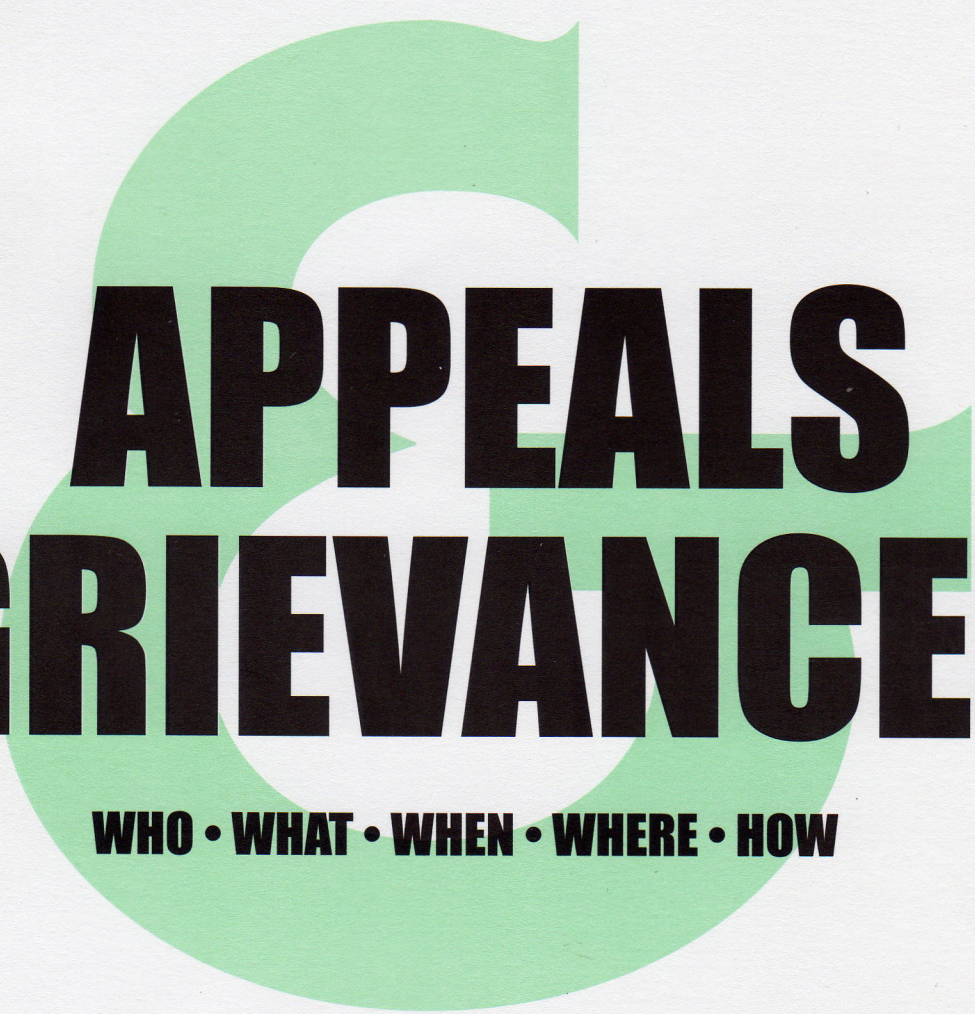


CELEBRATING 30 YEARS OF CSW

WOMEN'S WORDS

STRENGTH IN DIVERSITY • SUMMER 2002



APPEALS GRIEVANCES

WHO • WHAT • WHEN • WHERE • HOW

PLUS: SPECIAL CONVENTION INSERT!



Kathleen L. Endres
Newsletter Editor,
The University of Akron

Let's celebrate!

Thirty years ago in August on a rainy night in Carbondale, Illinois, the *ad hoc* committee on the Status of Women was created.

It had been an unusual AEJ convention that year.

The weather was awful,

probably the worst since the organization had moved its convention to August. But inside, the discussion was heated. Three women from Kansas State – Ramona Rush, Carol Oukrop and Sandra Ernst – had caused quite a stir with a paper about women in the journalism academy. Finally, someone had the research that showed what most women members of AEJ already knew – few women taught journalism; few had PhDs; few were involved in AEJ. In today's vocabulary, we'd call it a "chilly climate." But things were going to heat up at AEJ. A new *ad hoc* committee was going to look more closely at this situation.

If the men of AEJ thought this "women's committee" would just fade away after its one-year term, they were quickly proved wrong. The women of AEJ had bigger plans for this *ad hoc* committee.

Over its 30 years in AEJMC, the *ad hoc* committee, which became a regular committee in 1975 and a commission in 1990, has showcased research on women in journalism, public relations and advertising; images of women in the media, and women in mass communication education. It has served as a clearing-house on courses about women in journalism, research grants and conferences. It was forever reminding AEJMC about the need for women and minority voices on panels, in judging and in leadership. It has helped change the face, tenor and tone of journalism/mass communication education.

For 30 years, the committee/commission on the Status of Women has nurtured a whole generation of feminist researchers and teachers. Committee/commission members have reached out to women just beginning their academic careers, offering them important advice, mentoring and networking opportunities. Women in all stages of their careers have turned to the

committee/commission for support, friendship and fun.

This issue of *Women's Words* is a special one for me for a number of reasons. First, I'm an historian and this is my way of preserving the commission's history. The stories by Wilma Crumley, Marion Marzolf and Jane Rhodes offer rich accounts of how the committee/commission evolved over the past 30 years. Carol Oukrop's story offers a reflection on one woman's personal journey in academia over the past 30 years. The timeline attempts to place the Commission's 30 years within the broader story of women in journalism education. The issue also offers strategies for empowerment in today's academic environment – through appeals and grievances.

This issue is also special because it will be the last one I will be editing. Three years ago, I asked Judy Cramer, then co-head of the Commission, if I could run for editor. I wanted to reposition the newsletter, to make it more than the twice-a-year update on what the Commission was doing. I wanted to make it a forum for Commission members to deal with important topics in academia, to provide practical how-to stories on teaching, research and service and to vent. I hope I have accomplished those goals over the past three years. I have enjoyed editing the newsletter, but I think it's time for someone else to have some fun.

Finally, this gives me an opportunity to thank the individuals who made this volume of *Women's Words* possible. Commission members have contributed excellent stories. Co-chairs Kate Peirce and Annette Samuels have always been supportive and let me have my way on almost everything. The School of Communication at The University of Akron has provided staff and graduate assistant support.

I could not end my tenure as editor without thanking Kelly Gionti, my graduate student for the past two years and *Women's Words* assistant editor. For the past two years, *Women's Words* has been a true partnership. Kelly has been responsible for the look of the newsletter; she's suggested stories and written many of them. I've come to appreciate Kelly's opinion and that "look" when she doesn't agree with me. Kelly will be graduating in May and going on to better and more lucrative things. I wish her well and I will miss her.

Good bye.

WOMEN'S WORDS

CELEBRATING 30 YEARS OF CSW

- 4 30 years ago: The creation of CSW**
by Wilma Crumley A look at what really happened that rainy night in Carbondale 30 years ago
- 5 Continuing the mission ...**
by Marion Marzolf The role of the early *ad-hoc* CSW committee
- 6 Committee to Commission ...**
by Jane Rhodes The first head of the Commission on the Status of Women reflects on the early years
- 7 From the prairies to the professoriate**
by Carol Oukrop What do being a sorority president and running an academic department have in common? They're both like herding cats.
- 11 The complete timeline of women in journalism education**
by Kitty Endres



CSW NEWS

- 10 & 15 Co-Chairs columns**
Kate Peirce says good-bye and Annette Samuels sounds off on journalism
- 16 News**
Hazel Dicken-Garcia wins teaching award and Maurine Beasley wins for her Roosevelt book. Plus, paper calls, new journals and award applications

APPEALS AND GRIEVANCES

- 17 A conversation on appeals and grievances**
by Terry Lueck and Linda Steiner What do you do after you've been turned down for tenure or promotion? Lueck and Steiner share how they coped - and fought back.

GRADUATE STUDENTS

- 22 Grad student grievances**
How do you file a grievance as a graduate student and what are your rights?
- 23 What I really learned in graduate school**
by Kelly Gionti Remembering to say "Thanks" and making friends with other grad assistants will make your life easier

30 years ago: The creation of CSW

By Wilma Crumley
Professor Emerita, University of Nebraska

After three decades it is difficult to separate the facts from the fiction and the hopes from results. To do so and to maintain some level of academic respectability I have turned to two documents: A presidential report my long-time Nebraska colleague Neale Cople wrote about his years as president-elect and president of AEJMC; and a research paper some of the first members of the Women's Committee did in preparation for the Fort Collins, Colorado, convention in 1973.

About the beginnings Cople wrote:

"One highlight occurred during my president-elect year at what I remember as the rainy convention at Southern Illinois-Carbondale ... Standing around somewhere waiting for the rain to ease up my Nebraska colleague, Wilma Crumley, told me she wanted to talk to me about an important idea. I had long since learned to listen to Wilma's 'ideas.' At Nebraska she often came to me with an idea that already had faculty consensus. At Carbondale she told me that a group of AEJ women, including Joye Patterson of Missouri and Wisconsin's MaryAnn Yodelis ... wanted me to support formation of a women's committee. I agreed instantly and offered to see that the committee would have time during the opening session of the next convention at Fort Collins, Colorado. Wilma turned and disappeared into the rain, while I stood there knowing full well that AEJ would have an active Women's Committee...."

We members of the new *ad-hoc* committee set out to provide a sound research base for the problems women in journalism education faced. We knew that Paul Jess of Michigan was preparing a report on the attitudes of journalism administrators about salary, rank and tenure. Professor Patterson and I wanted to know how the women themselves perceived their professional environment. We did so using Q methodology. This is not the place for a detailed report on what we found, but

a few of the findings and comments give historic prospective. The areas of agreement for AEJ women then may well extend to the present. They were concerned about qualifications for those being hired – not wanting women to be hired simply because they were women. A second concern was the low numbers of women in administration. But most of all they shared enthusiasm for their work in journalism.

The study was pungent with their frank expressions of their feelings. For example:

"I say qualifications should be the only consideration. Let the best man win – even when 'that man' is a woman."

"An unqualified woman can hurt the chances for the next woman and other future women applicants. We don't need that kind of help. There are plenty of qualified women."

"I don't think that I shall live to see the day (and I'm not yet 40) when women will be considered 'seriously' for journalism administrative posts (rather than simply to keep HEW quiet)."



Now, let me return 29 years to that opening Fort Collins session which Cople had turned over largely to the new Women's Committee. As the women realized they needed more time, he told us to take what we needed. As the

minutes hastened toward the scheduled closing time, he made what he later called "my best and most popular presidential decision." He called off his presidential speech.

Cople was wrong. His best decision was when he gave us *carte blanche* on that rainy day 30 years ago in Carbondale.

Wilma Crumley was the first chair of the ad-hoc Committee on the Status of Women. The other members were: Joye Patterson, Missouri, vice chair; Paul Jess, Michigan; Ramona Rush, Florida, and Walter Ward, Oklahoma State.

committee, giving us a listing and check off on the dues renewal form. Eventually, we became a commission.

I started *Status News* (the precursor to *Women's Words*) in 1977 and we did compile the directory. We

Continuing the mission . . .

By Marion T. Marzolf
Professor Emerita, University of Michigan

1973, Fort Collins, Colorado: *Ad-hoc* Status of Women Committee members give their reports at the plenary session at AEJ. Women were 6.8 percent of the faculty. They held lower status jobs and were not as well paid as the men.... That evening MaryAnn Yodelis Smith, Wisconsin, and I met and asked ourselves – “Is that all?” Our answer was “No. Not if we can do anything about it.”

So, we made some signs and posted them on doorways leading to sessions and meals, announcing an informal meeting for women the next afternoon. We gathered in a lounge and noticed the wary eyes cast in our direction by the established male faculty members who happened by. Of the 55 women faculty or graduate students registered for the Fort Collins convention, 32 attended and signed up to continue the work.

We proposed that:

- The ad-hoc committee continue at least for a year;
- We introduce color-keyed nametags for members, so we could find each other;
- We do a salary survey of women journalism faculty;
- We compile a directory (as an aid to locating job candidates);
- We start a newsletter and serve as a clearing-house for information on courses about women in journalism, research grants and conferences.

MaryAnn and I met with President Bruce Westley, who not only agreed to continue the committee in his term but also to give up his president address (as had Copple) so that we could have a plenary session the next year. MaryAnn chaired the committee for 1973-74 and I followed in 1974-75. Our reports were published in *Journalism Quarterly*. As long as we remained an ad-hoc committee, we had to request annual renewal. We pressed for a change and became an annual appointed

encouraged papers and research and started showing up for the sessions when the committees claimed space on the program of the convention. By joining with established divisions, we got on the program and our research was presented.

The early group called, phoned and encouraged women to serve on committees and started an informal campaign to elect the first AEJ woman president Mary Gardner. Get out the vote and things happen. That's what our male colleagues had been doing. As more women took assignments throughout the organization, special campaign efforts were no longer needed.

The early group also realized that women should be serving on the accreditation committees. MaryAnn; Cathy Covert, Syracuse; Doug Newsom, Texas Christian, and I worked to bring women into this activity. Cathy was on the accrediting council in 1977; I served in 1981-82, as did others.

As others came along to carry on this work and our numbers grew, we “pioneers” moved along to other responsibilities, but we stayed involved in mentoring and doing research in this field.

MaryAnn Yodelis Smith served as chair of the 1973 Ad-hoc Committee on the Status of Women. Marion Marzolf, Michigan, was her vice chair. Other members of the committee were: Brenda Dervin, Washington; David Gray, San Jose State; E.S. Loramor, East Texas; Larry Scheider, Cal State-Northridge, and Mary Anne Ward, Jefferson Community College. Marion Marzolf was chair of the committee the next year. Committee members that year were Vice Chair Vernon Stone, Georgia; Judi Burken, Kellogg Community College; Susan Miller, Stanford; Barbara Reed, Cal State, L.A.; Tom Reilly, Cal State-Northridge; Mary Ann Ward, Jefferson Community College; Susanne Pingre, Stanford, and Matilda Butler, Stanford.

Committee to Commission ...

By Jane Rhodes, Associate Professor
Department of Ethnic Studies
University of California, San Diego

I recall my tenure as inaugural head of the Commission on the Status of Women as being a frenzied time, full of urgency, confusion, and a sense of purpose. It seems a lifetime ago, and I must admit that my memory of specific events has become foggy.

I was "drafted" by Leslie Steeves, Lana Rakow, and others for the position of vice-chair of the Committee on the Status of Women during the 1989 AEJMC annual meeting. The previous year I was Research chair of the committee. When I look back, I am frankly stunned that I agreed. I was wearing two hats—as a communications professor at SUNY Cortland and a graduate student at the University of North Carolina. Just weeks earlier I finished my qualifying exams, so I was clearly in a weakened state. Regardless, I looked upon the women who served the Committee on the Status of Women as a group of dedicated trailblazers who were committed to making the consideration of gender central to the business of AEJMC. I was honored to be included among them.

During 1989-90 H. Leslie Steeves was chair of the Committee, and she was in the forefront of lobbying to change the AEJMC Constitution and by-laws to prioritize equity and diversity in journalism and mass communication education. This was a considerable challenge. Many of the officials and senior members of AEJMC considered the creation of Commissions on the Status of Women and the Status of Minorities to be hot-button political issues that had no place alongside the traditional focus on teaching, research, and service. Some were ambivalent, some supportive, and some downright hostile. I remember getting very little sleep during the convention, as we all shuttled from meeting to meeting to garner support for the Constitutional vote during the main conference assembly. There was a lot of writing and rewriting of the motion that would introduce the Constitutional provision for the Commission. A key strategy was to work closely with the Minorities and Communication Division; we wanted to demonstrate to the organization that women



and people of color had common and overlapping interests, and that we were working collectively to promote an agenda challenging old racist and sexist practices. How could AEJMC

argue for the diversification of the media workforce, and for the transformation of language about gender and race, but not include the Status of Women and the Status of Minorities as entities with a voice and vote in the organization? Together, we presented a strong constituency and a forceful position.

The day of the vote was anxious; the outcome somewhat anti-climatic. The motion was passed after some discussion—if there was a sizeable backlash, it was muted. Exhausted, the many people who labored for the Commissions celebrated briefly and then we all departed for our respective homes and jobs.

In comparison, the next year was a breeze. Being the first chair of the Commission on the Status of Women was exhilarating; for the first time we had a voice in the organizational deliberations on programming and policy. In the metaphor of inclusion, "we finally had a seat at the table"! Providing leadership for the Commission on the Status of Women was actually quite easy, as I followed the example of the exceptional women who came before me. We had ambitious plans to promote feminist scholarship, to include measures of the Status of Women in all AEJMC reports, and to have AEJMC take visible stands on the enduring problems of discrimination and inequality in media industries.

Over the years, the Commission has been extremely successful in promoting this agenda. Today we take many of these activities for granted—the litany of gender, race and class has become almost cliché. But, the hard-won success of the Commissions should remind us to remain vigilant, as the danger of backsliding is ever-present.

From the prairies to the professoriate

By Carol Oukrop
Kansas State University

"Well, we're under mandate to get a Ph.D., but frankly we've never considered a woman."

This statement in a letter to my mentor, Les Moeller, at the University of Iowa from a male administrator I will not name, illustrates the world of academe I was about to enter upon receiving my Ph.D. from Iowa in 1969.

I found it a little depressing, but not surprising. I'd already had 35 years to learn that this was a white male world.

I grew up on a cattle ranch in western North Dakota, the youngest of two blond, blue-eyed daughters born to a blond, blue-eyed cattle rancher and his stunning brown-eyed brunette wife. I loved my dad, but he did not exactly instill confidence in a girl child. He would introduce my mother as his "ball and chain" or his squaw, and my sister and me as his brats. Our introduction was occasionally accompanied by a rueful grin and "I can color 'em but I sure can't sex 'em."

When I was in sixth grade, we were assigned to produce a class newspaper. I got to be the editor, and I fell in love. I had thought I might grow up, marry our foreman, and live at the ranch, but my aunt Emma told me she might marry him herself. She did too, even though she was 20 years older than he was — but that's another story. Our class newspaper hooked me. From sixth grade on, I planned to make a career out of some form of journalism. In high school I worked on our mimeographed newspaper (advised by our typing teacher who knew nothing about journalism) and edited our yearbook (advised by our biology teacher and featuring photos taken by her husband, our history teacher). Years later when I had occasion to teach a summer workshop for high school journalism advisers, I brought in that yearbook. It sent us into whoops.

In the fall of 1952 I went off to the University of North Dakota in Grand Forks, where I majored in journalism and minored in speech.

My undergraduate years were good ones, in general, although there were some tough spots. My

father died in an accident on homecoming day of my sophomore year, and that was hard for us. While there would be money available eventually, until Dad's estate and things at the ranch were settled Mom didn't have access to college funds. I worked three part-time jobs during my last three years of college, and did weekly newspaper work in the summer. I learned to budget my time.

I made a couple of questionable judgment calls in college. One was getting pinned (engaged to be engaged) to a nice young man who was allergic to animals and whose mother was allergic to me. Taking him for a visit to the ranch was a disaster allergy-wise, and when I suggested at one point that he choose between his mother and me, he chose his mother. Good call.

The other questionable judgment call involved the



college paper and my sorority. I had been groomed for, and fully intended to be, editor of the *Dakota Student* during my senior year. I was also pressured to be president of my sorority, and it was pretty

clear that I could not handle both in addition to my part-time jobs. I gave up the editorship and did the Greek president thing, and I've often wondered whether I made the right choice. I hated being Pi Phi president, but it probably was good training for academic administration years later. Running a sorority house and running an academic department are both a lot like herding cats, and what little couth I can summon in a social situation comes from my sorority years.

During the summer after graduation I went to work for a daily newspaper and I got married. I went back to the newspaper, and my husband went off to boot camp. After his two years in the Army, we went to

the University of Iowa so he could finish dental school and I could work his way through as office manager at the University of Iowa School of Journalism. During my husband's senior year, we had a son.

My husband joined a dental practice in Lander, Wyoming; and for the first time in my life, I tried to play Suzie Homemaker. We decided it was time to have another child, and then our marriage fell apart. While I was in the hospital having our daughter, he took another woman to Jackson Hole for the weekend, and that was the final blow. Shortly after that I left, with a five-week-old daughter and a two-year-old son. (My ex and I are still friends. He has had four wives now. When I attend Oukrop family reunions, I just tell people "Hey, I'm Number One.")

I went back to North Dakota, and enrolled in a small teacher's college in Dickinson. It didn't seem to me that being responsible for two babies at home was conducive to my playing Brenda Starr, so I decided to get qualified to teach high school English and, I hoped, journalism.

During my second month at Dickinson State College I was called in to the president's office and asked to drop my classes and join the faculty. After two years of college teaching, I was no longer interested in teaching high school, but I knew I needed graduate work. I went back to the University of Iowa. I was lucky enough to get an assistantship in the School of Journalism, where I pursued a master's degree. It was hard for faculty members who had known me as a secretary to take me seriously as a student, so I felt I had to work doubly hard.

While I was working on my master's, I learned that I had been admitted to the Ph.D. program at Iowa (for which I had never applied). I learned later that Les Moeller, then director at Iowa, had asked faculty members if they would mind if he hired me as an instructor. There were no women on the faculty at the time. Apparently they didn't mind too much, and he offered me the job. It didn't seem fair to my kids, who were 2 and 4, when I went off to grad school, for me to accept it, but I also knew I couldn't turn down an opportunity to work toward a Ph.D. I received my M.A. in 1964 and joined the Iowa faculty as a full-time instructor, hacking away at the Ph.D. on a part-time basis and completing it in 1969. I was the only woman on a 24-person faculty. Guess who took minutes at faculty meetings?

My mentor Les Moeller had sent letters to several administrators in the midwest and southwest, and not all of them, thank the Goddess, were of the "Frankly, we've never considered a woman" persuasion. Kansas State University, which had a woman on its faculty when the department was established in 1910 and has had at least one woman continuously since 1916,

invited me for a visit and offered me a job. I accepted, and went home and told my children we were going to Kansas where I would be a professor at K-State. My daughter burst into tears and asked, "Why can't you be a secretary like other people's mothers?"

In August of 1969 I found myself at Kansas State University, sharing an office with Ramona Rush, who had just earned her Ph.D. at Wisconsin. There were other women on the faculty as well — Roberta Applegate and Virginia Howe.

Ramona and I hadn't been here long when a woman from the political science faculty came to us with a government study she thought would interest us. It showed that *NO* PhDs in Mass Communication had been earned by women in 1969 — the year both Ramona and I earned ours. We knew there was something wrong with that picture — and with a few other pictures in journalism education as well.

Not long after that we embarked on a national study of women with PhDs and female PhD candidates in journalism education. We ended up calling that study "(More than You Ever Wanted to Know) About Women in Journalism Education," and we presented it at the AEJ convention in Carbondale in 1972. That paper, I think, was a bit of a wake-up call in journalism education. AEJ president Neale Copple appointed a new Ad Hoc Committee on the Status of Women in Journalism Education. Additional studies on the status of women were done and a few changes began to take place in AEJ.

I was not very involved in Status of Women activities. I was never asked to be part of the Status of Women Committee. I had no one to leave my kids with, so I took them to AEJ conventions with me. While women were coming together at the convention in Fort Collins, I was running around the Colorado State campus trying to find my kids. As a single parent, I was probably more interested in getting my kids reared than I was in fighting for women's rights.

In AEJ I was involved, however, in chairing a division and serving on elected standing committees. I found my first service on the Executive Committee quite enlightening. When women members of AEJ began really networking and calling around to suggest women nominees for various offices, I enjoyed being part of that. I was thrilled to see Mary Gardner's name on the ballot and was ecstatic when she won. During her presidency, I somehow got roped in to taking all the notes at the mid-winter meeting (filling in for a male whose wife chose that weekend to have a baby). Getting those minutes out like to killed me, but I felt — woman or not — like an important part of AEJ. Somehow it tickled me that Mary was presiding and I was literally getting the programming decisions down on paper.

During those years after our "More than You Ever Wanted to Know..." report, I remained at Kansas State University, where women have been generally treated well, and I didn't realize that women were treated less well at a lot of other schools. Even at K-State there were some administrative blind spots. When the department head left us in the early 70's, the college administration selected a male with a master's degree as interim head. I doubt it even occurred to the dean that there were two women with PhD's and professional and administrative experience across the hall. K-State was not averse to female sequence heads, however, and gave us responsibilities as demanding and rewarding as anybody else's.

In 1986 the journalism department at K-State was in need of a department head and the dean insisted on appointment from within. The dean asked me if I would serve as interim head, and I told him absolutely not. He then, reluctantly I think, asked me to become head. I had been in the position less than a year when our department was denied re-accreditation and my work was cut out for me. I've worked hard all my life, but never before had I worked that hard. Fortunately, I was working with a great faculty and incredible alumni, and an administration that finally noticed us after 75 years of benign neglect.

In the three years between accreditation denial in 1987 and re-accreditation in May of 1990, the unit had become a named school, became the national headquarters for the Journalism Education Association, tripled the amount of money for student scholarships, expanded the campus FM radio station, doubled its

operating budget, established its first real computer lab and was well on the way to establishing the Huck Boyd National Center for Community Journalism.

I was director of the School for 11 years; and during most of those years I was the only female department head in the College of Arts and Sciences. I had a few negative experiences because of my sex — an alum who when she heard my voice said, "I asked to speak to the department head"; a dean who asked another department head if he didn't think my outfit was cute; and charges from the faculty that I discriminated against men in faculty evaluations. (I was also charged with discriminating against the women.) My favorite comment in faculty evaluations of me was "She's tough, but compassionate." Generally, though, I don't think most people noticed I was a woman.

It's hard to be director and have a life. It was great to go back to faculty status in 1997. I had just settled in for a few relatively quiet years in the classroom when my old buddy Ramona Rush called from Kentucky and asked if we shouldn't update our 1972 study on the status of women. Argh! We knew we should, of course, but so much for those quiet years! We started gearing up in 1999-2000, managed to get \$160,000 in grant money in the fall of 2000, and have been working with 20-some colleagues around the world ever since. Ramona and I, who are both retiring in May, will present our report on the project at AEJMC in Miami on Wednesday, Aug. 7, at 1:30 p.m. We hope to see you there so we can leave the rest of you to write the next chapter. It's been fun!

Women rank at Kansas State

What is it about Kansas State's journalism program? Why does it rate the title of the longest continuous record of hiring women faculty or the first to promote a woman to full professor? What is it about that program in Manhattan that produced two key studies about women in journalism education?

Women's Words was intrigued by the questions so we asked around and got these responses....

From Carol Oukrop, professor and former chair of journalism at Kansas State and co-author with Ramona Rush and Sandra Ernst of one of the key studies about women in journalism education, "I think it's the culture of Kansas. We're an agricultural state settled by men and women working together — on the farm, in the home, in the city commissions, the state legislature and the classrooms. I don't know that it's a long-term recruitment thing. It's just the logic of hiring well-qualified persons. I'm not too sure that anyone even noticed we were women — now or in 1910 when the



department was formed."

From Ramona Rush, professor at Kentucky who began her teaching career at Kansas State, "I don't think K-State went out of its way to recruit women. I am a proud Kansan who thinks fairness is, or at least was, the culture of rural Kansans.... Also, not everyone (read: male) wanted

to go to K-State to advance his or her careers.... But, having said that, the atmosphere in the department of journalism was exciting.... I have told everyone I know that without that first great academic experience at K-State, I would think that all of higher education was rotten — I have something to compare to that tells me how it should be!"



**Kate Peirce, Second
year Co-Chair
Southwest Texas State**

WANTED!

Now that I have your attention, let me repeat: You are wanted! As you know, CSW holds

elections at the annual meeting and that will not change this year. While Erika will move up to first-year co-chair and Annette to second-year co-chair, that leaves openings for vice chair, research chair, newsletter editor and recorder. If you are interested in any of these positions, let an officer know.

If you peruse the CSW schedule for Miami, you will see that Erika and Annette have done an excellent job of scheduling interesting activities. A round of applause, please. Another round of applause for our newsletter editor, Kitty, who has made it her mission to turn *Women's Words* into a quality publication. She has more than succeeded. We need to continue the good work, so please nominate yourself for a position in CSW.

As this is my last column for *Women's Words* (i.e., the last time Kitty can torture me with "Where is your column?"), I wanted it to be worthy of Pulitzer. That won't happen; at best, it may end up on some post office wall. So I'll just hope that Kitty and her assistant Kelly can find some special graphics to fill in the white space and say - briefly - that it has been a pleasure and an honor serving CSW as research chair, vice chair, first-year co-chair and second-year co-chair. I refuse to go away, however, in case anyone was wondering. I just won't be in this position of power that I've grown fond of. Anyone out there with a position of power I could slip into? And yes, I know I'm ending sentences with prepositions. It's a power perk.

Did I say how much of an honor it's been to serve CSW? That's all I really wanted to say.

Kate

CSW members hard at work



From top to bottom (l-r): Tracy Gottlieb, Barb Reed, Kandice Salomone, Ann Colbert and Caroline Dow.

Photos courtesy of Bev Merrick

History of women in journalism education: A timeline

1800s

1869: Robert E. Lee plans first journalism class at college level at all-male Washington College (now Washington & Lee).

1873: Kansas State College (now University) starts class in printing for journalists.

1878: University of Missouri starts formal collegiate teaching of journalism (History of Journalism in the English Dept.)

1886: Martha Louise Rayne starts first school of journalism in the world – to give practical journalistic training to women – in Detroit.

1890: U.S. census reports 888 women journalists, 4% of total.

1896: Sorosis founder and well-known magazine editor Jane Cunningham Croly becomes first woman to teach journalism at the college level at New Rutgers Institute for Young Ladies, New York.



1900s

1908: University of Missouri School of Journalism established. First class includes 84 men and 13 women.



1909: Sigma Delta Chi journalism fraternity founded at DePauw University, no women allowed; Theta Sigma Phi (now Association for Women in

Communication) organized as a journalism sorority at University of Washington-Seattle, no men allowed.

1910: Mary Paxton (later Keeley) becomes first woman graduate of the University of Missouri's School of Journalism; She goes on to teach at Christian College (now Missouri Central). Kappa Tau Alpha, journalism honorary, established at University of Missouri; women allowed.

1912: Pulitzer School of Journalism opens at Columbia, open to men and women of "good moral character." American Association of Teachers of Journalism (AATJ) established (now AEJMC); no women members.



1915: Marguerite McLaughlin, Kentucky, probably the first woman dues-paying member of AATJ.

1917: American Association of Schools and Departments of Journalism (AASDJ) established (now ASJMC).

1920s: Number of women employed in reporting and editing doubles.

Journalism classes taught at 74 institutions, almost all admit women; Genevieve Jackson Broughner is hired to teach journalism at the University of Wisconsin; she starts "features of interest to women in magazines and newspapers" class.

1921: AASDJ rejects membership of the School of Journalism at Baylor College of Women (Texas). Sara Lockwood starts teaching at University of Missouri; she resigns in 1927 when she marries Dean Walter Williams. Ruby Black (who goes on to a successful career in journalism) takes Broughner's place at University of Wisconsin.

1923: Helen Patterson replaces Ruby Black at University of Wisconsin; she teaches writing for homemakers.

1926: Helen Hostetter joins faculty at Kansas State teaching journalism for women and the home page.



1927: Frances Grinstead and Helen Jo Scott join the faculty at the University of Missouri.

1928: Over its 20-year history, University of Missouri journalism school awards 916 bachelor's degrees, 564 to men and 352 to women.

1932: Newspaperwoman Jean James writing in *Matrix* reports that women students need to learn the same things as men; courses aimed at women lead to the employment of women on faculty.

1936: Eleanor Carroll, former managing editor of *Delineator*, hired at Columbia as assistant professor “to add the women’s touch.”

1937: National Federation of Press Women organized.

1938: Female membership of the AATJ drops to 28 (10.6% of all AATJ’s members) from 42 in 1927.

1939: R.E. Wolseley of Northwestern assures newspaper industry that j schools weren’t flooding the market but weeding out incompetents/misfits and women.

1946: Helen Hostetter receives full professorship in journalism at Kansas State, probably the first woman to attain this rank in academic journalism; she gets paid less than men.



1948: Gretchen Kemp joins Indiana University as assistant professor of journalism and director of high school journalism institute.

1950: Membership votes to change name of AATJ to the Association for Education in Journalism (AEJ); Marguerite Higgins becomes first woman journalism graduate to win Pulitzer Prize.

1964: Only 9 women members attend AEJ convention.

1965: Roberta Applegate, Kansas State, writes “Women as Journalism Educators” for *Matrix*. She reports 76 women teach in the 56 schools/departments of journalism belonging to AEJ. Seven are full professors; 12 are associates; 16 are assistants; 20 are instructors. Women are 7.5% of AEJ membership.



1970-71: 131 members of AEJ, 11 % of membership.

1971: Marion Marzolf teaches first women and media course at University of Michigan.

1972: Women’s Institute for Freedom on the Press established and *Media Report to Women* launched; Donna Allen is founder/editor/publisher.

Ramona Rush, Carol Oukrop and Sandra Ernst, Kansas State, present “(More than you ever wanted to know) about women and journalism education” at Minorities and Communication Division, AEJ convention, Carbondale. Major findings: women almost invisible in organization; no women listed as officials or members of executive committee, advisory board or standing



committees; percentage of women involved in *Journalism Quarterly* low; number of women in journalism education low — only about 8% of j faculty.

AEJ President Elect Neale Cople, Nebraska, establishes *ad-hoc* Status of Women committee.

WICI study of 170 journalism schools reveals that 90 had no women faculty and 48 had only one. WICI calls for an affirmative action program to increase women in communication faculties at American colleges and university and to remove discrimination in hiring practices and promotion procedures.

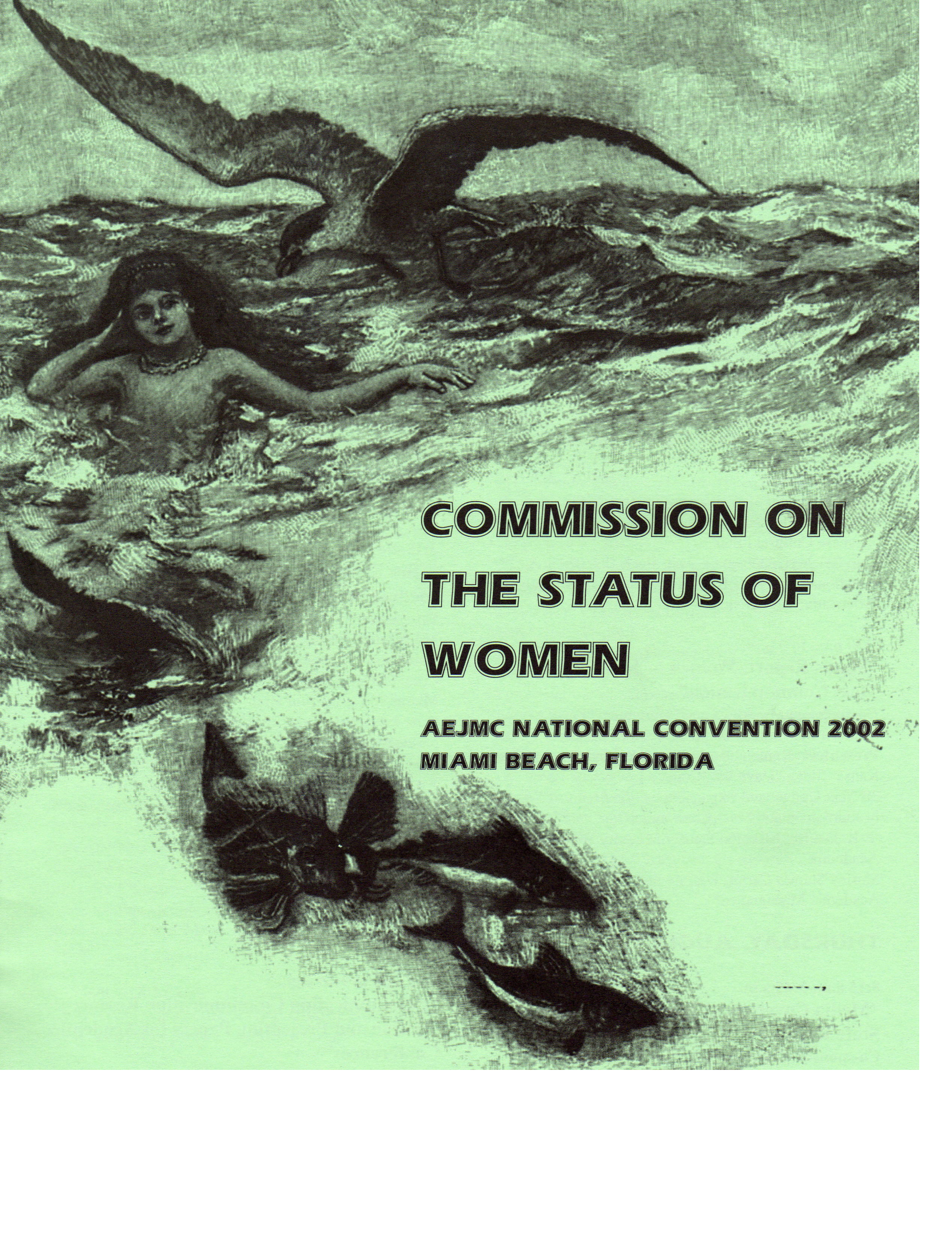
1973: AEJ starts elections for president-elect and standing committees by mail ballots instead of at conventions; move makes it easier for women to be elected to key committees; Cathy Covert, Syracuse, becomes first female division head, History Division; Paul Jess reports at AEJ convention that women have lower ranks, are promoted slower and are paid less than men; women are 8.6% of full-time faculty in discipline and hold 2/3rds of lowest ranks.

1973: Neale Cople gives up presidential address so the new *ad-hoc* Committee on Status of Women, can give results of attitudinal survey of female journalism educators; MaryAnn Yodelis named new chair of *ad-hoc* Committee.



1974: At AEJ convention, Marion Marzolf gathers names of women interested in standing committee positions; ballot carries more women’s names than before; women hold 4 of the 22 elected standing committee and Journalism Council positions; MaryAnn Yodelis and Marion Marzolf give paper that charts the decrease in women from Bachelor’s to Master’s to PhD levels; Committee on Status of Women creates “A directory of women and minority men in academic journalism and mass communication”; Marion Marzolf named head of committee.

WICI hosts reception to bring women educators in contact with professional members at AEJ convention; Carol Reuss, Loyola, becomes first woman head of Magazine Division; Mary Koehler, California-Fullerton, assumes similar role at the Graphic Arts Division; Ramona Rush, Florida, accepts the same position in the International Division.



**COMMISSION ON
THE STATUS OF
WOMEN**

**AEJMC NATIONAL CONVENTION 2002
MIAMI BEACH, FLORIDA**

COMMISSION ON THE STATUS OF WOMEN PROGRAM

Presenters: Jerome G. Kliatchko, University of Asia and the Pacific, Elena E. Pernia, University of the Philippines, Marilou de Ocampo, University of Asia and the Pacific, and Rachel E. Kahn, University of the Philippines, "The Philippines: Gloria Macapagal Arroyo and Corazon Aquino"

Carolina Acosta-Alzuru, Georgia, "Nicaragua: Violeta Barrios de Chamorro"

Arlene Scadron, Pima Community, "Israel: Golda Meir"

Radhika Parameswaran, Indiana, "India: Indira Ghandi"

Don Cudd and Fred Blevens, Southwest Texas, "Pakistan: Benazir Bhutto"

Maria Marron, Central Michigan, "Ireland and England: Mary Robinson, Mary McAleese, and Margaret Thatcher"

11:45 a.m. to 1:15 p.m.

"Wild Women in the Academy VIII: A Black Woman's Way of Knowing"

Moderator: Kate Peirce, Southwest Texas

Presenters: E-K. Daufin, Alabama State, and Charlie Surhor, PoetryPlus & Southeast Jazz Connection, "A Black Woman's Way of Knowing: A Musical Improvisation and Spoken Word Performance"

3:15-4:45 p.m.

"How Scholastic Journalism Is Shaping the Media Careers of Young Women"

Co-sponsor: Scholastic Journalism

Moderator: Marie Hardin, West Georgia

Panelists: Top female high school journalists from Coral Gables Senior High, Miami Palmetto Senior High, Miami Springs Senior High

Dow Jones Newspaper Fund intern from Ft. Lauderdale (college panelist)

5 p.m.-6:30 p.m.

Competitive Research Papers

Co-sponsor: History

6:45 p.m.-8:15 p.m.

Executive Meeting (offsite)

FRIDAY, AUGUST 9

8:15 a.m. to 9:45 a.m.

"Communicating Communication Research: Writing and Presenting Papers for Academic Conferences"

Co-sponsor: Communication Theory and Methodology

Moderator: Dietram A. Scheufele, Cornell

WEDNESDAY, AUGUST 7

8:15 a.m.-9:45 a.m.

Competitive Research Papers

10 a.m.-11:30 a.m.

"Seeing Women Through a Media Lens"

Co-sponsors: History, Visual Communication

Moderator: Kathleen L. Endres, Akron

Presenters: Carolyn Kitch, Temple, "What Is a Heroine? Journalistic Definitions of Admirable Women in Coverage of 9-11"

Kimberly Bissell, Alabama, "Eye on Afghanistan: The Visual Portrayal of Women under the Taliban"

Erika Engstrom, Nevada-Las Vegas, "Retto-kan: The Japanese Cultural Filter"

Tom Reichert, Alabama, "Want Her? Buy This: A Functional Analysis of Women's Images in Sexually Provocative Advertising"

1:30 p.m. to 3 p.m.

"Status Report: Women in Journalism and Mass Communication"

Co-sponsor: Minorities and Communication

Moderator: Annette Samuels, Eastern Illinois

Presenters: Ramona Rush, Kentucky, and Carol Oukrop, Kansas State, "Have We 'Come a Long Way, Baby'?: A 30-Year Update and Expansion on the Status of Women in Journalism and Mass Communication"

E-K. Daufin, Alabama State, "Minority Women in Academia"

Shirley Staples Carter, Wichita State, "Women in Academic Management"

THURSDAY, AUGUST 8

8:15 a.m.-9:45 a.m.

"Media Coverage of Women Heads of State Research

Co-sponsor: Community College Journalism

Moderator: Zeny Sarabia-Panol, Southwest Texas State

Presenters: Barbara Barnett, North Carolina (Graduate Student), "From the Complicated to Condensed: How to Pack Six Months of Research into a 12-Minute Presentation"

Patricia Moy, Washington, "Successful Research: From the Initial Idea to Peer Review"

Maria Len-Rios, Missouri (Graduate Student), "Tips for Graduate Students: Preparing for the Conference Presentation as a Prelude to the Job Interview"

Michelle McCoy, Kent State at Stark, "Academic Presentation Performance Tips for Graduate Students"

1:30 p.m. to 3 p.m.

"Black and Brown Media: Ghetto or Home Sweet Home?"

Co-sponsors: Entertainment Studies Interest Group, Minorities and Communication, Visual Communication

Moderator: Clint C. Wilson, Howard, and Diana Rios, Connecticut

Presenters: Sharon Bramlett-Solomon, Arizona State, "News Photos in Black and Brown"

Meta Carstarphen, North Texas, "Black and Brown Feminist Analysis and Popular Culture"

Camille Kraepelin, Southern Methodist, "Black and Brown Images in a Daily Newspaper"

Maggie Steber, *Miami Herald*, "Coverage of Local Ethnic and Neighboring Foreign Communities in the *Miami Herald*"

Don Umphrey, Southern Methodist, "Minorities and the New Media Environment"

Discussant: Ali Mohamed, Edinboro University

5 p.m.-6:30 p.m.

"Science, Politics, and the Media: Women's Health Issues"

Co-sponsor: Science Communication

Moderator: Bonnie Parnell Riechert, Tennessee

Presenters: Janet Tate, Tennessee, "Before and After"

Julie Andsager, Washington State, "How the Media Frames Women's Health Issues"

Sue Ellen Christian, Western Michigan "The Public in Public Health: Getting the Health Issues of Black, Hispanic and Other Minority Women into the News Media"

6:45 p.m. to 8:15 p.m.

CSW General Membership Business Meeting

Moderator: Kate Peirce, Southwest Texas

8:15 a.m.-9:45 a.m.

Competitive Research Papers

10 a.m.-11:30 a.m.

"Women and the Web"

Co-sponsor: International

Moderator: Kate Peirce, Southwest Texas

Presenters: Carolyn A. Lin, Cleveland State, "Oxygen, Anyone? American Women and the Web"

Doug Newsom, Texas Christian, "Women and the Web in Singapore: Taking Command of Technology"

Sandhya Rao, Southwest Texas State, "Urban Indian Women: Maintaining Family Ties, Virtually"

Barbara DeSanto, North Carolina—Charlotte, "European Women: From Chintz to Chatrooms"

Sabine Fritz, Southwest Texas State, "Women and the World Wide Web in Germany: Language Does Matter"

11:45 a.m.-1:15 p.m.

CSW Executive Meeting (offsite)

1:30 p.m. to 3 p.m.

"Mediating Women across the World: Beauty Queens, Athletes, and Heroines"

Co-sponsor: Critical and Cultural Studies

Moderator: Peggy J. Kreschel, Georgia

Presenters: Fabienne Darling-Wolf, Temple, "Negotiating *Gaijin* Beauty: Race, Gender, and Popular Representations of Attractiveness in Japan"

Radhika Parameswaran, Indiana, "Narratives of Feminine Ascent: Gender, Class, and Empowerment"

Carolina Acosta-Alzuru, Georgia, "Depicting and Consuming Women in a Venezuelan Telenovela"

Lisa Weidman, Georgia, "Women's Sports Magazines in the United States: Commercialism at the Expense of Readers' Self-Concept and Sense of Empowerment"

Discussant: Peggy J. Kreschel, Georgia

HOW TO GIVE A CONFERENCE PAPER

By Michelle McCoy
Kent State University, Stark Campus

The academy demands so much of graduate students, especially if they aspire to pursue scholarly careers. Many programs prepare students in class for the scholarly presentation arena; however, the experience tends to be somewhat simulated in that students present to their colleagues or faculty.

Here are some things that cannot be taught at any practice session.

What to pack....

- Aspirin or headache medicine for the stress and/or the incredible heat and humidity of Miami Beach
- Business cards for networking.

Sometimes, schools will allow graduate students to buy generic cards – have something!

- Enough handouts
- Clipboard, the greatest gift to presenters, especially if your hands tend to tremble or shake. There is nothing more embarrassing than holding a sheet of paper and trying to keep it from shaking! Many professionals position the clipboard on one arm so the nervous energy is channeled, leaving the copy anchored and secure. During a recent colloquium, one presenter used a clipboard to hide a button that fell off her suit jacket!

- Back up disks and/or VHS tape
- Extra hosiery

The presentation....

The podium always is a staple in academic presentations. Basically, the podium allows for some degree of formality and creates a “safe” barrier between the speaker and the audience. While there are many good approaches to podium presentations, many experts believe an outline is the most beneficial. Reading verbatim from a paper is difficult to do because, too often, people sound as if they are “reading” instead of presenting. Here are other tips....

- Make sure the microphone is positioned to your height
- Always say “Good morning, etc.” and thank the audience for coming
- Mark your outline with “blocking” to indicate slide changes or overhead changes

If you are not going to use the podium, you’ll have more freedom to work the room. But avoid pacing too much as this activity can be a distraction. Obviously, the approach can be dictated by the environment.

Difficult moments...

Consider your presentation as if you were defending a thesis or a dissertation. Scholars like to challenge each other. Here are some strategies....

- If you cannot answer a question, a good rule is to politely acknowledge the participant’s remark and say something like, “While I do not have an answer right now, I think you present a good question, and it is something I definitely will explore or recommend for subsequent research.”

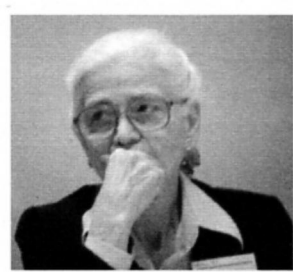
- If the person is overly critically, you can take a stand and disagree or use the “beyond the scope of my study” or the “that’s an excellent point, I’ll consider it in the revision” strategies.

- If you’re running out of time, try to stay poised. You may want to have a friend signal how much time is left.

Here’s a few more tips from scholar writer Dr. Ann S. Utterback...

- Avoid hypervigilant responses to stimuli. For example, if someone asks you a question, pause and clearly think about your response before you provide an answer.
- Bring objects which allow you recall pleasant, stress-free times. Ask yourself, “Is this presentation a life-and-death matter?”
- Use visualization, yoga and breathing techniques.

Notes: Michelle McCoy is the author with Ann Utterback, Ph.D. of *Sound and Look Professional on the Internet*, Chicago, IL, 2000. Internationally recognized, Utterback also is the author of *Broadcast Voice Handbook*, Bonus Books, Chicago, IL, 2000. She currently serves as the performance/vocal coach of Voice of America in Washington, DC.



1988: Lana Rakow, continues as chair of the Committee on the Status of Women; Donna Allen, Women's Institute for Freedom of the Press, becomes Outstanding Woman in Mass Communication.

1989: Leslie Steeves, Oregon, becomes chair of the Committee on

the Status of Women; Mary Gardner, Michigan State, selected Outstanding Woman in Mass Communication.

1990: MaryAnn Yodelis Smith becomes AEJMC president; under new bylaws, Committee on the Status of Women becomes a Commission; Jane Rhodes, SUNY-Cortland, is elected chair of the new Commission; Ramona Rush, Kentucky, is named Outstanding Woman in Mass Communication.

1991: Pamela Creedon, Ohio State, is chair of the Commission on the Status of Women; MaryAnn Yodelis Smith becomes Outstanding Woman in Mass Communication.

1992: Terry Hynes, Cal State Fullerton, becomes AEJMC president; Sue Lafky becomes chair of the Commission on the Status of Women; Jean Ward, Minnesota, named Outstanding Woman in Mass Communication; Jean Folkerts, George Washington, becomes first woman editor of *Journalism and Mass Communication Quarterly*.

1993: Women represent 28% of AEJMC membership, hold 20 positions (2/3 of total) elected standing committee positions; Sue Lafky, Iowa, and Sue Kaufman, Eastern Illinois, become co-chairs of the Commission.

1994: Maurine Beasley becomes AEJMC president and is selected Outstanding Woman in Mass Communication; Sue Kaufman, Eastern Illinois, and Barbara Straus Reed are elected co-chairs of the Commission on the Status of Women.

1995: Judy VanSlyke Turk, South Carolina, becomes AEJMC president; Barbara Straus Reed, Rutgers, and JoAnn Valenti, Brigham Young, become co-chairs of the Commission.

1996: Pamela Shoemaker, Ohio State, becomes AEJMC president; Caroline Dow, Evansville, and JoAnn Valenti are co-chairs of the Commission on the Status of Women; Carol Reuss, North Carolina, named Outstanding Woman in Mass Communication.



1997: Caroline Dow, Evansville, and Cheryl Gooch, Alabama, become co-chairs of the Commission on the Status of Women; Carol Oukrop, Kansas State, is selected Outstanding Woman in Mass Communication.

1998: Kandice Salomone, Rhode Island, and Judy Cramer, Long Island, become co-chairs of the Commission; Jennifer McGill, AEJMC/ASJMC, named Outstanding Woman in Mass Communication.

1999: Lillian Kopenhaver, Florida International, becomes AEJMC president; Judy Cramer and Therese Lueck, Akron, are chairs of the Commission.



2000

2000: Marilyn Kern-Foxworth, Texas A&M, becomes AEJMC president; Therese Lueck and Kate Peirce, Southwest Texas, become chairs of the Commission on the Status of Women; Douglas Ann Newsom, Texas Christian, selected Outstanding Woman in Mass Communication.

2002: All three standing committee chairs held by women: Barbara Straus Reed, Rutgers, at Professional Freedom and Responsibility, Sandra Utt, Memphis, at Research and Lana Rakow, North Dakota, at Teaching Standards; the majority of the elected positions on the committees are held by women; women represent half of the division heads and a majority of the heads of the interest groups; Kate Peirce and Annette Samuels, Eastern Illinois, are chairs of the Commission on the Status of Women.

2003: Jannette Dates, Howard, is slated to become president of AEJMC.

Annette Samuels and Erika Engstrom, Nevada-Las Vegas, scheduled to be co-chairs of Commission.

Sources for timeline:

- Maurine Beasley, "Women in Journalism Education: The Formative Period, 1908-1930," *Journalism History*, Vol. 13: No. 1, pp. 10-18.
- Maurine Beasley and Kathryn Theus, *The New Majority: A Look at What the Preponderance of Women in Journalism Education Means to the Schools and to the Profession* (Lanham, Md.: University Press of America, 1988).
- Nancy F. Cott, *The Grounding of Modern Feminism* (New Haven: Yale University Press, 1987).
- Pamela J. Creedon (ed.), *Women in Mass Communication*, 2nd ed., (Newbury Park, Calif.: Sage Publications, 1993).
- Edwin Emery and Joseph McKerns, AEJMC: 75 Years in the Making, *Journalism Monographs*, November 1987.
- Deborah G. Felder, *A Century of Women: The Most Influential Events in Twentieth-Century Women's History* (Secaucus, NJ: Birch Lane Press Book, 1999).
- Susan Henry, "Women in AEJMC History," paper delivered to the AEJMC convention, Washington, D.C., August 2001.
- Marion Marzolf, *Up from the Footnote: A History of Women Journalists* (New York: Communication Arts Books, 1977).
- Sara Lockwood Williams, *Twenty Years of Education for Journalism* (Columbia, Mo.: E.W. Stephens Publishing Co., 1929).

**Annette J. Samuels , First-Year Co-chair
Eastern Illinois University**

"The central purpose of journalism," says Jack Fuller, president of the Tribune Publishing Company, "is to tell the truth so that people will have the information that they need to be sovereign."

On Sept. 11 our nation's media was challenged as it has not been challenged for many years. And, according to a study conducted by the Project for Excellence in Journalism with Princeton Survey Research Associates and released earlier this year, the news media, during the early months, covered the terrorist attacks "with great care about not getting ahead of the facts." In fact, according to the study, 75 percent of what the press reported in the first two months after the attacks "was a straightforward accounting of events."

And a study last November by The Pew Research Center for the People noted that the early coverage might have been the reason why, for the first time in 15 years there was a "measurable upturn in public approval of the press." In 1987 the favorable opinion for the press was 53 percent by November 2001, "the percentage seeing the news media as protecting democracy increased from 46 percent in September 2001 to 60 percent – an all-time high for the media on this indicator."

On the other hand, although the public indicated a higher regard for the media and its coverage of the war on terrorism, they also support by 53-39 percent, according to the Pew Report, government censorship of stories if the government believes they would "threaten national security." And Americans say, according to the survey, that the "military should exert more control over news about the war rather than leave most decisions to the media."

"Despite the public's support for military censorship," they are, according to The Pew Report, uncomfortable with the press substituting "propaganda for news," nor do they want "the press to be a lap dog rather than a watchdog." What a solid majority wants, according to the study, is a press that is "neutral rather

than pro-American. And an even larger percentage (73 percent) favors coverage that portrays all points of view, including those of countries unfriendly to the United States, over pro-American news."

Both the Pew Research Center for the People & the Press and The Project for Excellence in Journalism study with Princeton Survey Research Associates confirm that the American public expect their press to tell them "the truth" as Jack Fuller encouraged, so that they will have the information that people "need to be sovereign."

Unfortunately, these two studies mirror the views of the majority of my students and students on other campuses as well, according to numerous stories in *The Chronicle of Higher Education*. And it is worrisome because these students represent the future leadership of our nation.

The problem, of course, is that there can be no censorship, as we know, of print media under the First Amendment. That does not, as most of us know, mean that there won't be attempts to infringe upon our First Amendment rights. And, as I point out to my students all of the time, that right is not exclusive to those who OWN a press. It is our individual right as well. On the other hand, if our fellow citizens and their children are willing to allow the military to infringe upon our First Amendment rights in order to protect our "national security," what else will we give up in the name of "national security?"

One of the ways that I have dealt with the situation during the past academic year is to add a segment to my courses that require my students to do a research paper that addresses the development of the First Amendment and the challenges that the nation has had to deal with during periods of adversity in the 20th Century. The project has led to some spirited discussions that were interesting and an eye opener for me and the students.

Annette



Commission member wins teaching award

Long-time Commission member Hazel Dicken-Garcia was one of 16 members of the University of Minnesota faculty to be honored for exceptional teaching at the Distinguished Teaching Awards ceremony at the McNamara Alumni Center last month.

Dicken-Garcia won for her contributions to post-baccalaureate, graduate and professional teaching. Current and former graduate students and her colleagues at Minnesota and other universities around the country had nominated her.

With this award, Dicken-Garcia joins the University's Academy of Distinguished Teachers for a five-year term. The award includes a continuous salary augmentation of \$3,000 for as long as she serves as a University of Minnesota faculty member and a five-year award of \$1,500 to the recipient's department for use in professional development activities.

Beasley wins top award for Roosevelt book

The Eleanor Roosevelt Encyclopedia, co-edited by Commission member Maurine Hoffman Beasley, Holly Cowan Shulman and Henry R. Beasley, has received the *Booklist* Academic Choice Award for 2001. The annual award recognizes the best academic books published. *Booklist* is the journal of the American Library Association.

Published by Greenwood Publishing Group, the encyclopedia has been widely praised for its varied and comprehensive coverage. Many Commission members contributed to the book.

Beasley is currently working with *Media Report to Women* editor

Sheila Gibbons in updating their classic *Taking their place: A documentary history of women and journalism*. The new edition is scheduled to be released by Strata Publishing Co., this year.

CFP: Gender, race, class on TV sitcoms

A special issue of *Cercles*, an on-line journal of research, will be devoted to research on gender, race and class on American TV situation comedies, broadcast between 1951 to 2002. Deadline for submissions is March 1, 2003.

Papers should be no longer than 15 pages and follow Chicago style. Preference will be given to submissions that address two or more of the characteristics and those that deal with subtexts. For additional information, contact Georges-Claude Guilbert,

or check the website at .

New journal launched, *Visual Communication*

Sage Publications has launched a new publication, *Visual Communication*, an international refereed journal, both print and on-line.

Interdisciplinary in focus, the journal includes scholarly research, visual essays, reflective pieces by practitioners and (book, magazine, CD-Rom, website, exhibition and artifact) reviews. For information or to submit manuscripts (four print copies required plus disk), contact Ron Scollon, Department of Linguistics, Georgetown University, Washington, D.C. 20057 (e-mail:) or

Theo van Leeuwen, Centre for Language and Communication Research, Cardiff University, P.O. Box 94, Cardiff, CF10 3 XB, UK E-mail: vanleeuwenT@cardiff.ac.uk.

CFP: New yearbook on environmental comm

Lawrence Erlbaum & Associates will launch the *Environmental Communication Yearbook* next year and invites submissions for the inaugural 2003 edition. Deadline for submissions is June 1.

The new publication is designed to be a multi-disciplinary forum for academics, professionals and practitioners. The editor of the new publication, Dr. Susan Senecah, invites submissions that deal with the production, reception, contexts and processes of human communication regarding environmental issues. For additional information or to submit the necessary four copies of the manuscript (APA style), contact the editor at the Environmental Studies Department, SUNY College of Environmental Science and Forestry, One Forestry Drive, Syracuse, NY 13210.

AAA announces range of awards

The American Academy of Advertising (AAA) announced a range of awards, available for doctoral students, mid-career faculty and senior scholars. Deadlines and requirements vary.

For more information, contact Dr. Kristina Frankenberger, chair, AAAs Research Committee, Western Oregon University, Division Business, 345 N. Monmouth Ave., Monmouth, OR 97361 by August 15. E-mail her at . Deadline for applications is Nov. 1.

A CONVERSATION ON APPEALS & GRIEVANCES

WHO • WHAT • WHEN • WHERE • HOW



Terry Lueck, Akron, (Top) and Linda Steiner, Rutgers, (Bottom) talk about the ins and outs of the tenure and promotion process, appeals, grievances and how to get around the system. They speak from personal experience. Lueck went up for promotion to full professor in 1999. Steiner went up for tenure in 1997—achieving it only the following year. Both experienced success but not without tears, regret, anger and self doubt. The following pages represent a conversation between the two on their trials and tribulations.

Linda: When Rutgers turned me down for tenure, I cried non-stop for two days. Then I moved into gear and called all my friends, and found their advice and support hugely reassuring. Just knowing that they were going to write letters made me feel so much better — I just decided to presume that Rutgers had made a mistake, and it could and would be corrected. But I still didn't sleep well for the next year. Literally.

I think I really came to realize the importance of having people one can trust all along to be level headed, to give a heads up, to suggest if a real problem is brewing, to help put things in perspective. Indeed, we need TWO sets of friends — one to be supportive, totally ego-boosting; this set will let you vent and scream and curse. And another set ought to understand the issues and problems, and point to where the problems are. Someone needs to talk honestly to you and say whether the problem is with the system or, potentially, with the candidacy.

So, Terry, how did you deal with your situation?

Terry: Eventually, one morning I woke up laughing. Seriously. I woke up telling myself, "This is the University of Akron! The place is lucky to have me." After that, I was better able to take things in stride.

The Rutgers process...

The applicant submits his/her tenure/promotion packet in September. The packet includes the vita, a narrative statement, copies of all publications, a 40-page form (including summary scores on teaching evaluation forms for all courses), and materials and letters relating to service and teaching. When everything is complete, the department chair convenes a meeting of the departmental personnel committee. It votes and makes comments. The candidate is told the result of this September vote (up or down). That is the last the candidate hears until April.

The chair writes and circulates a draft of the committee report and may revise it after getting comments. The chair writes a separate and more detailed evaluation of the candidate's teaching, research and service. The chair also collects eight to 10 letters from external referees; referees are expected to be full professors at universities "comparable" to Rutgers. Hypothetically, the candidate does not know who is solicited for letters. In practice, most people have a pretty good idea. Then all these materials, including the letters and forms indicating the referees'

My first clue that something was wrong was when I read the dean's letter. It came certified to my home, over the winter break. I was in total disbelief that the dean would disregard the unanimous support that I'd gotten from the promotion committee and school director for my promotion to full professor. That was my first reaction, and it wasn't until a few minutes later that I read down farther beyond his denial of support to find five pages of a vicious diatribe. What set in next was a self-doubting, which always ended with a nagging question, "What makes me think I am good enough?"

Linda, were you ever overwhelmed by this type of self-doubting after Rutgers' decision not to grant you tenure?

Linda: Self-doubt has been an ongoing problem for me since I got to Rutgers, whose entire culture, I think, is structured to make people feel competitive — and on the losing side of the competition. On every issue now, with every document or paper that I write, in preparing every lecture, I swing back and forth between thinking that I have important things to say and that what I say is garbage and any day I'm going to be "found out." But with the tenure debacle, I tried to be rational. I reminded myself that, after all, I had already received



status and relationship to the candidate, go to the school committee, which votes and produces a short report. All these things go to the dean who writes a separate report, taking into consideration previous reports and discussion. By the end of

January, everything leaves the school and goes to the university promotions committee—the "summit" committee. Officially, nobody knows anything about the university deliberations until the day the decision is approved by the Board of Trustees and announced in mid-April.

Should the decision go against the candidate, the candidate has two alternatives — file a grievance or sue. At Rutgers, the candidate, who files a grievance, often wins so his/her case is reheard. But when it is reheard, the candidate seldom gets tenures. It happens, but rarely. So the candidate has merely gotten an extra year of work out of it. Suing is a long, expensive and exhausting process.

tenure once before, that I had been fairly active and productive as a scholar and teacher. And I was pretty sure that the people who had been external referees — and they were all big names at the kinds of universities that Rutgers respects — had written strong letters on my behalf. I also took a bit of comfort in knowing that people, who were clearly even stronger candidates for tenure or promotion, even better scholars, had also been denied tenure, at Rutgers and elsewhere.

But let me ask you this, Terry: what kind of advice do you have for how we determine when the problem is “us” and when the problem is “them.”

Terry: The only thing I’ve figured out is that it’s not worth my time or sanity to try and understand their logic. Obsessing over why they pursue petty, counterproductive agendas just drains me, and it doesn’t bring me any closer to predicting their next move, which would be the goal of trying to understand them. I didn’t realize how exhausted the whole experience made me. Worse than that, when I feel most complicit and guilty is when I realize that I allowed them — a couple of administrators and the academic process — to drain not only my energy but also my creativity. I kind of flat lined. I withdrew from regular campus activities. My research and teaching suffered, especially my research. I had a kind of droning sensation that no spark of an idea was able to penetrate. I began to realize that, although I was winning the battle, I was allowing them to beat me down.

Maybe we measure the worth of the fight by how much punishment we can take.

Linda: And how do we figure out when it’s worth fighting? How do we even figure out who or where the problem is?

In my case, the problem began very early in the game. I got caught between two warring people in my department. They hated each other, and I was the pawn. Then, it turned out, my department chair failed to predict that the ONE sentence in the department report that resulted from that warfare would hurt me. He just assumed that there would be no problem. But the dean picked up the sentence, and the University summit committee — which was the only level at which there was a negative vote — noticed that sentence. So, where should the blame be laid?

As it turns out that one sentence was fatal — although, as one tiny sentence (albeit the first sentence in the departmental report), it certainly didn’t NEED to be fatal. Some other people could certainly have looked at a sentence that read, “Linda Steiner is an excellent teacher but not every student likes her,” and instead of reading this as a problem with my teaching, responded, “Of course. Who is liked by every single student?”

Anyway, I didn’t know about the single sentence and its repercussions until I got the call (the then-dean passed on the job to the associate dean) that I had been denied

The Akron process...

The applicant submits his/her tenure/promotion packet in August. When everything is complete, the head of the school convenes a meeting of the tenure and promotion committee. That committee reviews the documents, votes and writes a fairly extensive report to the director in October.



The candidate receives a copy of that report. In a separate review, the director goes through the candidate’s file and makes his/her recommendation on tenure and/or promotion. This report, likewise, goes to the candidate.

Both reports are forwarded to the dean along with the candidate’s file. The dean meets with the director and the chair of the tenure/promotion process and makes his/her own decision. The dean then informs the candidate, the director, and the chair of the committee of his/her decision (usually in January).

That recommendation along with all the others goes to the provost, who makes the final determination. The provost informs the candidate in April of the decision.

A non-unionized institution, UA allows the candidate to appeal at every level. Thus, if the school votes against the candidate, he/she can appeal to the dean. If the dean decides against the candidate, he/she can appeal to the college appeals committee, but that committee’s decision is merely advisory. If the candidate disagrees with the provost’s decision, he/she can appeal to the university-wide committee that handles these matters, but the committee is merely advisory.

tenure. Apparently, a couple of people heard rumors that the dean had been asked to speak to the summit committee about my case. So a few people heard hints of trouble. But I heard absolutely nothing — or at least not anything I noticed! I was in total shock that day in April when I was denied. A few days later I received the entire packet—my forms, the departmental report with the fatal sentence, the chair's report, the school promotions' committee report, the dean's report (both of which noted the fatal sentence although they were otherwise positive). Everything, in other words, except the external referees' letters, which are confidential.

Terry, how about you? Was there any indication that your promotion was in trouble?

Terry: I didn't have a hint. But I did some things right. Of course, I didn't know it at the time. Probably the most important single thing I did was to go up "early" and get what I needed to have documented. I then went up in 1999, at the "usual" (unwritten, of course) time [five years after the last promotion], having satisfied the criteria outlined earlier, which ended up giving the College Appeals Committee solid evidence on which to base their findings.

I also did something that showed me the value of having everything in writing. In the summer of 1998, I

went to the dean for advice. I set up coffee and brought my vita. He praised my scholarship. He said he was "proud" I was working with him in the college. He gave no indication that he considered my resume "padded" or my claims "exaggerated," saying simply that I had come up early and that I should wait until the usual time to go up again. Strengthening my resume in the intervening year, I went up, confident I had the support of my dean.

Meanwhile, to what extent do you think sexism is the issue in these kinds of decisions? Or what IS at the root of the problem?

Linda: As a result of my own experience and seeing what has happened to all kinds of other people at various places, I've come to this position: that at a place like Rutgers, there are so many steps, so many committees, so many rules, so many procedures, that it's unlikely that sexism or racism per se will prevent someone from getting tenure or getting the deserved promotion. That said, things don't work perfectly — they don't even work smoothly. I want to believe that in the Ivory Tower, we can all work together to create structures and systems that work. But clearly, bad things happen. Mistakes get made.

Furthermore, a) most mistakes are made at early stages and at lower levels and b) the mistakes made at early

How to file a grievance

Not sure about how to tackle a grievance?

We asked two grievance officers from two major universities — one unionized, one not — to offer their advice on how to go about the process.

Who should file a grievance?

- Union: "Read the contract" and find out if your complaint is covered.
- Non-union: "Read the faculty manual" and see if your complaint is covered.

How do you prepare to file a grievance?

- Union: "Organize the info/data, talk over the grievance with friends or family to get some perspective and then prepare to spend some time with the grievance officer."
- Non-union: Keep focused, assemble the evidence that supports your claim and then talk to the grievance officer or chair of the grievance committee.

What kind of things should a faculty member retain to file an effective grievance?

- Union: "Keep everything, make anecdotal records if necessary of phone calls, etc. Keep a record of dates when things happened, who was there etc.

- Non-union: Keep everything that relates to the issue. Keep everything that indicates that all efforts were made to handle the issue before filing a grievance — that the appeals process was completed or that some effort was made to informally handle the situation.

What specific types of evidence are you interested in?

- Union: "It would be nice to have hard evidence... a form incorrectly filed, a witness, etc. but I have found that even when the hard evidence seems pretty convincing the administration can drag their feet and ignore what has been said." This grievance officer also suggested using the contract provisions to file the grievance, even using the words of the contract, and work closely with the grievance officers to prepare that document.

- Non-union: "A successful outcome of the process has always begun with a clear presentation of the violation, complete with memoranda, correspondence and a listing of a rule in question."

stages and at lower levels will tend to get compounded, not corrected. Maybe one would think that mistakes made at early stages would be noticed by others and those mistakes, then, "undone." But I don't think it often works that way.

Terry: That mistakes are made at the lower levels and compounded at the higher levels makes sense. But mistakes were not part of my experience.... Moreover, I'm bothered by the fact that the dean made accusations against my colleagues on many levels — all on the record. He stated that my lack of scholarship would be "apparent to all who permitted the resume to enter the public record graced with a display of double counting and conscious exaggeration such as [he had] seldom encountered." Citing the promotion committee's letter on my co-editing two research volumes, that my "participation in the writing and editing of these volumes was fully on an equal basis with her co-editor," he noted, "Since the co-editor [of two books] is a member of the committee for which the committee chair wrote, one must presume her testimony to the truth of this statement."

Our review process didn't call for outside reviewers, but I asked outside professors to comment on my status in the field to the promotion committee. In addition, I asked two nationally recognized scholars to review my record of research for the committee. One of these reviewers had just received top international honors for his research. Nevertheless the dean summarily dismissed him (along with his review) because he taught at a "small state institution somewhat improbably cited in one of your two co-edited volumes for the usefulness of its library in researching that work."

He suggested a better name than "chapter" for the writings I'd done for a women's encyclopedia would be "morsel." The dean's letter was filled with these kinds of innuendo and inaccuracies. Libelous? Oh yeah, but Ohio's courts hesitate to interfere in the university system. We have to exhaust all possibilities within the system before pursuing legal action outside the university. So, what choice is there? Fight to the end. Even though at every turn, he offered me the option to withdraw my nomination, he cc'd his letter to at least two others and as a standing part of my file. He suggested, also in a number of instances, that such a record of productivity "continued for a longer period, might substantiate a claim to 'superior scholarly contributions' appropriate to full professor of Communication." Longer meaning indefinitely, I presume.

So, Linda, what did you actually do in response? What options did you have?

Linda: Once my tenure was denied, I thought there were only two options. Option a, file a grievance through the union to have my case reheard the following year. I know a lot of people who have grieved a negative tenure case. Most of them win the grievance, so their case is reheard. But when it is reheard, they

seldom get tenure. It happens, but rarely. So, the candidate has merely gotten an extra year of work out of it.

The second option was to file a lawsuit. But this is hugely expensive, financially and emotionally. I would not have had the resources. So, it was not a real option for me.

As it turns out, a third option developed. My chair really felt terrible that he had let that sentence slip in, merely assuming that it didn't matter. So, he made some phone calls. Conveniently, my chair was a nice guy, had been around Rutgers for 35 years, and knows everyone.... and suddenly there was another opportunity, resulting from the fact that I could have stopped the tenure clock when I took a semester off from Rutgers without pay. But I hadn't. So the University decided to retroactively stop the clock and pretend that I never came up. I wouldn't "really" come up for tenure until the following year. So, the net effect was like option A: I'd come up the following year, but without filing a grievance.

So, that is what I did. I didn't file a grievance, although there sure was plenty of grieving. I thanked my chair for using his influence to swing the deal. And the following September, the process began anew. I finally achieved tenure here in 1998.

Did you find a champion like that?

Terry: No. Asking the dean to provide substantive criticism brought none. So I went to the College Appeals Committee, who unanimously supported my bid, finding that the dean had "erroneously applied standards that are not part of the School of Communication's criteria for promotion to full professor." Despite unanimous support from the promotion committee, the school director and the College Appeals Committee, the dean did not back down, and the provost sided with the dean. But with a twist in the end. The lettermy informal legal counsel termed the most bizarre he'd ever seen, stated that the provost agreed with the dean. "The vita presented by the candidate does not include sufficient data to justify promotion." Yet, after a couple of paragraphs in which he disparaged my work, the provost stated, "However, I will forward a positive recommendation to promote."

By the way, did I mention that mine was an acting provost and an acting dean? So, no accountability at all to the system. That provost has since retired. And the dean acts as if he's forgotten the whole event.

Editor's Note: Both Lueck and Steiner have survived the ordeal. Lueck has just returned from a Fulbright Fellowship in China and Steiner became chair of her department at Rutgers.

Grieving as a graduate student

After completing all her course work for her master's degree at San Francisco State University, Kathleen Carroll thought she was home-free. But what she didn't count on was being dumped by her thesis advisor.

The advisor accused her of inappropriate and harassing behavior, both of which Carroll denied.

Confused over what to do, Carroll filed a grievance against the professor, claiming the professor's decision cost her her degree, time and money.

In the end, Carroll lost her grievance, but that didn't stop her from trying to improve the rights of graduate students across the country, saying that "this is national problem" and that "students don't have any rights."

Since then, Carroll attracted the attention of several California lawmakers who pleaded her case. Officials at San Francisco State, however, say Carroll was given a fair grievance process. She has since postponed finishing her degree, claiming the university proposals are unrealistic.

So what is a graduate student to do when the relationship with their advisor falls apart?

Many graduate students state that when their advisors end their working relationship that they are often left with their careers in question. Most campuses have only a single grievance procedure for both undergraduate and graduate students. But many graduate students note that what is good for undergraduates is not always good for them.

Kevin Boyer, head of the National Association of Graduate-Professional Students (NAGPS) notes that when "graduate students declare their allegiance to a professor, that person is responsible not just for a grade, but for their future."

To help students cope, The NAGPS provides a comprehensive look at how to properly file a grievance, along with general advice on how to get along with your advisor on their website (www.nagps.org).

In general, most universities follow a standard grievance procedure allowing students to make complaints against university employees and students. To file a complaint, the student should submit a written request outlining the problem to meet with the dean of their graduate school.

After this meeting, the dean (or an associate dean) should consult the academic college dean, the department head and any faculty member involved to attempt

to resolve the issue informally. If the matter cannot be resolved, the dean shall determine whether the matter is not otherwise remediable and is within the decision-making jurisdiction of the university's graduate school.

If so, a review committee should be appointed that contains the following parties: one faculty member from the student's department; two faculty members from the Graduate Council; one faculty member at large; and one full-time graduate student from the student's college.

The committee usually designs its own procedures. At a minimum, such procedures must include written notice of meetings, at which parties should be given an opportunity to present their side. The committee should also establish time periods in which those involved must respond to requests for information. The committee may choose to meet separately with the student, faculty member, department head or any other individual having relevant information, or it may request short written statements from any or all parties.

The committee should provide a written report with its recommendations to the Dean of the graduate school, who usually makes the final decision and recommendation. The decision shall be provided to the student, the faulty member, the department head and the dean(s) of the college(s) involved.

For information on the grievance procedure at your university, contact your department or consult your graduate handbook.

Appeals and grievances are two distinct animals . . .

Appeal — a request that a higher authority (court, committee or administrator) review a decision made by an administrator (as in a retention, tenure and promotion for a faculty member) or a faculty member (as in a grade for a student).

Grievance — a complaint against a faculty member or administrator, "a complaint that a decision that adversely affects an individual in his or her professional or academic capacity has been reached unfairly or improperly" (*Academe*, May/June 1986, p. 8).

Kelly Gionti
Graduate Student, The University of Akron

Well, this is it. My last column for *Women's Words*. My last few weeks as a graduate student. My last few weeks of being able to make my own schedule and claim lazy days of reading as research.

But as we all know, being a graduate student is about much more than a little bit of freedom. For me, it has been about figuring out what it is I really want to do with the rest of my life. It has been about really growing up. When I graduated with my Bachelor's degree in 1999, I was too concerned with just getting out of school that I didn't really think about what I was going to do once I was out. Not that I didn't know what I wanted to do, but I didn't make any plans. Going back to graduate school gave me the opportunity to get the great summer internship I never did as an undergrad and to work in different cities.

So before I pack my bags and head off to the Big Apple in search of an underpaid editorial assistant position, I thought I'd leave you all with some of the more important lessons I learned these past two years:

- Make friends with the other graduate assistants. They're the only people who really know what you're going through. They understand why getting an A- is such a big deal. They also know what it's like to live on that measly stipend we get.
- If you never did a really cool internship in a different city as an undergrad, do it now. Chances are as a graduate student you're more likely to get accepted because they think you're a little smarter and more serious.
- Finish half of your Master's project or thesis before your last semester. This way you might actually still care about your topic.
- Learn when to stand up to your advisor and when to just do what they say - sometimes arguing isn't worth the hassle. (See, Endres, I'm doing this on a MAC.)
- Know that sometimes your professors don't really know what it's like out in the work field.

- Try to have at least one friend who is out in the field working or attempting to find work. This way you have someone who makes you realize that being in graduate school is better than finding a job in the midst of a media recession.

- Never underestimate the people that you meet - it could lead to a job. My roommate in New York last summer introduced me to her boss at Simon & Schuster one day, which led to my going to work there in January.

- On the same topic, don't ever forget to thank those people. I sent gourmet brownies to thank the staffs at both places where I interned, and wouldn't you know, no one has forgotten the intern who sent them goodies.

- Enjoy your flexible schedule, but set serious deadlines for yourself.

- Understand that just because you have an advanced degree doesn't mean that you'll get more money or a senior-level position when you get your first job.

- If you have no desire to ever teach, make sure you have a good reason as to why you are going to graduate school. Every job interview I've been on in the past two years has asked me why I went to grad school if I didn't want to teach.

- Find an advisor (s) you really like. I don't think I would have survived these past two years without Dr. Endres and Dr. Lueck, who came to my rescue when things got tough and made me push myself further than I would have gone normally. I don't think I can ever repay them. Many thanks!

Best wishes!




CSW 2001-2002 OFFICERS

Second Year Co-Chair

Kate Peirce
Professor
Department of Mass Communication
Southwest Texas State
San Marcos, TX 78666
Phone: 512/ 245-3482
Fax: 512/ 245-7649
kp02@swt.edu

First Year Co-Chair

Annette Samuels
Assistant Professor
Department of Journalism
Buzzard Hall 2538
Eastern Illinois University
Charleston, IL 61920
Phone: 217/ 581-7116
Fax: 217/ 581-7188
cfajs@ux1.cts.eiu.edu

Vice Chair

Erika Engstrom
Associate Professor
Hank Greenspun School of
Communication
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154-5007
Phone: 702/ 895-3639
Fax: 702/ 895-4805
engstrom@nevada.edu

Research Chair

Julie Andsager
Professor
Edward R. Murrow School of
Communication
Washington State University
Pullman, WA 99164-2520
andsager@mail.wsu.edu

Recorder

Michelle McCoy
Assistant Professor
Kent State University, Stark Campus
6000 Frank Ave. NW
Canton, OH 44720-7599
Phone: 330/ 244-3363
Fax: 330/ 297-7649
mmccoy@stark.kent.edu

Immediate Past President

Therese Lueck
Professor
The School of Communication
The University of Akron
Akron, OH 44325-1003
Phone: 330/ 972-6093
Fax: 330/ 972-8045
tlueck@uakron.edu

WOMEN'S WORDS

Commission on the Status of Women
Assn. for Education in Journalism and
Mass Communication
School of Communication
The University of Akron
Akron, OH 44325-1003

Nonprofit Organization
U.S. Postage Paid
The University of Akron