



Women's Words

Strength in Diversity • Volume 10 No. 1 Fall 2000

Life, liberty & the pursuit of tenure

By Beverly Merrick
New Mexico State University



Photo courtesy of Beverly Merrick

After pulling two-all-nighters, photocopying and filing, I finished my tenure file. It was 11 inches thick: a two-inch binder and an expandable folder each for teaching, research and service.

At four Monday morning, I placed the five duplicate files for the tenure and promotion committee on the faculty shelving in the office. Again, my car was the only one in the parking lot.

That afternoon, I open my e-mail to find a missive from the acting head of the department, who said, "I do not think the tenure and promotion committee wants to lug those around the campus. I wish you had followed my instructions. All that was necessary was to present what you had in the binder."

This person also happens to be the chair of the committee that decides my fate; keeping his support is essential to an affirmative vote. So goes a life of expandable files when one is going up for tenure and promotion.

When I decided to become a professor, I thought higher education would be less political than a career as a grassroots environmental organizer or an investigative reporter, both occupations in my earlier life.

But now I know the truth. I find myself here — after years of being answerable to:

- students who question assignments and grades and what you wear and how you wear your hair;
- colleagues who tell you women and blacks are taking over the profession even though you're the only woman professor in the department and the two before you didn't get tenure;

See **TENURE**, page 8

Kitty Endres, Editor, The University of Akron

Feminist Forum

Warning: This column contains material that many men (and some women) might consider icky.

After four years of my daughter's nagging and four yearly reminders from my gynecologist, I went for my "annual" mammogram on July 10.

I'm not normally so cavalier about my health, but I have this "thing" about mammograms and the mere thought of being squeezed, pulled and twisted.

After the mammogram, I congratulated myself for maturity and didn't think another thing about it — until the next week. That's when the nurse called to relay the results.

I cannot remember the whole conversation but terms like "unexpected mass" and "dark images" kept coming up. The gist of the conversation was I needed another, more focused, "spot compression" mammogram of the "questionable areas" right away.

On July 26 (of the same year), I went in for that mammogram.

Right before the AEJMC convention, the nurse called with the good news. Everything looked okay but I'll need yet another mammogram in six months. I'll make that appointment in January 2001 — in fact, I've already written a reminder in my date book.

I bring this up, not to make everyone uneasy, but to illustrate a point.

Women in academia are busy — teaching, researching and doing service. When we're not at school, chances are we're doing things for others — children, significant others, profession, community, church, you name it.

We seldom take the time or the trouble to take care of ourselves. We put off mammograms and pap tests because we don't have the time for all that stuff.

That's wrong.

We need to be in top physical condition to face the stresses of modern life in academia.

Staying well is perhaps the best *tactic* for

a successful career and a happy life.

During this volume of *Women's Words*, the theme is tactics - ways to survive and succeed in academia and life.

Erika Engstrom, the Commission's research chair, outlines how nationally known women scholars continue their research agenda even in times of crisis (p. 6).

There are other important stories in this issue. Sue Kaufman, of Eastern Illinois, pays tribute to the experience and insight of feminist researcher Donna Allen (p. 5).

Bev Merrick takes another approach in her article, "Life, Liberty and the Pursuit of Tenure." During the course of the year, she'll be taking readers inside the tenure and promotion process — her tenure and promotion. Part one (p. 1) deals with getting all those notebooks ready for the tenure process.

This is a story I always thought needed to be done. I remember, not so fondly but very vividly, going up for tenure. It was a lonely journey — my tenured colleagues didn't talk to me — my chair wouldn't provide much guidance as I put my materials together. That isolation, that lack of knowledge made the already stressful tenure process even worse. I felt that open communication and more information about the tenure process were the best tactics.

It is my hope that Bev's series will spark a renewed discussion of the tenure and promotion process. I invite tenured women to share their tenure and promotion stories with *Women's Words*. I also invite non-tenured women to share their concerns as they near "tenure year." Perhaps others can suggest "tactics" for coping with tenure and promotion.



Women's Words

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Women's Words is

published by the Commission on the Status of Women, Association for Education in Journalism and Mass Communication. During the academic year 2000-2001, it is produced at the School of Communication, The University of Akron, Ohio.

Articles for *Women's Words* are welcome. Please send them to Kathleen L. Endres, School of Communication, Kolbe Hall, The University of Akron, Akron, Ohio 44325-1003. Letters for the Feminist Forum should be sent to the same address, indicating *Feminist Forum* on the outside envelope or in the e-mail copy. Electronic copy, either via disk or e-mail, is preferred. The deadline for the Winter issue is January 15.

The editor gratefully acknowledges the support of the School of Communication at The University of Akron for its assistance.

Fall 2000

ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION
(AEJMC)

COMMISSION ON THE STATUS OF WOMEN

CALL FOR PAPERS

Annual Meeting • August 5-8, 2000 • Washington, D.C.

The Commission on the Status of Women invites submissions of research papers for competitive paper sessions at the AEJMC 2001 annual meeting in Washington, D.C.

The Commission seeks scholarship related to issues of gender and communication. We welcome research papers that use a variety of approaches and research methods, including, but not limited to, critical, empirical, ethnographic, historical, legal, and semiotic. It is expected that the research will demonstrate a familiarity with feminist communication theory where appropriate. We especially encourage submissions by students. Authors of accepted papers must be able to present their papers at the conference.

Submission guidelines:

- Submit six copies of the paper, including a 75-word abstract on a separate page.
- Suggested paper length is 25 pages of 12-point type, excluding notes, references, and figures or illustrations.
- Identify author(s) on a separate page with mailing address, telephone number, and e-mail address of author to whom correspondence should be directed
- Paper title should appear on all pages as a running head.
- Submissions cannot be under consideration for presentation at other conferences or publication by hard copy or electronic journals.
- Submissions must be postmarked by April 1, 2001.

Send submissions and direct questions to:



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SUBMISSIONS MUST BE POSTMARKED BY APRIL 1, 2001

In Brief



Knight Foundation awards grant

The Knight Foundation has given a \$140,000 grant to a women's research group to study the status of women in journalism and mass communications education.

Ramona R. Rush, Kentucky, and Carol E. Oukrop, Kansas State University, are the principal investigators on a project that will replicate, update, and expand a study the two published almost 30 years ago about women in the field.

The Freedom Forum also awarded the group \$10,000.

Also working with the project are 22 other scholars conducting complementary studies.

They are: Jo-Ann Huff Albers, Western Kentucky; Martha Leslie Allen, Women's Institute for Freedom of the Press in Washington, D.C.; Chandra Arts, Pikeville College in Kentucky; Maurine Beasley, University of Maryland; Lori Bergen, Kansas State University; Diane Borden, San Diego State University; Christy Bulkeley, retired newspaper publisher; Carolyn Byerly, Ithaca College; Judith Cramer, Long Island University; Pamela Creedon, Kent State University, and Jan Dates, Howard University.

Also on the research team are Susan Henry, California State at

Northridge; Sue Kaufman, Eastern Illinois; Marilyn Kern-Foxworth, consultant, Silver Spring, Maryland; Therese Lueck, University of Akron; Sue Lafky, University of Iowa; Marion Marzolf, retired professor, University of Michigan; Barbara Reed, Rutgers; Kandice Salomone, University of Rhode Island; Katharine Sarikakis, Coventry (England) University; Leslie Steeves, University of Oregon; and Judy Turk, Zayed University, United Arab Emirates.

The results will be reported out at a special pre-conference symposium before the annual convention of the Association for Education in Journalism and Mass Communication in Washington, D.C. in August 2001.

Special issue of RFR/DRF for 2001

Resources for Feminist Research/Documentation sur la recherche féministe needs manuscripts for its upcoming issue on "Feminist Cultural Production."

Contributions should examine the field of feminist cultural production as well as feminist critiques and dilemmas arising from cultural practices.

The issue will be divided into three sections: Research articles; Situated practices and histories; and

Discussion and commentary papers.

Research articles should be between 20 to 30 pages and discussion papers be 5 to 10 pages. All manuscripts should be typed, using Chicago Manual of Style. Name, affiliation and addresses should be on a separate cover sheet. Send four copies in English or French with a 125-word abstract and biographical note to Editors, RFR/DRF, OISE/UT, 252 Bloor St., Toronto, Ontario M5S 1V6 Canada, E-mail: rfdrf@oise.utoronto.ca. Deadline for submissions is Nov. 30.

Feminist Teacher seeks manuscripts

Feminist Teacher seeks articles on the theory and/or practice of feminist pedagogy, annotated course descriptions, bibliographical essays and letters to the collective.

Feminist Teacher is also seeking reviews of books, periodicals and videos that address pedagogical issues from a feminist perspective.

For a copy of the "Guidelines for Authors," contact Theresa D. Kemp, Feminist Teacher Editorial Collective, University of Wisconsin-Eau Claire, Department of English, Eau Claire, Wisc. 54702-4004 or E-mail: feminist_teacher@uwec.edu.

New book series from Library Co.

The Library Company of Philadelphia's Program in Early American Economy and Society and the Johns Hopkins University Press have issued a call for manuscripts for their new book series, "Studies in Early American Economy and Society."

The series, under editor Cathy Matson, will include scholarship in commerce, finance, business, manufacturing, agriculture and political economy of the American colonies and the early nation (until about 1850). Work on the Atlantic world economy, comparative regional and international development, the transformation of the Northern American colonies into a rising nation within the world economy, the nature of population and migration patterns, popular perceptions of credit and debt in the early nation and topics in the field of economic history are encouraged.

Senior scholars and first-time authors are encouraged to contact the series editor at the Program in Early American Economy and Society, The Library Company of Philadelphia, 1314 Locust St., Philadelphia, Pa. 19107; Phone: (215) 546-5588; Fax: (215) 546-5167; E-mail cmatson@librarycompany.org.

Lessons from Donna Allen

By Sue Kaufman
Eastern Illinois
University

Editor's note: At the AEJMC convention in Phoenix, Ramona Rush of Kentucky, Maurine Beasley of Maryland, Annette Samuels of Eastern Illinois, and Sue Kaufman of Eastern Illinois, shared some "Defining Donna Moments." Sue Kaufman, with input from Ramona, Maurine and Annette, provides some of Donna's perspectives.

The truly "great" are somehow the easiest to know, sharing the greatest visions in the simplest ways. I discovered that after the death of my mentor, teacher, colleague, friend and sister Donna Allen on July 19, 1999.

Things that Donna taught us . . .

- *The person on the phone or in front of me is the most important person in the universe and demands my total and complete attention.*

Donna Allen had a way of making you feel like you were the most important person in the universe. The first day I spoke with her I felt I'd known her all my life. And from that moment on we were friends and sisterly travelers.

- *Never say anything negative about anyone. Accent the positive.*

"The worst thing she

ever said about anyone in my presence was in regard to a job applicant, and that was simply a very brief, "Well, I suppose she would do." Maurine Beasley said. "Donna refused to waste time on the negative. She didn't like to talk about illness or personal problems. She wanted to concentrate on getting tasks done."

Right, Maurine, but she sure could lay it on about the big, bad media corporations!

- *Always support one another, because if we don't no one else will.*

"Donna sent me flowers after one particularly difficult press conference when I was working for [Washington, D.C. Mayor] Marion Barry," Annette Samuels recalled. "The note said, 'Remember I'm always here. Call me. Love, Donna.'"

- *Have a "Can do, where-there's-a-will-there's-a-way attitude."*

Her attitude inspired her, and all who came in contact with her, Beasley said. "She honestly believed that women were changing communication and reforming society in spite of many repressive forces that she rarely alluded to."

- *Walk your talk!*

"Donna was a person who walked her talk with every breath she drew her entire life: a glorious life dedicated to freedom, democracy, and the right for

each of us to speak for ourselves. This woman who amazed all of us with her principled dedication to freedom of the press worked in many roles and dimensions over the course of her life to assure that freedom was the independent variable," said Ramona Rush

- *Take time to write a few words to people - by hand.*

Donna Allen loved high tech, but she knew the importance of low-tech, high touch. She set up satellite conferences and planned media networks, but she also wrote little notes to her friends and colleagues, and, I suspect, to countless others we'll never know she knew.

- *Live simply; simply live.*

Donna understood economics and was the consumer society's worst nightmare. She bought her clothes at resale shops and kept her expenses to a minimum. Everything she had she poured into the causes that defined her life: women's, civil and human rights, peace, restructuring the communications system, and a belief in the importance of youth.

- *Network as if your life depended on it; it does!*

Donna Allen was always making connections. She was a wonderful spinner of people, ideas, theories and dreams. Listen to her words from the conclusion of her



"From Opportunity to Strategy" chapter in the first book with Ramona Rush, "Communications at the Crossroads: The Gender Gap Connection" (1989) Ablex Publishing Corp.: "The stronger and more extensive we can make our worldwide women's communication systems, the sooner and better we will be able to close the gender gap in media outreach and make our needed contributions to a more viable, a more peaceful, and a more equal world communications system and thus a more viable, more peaceful, more equal society."

Eight big lessons from a woman small of stature, but large of heart, energy, wisdom and power - what is shared here represents what should merely whet the appetite of others who may choose to begin the enormous task of examining the life works of this remarkable woman.

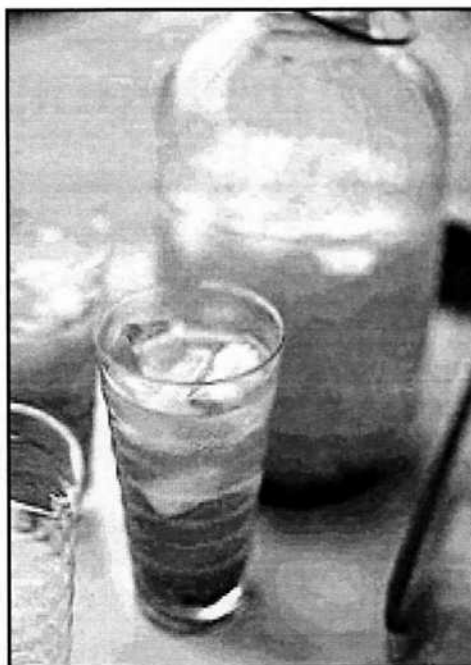


Photo courtesy of Martha Stewart.com

Making Lemonade

Maintaining research productivity when life hands you lemons

By Erika Engstrom

University of Nevada, Las Vegas

We've all been there: We plan to complete a journal manuscript or conference paper, setting out all the materials—articles, books, index cards, highlighters, data printouts, style manuals—envisioning hours of uninterrupted work at the computer, drinking coffee and munching on pastries, occasionally looking out the window at a rainy day like in those misty television commercials. Then, poof! Life gets in the way, either by way of the student in your office doorway, having to pick up your child from day care, or unexpected crises that totally disrupt even the most mundane aspects of everyday existence.

Whether your life goes crazy by choice, such as when you take on an administrative position or decide to have children, or circumstance, such as fighting an unjust personnel decision or losing your home to a natural disaster, the pressure to produce quality research remains at the end of the day. Women scholars who've experienced life-altering events or have learned, despite the added responsibilities of running departments and colleges, share how they've learned to negotiate their way through their busy worlds to find the time and energy to create and maintain productive research

programs. They offer these tactics:

Make a decision about how much of your time, energy, and soul you are willing to put toward research. Everyday life sees us juggling, and striving to excel at, teaching, research, and service responsibilities, not to mention having a life! If we devote our energies in all these directions, we end up “satisficing”—satisfying some needs and sacrificing others. “First, decide in advance how much it really means to you to be a productive researcher and active faculty member when you are also trying to be a self-respecting member of the family,” says Linda Steiner, associate professor and chair of the Department of Journalism and Media Studies at Rutgers University. “I say this because I believe that if you articulate to yourself how important it is, and why, then it will be easier to carve out the time and energy for work.” Once you have made this decision, things get a little trickier, because then you actually have to....

Budget your time. “You can't do everything, although you think you can,” says Maurine Beasley, professor in the College of Journalism at the University of Maryland, adding, “The day only has so many hours.” Beasley says she was

lucky when her adopted child came during the summer, when she could take a break from teaching, and that her husband was very supportive. Even when we do have a support system, the time element plays an incredibly important part of our research responsibilities. We know time is finite, yet oftentimes we willingly take on more than we can handle. "You've got your priorities, so skip the rest," adds Linda Steiner.

Successful researchers take time out regularly to write, read, or reflect about their research projects. Even 30 minutes a day devoted to these simple activities will do. If you find your days become simply too crazy, do what Linda Steiner does: reserve a certain amount of time every month or every semester. "I suggest planning the most rewarding, most fun or easiest aspects or types of research for those times when you predict you will be most 'down,' and in need of a pick-me-up," she offers.

Scholar-administrators, who must deal with the relatively short-term duties of running departments, schools, and colleges, must look ahead to when they return to the faculty ranks. Sharon Dunwoody, director of the School of Journalism and Mass Communication at the University of Wisconsin, spoke about ways to maintain research productivity at this summer's AEJMC meeting. She manages to find research time amidst her administrative duties by making the conscious effort to delay some responsibilities or engaging in them less intensely: "A decision to devote a given week in the summer to finishing an article or to draft a grant proposal means that my administrative pile grows precipitously during that time. But, well, tough!" says Dunwoody.

Establish a focused program of research. Maintaining research productivity not only begins with protecting your time, but it also entails concentrating your efforts. Develop a set of research questions that build on a topic. This maximizes resources as you work from a centralized body of past literature and explore those suggestions for future research you include at the end of your research papers. Sharon Dunwoody explains the benefits of keeping research going in one main direction: "Moving linearly through a set of research questions allows you to keep any one research project to a manageable size. It also means that, if there is a hiatus in your work at any point, your next publication will be quickly recognizable as part of this larger body of work." Eventually, a series of journal articles focusing on one central topic can become a book, which certainly will enhance promotion and merit.

Use a "production board" that outlines your research projects. A visual representation of what you're doing research-wise serves as a constant reminder of the priority of doing research. This nifty tip from Ann Hollifield, assistant professor in the Department of Telecommunications at the

University of Georgia, might serve you well, especially if you have several projects going at once.

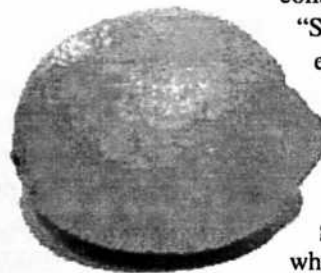
It works like this: List every research project you're involved with or that you are planning for the immediate future. For each, create a column for each stage of research, and your goal for that project. Stages include "literature review," "funding," "design," "pilot study," "data collection," "analysis," "conclusion," "draft," "final version," "under review," or "in press." Goals might include: grant proposal, conference paper, journal, or book manuscript.

Once you've graphed out stages and goals, set a schedule for when you want to get things done: "I make it my goal to move at least one research project forward by one stage each month," says Hollifield. "If I succeed, the process of checking off the box serves as an immediate, small gratification from my research work. If I *don't* get enough done, the unchecked box is a very visible reminder that I haven't been keeping my priorities in balance."

Seek outside funding. The reality of doing research involves spending money on research assistants, equipment, travel, materials, and copying costs. If your department doesn't have the funds to pay for these necessities, it comes out of your pocket. External support from grants covers these items. The time you spend writing grants and proposals can pay off in the long run by funding multi-purpose research projects—ones that you can turn into several separate, but related, convention papers or journal articles. "It can be a pain to devote time to grant writing," says Sharon Dunwoody. "But external monies are far more likely to allow you to hire students and or other individuals — postdocs, for example — to help you out." Successful grant proposals have an added bonus — they can "count" as research at merit and evaluation time.

Collaborate with other scholars. Teaming up with a research partner on a series of projects also serves as a way to maximize efforts. Plus, switching first authorship lets all collaborators to reap benefits. Adds Sharon Dunwoody: "Such group work allows research to get done at the extent you wish. But additionally, I could rely on my other two colleagues to keep the daily work going when my schedule did not permit me to pay attention."

Collaborate with your students, both undergraduate and graduate. It's a win-win situation when you involve your students in your research projects, or when you oversee theirs. Students learn the pragmatics of doing research, and get experience presenting papers at conferences, and learn the publication process. Collaborating with students often makes for the most rewarding and enjoyable aspects of teaching and research. Besides bringing fresh ideas and perspectives to your research, students' enthusiasm and differing worldviews can re-



Lemons

Continued from page 7

invigorate other projects you have going. As Ann Hollifield notes, "It also gives me the opportunity to build long-term research partnership and collaborative relationships."

Students who take a course with an honors option from Hollifield have the choice of doing her or his own research paper or joining Hollifield on some project she's already working on: "Most honors students opt to join my projects because my projects already are defined and organized, and we can agree on a specific time commitment each week." If you teach an honors course, which usually takes the form of a small, senior seminar, you might consider this route as well.

A reminder: When you do collaborative research with students, make sure the list of authors reflects the contributions made. As Sharon Dunwoody points out, "If I'm going to remain productive, I must be prepared to pay some cost in order to secure the good work of others."

Turn lemons into lemonade. All right, it's one of those trite sayings we see on mini-magnet plaques and coffee mugs. But you can take challenges in your personal life and tailor them to your research. For example, Lana Rakow, professor of Communication and Women's Studies at the University of North Dakota, took catastrophic challenges in her life and began writing about them. Her firing as the director of the School at UND and the loss of her home to flood waters in 1997 became topics for research. By incorporating her personal life experiences ("participant observation") into her research agenda, Rakow uses life's obstacles to inform her research: "It's a heck of a way to gather material, but I remind myself that the personal is not only political, it is publishable," she says.



For Rakow, even invitations to speak at conference panels serve as incentives for research projects: "I try to make the most of each invitation by finding multiple uses for what I present, including publishing," she says. Her panel remarks at this year's International Communication Association conference became an article for that group's feminist division newsletter, and she's thinking about publishing respondents' remarks made at this past summer's AEJMC meeting.

All these tactics address the practical aspects of maintaining research productivity. There's just one more tip, perhaps the most difficult to put into practice.

Be kind to yourself. Women assume the nurturer role in almost every facet of their lives, yet often neglect their own well being. Reward yourself for even small successes. "You finished the manuscript? You deserve an all-day hike in the woods!" says Linda Steiner. But don't beat yourself up if things don't turn out exactly as you envisioned. "Don't articulate your plans as an all-or-nothing proposition, and then call yourself a failure for not doing it all, because you'll just give up," says Steiner.

Being kind to yourself also means sharing your concerns with friends and colleagues with whom you can vent, accepting help from others, and allowing yourself to say "no." Woman's work might never be done, but at least we can use our ingenuity and resourcefulness to create the kind of scholarship that can help our daughters, real and figurative, face the challenges of academic life with strength and confidence.

The following books might provide further insight: *Getting Tenure* by Marcia Lynn Whicker, Jennie Jacobs Kronenfeld, & Ruth Ann Strickland (1995, Sage); *Publishing for Tenure and Beyond* (1999, Praeger) and *Authoring Books and Materials for Students, Academics, and Professionals* (1998, Praeger) by Franklin Silverman.

Tenure

Continued from page 1

- department heads who advise you in November that the travel budget is gone when you have two conferences coming up;
- deans who didn't like it that you brought media mogul Ted Turner to campus because he said something about liking buffalo better than cattle;
- peer reviewers who

wonder why that particular woman journalist should be the object of research because she never did anything "noteworthy";

- legislators who criticize that teachers are paid too much for the little that they do and wonder out loud why teachers are leaving the profession when it comes time for them to run for political office again;
- Rush Limbaugh;
- that I still once again

have to explain what I am doing while I am doing it.

I am exhausted.

Welcome to the life of a woman going through tenure and promotion.

I construct an e-mail. Then I discard it. I take a deep breath. Then I begin again—with a new frame of mind. I explain to the acting head that the head of the department, who is on a Fulbright, told me that all the research articles had to

be included in the research section.

That took three inches.

I have taught 10 different courses throughout my years at New Mexico State University. Four of those courses were new; another one was revised to a general education course. All these had to be documented with syllabi and selective class plans, testing instruments, as well as the student

Continued on next page

Tenure

Continued from page 8

evaluations.

That took another three inches.

Like many women in the profession, I serve.

That took still another three inches.

Women helped me through this process.

Last March I asked for a meeting with tenured women on campus to find out how to put together a T&P package. I can still see the panel of the selected few sitting up in front of the room, talking with some satisfaction that they had made it, visible proof that someone does get the nod in this veritable minefield of academia.

In the audience, I sat beside someone who came to the university the same year I had. I had always admired her. She was doing great work with the women of the Chipawas. I always told myself, "If only I could do as well as Christine Eber, I shall make it."

That day she told me in a quiet voice that she had not

done enough. I expressed astonishment. It seems she was short in journal articles.

Can anyone ever do enough?

After the meeting I went back to my office, where I changed the title of the computer "Tenure File" to "Believe."

I subsequently followed the panel's instructions to the letter. They had said department heads would try to talk you into submitting less - because, after all, it all would have to be gone through, and besides, there's all those photocopying fees that take funds that are needed for travel.

The trick, the panelists said, was to submit more, no matter what anyone said. Document everything.

It would have been quite tricky to document five years of work with only a two-inch binder. The truth is, the binder should be the summary of the three greater files on teaching, research and service.

In the binder, I placed letters from my academic vita, my one-page bio, my educational philosophy, my mentoring philosophy, my

EDITOR'S NOTE: *Going through tenure and promotion is a lonely business. The candidate suffers quietly, as she submits yet another essay or requests yet another letter of support or jumps through yet another hoop. The editorial staff of Women's Words wanted to eliminate some of the mystery associated with the tenure and promotion process. Thus, we asked Commission member, Bev Merrick, to write a series of essays as she goes through the tenure and promotion process at New Mexico State University. This is the first of that series. Neither Bev nor the editorial staff of Women's Words knows how this story is going to end. We just hope that if you are already tenured, the series will bring back memories, and if you are in graduate school or still on the tenure track, you'll learn from Bev's experiences.*

Did you know? A look at the numbers

- Thirty-nine percent of all full and part time faculty members at colleges and universities in the U.S. are women. That means there are only 368,813 women faculty members, compared to 562,893 men.
- Of the 368,813 women faculty members, 190,672 are full time.
- About 65 percent of all full time faculty had tenure in 1997-98.
- Seventy-two percent of men, compared with 52 percent of women had tenure in 1997-98.
- About 67 percent of faculty at public institutions had tenure, compared with 59 percent of faculty at private institutions.

Source: National Center for Educational Statistics, U.S. Department of Education

writing philosophy, notification of teaching fellowships, notable unsolicited and solicited letters from students; anything and everything any one of my colleagues and my deans had ever said nice about me.

All this was prefaced with the letters that had come from the four outside reviewers.

As the last act of the all-nighters, I typed up an index for it all and placed it front of the binder.

You have heard many horror stories about what can happen in the tenure and promotion process.

They are all true.

But there is nothing like the satisfaction of reading once more from a student who says, "Dr. Merrick, you influenced me to enroll in the journalism program at a pivotal time in my life. I left your office

after that initial meeting feeling like I was a person who belonged in the profession. You helped me become more confident and self-assured, for which I will always be grateful."

I have made a difference. I teach.

My tenure and promotion file is in, I can go back to my life.

Last night my house flooded. The plumbers are here. They are trying to figure out why my house flooded, when there is no leak. It is amazing the inner strength you can muster up when you find your piano is sitting on a damp carpet.

It is the unending story.

Get your tenure and promotion file in, move pianos by yourself - and hope.

Nominees needed for MAYS Award

The Commission invites applications for the \$500 Mary Ann Yodelis Smith (MAYS) Award, which funds feminist scholarship that has the potential to make significant contributions to the literature of gender and media.

First presented in 1995, the MAYS Award honors Mary Ann Yodelis Smith, a past president of AEJMC and a long-time advocate for women in the academy.

By April 15, applicants should send four copies of a five-to-seven page description of the project and its potential contribution to the scholarship on gender and the media and a brief one page description of the applicant's qualifications for undertaking the project. A three-person panel, including a past recipient of the Award, will judge applications.

Notification of the winner will be made in May. Applications should be sent to Kate Peirce, Department of Mass Communication, Southwest Texas State, San Marcos, Texas 78666. For questions, contact Peirce at 512/245-3482 or e-mail at kp02@swt.edu. The MAYS Award will be presented at AEJMC's Washington, D.C. convention in August 2001.

Co-chairs' columns



Therese Lueck, First Year Co-Chair

The litany of dedication read: "Roberta Applegate, Cathy Covert, Muriel Cantor, Marilyn Fife, Frances Grinstead, Helen Hostetter, Marian McBride, Helen Patterson, Anne Pride, Madge Rush, Martha Stuart, Elizabeth Yamashita and especially Mary Ann Yodelis Smith whose chapter would have been in this book — we will always wish it were."

The editors, Donna Allen, Ramona Rush and Sue Kaufman, asked that names of other inspiring women who have preceded us in death be placed on this list. We now, of course, must add one of those editors to the top of the list.

These women are still with us in many important ways. Through the settlement of her estate, MaryAnn Yodelis Smith this year contributed \$10,000 to the research award that bears her name.



Too many of our colleagues have died without having received the professional recognition they earned. It is up to us to correct for that lack.

Our research has filled the gaps of scholarship, peopling media history with lively, hard-working women. So, too, can our praise and celebration replace the silence that greets the accomplishments of women.

While the physical loss reminds us of the importance of these colleagues, it can also serve as a call for us to honor the women who are still with us.

As the Commission heads into its second decade, we plan to recognize women leaders in our field. The 2001 convention "Wild Women in the Academy" theme will be "Honoring Our Foremothers." Looking to those who are still around us as well as those who have died, we plan to recognize the women working and teaching in media who

went through so much to lay the path for us.

The adversity that these women faced still lingers with an appalling capacity to kill women and their accomplishments. Saluting the progress that our foremothers made is one step toward blocking this backsliding.

In a second step to thwart the backlash, we are resuscitating the Commission's Resources Committee. Since feminists continue to be under assault in academe, we are breathing life back into this wonderful resource that, according to one original member, has been "defunct."

A third step I'm undertaking as your Advocacy Chair is to broaden the sisterhood. There is strength in numbers against those who would wish to divide us through superficial differences.

The Commission on the Status of Women at AEJMC is linking arms with the feminist research groups of the other communication education associations to promote feminist research.

These three steps should help us better assess the status of women in journalism and mass communication education and the media workplace. They should also enable us to make some changes for the better. Each of these steps is a work-in-progress at this time.

Stay tuned for exciting details on recognition, resources and recourse as they unfold over the coming year.

Terry

Kate Peirce, Second Year Co-Chair

I know I'm not the only one, but I haven't been happy with AEJMC convention sites in a couple of years. Not since, oh, Baltimore, I guess, and I've been pretty vocal about it. I live in Central Texas and the last place I want to go is some place with a similar climate.



On the other hand, the Phoenix convention was a happy diversion in a lot of ways. I went to panel sessions that I probably would have skipped if the entertainment had been more enticing, and I learned more than I would have from entertainment (no matter how many times

I tell people you can, too, learn from fiction, it is not fiction that is information rich). I justified my department's monetary contribution to the trip by learning more about where people stand on feminist theory and gender research. I heard about mentoring experiences on both sides of the experience and, of most interest to me, I learned about a woman named Donna Allen.

Now, I'd heard of Donna Allen, saw her at CSW meeting one time, in fact, but I'd never known her. I really, really regret that fact. From what I heard, Donna was a brilliant, creative dynamo who gathered women into her nest and helped them hatch their eggs.

Ok, maybe that isn't the right image, but all I heard was "Donna did this for me" and "Donna did that for me" etc. *ad nauseum*. Here was a woman who touched many lives and helped women in journalism and journalism education for many years. I know a lot of you knew her, so I'm not saying anything you don't know – unless I'm getting a few adjectives wrong.

Adjectives aren't the point, though. The point is that I was envious of all of you who

knew her and benefited from all she had to offer. Then I realized that, great as she was, she wasn't the only one who had things to offer other people. And I saw many of you in Phoenix. Sometimes I just listened to you. Sometimes we had conversations. Sometimes it was the "across a crowded room" thing going on. Whatever the encounter, your presence gave me strength and hope.

We've come a long way, but we aren't there yet. More than a few of us, including me, are going through things in our departments that we shouldn't have to go through. I'd say that misery loves company, which may be true, but a better cliché is that there is strength in numbers.

As I deal with things I cannot change, I think about the fact that I'm not alone, and other people have gone through worse. I remember conversations and pats on the back and just being allowed to 'vent,' as my sister the nurse lets her patients do. I hate to suggest it, but I think I must: Maybe it was a good thing it was hot outside.

Kate

Grad student applicants wanted

The Commission invites graduate students who conduct research on women in journalism and mass communication to apply for the third annual Mary Gardner Award.

This award is designed to fund research that has the potential to make an excellent contribution to the scholarship on women and journalism and mass communication. The award honors Mary Gardner, professor emerita at Michigan State University and the first woman elected president of AEJMC.

By April 15, applicants should send four copies of a three-to-five page description of the project and its potential contribution and the applicant's qualifications for undertaking the project. A three-person panel will judge the applications.

Notification will be made to the award winner in May. Applications should be sent to Kate Peirce, Department of Mass Communication, Southwest Texas State, San Marcos, Texas 78666. For questions, contact Peirce at 512/245-3482 or e-mail at kp02@swt.edu. The Gardner Award will be presented at AEJMC's Washington, D.C. convention in August 2001.

Business meeting minutes

Aug. 10, 2000 -
Phoenix, AZ

CALL TO ORDER:

The meeting began at 12 p.m.

APPROVAL OF

MINUTES: Minutes from last year's business meeting were approved as amended. Caroline Dow moved that, "(9000 participants)" and "white men tended to have the highest salaries" be removed from the Diversity Study Update section of the minutes. Motion was seconded and approved.

OFFICER AND

COMMITTEE REPORTS:

Co-chair Judith Cramer thanked incoming co-chair Terry Lueck, Kate Pierce, program chair, Catherine Cassara, the Research chair and Annette Samuels, the recorder, for their support and recognized Kathleen Endres for "totally transforming" *Women's Words*.

Co-chair called for the following reports.

Co-Chair/Advocacy

Report: Judith Cramer reported on the status of The Web Directory of Experts on Women and Minority Issues, which will be published on the Web by 2001. Cramer also presented a "new 3-year plan" that was developed by the Commission on the Status of Women and the Commission on the Status of Minorities.

Co-Chair/Management

Report: Terry Lueck reported that the Commission had a beginning balance of \$6,697.47 at the start of the fiscal year and a balance

of \$7,513.32 on June 30, 2000. The MAYS award for faculty research began October 1999 with \$11,756.95 and received income during the year of \$10,844.77 with no expenses and ended the fiscal year with a balance of \$22,601.72. The Mary Gardner Award began the fiscal year with a balance of \$11,964.17, had income of \$833.99, expenses of \$500.00 and ended the fiscal year with \$5,733.62.

Vice-Head/Program

Chair Report: Kate Peirce presented an "Officer's Duties Draft" for Vice-Chair and noted that some of the "duties are different from what has been done or presumed in the past," and suggested that those changes "may also indicate possible Bylaw amendments."

Research Chair

Report: Catherine Cassara reported that CSW received a total of 17 papers and accepted 60 percent of that number. The number of submissions was down 10 from the previous year. Last year 27 submissions were received and 66 percent were accepted. Faculty and student papers were judged together. Graduate students fared well, authoring four of the top six papers, including the top paper. Cassara recognized and presented certificates to Cindy Price, Wyoming, for Top Faculty Paper: "Does Sex Make a Difference? Job Satisfaction of Television Network News Correspondents," Kim

Golombisky, South Florida, "Four Gender Equity Models and Why They Matter to Mass Communication Education," and Heather Wiese Starr, Drake, "The Language of Abortion: A case Study of the *Des Moines Register* and *The Quad City Times*, 1992-1999."

Newsletter Editor

Report: Kathleen (Kitty) Endres reported that during the 1999-2000 academic year, *Women's Words*, the newsletter of the CSW, was published at the University of Akron's School of Communication.

The following goals/objectives were accomplished: (1) The newsletter was redesigned graphically; (2) The editorial content was expanded to include: original research by Commission members, how-to stories to help readers start or strengthen their careers and improve their teaching and news on convention presentation, publication funding opportunities. In addition, the newsletter has continued to provide the news of the Commission. (3) The newsletter came out more frequently and in more substantive size.

OLD BUSINESS:

a. AEJMC Diversity Study Update: Caroline Dow reported that Phase One of the Diversity multi-year study has been completed. Request for proposals for Phase Two will be going out shortly. The next phase will be looking at all standards

for the past 10 years and attempt to determine what happened with the Accreditation Committee, look at retention and do a longitudinal study by next year .

b. Wild Women in the Academy: Judith Cramer reported that CSW and the Media and Disability Group were hosting on Friday, Aug. 11 at 8:30a.m. A PF&R Panel Session: Wild Women in the Academy 6: Native American Women and the Mass Media - Making a Place and Making a Difference. The panelist was: Linda White Wolf, a native American Assistant Program/Promotions Director for KGHR radio in Tuba City, AZ.

c. Annual Report to Standing Committee on Research: The Annual Research Report was submitted to the AEJMC Executive Committee on June 15, 2000.

NEW BUSINESS:

Election of 2000-2001 Officers:

2nd year Co-Chair:

Terry Lueck

1st year Co-Chair:

Kate Peirce

Vice Chair/Program Chair:

Annette Samuels

Research Chair:

Erika Engstrom

Recorder: Ann Colbert

Newsletter Editor:

Kitty Endres

The 2000 CSW membership adjourned the meeting at 1 p.m.

Proposed Bylaws



CSW officers are suggesting revisions to the bylaws to be more reflective of how the Commission actually works. For example, we have not had a graduate student as an officer in a long time, so instead of an electing a graduate student to office, the first-year co-chair will appoint a graduate student liaison to the Commission. We also suggest eliminating "treasurer" from the recorder's title because the position is not needed; the first-year co-chair is responsible for working with AEJMC on budget matters

We will be voting on these changes at our business meeting in Washington, D.C. so please review them between now and then. - Kate Peirce

Revisions proposed for August 2001 vote (Caps indicate proposed additions; strike through indicates proposed deletions.)

Article I – Name
The name of this organization shall be the Commission on the Status of Women.

Article II – Purpose
The purpose of the Commission is to advocate for the improvement of the status of women in journalism and mass communication education as well as in the journalism and mass communication workforce.

The Commission shall promote feminist scholarship in journalism and mass communication, and shall plan and present programs.

Article III – Membership
Membership in the Commission shall be open to members in good standing of AEJMC (who are dues paying members of the Commission).

Article IV – Officers
Section 1. The officers of the Commission shall be two Co-Chairs (a first Year Co-Chair and a Second-Year Co-Chair), a Vice-Chair, a Research ~~Paper Competition~~ Chair, a Newsletter Editor, a Recorder-Treasurer, and a Graduate Student Representative. The officers shall perform duties prescribed by these Bylaws and by the Constitution and Bylaws of AEJMC.

Section 2. Election of the officers shall be held at the annual meeting.

Article V – Executive Committee
Section 1. The Executive Committee of the Commission shall consist of the elected officers.
Section 2. The Executive Committee shall have general responsibility for the conduct of affairs of the Commission between its annual business meetings, fix the time and place of meetings, make recom-

mendations to the Commission, and perform other duties as may be prescribed by the Bylaws.

Article VI – Duties of the Officers

Section 1. The Second Year Co-Chair of the Commission, WHO IS ALSO KNOWN AS THE ADVOCACY CHAIR, shall be the person who served in the previous year as the First Year Co-Chair. This person shall also serve on the Executive Committee of the AEJMC and assist the First Year Co-Chair in her duties as needed.

Section 2. The First Year Co-Chair, WHO IS ALSO KNOWN AS THE MANAGEMENT CHAIR, shall oversee the activities of the Commission and shall appoint any committees and task forces deemed necessary. The First Year Co-Chair shall be the person who coordinates liaisons between the Commission on the Status of Women and the Commission on the Status of Minorities and other groups within AEJMC actively engaged in supporting the non-discrimination and multicultural inclusiveness clause in the AEJMC Constitution. (These groups include those dedicated to lesbian/gay/bisexual issues and interests of persons with disabilities.) This person shall also coordinate liaisons between the

Commission on the Status of Women and Divisions within AEJMC; THIS DUTY SHALL INCLUDE THE APPOINTMENT OF A GRADUATE STUDENT LIAISON AT THE ANNUAL BUSINESS MEETING. THE FIRST YEAR CO-CHAIR SHALL HAVE SIGNING AUTHORITY FOR THE BUDGET AND SHALL REPORT ON THE BUDGET AT THE ANNUAL MEETING. The First Year Co-Chair shall also represent the Commission at meetings of the AEJMC Executive Committee in cases where the Second Year Co-Chair cannot attend.

Section 3. The Vice Chair shall assist the First Year Co-Chair and shall be responsible for the preparation of the program for the annual meeting.

Section 4. The Newsletter Editor shall be responsible for publication of a newsletter ~~and for coordinating the voting for the Outstanding Woman in Journalism and Mass Communication Award.~~

Section 5. The Recorder-Treasurer shall be responsible for taking minutes at the annual meeting ~~and for receipt and payment of Commission funds through the AEJMC Treasurer.~~ The Recorder-Treasurer shall also be responsible for coordinating membership drives.

Continued on next page

Bylaws

Continued from page 13

Section 6. The Research Paper Competition Chair shall be responsible for conducting competitions for research papers to be presented at the annual meeting in compliance with requirements of the AEJMC Standing Committee on Research.

Section 7. The Graduate Student Representative shall be responsible for representing the interests of the graduate students in the activities of the Commission, and encouraging graduate student participation in Commission activities.

Article VII – The Resource Committee
Section 1. A Resource Committee, made up of full professors who are members of the Commission on the Status of Women, shall be appointed by the First Year Co-Chair of the Commission on the Status of Women, and shall serve the following functions.

- A. Collate information about and provide information to members who experience sexual, gender, or other harassment and/or discrimination situations.
- B. Keep informed about reported instances of discrimination, in the spirit of the non-discrimination

and multicultural inclusiveness clause in the AEJMC Constitution. The committee should not duplicate the monitoring functions of the Standing Committees of the AEJMC.

C. Provide contact information about members of the Commission who are willing to provide a support network for members who experience discrimination and/or harassment as well as persons who are supporting those who have experienced discrimination and/or harassment.

Article VIII – Meetings
Section 1. The annual business meetings of the Commission shall be

conducted during the annual meeting of AEJMC for the purpose of electing officers, receiving reports of officers and committees, and any other business that may arise.
Section 2. Special meetings of the Commission may be called by the First Year Co-Chair or by the Executive Committee.

Article IX – Amendments
These Bylaws can be amended at any regular meeting of the Commission by a two-thirds vote of those present and voting, provided that the proposed amendment has been mailed to members of the Commission 30 days before the meeting.

Commission celebrates 10 years

By Therese Lueck
The University of Akron

In the fall of 1990, the Commission on the Status of Women was born.

Under the presidency of MaryAnn Yodelis Smith, the AEJMC bylaws created both the Commission on the Status of Women and the Commission on the Status of Minorities.

That same year, the association added wording to the constitution, committing itself to affirmative action and equal opportunity. Both commissions were

constituted to help AEJMC maintain its focus on those goals.

But, if you remember that CSW has been around longer than 10 years, you're right.

It really dates back to 1972 when then incoming president Neale Cople created an *ad hoc* Committee on the Status of Women. That took place immediately after the publication of "(More than you ever wanted to know) about Women and Journalism Education" by Ramona Rush, Carol Oukrup and Sandra Ernst.

The Committee grew slowly. At first the president

of AEJMC appointed members. Then the Committee started programming.

In 1975, the *ad hoc* was dropped but Committee members were still appointed by the president although for longer terms.

In 1982, the Committee created the Outstanding Woman award to recognize the achievements of special women in journalism education. The first of these awards went to Marion Marzolf, who had served as chair of the Committee from 1974-1975.

During the 1990s, the Commission created awards that recognize the impor-

tance of feminist scholarship. The MAYS Award, established in 1995 in honor of past president MaryAnn Yodelis Smith, recognizes an individual scholar for her research.

More recently, an award honoring the first woman president of AEJMC, Mary Gardner, was begun in order to recognize and support the feminist research being done by graduate students.

No slam dunk: time management

By K. L. Gionti
The University of Akron

OK, I admit it – I was a bit overconfident upon beginning my first semester in grad school. After being overly involved as an undergrad, I thought grad school would be a continuation of my first five years of college, with a few more papers. Not that I didn't think I'd have to put forth any effort, but taking only nine credit hours and working 20 hours a week as a graduate assistant seemed like it would be a piece of cake.

Or so I thought.

It wasn't until after the first week when all of my time was literally spent in the library that I realized I wasn't an undergrad anymore. Gone were the days of hanging out at the campus newspaper office for entire afternoons. There's too much research to do.

In order to adjust, I started keeping a daily schedule of classes, study time, work and even sleep. I began to realize that it was possible to get a lot accomplished in a day, provided I stuck to my plan.

And after the first couple of weeks, I also realized that while intense, grad school is manageable (even enjoyable).

In an effort to help new and old grad students alike, here are some organizational and time management tips that have helped make my life a little easier.

- Get a day planner and use it. It doesn't matter if the planner costs \$200 or \$2, just make sure it has plenty of space to write down assignments, due dates and projects.

- Make a daily to do list. Be realistic in what you can accomplish in one day and finish it. Nothing feels better than crossing things off the list.

- Plan your schedule in advance. Make contracts with yourself regarding time, place and study task.

- Write everything down. I found a spiral notebook at Border's that has colored

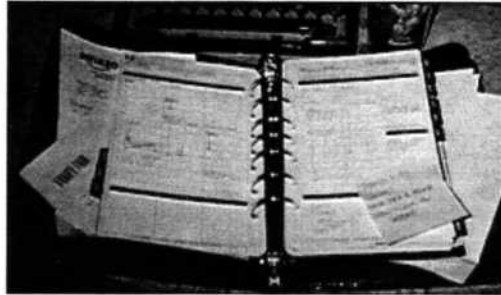


Photo by K.L. Gionti

I can pencil you in next Tuesday A glimpse inside my Franklin Planner shows how hectic life in grad school can be.

sections. I've started using separate sections for class notes, research ideas, goals, questions and notes for my assistantship projects.

- Do some work on a task the day it is assigned. Develop a plan for finishing the assignment by dividing the task into chunks of work within the established deadline.

- Do your most difficult work when you feel your best. Save pleasant tasks for less productive times of day.

- Watch your time on the computer. It's easy to get carried away chatting to friends or writing e-mail.

- Try to wake up 15 minutes earlier than usual to get a jump start on your day. You'll be surprised how much you can get accomplished in such a short period of time.

- Try to eat healthy. I've found that eating a good breakfast gives me the energy I need to get a jump on my day. Try not to rely too much on coffee (or Diet Coke in my case), as too much caffeine is not good.

- Make time once a week for some fun. That thesis idea might just hit when you least expect it.

Dissertation grants set

Doctoral candidates planning a dissertation dealing with women should consider applying for a Woodrow Wilson Dissertation Grant in Women's Studies. Deadline for proposals is Nov. 6, 2000.

These dissertation grants encourage research on women that cross disciplinary, regional or cultural boundaries. Special grants of \$2000 each are also available for dissertations concerning women's or children's health.

Students in doctoral programs who have completed all pre-dissertation requirements, including approval of the dissertation proposal, and expect to complete their dissertations by summer of 2002, are eligible to apply. Candidates within a few months of completing their work should not apply.

Applications are available on line (<http://www.woodrow.org>) or from The Woodrow Wilson National Fellowship Foundation, Dept. WS CN 5281, Princeton, NJ 08543-5281 (Telephone: 609-452-7007, E-mail: charlotte@woodrow.org).

Winners will receive grants of \$2,000 to be used to cover expenses connected with the dissertation. The 15 awards will be announced in mid-February 2001.



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Women's Words

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