

Women's Words

Volume 10 Issue 3 • Strength in Diversity • Convention Issue 2001

When students professors FAIL

An inside look at how to handle
problem students – and professors

Suzie Student
Feature Writing
Dr. Professor
April 11, 2001

My Jane Goodall Paper

As Jane Goodall took the stage, a loud, breathy, non-human crescendo silenced the audience at the E.J. Thomas Performing Arts Hall in early April.

It was the chimpanzee pant-hoot call – one of Jane Goodall's signatures. Goodall uses the call to start and end her lectures, a way of bringing the Tanzanian forests to audiences who have never set foot in Africa.

As this year's John S. Knight Lecturer, Goodall, gave her multi-media presentation to promote awareness for the deteriorating condition of the environment.

"Big business, globalization, big industry are paying very little attention to the environment," she said with her faint British accent. "We have to learn to balance our greed."

Goodall spent more than 30 years living with chimpanzees in Tanzania's Gombe preserve. Her effort stands as the longest field study of animals in their natural habitat.

Goodall spent most of the afternoon flipping through slides of her adventures, referring to the animals by name.

Among the photographs was her most famous and groundbreaking picture of chimp David Greybeard using leaves and grass to fetch termites out of a nest. This photograph showed the world that chimps used tools – something thought to be strictly a human characteristic.

THE GOOD UNIVERSITY PROFESSOR EVALUATION FORM

1. On a scale of 1 to 5, with 5 being the highest, how do you rank this professor?
 1 2 3 4 5
2. On a scale of 1 to 5, with 5 being the highest, how do you rank this course?
 1 2 3 4 5
3. I would recommend this course to my friends (circle one)
Yes No
4. Please feel free to write your comments about the professor and the course below.

This professor was the worst!! This class was so boring – I only took it because I had to!

Kathleen L. Endres, Editor, The University of Akron

Feminist Forum

The problem with no name....

It's been a rough semester.

That's why the prospect of lunch with friends from across campus was so welcomed.

After all, we were all feminists, brought up in the women's movement of the 1970s. That was a time when sisterhood, the foundation of feminism, meant supporting each other, working together to achieve a united goal.

I had great hopes for that lunch. This would be a lunch to revive my spirits, re-energize me.

It didn't work out quite that way.

We had all had a rough semester. We were all tired and demoralized. It seemed we were all suffering from a similar problem, *a problem with no name*.

None of us wanted to talk about the problem. If we did, we worried that we might weaken feminism—or perhaps we were concerned that just articulating the issue might be used against us. You see, we had all seen—and experienced—a new brand of sisterhood: the let-me-stab-you-in-the-back-while-acting-like-your-friend sisterhood.

Concerned that this might be peculiar to my campus, I started to call friends from across the country. Yes, they said, the same thing was happening on their campuses. They hadn't talked about it because they didn't know how to explain it or what to call it. This was a *problem with no name*. They had just watched it happen, horrified, hoping it would go away.

Let me explain how all this works.

This problem could only surface now because women are finally experiencing a measure of success in academia. After long, distinguished careers, women are finally earning higher ranks. After years of working quietly and competently behind the scenes,

women are winning administrative positions. At the same time, these women are facing unexpected opponents.

Many women—who are feminists—see these successes as taking away from their own. Instead of applauding another woman's success, they seek to destroy it, to depreciate another's achievements, to snipe, to work behind the scenes anyway they can to hurt the woman who is getting ahead.

It's a particularly nasty problem that warrants an appropriate name. During the interviews I conducted, many names were suggested (most of which could never be printed) but one seemed especially appropriate, one that captures the mean-spirited nature of this problem in today's feminism—"The Sisterhood My Ass Syndrome."

Now that the problem has a name, we as feminists need to start addressing this situation. We cannot keep ignoring it.

We need to develop strategies to deal with it before our best and brightest leaders are demoralized and neutralized by the criticism, backbiting, and manipulations of other feminists.

We also need to watch our own conduct. The next time we feel an urge to criticize a feminist on campus, we need to think about what is sacrificed by those comments. They not only hurt the person criticized but they hurt all of us and feminism in general. Women have enough critics outside feminism; we don't need them from among our friends.



Women's Words

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Women's Words is published by the Commission on the Status of Women, Association for Education in Journalism and Mass Communication.

During the academic year 2000-2001, it is produced by the School of Communication, The University of Akron, Ohio.

Articles for *Women's Words* are welcome. Please send them to Kathleen L. Endres, School of Communication, Kolbe Hall, The University of Akron, Akron, Ohio 44325-1003 or via e-mail at endres@uakron.edu.

Letters for the Feminist Forum should be sent to the same address, indicating Feminist Forum on the outside envelope or in the e-mail copy. Electronic copy, either via disk or e-mail, is preferred.

The next issue will be produced fall 2001. Submission deadline is September 15.

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

CFP: Gender roles & 1970s pop culture

Essays exploring the complex relationships between United States women and popular culture in the 1970s are sought for a new anthology.

Of particular interest: How were women's roles influenced and shaped by popular culture in this period? How did popular culture depict the Women's Movement? How did popular culture portray liberation for women? How did popular culture depict women from different races, classes and ethnic backgrounds?

Essays should be lively, vibrant and engaging; they should be of broad

interest to scholars in many academic disciplines from the humanities, including history, Women's Studies, English, American Studies, Chicana Studies, Asian-American Studies and African-American Studies.

Articles should be 8,000 to 10,000 words (including notes and references); accompanying photographs are welcome. This anthology will be edited by Sherrie A. Inness, associate professor of English at Miami University.

Send completed article and curriculum vita by Sept. 1, 2001, to Dr. Sherrie A. Inness, Department of English, 1601 Peck Boulevard, Miami University, Hamilton, Ohio 45011 (inness@muohio.edu). Early submissions are encouraged.

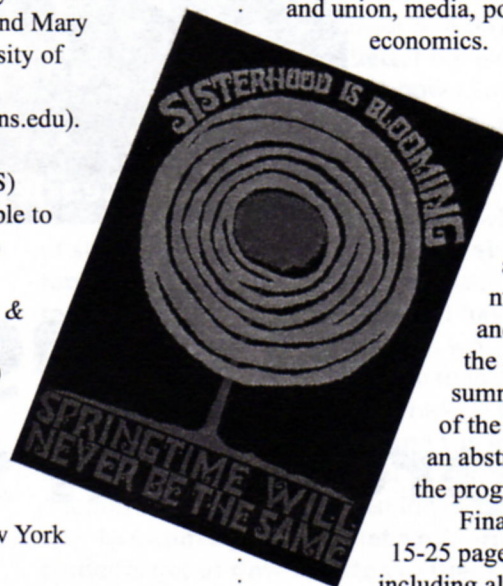
CFP: Gender & Society: Global views of gender

Papers are sought for a special issue of *Gender & Society* on the allocation, meaning, and experiences of paid and/or unpaid carework in relation to globalization.

Key questions include: How has globalization affected the organization of women's and/or men's unpaid carework in families and households? How have deindustrialization, globalization and structural adjustment policy reinforced the gender, racial and national inequalities embedded in carework and/or given rise to new patterns of stratification and activism?

Guest editors are Jacquelyn Litt, Iowa State University (Jlitt@iastate.edu), and Mary Zimmerman, University of Kansas (mzimmerman@ukans.edu).

Submit papers, including \$10.00 (US) submission fee payable to *Gender & Society*, to Professor Christine Bose, editor, *Gender & Society*, Department of Sociology, SS 340 (Social Science 340), University at Albany, SUNY, 1400 Washington Avenue, Albany, New York 12222.



Women's Studies in Cuba Nov. 12-16

The Women's Studies Department at the University of Havana is seeking papers for its Women's Studies Conference in Havana, Cuba, Nov.

12-16.

A 200-word abstract should be sent by July 24, 2001.

For more information on the conference, contact Lic. Yolanda Cue Gonzalez MERCADU Universidad de La Habana e-mail: eventos@rect.uh.cu, phone: 537(704667) fax: (537)335842.

Race, Gender & Class Project seeks proposals and papers

The Race, Gender & Class Project seeks papers and proposals for its third annual conference Oct. 18-20.

Held in New Orleans, the theme of the conference is Race, Gender, Class: Working Together for Social Justice. Deadline for papers is June 1.

The Project is especially interested in race, gender and class analysis providing empirical evidence for the failure of existing institutional and non-institutionalized arrangements to allow the social justice ideal to prevail.

Conference organizers are encouraging research and practice which provide fresh insights into race, gender and class issues in education, environmentalism, criminal justice, labor and union, media, politics and economics.

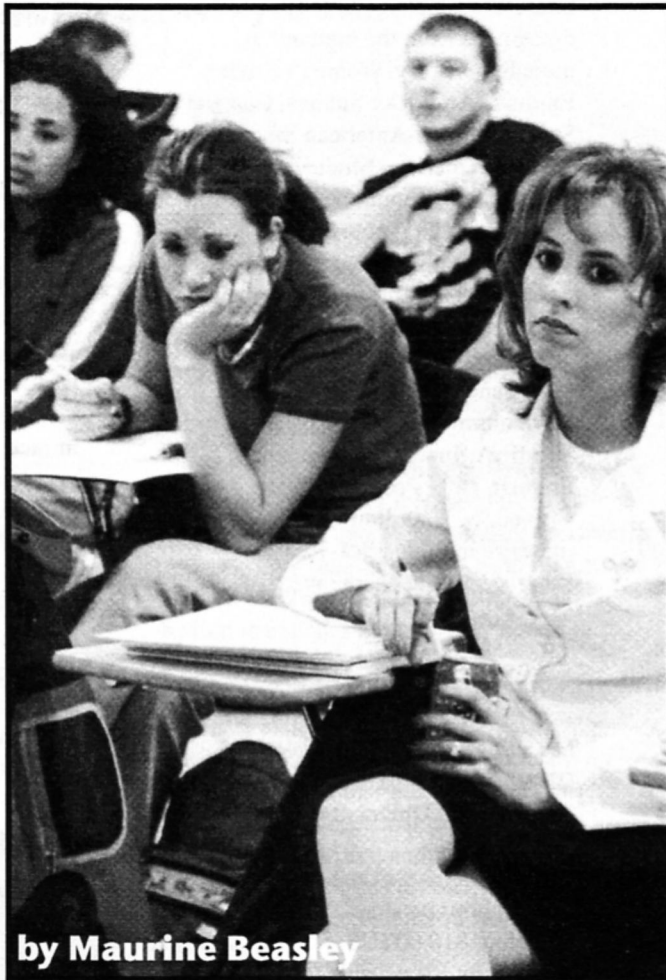
Proposals must be submitted in writing and should include the following: title, name, address, phone number, fax number and e-mail address of the speaker(s), a typed summary (200 words) of the presentation and an abstract (50 words) for the program.

Final papers should be 15-25 pages, double-spaced, including all citations, tables, and references in APA style.

For further information, contact the conference organizers: Jean Ait Belkhir, (504) 286-5232, email: ibelkhir@suno.edu and Lenus Jack Jr.

(504) 286-5157, email: ljack@suno.edu

Send proposals to: Jean Ait Belkhir or Lenus Jack Jr., Southern University at New Orleans, Department of Social Sciences, Race, Gender & Class Project, 6400 Press Drive, New Orleans, LA 70126.



by Maurine Beasley

Dealing with problem students

Let's face it. Maybe women and media classes draw more than their fair share of students that we label "problems."

I've been teaching a women and media class at the University of Maryland for 25 years. Many of the students have been exceptionally pleasant, interested, and intelligent, but there are some others that stand out in my mind.

For example, there was a nervous young woman who stood up in class after she saw the final examination and yelled out to the others, "Come on. We don't

have to take this (you know what). Let's walk out!" I was simply stunned. So were the other students. They looked at her and turned to their examination booklets. Eventually she sat down and tried – without much success – to answer the questions.

Then there was another student – a returning student who told me she was receiving disability payments. I gave her a "B-plus" on a term paper. She thought she should have gotten an "A". A violent emotional outburst ensued. I walked away and I refused to raise her grade. She wouldn't speak for a while and was extremely hostile. On the last day of the class, to my

great surprise, she apologized and said she was under psychiatric treatment.

Another I shall never forget, failed to read (or comprehend) the directions for a class assignment that called for interviewing a role model. After class one day she told me she had written a paper about a historical figure. When I tried to explain that she was supposed to contact a person currently active in the communication field, she screamed, "But you didn't tell me that I couldn't do a DEAD person!" After a long class absence, she turned in a journal that included thinly veiled autobiographical references to bizarre sexual activity. When she arrived (late) to take the final exam, she wanted to sit in the hall because she said the sound of students chewing cookies I had brought in "bothered" her. I told her she would have to stay in the classroom. After the test, she yelled at me, "I CAN'T GET A 'D' in this class. You can't give me one!" Luckily, she had done just enough work to get by with a C-minus, but obviously her problems were far more complex than simply dealing with the course material.

What can a teacher do about students like this? Very little, in my opinion.

A teacher is not a counselor. Our job is to set limits on appropriate behavior and try to engage students intellectually. Students, like the general population, experience a broad range of difficulties, mental, physical, financial, academic.

Probably the best we can do is to be aware of the resources available on our campuses and refer troubled individuals to professional advisors.

A related, and larger issue, however, is the degree to which our courses draw individuals who act out and use us as vehicles for the transference of their own hostilities. It stands to reason that some students may elect these classes because they feel marginalized as members of the academic community. Therefore, our classes and we as teachers may bear the burden of some of the anger and unhappiness they feel.

To a degree that can be expected – and should be expected - in women and media classes. Our classes challenge conventional thinking about the media and are designed to explore the cultural phenomena of women as "outsiders" in a male-dominated field. They are specifically set up to deal with issues of marginalization in terms of women's experience.

Few of us, however, want to make our classes the sole repository of students whose personal strains and stresses make it difficult for them to function in an academic atmosphere. Most of us want to appeal to a broad range of students even though that goal may bring in a group of "doubting Thomas's" – such as male students, who perhaps sit in class and scoff at the idea that women historically have been victims of inequality.

In my opinion if we handle our classes deftly, we don't need to "put them down" personally – but we can work at setting up classroom discussion so other students will. I don't think teachers should be seen as "thought police" censoring students for their comments, even when some of the comments seem biased or even hostile. They should insist that students show respect for each other's views.

I'll never forget a "doubting Thomas" I had a decade ago, a young man who spent eight years getting his degree because he had to work for his expenses. He took the women and media course when he found nothing else that fit his schedule – and he expected to hate it. By the end of the class he had become a committed feminist and taken a job on a newsletter covering women's issues. Why? Because class discussion by other students on inequalities in women's salaries convinced him that his sister, with whom he was very close, was getting an unfair shake in the labor force.

I'm convinced that students learn best from their own peers, although most students are fair-minded and willing to listen to older people.

My most memorable experience in teaching occurred when a student I had had in the class two years before burst through the door one day and said to the current group, "You had better believe her (meaning me)! I didn't believe her but now I know she's right. Women have a rough time out there (in the work place)." The students were far more impressed by what she said than by any lecture I gave.

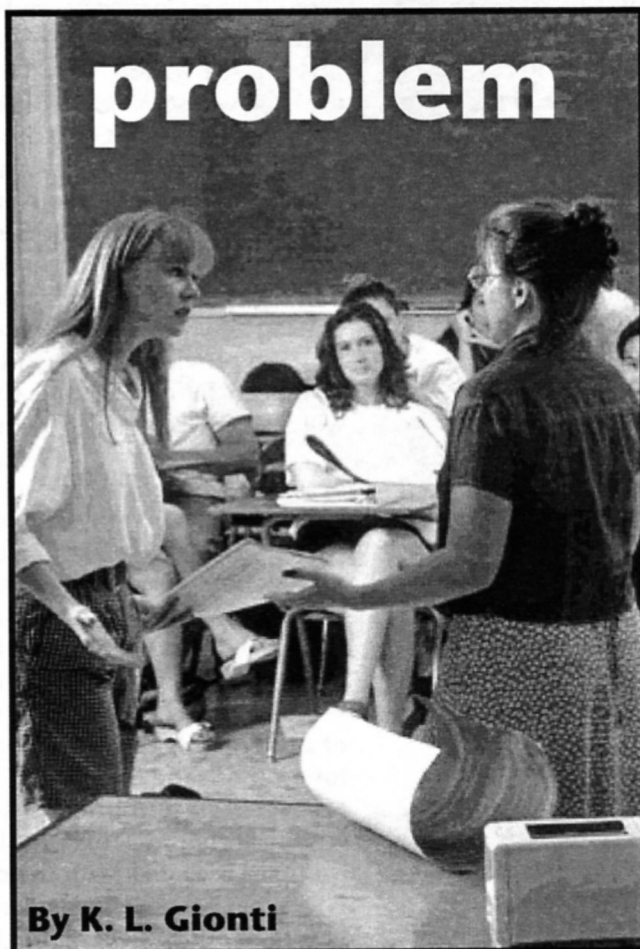
I've found the best way to deal with a mixed group of students who have varying ideas about women is to forget the "sage on a stage" approach in which the teacher is the authority. Instead, I have changed to the "guide at the side" philosophy in which I shepherd the group as they deal with the course material.

What we have to keep in mind is the transforming nature of our subject matter and the importance of transmitting it to the younger generation. We are dealing with a subject of vast importance.

In summary, let's not let a minority of "problem" students get us down. Listen to them, try to help them, but avoid an intense amount of emotional investment in their situations. We all need to keep our eyes squarely on the main objective - keeping our classes on the books, filled and viable options for those students, who, like us, have the potential to make real changes in the world

Maurine Beasley is a professor of journalism at the University of Maryland.

When the professor is the problem



By K. L. Gionti

When Sandy discovered she was pregnant, she hid the news until her dissertation proposal passed.

"Several faculty members in my department made it known that women who have children while in graduate school are thought of as not being dedicated to the field," she explained. "I was told by one faculty member that anyone who got pregnant before their dissertation proposal meeting would be removed from the program by means of intimidation."

Despite the warning, Sandy continued with her pregnancy, wearing large shirts to conceal her growing stomach.

Even though she passed her proposal, Sandy received a cold reception from the faculty, especially from her advisor.

"He seemed uninterested in working with me on research anymore," she said.

Although Sandy's problem is not common, many other graduate students said they too have also been

treated unfairly by professors. Students in the Commission and AEJMC's Graduate Student Interest Group, as well as student members of the Society of Professional Journalists, expressed frustration with the treatment received from faculty members. As one student put it,

"They said graduate school is cut-throat, but failed to explain that it's the professors who make it that way."

While Sandy felt discriminated against because she was a woman, other male students said they have often been discriminated against for not being female.

"My professor called on me in class to give an opinion on a media law case we read," said Frank a law student at Marshall University. "I thought I gave a great answer, but she didn't think so."

"She's a big feminist and I am far from that," he explained. "I'm a white, middle-class male and she, being a feminist, apparently saw me as an enemy of sorts. None of the answers I gave in class were good enough for her."

Like Sandy, Frank said the only way for him to deal

with the situation was to not let it get to him and to do the best work possible.

Lack of communication . . .

Problems of gender discrimination are not the only issues graduate students deal with from their professors.

Several students expressed a lack of communication from their professors about what is expected of them.

Having worked on her thesis for more than a year, Mary was slated to graduate in May. But when her university fired her program's director, the replacement director decided Mary's thesis topic was unfit.

"She asked me to redo everything or she made it clear she wouldn't give me a degree," said Mary, who attends a large public university in California. "I felt so humiliated, as if my whole year of work was wasted."

Mary has since been given a new thesis advisor and asked to spend an additional semester in school.

"Staying one more semester means a lot of money and time," she said. "I feel this is totally unfair but I have no other option if I still want to earn the degree."

Dwight, a graduate student in Illinois, also understands this miscommunication.

"My professor never told us what type of style she wanted us to use for papers or anything. So when I handed in my final paper, she complained that I didn't follow the directions," he explained.

"There really wasn't much I could do. I just took my bad grade and moved on with my life."

Unrealistic deadlines . . .

The lack of communication on the professor's part can also mean an unexpected workload for the student. Dan, a master's student attending a west-coast university, said he didn't understand when he accepted an assistantship that he'd be doing all of his professor's "busy work."

"I spend so much time grading extra papers and helping students understand the material because the professor is not available that I've fallen behind in my own work," he explains. "I'm about ready to quit."

Jennifer, a student at a university in New York City endured the same problem when a professor called her at home one night making a last-minute request.

"One professor wanted to write an article for a professional journal, and he called me at 8 p.m. one night and asked for a seven-to-eight page summary of this particular communications theory to be ready the next day," she said. "I ended up dropping all my school

work and staying up all night to write this thing out of the blue for him."

Problem solving . . .

As many graduate students were quick to point out, one's success in pursuing an advanced degree depends

upon the relationship with your professors and advisor. And in attempts to keep the relationship healthy, most students decline to confront their professors in fear of retaliation.

So what can graduate students do when forced to deal with a problem professor?

The American Association of University Professors in its Statement of Graduate Students states it is the responsibility for universities with graduate programs to secure and respect general conditions conducive to a graduate student's freedom to learn and teach.

Most graduate schools have offices on campus containing information on where to go when there's a problem both in and out of the classroom. Many universities also have information on hand regarding students' rights and how to deal with problems.

But some problems can't be solved that easily. The best approach, says Dr. Andrew Rancer, a professor of interpersonal communication at The University of Akron, is talking to the professor to come to a common ground.

Rancer advises students to take an "affirming communicator style" when discussing issues with professors. This means being relaxed (not agitated), attentive (give a lot of eye contact) and friendly (no hostile tone, no hostile facial expressions).

Rancer also says students should prepare their arguments in advance.

For problems that cannot be solved by talking to the professor, Elizabeth Onusko of StudentAdvantage.com, a general information web site for college students, tells students not to be afraid to go to the department head or dean if the problem persists. She advises, however, for students to pick their battles wisely and not rush to the dean for petty problems.

"Deans are there to act as intermediaries between professors and students. Some professors may not always appreciate this move, so proceed with caution. Go to the dean only after all else has failed."

Most importantly, Ornesko tells students to be realistic when dealing with problems. "Don't make unreasonable requests or whine like a child," she says. "Be mature and attempt to perfect the art of negotiation."

Gardner Award winner announced

A Ph.D. candidate from the University of Maryland has won the 2001 Mary Gardner Award for her work on media reformer Dr. Donna Allen and the Women's Institute for Freedom on the Press.

Danna L. Walker, producer for CBS News' "Face the Nation" and CBS News-Washington, won the award for her dissertation, tentatively entitled *The Crossroads Less Traveled: Donna Allen and the Women's Media Reform Effort*. The title refers to Allen's book co-edited with Commission members Ramona Rush and Susan Kaufman, *Communications at the Crossroads: The Gender Gap Connection*.

This book, Walker writes, "marked a pivotal moment in what I discovered in one of my first research papers—the mid-1980s was a time of long-awaited focus on feminist research."

Walker writes that her dissertation "is a project that documents not only the efforts of feminists to change mass communication theory and education but the praxis of feminist communication—the publications or *material objects* of feminist journalism. In a sense, it is a political in that it is designed not only to give testament to the effort and success of feminist theorists within communication but to the *struggle* and the marginalization of women who participate in it."

This is the third time the Mary Gardner Award has been given by the Commission on the Status of Women. Named after the first woman educator who headed the Association for Education in Journalism and Mass Communication, the Mary Gardner award is given to a student whose work promises to make a significant contribution to the field of feminist research.

The award will be presented during

the business meeting of the Association for Education in Journalism and Mass Communication's national convention in Washington, D.C. in August. The award is especially timely this year because the Commission has just created an award honoring Donna Allen's many contributions to women in journalism and has made its annual "Wild Woman" as a fund raiser for that award.

Kate Peirce, co-chair for the Commission, said she was especially pleased with this award because Walker represents the ideal combination of scholastic achievement with strong professional credentials.

"Danna is an outstanding researcher who has already presented her work at AEJMC and ICA. We at the Commission are pleased that the Gardner award is going to someone who promises to make such an important contribution to journalism research."

Walker has been a professional journalism for 25 years. Besides her work at CBS, she freelances for *The Washington Post Magazine* and *The New York Times*. Her work has also appeared on CBS.com and Discovery.com.

In the past, she has been a reporter covering the White House, Congress and other federal agencies. While a reporter for United Press International, she was one of the few women journalists to cover an arms treaty negotiation. She has won UPI writing awards for her work in Chicago and New York.

Walker has been an active scholar, presenting papers at ICA and AEJMC.



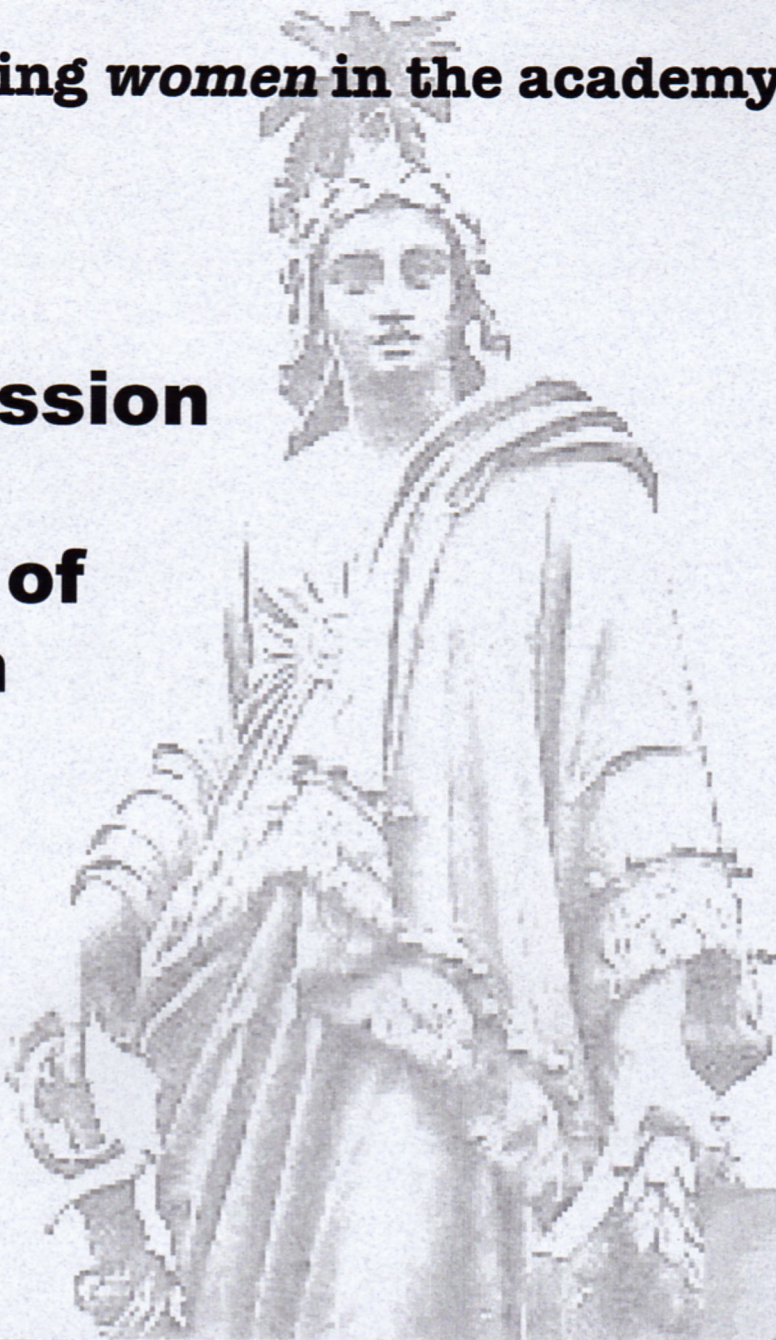
Danna L. Walker, a doctoral candidate at The University of Maryland was chosen as this year's Gardner Award recipient. The award supports her research on media reformer Dr. Donna Allen and the Women's Institute for Freedom of the Press.

Her article on "Third Wave Feminism" appeared in *CLIO*, the newsletter of the History Division of AEJMC.

Walker is an adjunct professor, teaching writing through the University of Maryland's Distance Education program. She has a Master's of Liberal Studies from Georgetown University and a Bachelor's in Journalism from Northeast Louisiana University.

Putting women in the academy on top.

**Commission
on the
Status of
Women**



**2001 National Convention
Association for Education in
Journalism and Mass Communication**

Washington, D.C.

A special insert to *Women's Words*

The programs

The Commission on the Status of Women has arranged great programming for this year's AEJMC convention. It ranges from an international look at women's coverage to life in the locker room, from top research to one of the top feminist editors of today and top administrators.

Competitive Research Session

Sunday, 8:15 a.m.

Presenters: Nnedi Okorafor, The Star Newspaper and Africana.com, Chicago, and Lucinda Davenport, Michigan State, "Virtual Women: Replacing the Real" Radhika E. Parameswaran, Indiana, "Resuscitating Feminist Audience Studies: Colonialism, Occidentalism, and the Control of Women"

Tina Carroll, Miami, Ukaiko Bitrus, South Alabama, Beverly Pike, South Alabama, Summer Powell, South Alabama, Mona Moore, South Alabama, "HBO's Sex and the City and the Perpetuation of Myths about Women: A Feminist Cultural Criticism"

Barbara Barnett, Graduate Student, North Carolina, Chapel Hill, "Emma Says: A Case Study of the Use of Comics for Health Education Among Women in the AIDS Heartland"

Exploring the Current State of U.S.-based Media Organization's Global Women's Coverage

Sunday, 1 p.m.

Co-sponsored with International.

Moderator: Robyn Goodman, Alfred

Panelists: Thelma Dailey, Editor in chief, the *Ethnic Woman International*

Frankie Hutton, correspondent, Women's International News Gathering Service;

Janet Kolodzy, correspondent, CNN

Judith Colp Rubin, Editor in chief, *Women's International Net Magazine*

Marcela Sanchez-Bender, *Washington Post*, Latin America

CSW Business Meetings

Monday, 7 a.m.

Presiding: Therese Lueck, Akron

Monday, 12 p.m.

Presiding: Kate Peirce, Southwest Texas

Beyond Title IX: A Discussion of the Media's Treatment of Female Athletes

Monday, 1 p.m.

Co-sponsored with Entertainment Studies.

Moderator: Katherine Bradshaw, Northern Colorado

Panelists: Christine Brennan, *USA Today*;

Pamela Creedon, Kent State University

Judith Cramer, Long Island University

Lynn Klyde-Silverstein, Northern Colorado

In Honor of Marcia Ann Gillespie, editor in chief of *Ms. Magazine*

Monday, 8 p.m.

Co-sponsored with Cultural and Critical Studies.

Moderator: Frank Durham, Iowa

Speaker: Marcia Ann Gillespie, editor in chief, *Ms. Magazine*



CSW Business Meeting

Tuesday, 7 a.m.

Presiding: Kate Peirce, Southwest Texas

Integrating Feminist Communication Theory into Gender and Mass Communication Research

Tuesday, 1 p.m.

Co-sponsored with Communication Theory and Methodology.

Moderator: Kate Pierce, Southwest Texas State

Panelists: Sue Lafky, Iowa, "Feminist Research as Feminist Practice"

Radhika Parameswaran, Indiana, "Culture and Context: Fracturing Ideologies of Differences through Post-Colonial Feminist Theory"

Lana Rakow, University of North Dakota, "Who Put the Feminist in Communication Theory?"

Linda Steiner, Rutgers, "Using Feminist Theorizing to Resolve Media Dilemmas"

Competitive Research Session

Tuesday, 2:45 p.m.

Presenters: Jennifer Jacobs Henderson, Washington, and Gerald Baldasty, Washington, "The Representation of Women in Prime-Time Television: An Examination of Genre and Stereotypes"

Marie Dick, Southwest State, "Televised Reproductive Health News Reports as a Public Panopticon Policing the Plagued, Passive, and Perverse Female Patient: A Content Analysis"

Kim E. Karloff, California State Northridge, "Naming Rape Victims and Survivors: A U.S. Newsroom Policy Study, 2000"

Ginger L. Park, Kansas State, "Portrayals of Wife Abuse in the New York *Times* 1915 & 1925"

From Nellie Bly to Christiane Amanpour: Portraits of Women Journalists

Tuesday, 4:30 p.m.

Co-sponsored with Small Programs Interest Group

Competitive Research Session

Wednesday, 8:45 a.m.

Presenters: Greg Mellen, Missouri, and Patricia Coleman, Missouri, "The Olympic Ideal: A Content Analysis of the Coverage of Olympic Women's Sports in San Francisco Bay Area Newspapers"

Paula Whatley Matabane, Howard, and Bishetta D. Merritt, Howard, "Title IX Babies, Sports Media, and Attitudes toward Women in Sports and Society"

Tara M. Kachgal, North Carolina, Chapel Hill, "Home Court Disadvantage? Examining the Coverage of Female Athletes on Leading Sports Websites: A Pilot Study"

C.A. Tuggle, North Carolina, Chapel Hill, and Suzanne Huffman, Texas Christian, "A Descriptive Analysis of NBC's Coverage of the 2000 Summer Olympics"

Still More Than You Ever Wanted to Know About Women in Journalism and Mass Communication

Wednesday, 10:30 a.m.

Co-sponsored with History, Communication Theory and Method, Scholastic Journalism

Moderators: Carol Oukrop, Kansas State, and Ramona Rush, University of Kentucky

Panelists: Julie L. Andsager, "Washington State University, "Sexual Harassment in Journalism and Mass Communication Graduate Programs"

Christy C. Bulkeley, retired publisher, Gannett Co., "Overview of Women and the Media Professions"

Maurine Beasley, University of Maryland, "Graduates' Views on their Journalism and Mass Communication Education"

Jannette Dates, Howard University, "Women in Minorities and Communication and the Status of Minorities"

Susan Henry, University of California, Northridge, "A Herstory of AEJMC"

Therese Lueck, University of Akron, "A History of the Commission on the Status of Women"

Discussants: Margaret Gallagher, independent and international communications researcher, Paris, and Katharine Sarakakis, vice president, International Association for Media and Communication Research (IAMCR), Coventry University, Great Britain

Wild Women in the Academy VII: Honoring our Foremothers

Wednesday, 12 p.m.

Co-sponsored with the Council of Affiliates

Presiding: Therese L. Lueck, University of Akron

How to Teach Typography in an Advanced Digital Publishing Age

Wednesday, 2:45 p.m.

Co-sponsored with Visual Communication

Moderator: Susan Zavoina, North Texas

Panelists: Ute Sartorius, North Dakota

Shawn McKinney, Texas at Austin

Kay Amert, Iowa

Claude H. Cookman, Indiana

Places to go, things to do

Washington Dolls' House & Toy Museum

5236 44th St. NW

This museum has a carefully researched collection of antique dolls' houses, toys and games, plus a comprehensive museum shop. Open Tuesday-Saturday 10 a.m.- 5 p.m., Sunday noon-5 p.m.

Vietnam Women's Memorial

21st & Constitution Ave. NW

Located in a grove of trees across from the Vietnam Veterans Memorial, this 2,000-pound bronze statue by Sante Fe-based sculptor Glenna Goodacre depicts three servicewomen and one wounded soldier supported by sandbags. Open 24 hours. Pictured below.

National Museum of Women in the Arts

1250 New York Ave. NW

Collection of more than 1,500 pieces by 400 women artists from 28 countries, including Mary Cassatt and Georgia O'Keeffe. Open Monday-Saturday 10 a.m. - 5 p.m., Sunday noon-5 p.m. Suggested donation: adults \$3, students and senior citizens \$2.

Women in Military Service for America Memorial

Memorial Drive, Arlington National Cemetery Gateway

Memorial honors America's 1.8 million women who've served in the nation's defense. Includes education center, exhibit gallery, theatre, register of women veterans and their stories and gift shop. Open every day 8 a.m. - 7 p.m. Free admission.

National Museum of American History

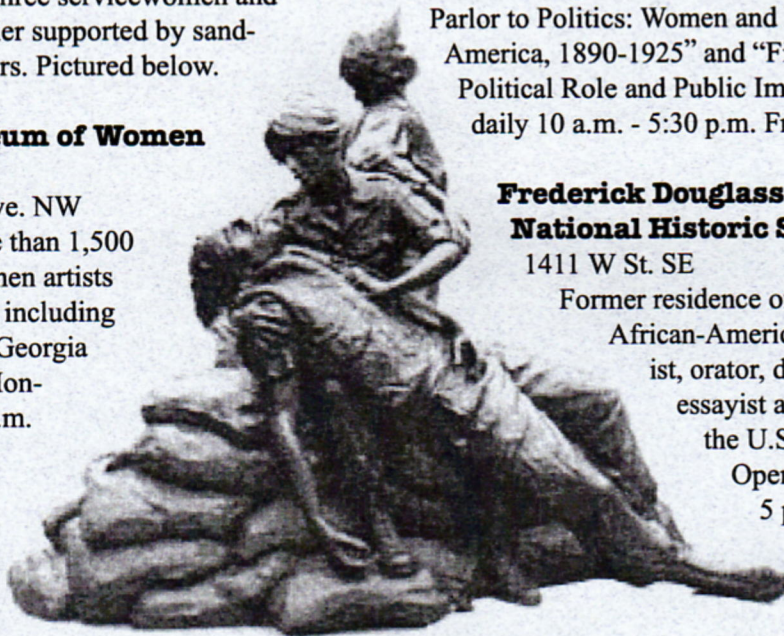
14th St. and Constitution Ave. NW

Features two great exhibits on women: "From Parlor to Politics: Women and Reform America, 1890-1925" and "First Ladies: Political Role and Public Image." Open daily 10 a.m. - 5:30 p.m. Free admission.

Frederick Douglass National Historic Site

1411 W St. SE

Former residence of famed African-American abolitionist, orator, diplomat, essayist and auditor of the U.S. Treasury. Open daily 9 a.m. - 5 p.m. Admission is \$3.



Hook, line sinker

Bev Merrick catches the 'big one' – tenure and promotion, the first woman at New Mexico State to earn T&P in journalism and mass communication



Bev Merrick being honored for receipt of tenure and promotion by New Mexico Gov. Gary Johnson.

By Beverly Merrick

The tenure and promotion process has a lot in common with fishing. It takes patience, the right bait, a bit of skill and a whole lot of luck to hook the “big one”—tenure and promotion.

Continued on next page

Before I started this year-long “fishing trip,” that analogy didn’t make much sense to me but I’ve learned a lot this year and I’ve also taken up a new hobby, fishing.

I like to think of myself as a big fish—worthy of landing (tenure and promotion)—in my pond (New Mexico State University).

The big fish analogy has special significance for me.

While growing up, my mother warned, “Whatever you do in life, you have choices to make. You may decide to be a big fish in a big pond, a small fish in a big pond, a big fish in a small pond, or a small fish in a small pond.”

When I started this tenure and promotion business, I felt like a very small fish, hardly worth the attention of the anglers up on land. Back in April 2000, my boss told me not to expect a word until April 2001.

Of course, a couple of charitable anglers had thrown me some tantalizing bait designed to keep me interested in the game—and my strength up. One colleague on the tenure committee passed me in the hall and whispered, “Nothing to worry about.” When pressed, this angler retreated.

In the subsequent months, I only saw the anglers above me—the Tenure and Promotion Committee, the department chair, the college committee, the dean and the college president—through a dreamy haze. They seemed part of another world, one full of sunlight, pine trees and lines cast with a “pling” on my smooth water world of grading, writing and going to meetings. The water magnified each sound but the movement and the source were indistinct. Like a poor little fish, I could only wonder what each stealthy, thundering “pling” meant, what the world on the solid ground must be like.

The fishing analogy makes perfect sense to my mind, given my family history.

Great Uncle Charlie Ruthstrom was a sea captain who fished bodies out of the

north Atlantic after the sinking of the Titanic. Back when I was 11, I almost drowned at a church camp. And then, of course, my mother, the kitchen philosopher from Miller, Nebraska, loved the fish analogy. “You must,” she insisted, “be a BIG fish, whether the pond is large or small.” She always talked about the need to swim with focus. Otherwise, she warned, the poor little fish would be swallowed up. She always issued that warning as she pan-fried catfish that she pulled out of a deep hole in the Loop River.

For eight months, I tried to keep focused, not wanting to end up on someone’s dinner table.

After eight months, the word finally arrived.

I went to my office at school that April afternoon—a perfect day for fishing, it turned out. The secretary told me to look in my mail box. There was only one envelope there.

Like a fish intrigued by a dancing fly on the water, I jumped at the bait.

Inside was a one-sentence missive from the dean—“Congratulations!”

A few days later, the president made it official.

I soon received congratulations from throughout the campus. One of the nicest was a celebratory Chinese lunch with an older student and his girlfriend. Leo Hall, my fishing buddy, made me prawns dripping with garlic butter.

But there were more accolades ahead.

On May 5, New Mexico Gov. Gary Johnson honored me as one of the outstanding women of New Mexico for my teaching, service and research at NMSU.

It was a time of enormous celebration. My son and my very pregnant daughter and her husband were there. My boss was there. My fishing buddy Leo was there.

It was a time of picture taking, applause and good cheer.

It was the end of a year of swimming in a pond where I could not always see what lay ahead but I was determined not be swallowed up.

Yes! I have finally made it!

It fosters a sense of accomplishment. It also causes a sense of insecurity. I still have not managed to figure out whether I have climbed from the frying pan into the fire.

Yes, just when one is feeling comfortable, having done swimmingly, one is introduced to life after tenure.

You see, I had not envisioned life beyond the pond.



Bev's biggest supporter in her pursuit of tenure has been her family, who shared in the celebration.



Bev with friend Leo (left) and Gov. Gary Johnson.

Beverly Merrick is now a tenured associate professor of Journalism and Mass Communication at New Mexico State University. She received the Governor's Award for her public service, research and teaching. The award, which has been given out since 1986, honors 30 women from around the state each year for their achievements and contributions to women in New Mexico. Merrick teaches courses in "Women and the Law" and "Women in the Mass Media" at NMSU and has written a book of poetry, "Closing the Gate," which deals with women pioneers of the early 20th century in the Great Plains of the United States. The governor's award also makes note of her work on reference biographies about women writers and journalists.

Merrick is a member of the NMSU Women's Studies Steering Committee, which was created in 1973 to increase awareness of the rights, responsibilities and interests of women and to preserve their history and contributions to the state.

Merrick was also honored by former New Mexico Gov. Garrey Carruthers for her teaching, following a 1980s nomination for a Christa McAuliffe Congressional Fellowship by Sen. Pete Domenici, and by Ohio Gov. William Gilligan for her homemaking after winning the grand prize in sewing at the Ohio State Fair in 1973 at the age of 28.

Merrick is former head of AEJMC Magazine Division. She was a fellow in Media Ethics Workshop sponsored by the Freedom Forum and a fellow at the American Press Institute. She received a double BA in English and Journalism (1980), and a Master's in Journalism (1982) from Marshall University, Huntington, W.Va. She received a Master's in Fine Arts (1984), a Women's Studies Certificate (1986), and a doctorate in Mass Communication (1989) from Ohio University.

Before her career in academia, Merrick was a reporter and a photographer.

Co-Chairs' Columns

Therese Lueck, First Year Co-Chair

If you've ever considered applying for a Fulbright (or even if you haven't), let me give you a billion reasons to do it now—China. This semester I'm a Fulbright lecturer at Jinan University in Guangzhou, China.

Proximity to Hong Kong, centuries as a port to the West in its own right and distance from the official news center of Beijing have made Guangzhou a media hub. There's a news kiosk on every block. People stand, sit and wander, their heads buried in newspapers. The large-circulation *Guangdong Daily* has a state-of-the-art printing facility, with a museum under way that stretches the imagination from the origins of paper to the future of computerization. Move over Newseum!



Jinan University is an oasis in this Southeast China metropolis that sprawls just south of the Tropic of Cancer. A banyan tree hung with moss stands sentinel at the university's Foreign Expert Building, which houses the foreigners (non-Chinese). In addition to the United States, the seven foreign teachers at the university this year come from Portugal, Germany, Ireland and Japan.

The only foreign instructor in journalism, I teach third-year undergraduates and first- and second-year graduate students. Their English comprehension is low, but they're good students. I have more women than men in my classes. Despite hectic schedules, colleagues are helpful. And the dean isn't threatened by an emerging specialty in "women and media."

Jinan has one of the top journalism programs in the country, with resources to match. The school subscribes to many of our journals and trade publications. It has a newly renovated building, which includes multi-media classrooms. It's in the process of expanding into a college of journalism and mass communication as well as adding a doctoral program.

The dean is excited when he talks about continuing the Fulbright exchange. Although China is one of the oldest exchange partners, Jinan is a newcomer. The university sponsored its first Fulbright lecturer only last spring — none other than Maurine Beasley, professor of journalism at the University of Maryland, long-time Commission member and former head of AEJMC. She inspired so much interest in "women and media" that journalism specifically requested that emphasis this year.

Increasing westernization of China's media provides unique research opportunities on issues of global significance. In time to take advantage of these opportunities, Fulbright has stepped up its student research fellowships. As a matter of fact, a Fulbrighter just arrived at the university to do research for her dissertation in history.

Receiving a Fulbright also has stateside benefits: It keeps the good ole boys at bay. While it may not compel administrators to write your praises, the award has been found to quell the harassment.

Terry

Doctoral students not prepared, study says

Doctoral programs do not prepare students for careers outside academia, reports a study released in January.

In a survey of 4,000 doctoral students at 27 universities, researchers found a "three-way mismatch" between Ph.D. students' goals, the training they receive and the actual careers they enter.

Answers to the 20-page survey, conducted by Chris Golde at the University of Wisconsin-Madison, suggested

Ph.D. students' goals are somewhat unrealistic given the tight job market in higher education and that they are not adequately prepared for careers as professors.

"The training doctoral students receive is not what they want, nor does it prepare them for the jobs they take," stated the report, titled "At Cross-Purposes: What the Experiences of Today's Doctoral Students Reveal About

Doctoral Education."

More than 4,000 Ph.D. degrees are granted annually, while the job market for full professors grows at a much slower pace.

The survey stated that although most doctoral students enter Ph.D. programs hoping to become tenure-track faculty members, less than half of them reach that goal.

Kate Peirce, Second Year Co-Chair

Last month one of my students brought her 6-year-old daughter to our class on women and minorities in the media because school was out for everyone but us. At least, I think that was the reason.

Anyway, I was babbling on but stopped at one point to ask a question. No response.

"Hasn't anyone been listening to me?!" I asked. "I was," pipes up 6-year-old Morgan.



My first thought was that she was the last person I wanted to be listening to me because I had been talking about the portrayal of gays and lesbians on television, a topic mom Melanie might think unsuitable for 6-year-old ears. I must have said something to that effect because Melanie spoke up and said it was ok, that her husband's sister is gay and they talk about her and partner all the time. They tell Morgan that her aunt is different but there's nothing wrong with being different.

Then I had another experience. It began with a phone call from a fellow AEJMCer, who said her group had been set to co-sponsor a preconvention workshop, but now they couldn't do it. The reason? Some of the old guard in the group didn't want to, even though it fits perfectly with the conference theme, "Bringing in the Outs." Roy Aarons, workshop organizer, wrote the following description:

"The workshop will bring together some 40 journalism academics and news industry journalists for a roundtable discussion about how issues of sexual orientation are both taught and covered. Journalism academics and administrators will discuss the state instruction in these areas, the barriers and opportunities. The news professionals—editors, producers and reporters—will evaluate coverage today and what knowledge they expect of new journalists entering the profession with regard to these issues. The goal: To use this unique collaboration to stimulate ideas and practical initiatives to tailor the teaching of these topics to the needs of the profession."

My caller couldn't understand why her group wasn't jumping for joy to co-sponsor this well-planned, important workshop.

But I could.

There are still too many people who don't really want to bring in the outs and don't want to be associated in any way with the outs because then other people will think that they, too, are outs and that would be horrible beyond belief. Such people will tell you they aren't homophobic, misogynistic or racist and perhaps some of them truly are not.

But if they didn't think, at the very least, that a particular group of outs was a rung or two beneath them, there wouldn't be this outcry over being associated with it. It wasn't too long ago (and still is sometimes) that the biggest group of outs was called women. So guess what, folks. CSW is sponsoring Aarons' and USC's workshop.

I'm hoping that by the time Morgan goes to college such a workshop won't be needed and if needed, won't be rejected by any so-called ins. I also cling to the belief that there are more Melanies out there teaching their Morgans that different is just that.

Kate

AAUP reports inequalities

Female faculty members still do not earn equal pay for equal work, according to the American Association of University Professors' yearly faculty salary report.

The report, released in April, states gender differences are small overall, but are significantly larger at research universities and for faculty at the rank of full professor.

In public institutions, male professors earn on average 6.5 percent more than female professors. Male professors in private institutions earn 5.9 percent more than female professors generally and 10 percent more than women in both private and public research universities.

"The Annual Report on the Economic Status of the Profession, 2000-2001" also reported that faculty salaries barely kept up with inflation. The inflation rate was 3.4 percent, while faculty salaries increased by 3.5 percent, leaving faculty with only a 0.1 percent increase.

Other findings in the report include:

- Professors are paid roughly 25 to 30 percent less than similarly educated professionals. Data from the 1999 Occupational Employment Statistics Survey suggest that the average faculty member earns 26 percent (\$15,299) less than the average highly educated professional.

- Salary differences between elite and other institutions are growing, presumably because these institutions dangle high salaries and other benefits to lure the most talented faculty.

- Salary differences across disciplines have been growing, with differences of 35 percent between the top- and bottom-paying disciplines.

The report is accessible on the AAUP Web page at <http://www.aaup.org>.

How many women journalists are in Washington?

Only seven, according to *Washingtonian* magazine

Beware while in Washington this August.

You might not find a lot of women journalists working in the nation's capitol - at least according to *Washingtonian* magazine.

In its March issue, the magazine listed what it considers to be the top 50 journalists in Washington and included only seven women.

Among the seven women making the cut were: *New York Times* columnist Maureen Dowd (#5), *New York Times* Washington bureau chief Jill Abramson (#14), ABC News correspondent Cokie Roberts (#23), *Washington Post* reporter Katherine Boo (#38), ABC News correspondent Jackie Judd (#41), *Washington City Paper* reporter Jonetta Rose Barras (#45) and *Washington Post* columnist Mary McGrory (#49).

The Commission thinks the *Washingtonian* might have overlooked some women. Here's a look at a few others making waves in the capital:

Judy Woodruff



Judy Woodruff, a 30-year veteran of broadcast journalism, is CNN's prime anchor and senior correspondent. She co-anchors with Bernard Shaw

"Inside Politics," the nation's first program devoted exclusively to politics and "WorldView," an international newscast that examines the major worldwide stories and issues.

Diane Rehm

For the past 17 years, Diane Rehm has been giving Americans the inside scoop in her national radio show, "The Diane Rehm Show," on National Public Radio. "The Diane Rehm Show" and its host have received recognition and acclaim over the years. In 1994, for the third year in a row, the program won Washington's Achievement in Radio.

Gwen Ifill

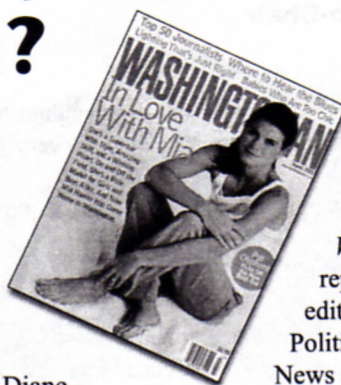
Gwen Ifill, the 44-year-old senior correspondent at "The NewsHour With Jim Lehrer" and host of "Washington Week in Review," maintains an external sense of cool and serenity, while underneath lie serious smarts,



smooth execution and a healthy dose of skepticism -- all qualities that make her a natural to moderate "Washington Week."

Janet Hook

Janet Hook is the congressional correspondent for the *Los Angeles Times'* Washington D.C. bureau. Hook began her journalism career in 1978 as the assistant editor for *The Public Interest*. A year later she left to become an assistant editor for the *Chronicle of Higher Education*. In 1983 she began work for the *Congressional Quarterly* as senior writer.



Gloria Borger

Gloria Borger joined *U.S. News & World Report* in 1986 as a political reporter, and now as a contributing editor, writes the magazine's "On Politics" column. She is also a CBS News analyst, appearing regularly on "Face the Nation." Borger began her newsmagazine career at the Washington bureau of *Newsweek*, where she worked as a general assignment reporter.

Alexis Simendinger

A native of Washington, D.C., Alexis Simendinger has been a reporter in the capital since 1986. She joined *National Journal* - a nonpartisan weekly magazine known for its in-depth coverage of U.S. politics and government - as White House correspondent in May 1997.

Mara Liasson

Mara Liasson is now the national political correspondent for National Public Radio. Her reports can be heard regularly on NPR's award-winning newsmagazines, *All Things Considered* and *Morning Edition*. Liasson joined NPR in 1985 as a general assignment reporter.

Linda Greenhouse

Linda Greenhouse began covering the Supreme Court for *The New York Times* in 1978. With the exception of two years during the mid-1980's, during which she covered Congress, she has been the paper's Supreme Court correspondent ever since. She won the Pulitzer Prize in 1998 for her coverage of the Court.



Kelly L. Gionti, Graduate Student, The University of Akron

Valuable lessons

In the fall of 1994 I was a freshman news reporter for The University of Akron's student newspaper, *The Buchtelite*, sent to cover my first lecture.

The lecture was being given by Mary Alice Williams, a former news anchor for NBC News.

After the dinner and lecture, I headed back to the newspaper office to file my story for the next day's issue. With great trouble, I managed to write a lead that began: "Journalist

Mary Alice Williams spoke last night on merging technologies." The rest of the article contained only one quote and consisted mostly of Williams' journalistic credits.

The next day in the office, the photo editor approached me and said my article "disappointed" her feature-writing professor.

I was crushed.

But mostly, I was

confused. What was so bad about my article?

At the time, I had no idea how to cover a lecture – my only journalism experience was editing my high school newsletter. I was actually proud of myself for writing my first article on deadline and for not using passive voice in the lead.

Throughout my years as an undergraduate, the "disappointed" professor haunted me. Even as I worked my way up at *The Buchtelite* – eventually becoming its editor in chief – I still worried my writing wasn't good enough.

During those years I continuously worked to improve my writing. I read news and feature writing books, worked with the newspaper's advisor and wrote on a regular basis.

By graduation, I had pretty much forgotten about the professor and my not-so-impressive story. It wasn't until I received my assistantship assignment in August that it all came back to me.

I was assigned to work with *that* professor.

For years I avoided Dr. Kitty Endres, and now I had to spend a minimum of 20 hours per week working with her.

I consulted with my most trusted mentor, the editor of the University's alumni magazine – where I had worked, and he swore I would not regret the experience.

He was right.

While working with Dr. Endres these past two semesters, I've learned way more than the name of the first U.S.

newspaper (*Publick Occurrences*) or proper APA style. I've

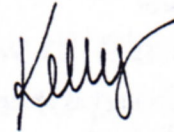
learned, perhaps, some of the most valuable lessons, such as how to ask for payment when freelancing and how to write a what-this-scholarship-means-to-me essay.

Writing this issue's cover story on problem professors made me realize how lucky I've been. Here at The University of Akron I'm surrounded by some of the best educators. Dr. Therese Lueck, the Commission's co-chair and my advisor, convinced me that the University still has a lot to offer – and so far she's been right. Dr. N.J. Brown, another Commission member, has led some of the best class discussions I've ever had.

Writing about problem professors has also made me realize how quick students are to criticize faculty members and how slow we are to thank them.

Looking back on the situation, had Dr. Endres not been disappointed with my article, I might not have tried to become a better writer. In the same sense, I also might not have tried to become a better student. I've never admitted this before, but I'm glad she was disappointed.

Thanks, Dr. Endres.



Brer rabbit's thesis

A rabbit sits outside a cave very intent upon writing. A fox comes along and asks the rabbit what he's doing.

"I'm writing a thesis on how rabbits eat foxes," says the rabbit.

"No way," says the fox.

The rabbit takes the fox into the cave, and a few minutes later out comes the rabbit holding a fox skull.

Some time later, a wolf comes along and asks the rabbit what he's doing.

"I'm writing a thesis on how rabbits eat foxes and wolves," says the rabbit.

"No way," says the wolf.

The rabbit takes the wolf into the cave, and a few minutes later out comes the rabbit holding a wolf skull.

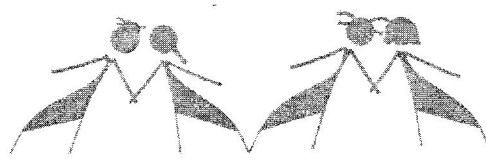
Some time later, a bear comes along and asks the rabbit what he's doing.

"I'm just finishing my thesis on how rabbits eat foxes, wolves and bears," says the rabbit.

The bear roars in disbelief and follows the rabbit into the cave. Back in the cave is a huge lion who gobbles up the bear.

The rabbit bounds happily out of the cave holding his PhD.

Moral: It's not the content of your thesis that counts, but your advisor.



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