about schools not achieving parity eight times. Progress toward minority parity was mentioned three times positively and twice negatively.

The teams frequently mentioned two activities that some schools had included in their plans. They noted using minority adjuncts and establishing quotas each positively five times and negatively twice. Several schools also mentioned using minority adjuncts (12 schools), but fewer (9 schools) noted establishing quotas. Both the schools (10) and the teams (4) noted several occasions of university provided special incentives.

Other activities frequently mentioned by the visiting teams were: Seeking minority candidates (3+, 1-); providing a comfortable environment for minorities

and females (2+); recruiting from the school's own graduates (1+); providing salary inducements (1+). Failure to recruit from industry contacts was mentioned negatively twice, and to contact minority organizations and other universities once each.

Discussion

Administrators of journalism and mass communications schools can use the findings of this study to assure that their plans include the major activities most acceptable to ACEJMC visiting teams. They can also learn from Arizona State University's plan which ACEJMC considers a model. Excerpts from this model plan provide guides to meeting ACEJMC expectations by each of the sections.

Student recruitment. For instance, the student recruitment section may include activities involving efforts to reach out to high school students and personnel who influence those students. This can be done through summer workshops for journalism and yearbook staffs, particularly if special efforts are made to get schools with large minority enrollments to attend. If there is a charge for participation in the workshop, fee waivers or scholarships could be granted to minority students. A recent issue of *News Photographer* describes such a program sponsored by the University of Missouri. It lists people to contact for assistance and possible funding sources.[9]

Conducting an annual summer workshop for students is one activity noted in the Arizona State University model plan:

STRATEGY 7. Continue to hold and enhance two-week summer high school journalism workshop for Valley minorities and then maintain contacts with participants to offer career guidance, scholarship information and advice about college admissions.

Outcome 7.1. Through funding from *The*

TABLE 8
ACTIVITIES CITED BY EVALUATION TEAMS AS MINORITY AND FEMALE FACULTY RECRUITMENT

Activities	Pos.	Neg.
Female balanced representation	7	5
Minority balanced representation	4	8
Progress in female representation	4	4
Establish quotas	5	2
Use minority adjuncts	5	2
Univ. provided special incentives	4	1
Progress in minority representation	3	2
Seek minority candidates	3	1
Comfort of minorities/females	2	
Recruit from industry contacts		2
Recruit from own graduate students	1	
Salary inducements	1	
Contact minority organizations		1
Contact other universities		1

N = 26

Arizona Republic/Phoenix Gazette enroll 10-20 students each summer.[10]

Acquiring funds to establish a number of minority scholarships to majors in journalism and mass communication is received positively by ACEJMC. Two schools reported receiving sizeable grants from national foundations for funding minority scholarships. Area newspapers may also be willing to fund minority scholarships in return for a contract from the student to work for them upon graduation. A recent issue of *Minorities in the Newspaper Business* illustrates major newspapers' assertive efforts to recruit more minorities and females. It provides several organizational contacts.[11]

Newspapers' interest in recruiting minorities and females should enhance opportunities to place these students in internships. The Arizona State University plan started with two local, paid minority internships in 1991-92 and a plan to add at least one per year over a five-year period.

Arizona State University's model plan provides for increasing scholarship

support for minority students. It sets specific dollar goals by year:

Outcome 5.1. Provide a minimum of $8,000 in scholarship support earmarked for minority students each year and add an average of $500 each year for a minimum total of $10,000 by 1994-95.

1988-89	1989-90	1990-91	1991-92
$1,000	$1,000	$8,000	$11,000[12]

Goals are the foundation of Arizona State University's plan. Evaluation of progress toward those goals can be judged quantitatively. For instance, this model plan proposes to "Actively recruit minority students through personal visits by faculty and academic advisers and through mailers." Four outcomes are noted as objectives to this strategic goal. They are listed below as they appear in the self study:

Outcome 2.1. Increase the minority student enrollment in the Cronkite School by at least 5 percent each year.

1987-88	1988-89	1989-90	1990-91	1991-92
111	116	125	140	149
	(4.5% inc)	(7.8%)	(12%)	(7%)

Outcome 2.2. Increase the percentage of minority students within the entire student body (pre-majors and majors) each year.

1987-88	1988-89	1989-90	1990-91	1991-92
(9.8%)	(10%)	(10.2%)	(11.4%)	(12.3%)

Outcome 2.3. By 1992 (annually after that), each faculty member and academic adviser to visit area high schools to promote the Cronkite School and to gather baseline data on promising minority students.

Outcome 2.4. By 1992 (annually after that), target minority students from high schools in the Western United States who have expressed an interest in journalism and/or broadcasting and send them information on the Cronkite School.[13]

Goals like those in Outcome 2.1 and 2.2 demonstrate real progress toward parity. ACEJMC visiting teams want to see a student body that is representative of the school's service area or goals like these which demonstrate progress toward parity.

Student retention. Many of these organizations also sponsor minority job fairs. Taking minority students to job fairs lets them know that they can get jobs, and may increase retention. Fairs may also provide contacts for recruiting minority faculty and role models.[14]

Providing role models for minority students was a frequently mentioned way to encourage those already in journalism and mass communication program to stay. It also provides opportunities to encourage others, who may attend presentations of outstanding minority practitioners, to consider journalism-related careers. One school included in this study received a grant to provide role models and mentors to minority students. The Arizona State University model plan recruits and retains minority administrative support staff as role models:

Outcome 3.1. Consistently keep the percentage of minority administrative support staff above 33 percent.

1987-88	1988-89	1989-90	1990-91	1991-92
(29%)	(29%)	(57%)	(57%)	(57%)[15]

Although it was mentioned only once by visiting teams, special advising appears to be the one activity that is perceived most important by the schools to keep minorities in journalism programs. Only waiving selective admission was mentioned in more plans, and it appears to be as much for recruitment as for retention.

Neither special advising nor selective admission are mentioned in the Arizona State University plan. However, it does establish a peer support group for minority students:

Outcome 6.1 The Association of AHANA Journalists, with faculty adviser Sharon Bramlett-Solomon, meets regularly and encourages the academic and professional success of minority students.[16]

No matter which activities are used, visiting teams want to see numbers to show that proportionately minorities survive the program and graduate at the same rate as other students.

For instance the Arizona State University model plan has this statement:

Outcome 6.2. Consistently graduate minority students in proportion to majors enrolled in the School.

1988-89	1989-90	1990-91	1991-92
(10% enrld)	(10.2%)	(11.4%)	(12.3%)
(8.8% grad)	(9.3%)	(7.8%)	(10.1%)[17]

However, numbers alone will not suffice. Team members talk to students. They want to hear that minority and female students are comfortable in their classes and that faculty and classmates are sensitive to their needs.

Curriculum. Fewer activities were provided under curriculum than any other section. The major finding is that the Accrediting Council wants minority and female topics included in syllabuses rather than covered sporadically. The Arizona State University model plan has as its Outcome 4.2 to "Build units on cultural sensitivity and the contributions of women and minorities into the syllabi of applicable courses in the school."[18]

Another important activity is offering special courses. Several of the schools and ACEJMC teams noted such courses as a way of including the contributions of minorities and females in curricula. The Arizona State University plan proposes to develop and offer a course each spring semester entitled "Race, Social Change and Media." According to the May 1992 ACEJMC minutes, one member stated that schools should at least have elective courses that include minority contributions.[19]

Textbook selection offers another way of blending these contributions into the curricula. Much research has been done on the status of women and minorities in journalism-related fields, and this information is finding its way into the textbooks. In the public relations area, Broom and Dozier have provided an example of presenting female and minority practitioners' contributions through side bars. *Using Research in Public Relations* presents minority and women practitioners as experts on topics throughout the text.[20] Such treatment could blend minority and female contributions into other classes. If more authors follow suit, particularly in the media history area, it will be much easier to comply with Standard 12. In the mean time, students could be given assignments and allowed to do independent study projects to gather biographical and professional information on outstanding women and minority practitioners. These efforts should be listed in course outlines.

However, listings in syllabuses are not enough and visiting teams talk to students. They expect minority and female students to remember discussing contributions of their role models in classes.

Faculty recruitment. The most obvious conclusion from the teams' evaluation reports on faculty recruitment is that they want results. They want parity of faculty with the service area or at least documented evidence that progress toward parity is being made. For instance, the Arizona State University model plan sets specific goals for minority and female faculty representation:

> **STRATEGY 1.** *Actively recruit minority and female faculty members through personal contacts, networking, and appropriate female and minority media and academic organizations.*

Outcome 1.1. By 1994-95, increase percentage of female and minority faculty

members to at least 33 percent.

1987-88 1988-89 1989-90 1990-91 1991-92
(14.2%) (12.5%) (22.2%) (22.2%) (29.4%)[21]

Many other schools note difficulties meeting such goals. For instance, it is frequently hard to identify minority candidates. Affirmative action guidelines forbid asking questions that identify candidates by race and ethnic background. These guidelines were established to protect minority candidates, but they also make it difficult to identify minority candidates for preferential treatment. None of the plans explained how to identify minority candidates within a pool.

Few plans assured salary equity after hiring minority candidates. Several commented that minority candidates were lured away by more lucrative salaries than they could offer. A few provided programs to assure fair salaries for females. As long as women are paid inequitably journalism schools will continue to have difficulty recruiting and retaining them.

No promissory notes

Once a school has decided upon the activities to be included in its plan, the activities should be implemented immediately. ACEJMC does not accept promissory notes. Thus, visiting teams take a dim view of last-minute plans drafted the year before a site visit. Instead they want to see established plans with progress toward goals that demonstrate commitment to the spirit of the standard. In the minutes for the Accrediting Council's May 1992 meeting, one member "asked why all of these changes were happening now, and not during the seven years since the last visit?"[22]

Failure to comply with Standard 12 may not by itself warrant loss of accreditation. During the May 1992 meeting, the council found nine of 14 schools out of compliance on Standard 12. Only one lost accreditation; three were given provisional re-accreditation. One of those given provisional was in compliance on Standard 12. Two schools were out of compliance only on Standard 12. They were re-accredited. Still Don Schultz, chair of the Accrediting Committee, stated during the May 1992 meeting, that "Standard 12 is an important standard to be out of compliance."[23] ❏

1. *Accredited Journalism and Mass Communications Education 1990-91*, (1990) Accrediting Council on Education in Journalism and Mass Communications, p. 14.

2. *Ibid.*

3. Shaw, Susanne. Accrediting Council on Education in Journalism and Mass Communications undated news release.

4. Shaw, Susanne. Accrediting Council on Education in Journalism and Mass Communication, January 1992 new release.

5. *Journalism Accreditation Self Study Report to Accrediting Council on Education in Journalism and Mass Communications* (1989) p. 30.

6. *Ibid*, p. 31.

7. *Ibid.*

8. *Ibid*, p. 30.

9. Rogers, Elizabeth (October, 1989), NPPA/Missouri's minority workshop hurt by lack of interest, late start. *News Photographer*, 10-16.

10. Arizona State University: Walter Cronkite School of Journalism and Telecommunication, "Strategies and Outcomes," handout provided by ACEJMC for schools seeking guidance for Standard 12 plans.

11. *Minorities in the Newspaper Business* (Summer, 1990) American Newspaper Publishers Association Foundation, in conjunction with participating organizations of the Task Force on Minorities in the Newspaper Business, 6 (2).

12. *Op.cit.*

13. *Op.cit.*

14. *A Proposal to the Knight Foundation to establish the "Florida Journalism Scholarship Center" and "Knight Scholarship Program* (January, 1987) The University of Florida College of Journalism and Communications.

15. *Op.cit.*

16. *Ibid.*

17. *Ibid.*

18. *Ibid.*

19. Minutes of the Accrediting Council Meeting, Governor's Suite, Westin Hotel, Chicago, May 1-2, 1992, p. 9.

20. Broom, Glen M. & Dozier, David M. (1990) *Using Research in Public Relations: Applications to Program Management*. Englewood Cliffs, N.J.: Prentice Hall.

21. *Op.cit.*

22. *Op.cit.*, p.1

23. *Ibid*, p. 6