

COLEMAN, KEONTE C., Ph.D. *Virtually Absent: Searching for Journalism and Mass Communication Deans of Color*. (2018)
Directed by Dr. Laura M. Gonzalez. 176 pp.

Journalism and mass communication (JMC) administrators lead unique academic programs because many of their graduates will have a direct impact on the way countless members of society view themselves and their neighbors. This study's purposes are to add to the limited body of research focused on JMC administrators, and to contextualize the experiences of JMC administrators of color through a higher education administration conceptual framework.

A repository of JMC program leaders does not currently exist, so a list of the top administrators at 101 JMC colleges and schools in the United States was compiled via a virtual census of the programs' websites. These programs were selected because, unlike smaller JMC programs, their websites consistently included photographs and biographies of their top administrators. This virtual census of the programs spurred a mixed methods study on the leaders who oversee some of the preeminent JMC programs in the country.

The quantitative portion consisted of a 38-question Qualtrics survey that was emailed to 113 current (n=102) and recent (n=11) JMC deans/directors. Current JMC administrators (n=31) completed the survey, and their responses illuminate qualities needed to successfully lead their programs, and factors that impact their willingness to lead. Descriptive data gleaned from cross-tabulation tables and demographic responses paint a picture not seen in previous JMC administrator studies.

There were 24 current (n=19) and immediate past (n=5) JMC deans/directors of color emailed to participate in the qualitative portion of the study. The self-identified

JMC leaders of color (n=4) contextualized their experiences utilizing pseudonyms in an online discussion board. Two coders independently conducted qualitative coding utilizing thematic analysis, which revealed three main themes: leading with a purpose, value in differences, and enduring hardships. “Some people might underestimate how well-versed administrators of color are in many topics, challenges, realms. We have to be. We don't get where we are just because of color -- often, in spite of it.” This is just one example of the information shared on the discussion board by one of the leaders of color who, like the other respondents, seemed to bring a higher purpose to leading their organization.

This study holds implications for better understanding the JMC program deans/directors within the context of higher education, and provides insight into the value leaders of color bring to JMC programs.

VIRTUALLY ABSENT: SEARCHING FOR JOURNALISM
AND MASS COMMUNICATION
DEANS OF COLOR

by

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A Dissertation Submitted to
the Faculty of The Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
2018

Approved by

Committee Chair

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To my beautiful wife, Terra. I can never thank you enough for all the hours of copy editing, encouragement, and support that you have given me throughout this doctoral journey. You are forever my one!

APPROVAL PAGE

This dissertation, written by Keonte C. Coleman, has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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Date of Final Oral Examination

ACKNOWLEDGEMENTS

No one gets through the doctoral process without getting a lot of help and encouragement along the way, so I would like to offer one big heartfelt thank you to everyone who offered me kind words of encouragement and support over the years to stay on this journey.

I want to thank my UNCG family for helping me navigate the higher education administration studies world, which was completely foreign to me when I began the journey. I had some wonderful advisors, professors, cohorts, and administrative members that helped make my journey as a full-time doctoral student, full-time professor/administrator, husband, and father a lot more bearable. Dr. Laura Gonzalez, I cannot begin to thank you enough for being such a great motivator. Your encouragement and structured timeline was instrumental in helping me to achieve this goal.

My Bennett College family helped power me to the finish line by continuing to call me “Dr. Coleman” even after I always corrected them. I needed to hear those words sometimes along the way when I was not sure if the journey was worth the multitude of sacrifices.

My JSU and SU Newhouse cohort have offered tons of support and motivation over the years. Your successes continue to drive me to reach for higher and greater goals.

I know my Mississippi family will always remain in my corner no matter what decision I make concerning my career. The conversations had within our household all

those years ago have inspired this document and my passion towards helping the media world become more diverse and inclusive of all the communities it serves.

I can only hope that my children (Antonio, Kailyn, and Kira) recognize that the sacrifices that I made to earn this degree were to help better all of your lives. There is not a goal that you cannot reach, and there is not a dream that I will not help you fulfill. You all are special in your own ways, and I am enjoying the journey of seeing how you all will make your impact on this world.

Last but certainly not least, I would like to acknowledge my rock, my copyeditor, my proofreader, my biggest cheerleader, my wife. You have sacrificed as much as, or more than, I have during this process of me switching careers to become a professor, and then to also become a Ph.D. student. Your unwavering support will never be forgotten. We did this together, so I gladly proclaim you Dr. Coleman as well. I know that we can never get back some of the time that I had to spend sitting at the computer, but I promise you that I will spend the rest of our days making sure you know how appreciative I am of your support. You are my beautiful one. Thank you, Terra Coleman!

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CHAPTER I

INTRODUCTION

The purpose of this study is to contextualize the leadership experiences of academic deans of color at journalism and mass communication (JMC) programs. There is a dearth of empirical research on JMC leadership or administrators and an even smaller amount exists on leaders of color within this discipline. Sheehan and Mihailidis (2007) found that a lack of diversity amongst the JMC leadership is one of the biggest problems facing JMC education. Their study of both accredited and unaccredited JMC programs revealed that 90% of the JMC deans, directors, and chairs surveyed were White (Sheehan & Mihailidis, 2007). Lowndes (2003) noted that there is a need for more research on gender and diversity in JMC programs because more professors are reaching retirement age, JMC graduate enrollment numbers are decreasing when the need for PhDs are increasing, and the enrollment of students of color continues to increase.

JMC Diversity Documents

Efforts have been made to increase the diversity of JMC curriculums, faculty, staff, and students to make the units more inclusive of changing demographics, but there is scant mention of leaders of color (ACEJMC, 2003; Izard, Manship School, & Knight Foundation, 2008). Diversifying the leadership has been discussed but mainly as a gender-related issue because women make up the majority of students enrolled and the

leadership roles have remained occupied by mostly White men. (Defleur, Kurpius, Osborne, & Hamilton, 2010). Numerous JMC programs have documented struggles adhering to the diversity standards outlined by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) which is the only accrediting body for JMC programs in the world (Jones, Stroman, Callahan, Dates, Egwu, & Whitmore, 2007). The ACEJMC created and published a manual in 2003, *Diversity: Best Practices – A Handbook for Journalism and Mass Communications Educators*, for its members to use as a reference to make their units more diverse and inclusive via the curriculum, faculty, and students (ACEJMC, 2003). The ACEJMC revealed that from 1987 to 2003 the diversity standard was overwhelmingly the most non-compliant standard (Jones et al., 2007). The manual documents how accredited programs have enacted plans to increase the diversity and inclusivity of their curriculum, students, faculty, and/or staff but there was not a mention of diversifying the leadership (ACEJMC, 2003). However, there was a reference to what leaders can do to encourage diversity, but not about the leaders themselves becoming diverse.

A similar document, *Diversity That Works*, was created out of a conference held at the Manship School of Mass Communication at Louisiana State University in 2008 (Izard et al., 2008). This text includes research, panel discussions, and editorial pieces from JMC scholars and administrators aimed at creating guidelines to make JMC units more inclusive of diverse administrators, curriculum, faculty, research, staff, and students (Izard et al., 2008). A summary report highlighted the Journalism and Mass Communication Leadership Institute for Diversity (JLID) which was created to increase

gender, racial, and ethnic diversity in administrative level positions because the creators believe change starts from the top (Izard et al., 2008). The program immerses interested JMC faculty into a yearlong administrative training and mentoring program which allows them to gain personal knowledge on how to operate a JMC program while also expanding their network within the JMC community (Izard et al., 2008). This panel was the clearest conversation found about diversifying JMC leadership, but it failed to paint a picture of the leadership landscape other than to say that it needed to have more women and more people of color.

Academic Administrators of Color Speak Out

Research into deans of color does exist, but it is found in fields like education, law, and, social work. This research typically took on a qualitative form to gain insight into the experiences of the deans of color to add to the general knowledge base for other institutions and individuals aspiring to lead (House, Fowler, Thornton, & Francis, 2007). Valverde (2003) posited that current leaders of color face some of the same exclusionary practices that the previous generation of higher education leaders endured. Personal essays were found to give an in-depth look at the types of scenarios deans of color faced while leading their units, and the administrators typically explained the lessons learned (Hale, 2004). One school of education dean spoke about giving up his comfortable tenured professor lifestyle to take on the frantic administrative world because he saw it as an opportunity to bring some much-needed change to the demographic makeup of the faculty (Harvey, 2004). He candidly expressed the trials-and-errors of working with his faculty, search committees, and outside community to eventually diversify the faculty

(Harvey, 2004). Many leaders of color continue the mission of their predecessors by serving marginalized communities, recruiting students of color, and making their units inclusive for all (Valverde, 2003).

Inclusive Commitment Needed

Hoag and Anderson (2008) suggested that JMC administrators must make a daily commitment in their actions to foster an inclusive unit by incentivizing and celebrating accomplishments that meet and exceed diversity standards. Lehrman (2008) found that the entities that receive the most praise for their diversity and inclusive practices embed diversity into their culture by having a commitment to be inclusive and diverse at every level of the organization, fostering mentoring programs, and creating consistent and purposeful conversations around topics like ability, gender, race, and sexual orientation. Kayes (2007) asserted that if colleges and universities want to make their campuses more inclusive then more must be done to train search committees on how to review diverse candidates' applications and remove any implicit biases that might be held. The author goes on to say there could be serious repercussions in the future if institutions of higher learning continue to allow a single culture of faculty and staff to serve an ever-increasing ethnically diverse student body (Kayes, 2007).

Statement of the Problem

JMC leadership research is lacking, and when the focus turns towards leaders of color it is nearly non-existent. Research shows that the percentage of faculty of color at JMC units is far below the percentage of students of color within these programs (Becker, Vlad, Stefanita, & Cox, 2015; Gotlieb, McLaughlin, & Cummins, 2017). Currently,

published demographic information of JMC leadership does not exist, and Sheehan and Mihailidis (2007) found that only 10% of surveyed JMC leaders were people of color. Moreover, there is an absence of personal accounts of the experiences faced by JMC leaders of color. This information could have broad implications on the field's ability to cultivate and recruit new leaders of color. Research shows that JMC faculty of color tend to be responsible for creating and teaching media diversity courses for their units, but it is unknown whether JMC leaders of color feel a similar responsibility to carry out diversity and inclusivity plans.

Purpose of the Study

The purposes of this mixed methods study was to increase the knowledge base for JMC leadership as it pertains to deans by revealing their demographic makeup and key indicators that could help others fulfill the role. The study also unveils the contextualized experiences of JMC deans of color leading their programs through the lens of persons of color.

Research Questions

- What is the relationship between the JMC deans' demographics (e.g., age, ethnicity, academic background, professional experience) and the responsibilities (e.g., developing programs, fund-raising, handling paperwork) identified as factors for willingness to lead? Will demographic differences impact how JMC deans prioritize the leadership qualities needed to oversee a JMC program?
- What role does ethnicity/race play in the way JMC deans of color describe their efforts to lead their units?

- What challenges to their leadership do JMC deans of color face that they perceive is due to ethnicity/race?

Theoretical Framework

This study utilizes a combination of Critical Race Theory (CRT) and leadership theory to form critical race leadership theory to frame the research questions for the JMC deans of color (Carducci, 2017). CRT also influences the methodology as deans of color participated in storytelling by expressing their views of leading JMC programs as it relates to being persons of color through an online discussion board. Steinberg (2012) argued that critical studies will usually consist of the following elements: thoughts encompass power relations that are constructed socially and historically; facts are always tied to ideological beliefs; relationships are fluid and many times depend on social relationships and capitalistic endeavors; language is central to forming subjective thoughts; societies will have a privileged group and that group grows stronger when the subordinate group accepts their status; oppression operates in various ways so ignoring one for another adds to the power of the oppressors; and finally most research tends to replicate the oppression of the marginalized groups.

Critical race theorists (Carducci, 2017; Parker & Villalpando, 2007; Solorzano & Yosso, 2002; Young & Lopez, 2011) have described five basic tenets of this philosophy. The scholars believe race and racism are central features in American society. Race-neutral language is deployed to preserve White privilege. The scholarship produced is published to help end oppressive practices. Critical race scholars believe that lived experiences of marginalized groups are powerful resources of knowledge, so they

conduct a lot of research through qualitative methodologies. These scholars also are not bound by a single discipline, so their work can encompass education, psychology, sociology, history, and legal studies.

McCoy and Rodricks (2015) compiled literature looking at the 20 years of research that had been conducted on higher education. The authors noted that critical race theorists began turning their focus towards education during the 1990s. Ladson-Billings (1998) posited that CRT can help explain the continuous disparity people of color face within educational institutions. The researcher illustrates various degrees of unequal treatment for people of color as it relates to the academic curriculum, instruction, assessment, and funding.

Ladson-Billings (1998) noted research that found the curriculum taught in K-12 schools does not adequately or accurately portray the roles people of color have played in shaping society. Ladson-Billings (1998) unveiled another layer of inequity surrounding the curriculum by highlighting that students of color do not always receive access to the rigorous curriculum given to their White counterparts that prepares them for higher education and their eventual careers. CRT also focuses on the administration of the curriculum through instruction, and CRT proponents find the state of instruction for students of color detrimental. Ladson-Billings (1998) found that many instructors view students of color as having deficient skills and needing to be controlled. The author suggests that the one size fits all method of teaching “all” students is not challenged since mainly students of color are not meeting the academic expectations. The expectations are based in the various assessment models used to judge the abilities of students. CRT

research shows that these assessments have been formulated to maintain a power balance that supports the theory that Whites are superior intellectually to people of color (Ladson-Billings, 1998).

Critical race theorists also focused their attention on the funding disparities that cause students who live in resource-poor neighborhoods to also face the same educational fate. Ladson-Billings (1998) pointed to the common property tax funding model used throughout the United States for K-12 education as a clear indication that those within power are not focused on supplying equitable resources to schools.

Carducci (2017) reported that critical scholars looking to conduct higher education leadership research should examine and critique the normal models of leadership that continue to grow research around White heterosexual men by looking at the differences in power relationships between the normal group and women and people of color. The studies could look at how policies are shaped and the impact the leadership has on students, faculty, staff, and the curriculum.

There has been little attention paid to utilizing CRT with media studies, but Anguiano and Castañeda (2014) posited from a Latinx vantage point that critical communication theory needs to be formalized. The authors suggest that this area of research could help capture the narratives of the Latinx communities and figure out ways to fairly represent the community within the media (Anguiano and Castañeda, 2014).

The CRT allows this qualitative study to delve into how deans of color make meaning of being persons of color while leading JMC programs. CRT research in higher education has focused on the students, faculty, and organizational systems, but little on

the academic leaders of color, so this research allows for another element to be added to the critical race theory catalog.

Significance of the Study

JMC diversity and inclusion research consistently states that the leaders of the programs must set forth the vision and give incentives to the unit to foster an inclusive environment (Izard et al., 2008). The cycle of creating safe spaces for students, faculty, and staff from marginalized backgrounds usually starts with members of the administration, faculty, and/or staff selected from one of the marginalized communities (Hale, 2004; Valverde, 2003). Personal accounts from deans and other administrators of color show a strong willingness from these individuals to foster inclusive and diverse environments as more of a responsibility than a job description (Hale, 2004; Valverde, 2003). The sole JMC accrediting body continues to update its diversity standard to encourage both accredited and unaccredited programs to increase their inclusivity.

Dates & Stroman (1999) posit that JMC administrators can play a significant role in supporting their institution's mission statement to support diversity by increasing the number of faculty, staff, and students of color while also promoting more faculty of color into decision-making roles. The faculty of color could play a profound role in integrating the curriculum with more diverse content which would help all JMC students learn to value all cultures (Dates and Stroman, 1999). JMC leaders of color can help foster an environment where journalism and mass communication students are prepared to face a multicultural world because their classmates, faculty, and staff were diverse in body and thoughts. This country is in the midst of a new media revolution in which recent JMC

bachelor program graduates and current students are being asked to utilize their digital and editorial skills a lot earlier without as much supervision. The economic downturn gave companies the opportunity to trim their budgets from the top down and fast-track younger budget-friendly graduates from JMC programs who could utilize new-age technology without much training. If these students are going to be shaping the opinions of the communities they serve, it is incumbent upon JMC administrators to get them holistically ready for their careers. It is not enough to teach students about accuracy if they do not also understand that the different sources they choose to use will shape said accuracy. JMC deans and their faculty, much like media organizations, do not currently reflect the diversity of society. If future journalists who represent the majority culture learn about tolerance, that will go a long way towards making the media landscape more sensitive to all members of society.

The Association of Schools of Journalism and Mass Communication (ASJMC) conducted a survey of its 165 program leaders in 2007. Sheehan and Mihailidis (2007) stated in a periodical review that the purpose of the survey was to highlight the pressures the JMC leaders faced. The survey revealed the leaders were facing increased pressure to raise private funds, adapt their curriculum and technology to keep up with the changing media landscape and hire faculty with doctorate degrees when they needed more professionals with the appropriate technical skills. The survey's researchers pointed out an alarming detail that the leaders did not mention: a large majority of the leaders were White men (Kunkel, 2007). There were 89 JMC leaders who responded to the survey, and 90% were White and two-thirds were men (Kunkel, 2007).

The survey's conclusion stated that the JMC programs need to do a better job of identifying and hiring more women and people of color to better serve the interests of their students and their programs. The operator of a media corporation charitable foundation submitted an article to the ASJMC's *Insight* journal about how JMC programs could better position themselves to gain grant funding for future projects. One idea was to show innovative methods of increasing diversity in the student body (Simpson, 2005). This study has the opportunity to add empirical evidence that is lacking on JMC deans and contextual details about JMC deans of color that is nearly nonexistent.

Definition of Terms

The definitions of key terms serve as a common reference point for the way the following terms will be used throughout this study.

Accrediting Council on Education in Journalism and Mass Communications

(ACEJMC) - The organization received its current name in 1981, but the journalism accrediting body has roots dating back to the early 1900s. It is the only accrediting body for journalism and mass communications higher education programs. ACEJMC aims to create professional educational standards that uphold academic rigor and industry standards (Reinardy and Crawford, 2013). In 2017, the ACEJMC website documented that the accrediting body had 113 accredited programs that adhere to the following nine accrediting standards: 1. Mission, Governance and Administration; 2. Curriculum and Instruction; 3. Diversity and Inclusiveness; 4. Full-Time and Part-Time Faculty; 5. Scholarship: Research, Creative and Professional Activity; 6. Student Services; 7. Resources, Facilities and Equipment; 8. Professional and Public Service; 9. Assessment

of Learning Outcomes (<http://www.acejmc.org/accreditation-reviews/accredited-programs/> and <http://www.acejmc.org/policies-process/nine-standards/>).

Association for Education in Journalism and Mass Communication

(AEJMC) - The educational association serves educators, students, and media professionals with an interest in journalism and mass communication. It was founded under a different name but a similar mission in 1912 to promote and cultivate the highest standards of journalism and mass communication education, research, and training (<http://aejmc.com>).

Association of Schools of Journalism and Mass Communication (ASJMC) –

Founded in 1917, this educational association consists of 190 collegiate JMC programs that aim to promote high educational and professional practice standards (<http://www.asjmc.org/about/index.php>).

Bicultural – Refers to maintaining a presence in two cultures defined by the individual because of a need to successfully navigate a dominant culture and subculture at overlapping times (Rosa, 2015).

Broadcast Industry – Considered one of the most important and impactful media industries of the 20th century because it allowed single messages to be broadcast out to the masses via radio and then television. Studies abound about how the messages and images broadcasting can have a significant effect on society, which has caused many countries, including the United States, to regulate the broadcast industry much more than the print industry (Shanahan, 2009).

Diversity – The variety of differences that exist among people (e.g., cultural backgrounds, ethnicity, external features, gender, national origins, political leanings, race, and sexual orientation) that could be obvious, subtle, or invisible (Thompson and Cusseo, 2015). The scope of this study isolates the leaders of color based on external features (i.e., skin color) and race.

Inclusivity – Creating an educational environment that teaches individuals how to be citizens of the nation state and the world by becoming comfortable with a world filled with flexible allegiances. It springs from the cosmopolitanism belief that citizens belong to the larger world and not just their small communities, and the various demographics are accountable for the well-being of other demographics (Becker, Augustine, and Harshman, 2015).

Journalism – Described as a system that communicates, educates, informs, and investigates a multitude of issues that help society maintain a sense of stability. There are several theories that speak to the function and role journalism plays within society. The journalism industry in the United States has followed a social responsibility structure that gives the press freedom from government control, but that means the press must set high standards of truth and balance, avoid publishing material that can lead to crime, and refrain from offending minority groups (Weiss, 2009).

Marginalize – To place a group in an inferior position for not being a member of the normalized/dominant group. This term evolves from Eurocentrism where society privileges those of European heritage and beliefs. This sets up a system of “Others” who

are considered less-than for their lack of whiteness, lack of knowledge of European values, and for having their own cultural customs (Wilson, 2015).

Mass Communication – Process that allows a message created by a person, group, or organization to be disseminated through a medium (e.g., radio, social media applications, and television) to a large, mostly anonymous group that gives mainly indirect and delayed feedback (Pearce, 2009).

Media – Industries (i.e., book, newspaper, magazine, recording, radio, film, television, and the Internet) that consist of the mediums typically used to transmit messages to the public by individuals, groups, and organizations (Pearce, 2009).

Minority/Minority Group(s)/Minorities – Refers to a group's distance from the center of power, and not a numerical quantity. Within the United States the terms are most associated with people of color who experience inequality through various established systems (e.g., economic, education, legal, and political) (Leonardo, 2012).

Print Industry – One of the oldest forms of the press system which is based on delivering journalism through paper-based products (e.g., newspapers, magazines, and tabloids). The print industry has a history of holding governments accountable, but at the same time presenting entertaining and novel information to its audiences (Keeble, 2005).

CHAPTER II

REVIEW OF THE LITERATURE

This study utilizes research focused on JMC programs and media organizations as it relates to diversity and inclusivity issues, higher education leaders of color, and details on the role deans play in higher education institutions. The chapter will begin by reviewing the literature on JMC research (e.g., education history, numbers, leadership, diversity), and then it will move to describing how academic leaders of color experience leadership. It will conclude by summarizing higher education leadership with a more specific focus on the academic deanship.

JMC Research

JMC scholars have spent a considerable amount of time researching the merits of various styles of journalism education and the impact of accreditation as ways to establish legitimacy within higher education. The continual concentration on these topics have resulted in limited studies on those leading the programs and a nearly nonexistent look at the fact that those leading these programs represent a largely homogenous group of older white men. A brief look at the history of JMC education will show how the debates started and persist.

JMC education history. The history of journalism education is mired in controversy and debate over the need for formal education, the style of journalism education, and the legitimacy of the educational programs. White men were the founders

and leaders of these programs, so they have led the debates dating back to the mid-1800s. A couple of centuries have passed and not much has changed with the same type of men in control. Tradesmen and intellectuals began the debates over the proper way to gain a journalism education (Folkerts, 2014). Those within the newspaper industry typically felt that on-the-job training was the only way to learn the craft of being a newsman (Folkerts, 2014). However, intellectuals felt that a more well-rounded liberal arts education, in addition to some practical experience, would produce better news products for the communities being served (Folkerts, 2014).

Once stand-alone journalism schools arrived, the academic deans of three of the early programs sparked a heated debate over the proper journalism education method. The University of Missouri had a practical major where the students practiced journalism skills in class and at a community newspaper, and they took liberal arts classes on other portions of the campus to complete their education (Folkerts, 2014). Columbia University's journalism model was similar to Missouri's model, but they included the liberal arts portion inside their journalism curriculum. The third model was the University of Wisconsin's model, which was based on social science research, so students knew the value and impact of the work that they produced (Folkerts, 2014). All three programs exist today, but only the Missouri and Wisconsin models have prevailed over time with many programs using a mixture of both styles.

Accreditation was slow to come to the JMC programs because the various stakeholders from print industry, broadcast industry, large programs, small programs, etc., could not agree on terms that would be beneficial for all of the stakeholders

(Folkerts, 2014). The first accrediting program began in the 1960s reviewing graduate programs, and it eventually expanded to include undergraduate programs (Folkerts, 2014). Debates continue to exist around accreditation and its usefulness.

JMC student survey. JMC programs exist to train new generations of journalists and storytellers to uphold the values and responsibilities that come with living in a democracy that grants the freedom of the press in the country's constitution. There are nearly 500 JMC programs listed in two JMC-focused publications: *Journalism & Mass Communication Directory* and the Dow Jones Fund's *The Journalist's Road to Success: A Career Guide*. These are not exhaustive lists, but they have become the standard census documents used by scholars wanting to conduct research on JMC programs. The program enrollment survey from 2015 had a total of 474 programs in the sample with 182 programs responding. "The Annual Survey of Journalism & Mass Communication Enrollments" was last published in 2015, and it documents the enrollment level for the programs at just shy of 100,000 students (Gotlieb, et al., 2017). Women make up nearly two-thirds of the student body, and students who represent minority backgrounds represent just over a third of the student population (Gotlieb et al., 2017).

JMC faculty survey. A JMC faculty survey shows that the faculty are overwhelmingly White and women have basically balanced the scales with men (Becker et al., 2015). The Grady College researchers also studied data collected from the "Association of Schools of Journalism and Mass Communication Annual Faculty Salary Survey" to analyze the gender, racial, and ethnic demographic changes of JMC program faculty over a 15-year period. The study shows that the percentage of women faculty was

at 45.3%, and those representing minority groups were at 21.3% of the faculty (Becker, Vlad, & Stefanita, 2015). These studies were not complete census surveys of all JMC programs, but they can be viewed as representative of the demographic makeup of JMC students and faculty. The data show that there is a larger percentage of journalism students who are women and minorities than there are faculty in those categories. We can extrapolate that with all of the conditions and factors involved in going from faculty to a deanship, the number of deans of color will be at a much lower position than that of the faculty.

JMC accreditation. The ACEJMC is the only accrediting body for journalism and mass communication programs in the world, and it currently has 113 accredited JMC programs (ACEJMC, 2017). Gotlieb et al., (2017) combined two JMC program lists which indicated that there are 474 JMC programs ranging from minors within a program to stand-alone colleges within a university. Accredited programs represent only about 24% of the total JMC units, but the accredited lists consist of some of the most prestigious, well-funded, and high-student-enrollment programs in the country. This means that even programs that do not seek accreditation will still monitor and utilize elements of the accreditation standards to compete with the accredited programs (Crawford, 2014).

Accreditation diversity standard. The ACEJMC currently has nine standards, but the one standard that consistently ranks the highest for non-compliance is standard three: diversity and inclusiveness (Jones, et al. 2007). The standard states that the unit has an inclusive program that values domestic and global diversity, and serves and reflects

society (ACEJMC, 2017). In order to be in compliance, the units must have a written diversity plan that expresses how the unit will achieve an inclusive climate and curriculum, and document how it will recruit and retain a diverse faculty and student population (ACEJMC, 2017). The standard was first adopted in 1985 and did not go into effect until 1990, which was 30 years after the program began. Jones et al. (2007) found in their review of the diversity standard from 1989 – 2002 that credit should be given to the standard for increasing the diversity of the student body and faculty over that time period, but a later study by Becker et al. (2015) found that they are not any predictors for faculty increases associated with accreditation.

JMC diversity manuals. JMC diversity handbooks and manuals have been created to provide JMC administrators, faculty, and staff best practices to creating inclusive and diverse units. ACEJMC created *Diversity: Best Practices – A Handbook for Journalism and Mass Communications Educators* that is filled with first person accounts of successful initiatives from JMC administrators and faculty. The various stakeholders share ways to make different courses in the curriculum more inclusive like including the “Black Press” in a media history course, which is not regularly found in most media history textbooks (ACEJMC, 2003). JMC administrators discussed how they utilized minority-focused professional media organizations like the National Association of Black Journalists (NABJ) to find speakers for their classes or even to hire for faculty positions (ACEJMC, 2003). A different handbook, *Diversity That Works*, incorporates research, personal essays, and panel discussions on making an inclusive climate and diversifying administration, curriculum, faculty, research, and students (Izard et al., 2008). Multiple

accounts expressed the difficulties of trying to create an inclusive climate by changing old habits that are steeped in traditions, but each expressed the need to persevere in order to fully serve their changing students and their communities (Izard et al. 2008). These discussions led to numerous ways to increase the diversity of the student body and how to retain the students once they join the program (Izard et al., 2008). The conversation surrounding research was fascinating because the author discussed how topics that are interesting to scholars of color usually do not get published in the top journals, and this can have a ripple effect as these scholars pursue tenure and promotion (Hoag & Anderson, 2008).

Everyone must practice inclusivity. Hoag and Anderson (2008) found that JMC administrators and their units must tackle inclusivity as an entire unit and not turn everything over to the one faculty of color to handle. The group expressed a need to rethink evaluations for faculty of color because they typically take on increased work loads of mentoring, officially or unofficially, the students of color, or at least the ones from the same marginalized group. The faculty will take on increased service roles to help student organizations, but this leaves little time to conduct research while also completing normal teaching duties (Hoag & Anderson, 2008). Moreover, faculty of color can face harsh criticism when they teach diversity-focused media classes because the content can be challenging for White students to learn about “White privilege” which is a phrase used to indicate the advantages that White people are entitled to in America because of their skin color. White advantage or privilege exists and people of color must struggle to seize and hold on to opportunities that Whites expect at birth (Hale, 2004).

These professors tend to get bad student evaluations because of the courses, which could adversely affect the faculty's tenure and promotion status (Hoag & Anderson, 2008). A barrier that institutions of higher learning face is the credentialing process, and that prevents some JMC programs from bringing in professionals of color who have years of media experience but lack the graduate degree needed to teach (Lawson, 1996).

JMC administrator research. JMC administrators can be classified as a chair, coordinator, dean, or director, and depending on the individual's institution their duties can vary widely. DelGaizo, Frymier, & Mottet (2013) found that academic administrators with a background in communication-related fields can typically take on the leadership roles because they are able to utilize their presentation skills, interpersonal communication skills, small group interaction skills, affinity-seeking skills, and listening skills to navigate the bureaucratic challenges of higher education. Research skills are going to come in handy as well according to Weymuth (1999) because the researcher argues that a successful JMC administrator must be aware of the federal mandates for nondiscrimination, sexual harassment, disability, and student privacy rights and how their college implements those policies. The researcher adds that ignorance will not be a good defense when a legal dispute emerges, because administrators can be held responsible for the learning environment within their unit (Weymuth, 1999).

Dilworth and Lander (2007) surveyed JMC department chairs on their perceptions of how they were doing their jobs, and found that JMC chairs rated themselves highly on enabling others to act, encouraging the heart, modeling the way, and inspiring a shared

vision. The chairs ranked themselves least effective at challenging the process. Chairs with the least amount of experience perceived themselves to be more effective in challenging and inspiring others than their more experienced colleagues (Dilworth & Lander, 2007). The researchers also found that the chairs who applied for a position feel that they have the ability to challenge and inspire others. However, those who were asked to temporarily lead did not rank themselves as highly in that same area, and they also indicated that they did not want to assume the position on a permanent basis (Dilworth & Lander, 2007).

Top qualities for JMC administrators. Kochersberger (1988) surveyed JMC administrators, faculty, and their college presidents, and compiled the following list to figure out the top criteria needed to choose a JMC administrator. Leadership ranked as the number one criteria for those surveyed. A leader was defined as being a visionary with the ability to manage diverse groups, delegate duties, and coordinate with various stakeholders. Next on the list a JMC administrator needed to be creative at utilizing resources through planning and programming. Personality ranked third on the list where those surveyed wanted the leader to be fair, trustworthy, socially pleasing, maintaining a professional appearance, and displaying a courteous demeanor with students and faculty. Securing and properly utilizing institution resources ranked fourth. The fifth category found that JMC administrators should have worked professionally in the media world to better understand the complexities of JMC education. The previous category flows directly into the next because those surveyed would like JMC administrators to have outside contacts to help secure professional media internships and scholarships for

students and secure influential speakers and opportunities for their units. Seventh on the list was the ability for the administrator to be able to keep cool under stress and respond to unexpected situations. Fund-raising, or more specifically the ability to secure funding from media organizations, was eighth on the list. Conducting and supporting research held the ninth spot on this list, and the tenth and final category for a JMC administrator was to have a terminal degree. These ten variables produced by the survey can be maneuvered depending on the needs of the institution, but the ranking is in the order from greatest to least importance as chosen by those surveyed (Kochersberger, 1988). This survey makes one direct mention of diversity via leaders having the ability to manage diverse groups, but the list lacks any mention to diversify leadership or even to have the ability to diversify academic units. These oversights are common, especially when the gatekeepers surveyed largely do not represent people of color and other marginalized groups.

Barriers to recruiting new JMC administrators. DeFleur et al. (2010) found barriers for getting JMC faculty to pursue administrative roles. Faculty expressed not wanting to have the excess demand on their time, a loss of summer freedom with a 12-month contract, and too little time for family. There were also complaints over a lack of authority and contentious relationships (Defleur et al., 2010). Izard et al. (2008) captured the comments of retired JMC deans and directors as they discussed their former roles. They overwhelmingly found that the job continues to get more complicated and demanding because administrators are expected to manage the program, lead the faculty, play a role in the overall university structure, and deal with parents, alums, students,

industry groups, and community groups (Izard et al., 2008). Kochersberger (1988) gathered even more issues and challenges JMC administrators could find troubling (e.g., lack of faculty motivation, dated technology, faculty with limited professional experience, difficulty getting tenure and promotion with professional experience, larger college unit that does not understand the needs of the program, large student enrollment with limited faculty numbers). The researcher found that JMC deans likely come from the faculty ranks, and they have to learn on the job because teaching and scholarly duties are not the same as administrative duties (Kochersberger, 1988). A lack of time might prevent new leaders from continuing their scholarly endeavors (Izard et al., 2008). Fund-raising is another skill not usually acquired in the classroom, but it is required to lead programs to help keep up with technological innovations, and it could be a reason that potential JMC leaders shy away from seeking the positions. Leaders surveyed reported that they spend a third or more of their time fund-raising (Sheehan & Mihailidis, 2007). Sheehan and Mihailidis (2007) also found that JMC administrators do not like having to fill practical courses with PhD candidates, and losing out on diverse candidates because they lack the proper graduate degree credentials.

Locating JMC leaders of color. New JMC administrators need to be identified and developed, so they can learn how to prioritize financial decisions, fundraise, and resolve conflicts with faculty while creating an innovative vision for the program (Izard et al., 2008). JMC programs can hold information gathering sessions with their faculty to explain the possibilities of leading a program, or even bring in an outside consultant to talk to the faculty about administrative roles to help identify potential leaders (Izard et al.,

2008). It is important to encourage faculty of color and women to think about pursuing leadership positions. JMC leadership development program JLID reports only a few of its members applied on their own; most are usually urged to participate (Hoag & Anderson, 2008).

Dates and Stroman (1999) expressed that the role of JMC administrators is to feel a responsibility to commit to a multicultural and diverse unit. The researchers further this point by asserting that JMC administrators must examine their own biases and experiences in order to help students do the same to help them embrace multiculturalism and diversity. JMC administrators can help recruit and maintain diverse faculty by making sure that the curriculum allows them to share their interests via courses (Izard et al., 2008). JMC administrators stated the importance of finding a way to reward faculty for mentoring students because one of the primary reasons to hire diverse faculty is so students have someone who shares life and learning experiences (Izard et al., 2008). Hoag and Anderson (2008) expressed a different way for JMC administrators to help retain diverse faculty by encouraging them and their students to go into the surrounding communities and shine a light on untold stories. This helps all individuals involved gain a different perspective, and it likely creates a sense of purpose for the faculty.

Dates and Stroman (1999) argue that the administrators can show that they are fighting for inclusivity and diversity by promoting diverse members of the faculty to decision making levels of the unit. The researchers also suggested that a lack of faculty of color can hurt the recruitment efforts of students of color because they will not see themselves reflected in the faculty (Dates & Stroman, 1999). There was also a suggestion

that JMC administrators at historically black colleges and universities (HBCUs) increase their recruitment efforts to be more inclusive of all people of color and White students (Dates & Stroman, 1999).

JMC accreditation efforts, panel discussions, and research fall short of directly addressing the need for more administrators and leaders of color in these units. The diversity discussion, when it is broached, typically focuses on increasing diversity within the curriculum, faculty, and student body. These areas are important, but without the full support from top level JMC administrators these initiatives will likely never start or will falter when the inevitable obstacles present themselves. JMC leaders of color are virtually voiceless in the direction JMC education is taking because they are few in numbers and their experiences in these roles have not been documented. This research study aims to give this group a voice to allow JMC education to add an additional layer to its quest to diversify.

Academic Leaders of Color

Research spotlighting academic leaders of color highlights that many of these individuals feel like they must work harder in their roles than their peers to prove they belong while also suffering through disrespectful and even racist encounters from their faculty, staff, colleagues, students, and even superiors (Harvey, 1999). Valverde and Castenell (1998) discussed strategies for transforming higher education systems into ones that fully accept multiculturalism, and the authors stated that these institutions have resisted fully accepting students, faculty, and administrators of color through their long storied history in America dating back to the 1600s. Scholars have found that U.S. higher

education systems will generally mirror the views of the dominant societal culture on issues relating to racial differences (Colon, 1991; Luz Reyes and Halcon, 1991; Valverde and Castenell, 1998). The presence of racial minorities challenges the rich Anglo traditions on college campuses, and that is unnerving for university administrators and faculty who tend to be conservative as it relates to making changes within the academic environment (Altbach, 1991; Valverde and Castenell, 1998; Wong, 1991).

The effort to racially diversify higher education institutions in the United States has been mainly focused on increasing the number of minority students, and then efforts have been placed on increasing the ranks of faculty and administrators of color (Valverde and Castenell, 1998). The scholars noted that decades of statistics show three areas consistently remain true when looking at minority students in higher education: the retention level for the number of racial minorities obtaining post-secondary degrees is inversely correlated with the level of the degree obtained by racial minorities; the population of racial minorities in higher education does not proportionately reflect their percentages in secondary schools or society; and that minority-serving institutions and institutions that are not financially supported on the level of their peer institutions will usually have the largest number of minority students (Valverde and Castenell, 1998).

Valverde and Castenell (1998) addressed similar trends with minority faculty that they found with minority students. The percentage of minority faculty decreases as the rank of the higher education institutions increase (Valverde & Castenell, 1998). These faculty members are also mainly found teaching humanities and social sciences on the

undergraduate level, which leaves far fewer faculty of color teaching the sciences or in professional programs except for education (Valverde & Castenell, 1998).

The authors asserted the same fate for administrators of color as the one that befalls faculty and students in the higher education system (Valverde & Castenell, 1998). Efforts to increase the diversity amongst department chairs, college deans, vice presidents, and presidents tends to happen once pressure is applied from outside sources on the given academic units (Valverde & Castenell, 1998). Minority leaders in higher education have been found traditionally in the student affairs portion of the campus, and many of these roles have been funded through external sources, making them more vulnerable and less apt for promotion into an academic affairs position (Valverde & Castenell, 1998).

Leaders of color lacking. The research surrounding people of color as it relates to executive leadership roles within higher education paints a bleak picture. Thomas (2015) found that Georgetown University was the first predominantly white institution to select an African American as its president in the 1870s. It would take nearly 100 years before the next African American led a predominantly white institution when Michigan State University hired its president, Clifton R. Wharton, Jr., in 1970 (Thomas, 2015). The history is a little better for having people of color lead minority-serving institutions, but many of those began with white leaders at the helm, and it took several years, or decades in some instances, for the leadership to reflect the student body (Thomas, 2015).

There is both quantitative and qualitative research focused on the lack of leaders of color in higher education positions (Gasman, Abiola, & Travers, 2015; Jackson, 2004;

Taylor, 2015). One researcher interviewed executive-level leaders of color who have served at various types of institutions to gain insight on their leadership philosophies, institutional fit, judgment as it relates to race, and their thoughts on leadership development programs (Taylor, 2015). Their philosophies covered a broad range of topics but nearly all the leaders discussed being transparent and decisive, and creating good working relationships (Taylor, 2015). Key attributes for fit with the institutions varied from having their values aligned with the mission of the college, being able to make a difference, or having strong ties to the institution because it was their alma mater. The leaders seemed to vary on their tactics when asked how they dealt with being judged because of their race. Several listed ways of facing actions head-on and others spoke about not trying to make a judgement call on whether something was actually racist or ignorant, while some felt it was their duty to try to educate others about racial situations (Taylor, 2015). These leaders all credited leadership development programs as worthy resources for those wishing to pursue a career as an academic administrator because the workshops and programs allowed them to expand their networks, knowledge, and practical skills to prepare them for their eventual careers as deans, provosts, and presidents.

Leadership pipeline. Gasman et al., (2015) mentioned how the pipeline to get leaders of color is being blocked at the graduate school level because of a lack of faculty of color. The researchers found that while the undergraduate numbers for minority students continue to rise, the same cannot be said for the percentage of minority students seeking terminal degrees. The researchers also noted that because students of color do not

see many faculty members that look like them, they might not see the position as a career option (Gasman et al., 2015).

Scholars noted that the debate over affirmative action policies have played a role in hiring minorities for executive-level positions (Jackson, 2004). Affirmative action supporters laud the progress made of increasing diversity hires and push for more to be done, but detractors of affirmative action argue that the policies do not justify the results and they are not needed (Jackson, 2004). The legal rulings relating to affirmative action continue to help shape the way education systems choose to hire and even promote people of color.

Jackson (2004) studied the national changes of executive-level leadership (chairs, deans, and provosts) of African Americans and whites over a six-year period during the 90s at institutions of higher learning. The author found that there was an increase in diverse academic administrative leadership but it seemed to come mainly at the expense of African American leaders. African Americans saw a larger percentage decrease than whites, but Hispanic and Asian leaders saw an increase (Jackson, 2004). The study highlighted increases in the percentages of African Americans in department chair roles at various academic institutions, increased hiring of African Americans at private institutions and 2-year colleges (Jackson, 2004). African Americans were underrepresented when compared to the student enrollment at the time, but White executive leaders were overrepresented when they were compared to White students enrolled in post-secondary schools (Jackson, 2004).

Jackson (2001) argued that without having leaders of color at PWIs the students of color would not feel welcomed on these campuses. The scholar furthered the notion by asserting that administrators, faculty, and students of color tend to leave PWIs early to pursue other opportunities at minority-serving institutions or to get out of academia altogether (Jackson, 2001). Gasman et al. (2015) noted that minorities who pursue leadership roles face difficulty climbing the proverbial ladder because of historical legacies, prejudice, and racism that persist at PWIs. These leaders have expressed that barriers for retention can be a lack of a visible career path within a campus, compensation not aligning with the number of hours worked, and strenuous working conditions (Jackson, 2001; Barr, 1990).

Kezar (2008) contended that the political nature of higher education institutions might also pose a problem for individuals wishing to establish a change in culture on campus as it relates to diversifying the campus (students, faculty, staff, leadership, curriculum, etc.). The author asserts that diversity topics are viewed as taking away resources and support from dominant groups, and since the minority groups are not as well represented on the campuses, they need to build support from various stakeholders within the dominant group to successfully implement culturally beneficial changes (Kezar, 2008). Higher education presidents who have successfully led highly respected diversity initiatives discussed strategies that helped them implement a culture change on their campus. The presidents said you should develop advocates, take a political climate check on your campus regularly, prepare for resistances, utilize data to support your

argument, communicate your message publicly and internally often, and utilize any controversy as a learning experience and as a way to find new alliances.

These details might help the minority leaders who have a calling to work on social justice issues to better their workplace and the communities they represent. Bhpoal (2016) interviewed various academic leaders of color in the United Kingdom and the United States and found many of them were conducting social justice research as it relates to race, diversity, and inclusion. Interestingly, the leaders expressed their frustrations with being expected to be interested in playing major roles in equality initiatives on their campus because of their ethnicity. The leaders of color said that while their universities had inclusive policies, they found racism throughout their workplaces in the way that they were treated by colleagues and students, roles they were asked to perform, and in subtle ways they found hard to explain (Bhpoal, 2016). Gasman et al. (2015) maintained that majority institutions should be serious and intentional when attempting to diversify their campuses or the policies created will cause more harm than good for those they are attempting recruit and retain.

Personal accounts. Deans of color have spoken out on panels and through publications giving their firsthand accounts leading academic units. Pernell (2000) compiled the types of struggles that academic law deans of color face stating that non-White deans are placed under a strict and oppressive form of scrutiny while given half the credit for performing twice as much work as their White colleagues. Pernell (2000) suggested that cultural background and heritage differences could present oppositional relationships between deans of color and their institutions. The author posits that loyalty

to the institution is a basic tenant for deans, but deans of color likely have a naturally suspicious nature towards the establishment so their loyalty is placed outside of the institution because they understand that their loyalty might not be rewarded (Pernell, 2000). The author also states that deans of color see themselves as representing their minority communities because they have likely championed community causes before entering the role, and now they are viewed as a community leaders and a resource outside of the institution (Pernell, 2000). The deans of color also seemingly take on the role of a community's political candidate where the concerns of the community should be those of the dean, and the actions needed to resolve those concerns should align with the community's expectations (Pernell, 2000).

House, Fowler, Thornton & Francis (2007) researched African American social work deans and gained some insight on how they view the role and its challenges. One dean stated that a dean must be bicultural to serve the university and the social work profession because sometimes they will be complementary to one another but other times there will be conflict. Several of the social workers expressed a need to lean on their spirituality or religion during challenging times or times when they felt isolated in their role (House et al., 2007). The social workers addressed several challenges that they face with racial and gender issues ranking near the top along with having tension with the administration. They also listed gaining the respect of colleagues and the fact that others do not know what a dean does as other challenges (House et al., 2007). The group enjoys helping students, the fact that the role matches their personality, and the increase in salary (House et al., 2007). Social work deans suggest that those considering the position have

leadership abilities, organizational skills, openness to diverse opinions, good listening skills, patience, emotional intelligence, and the ability to be fair, and they must be purpose driven (House et al., 2007).

Hale (2004) Expressed an optimistic outlook in the area of academic administrative leadership. The scholar shared that higher education can help lead society in fostering change by creating and supporting programs that promote people of color to hold significant roles within intuitions. The administrator remarked on the gulfs that have existed in this country as it relates to education and the access for all that exists currently and what campuses have done to bridge those gaps (Hale, 2004). Conversely, Chun & Evans (2012) shared a realistic take that leaders of color become vulnerable when campuses face tough financial times through increased discrimination which can lead to their selection for layoffs, furloughs, and lack of promotions. Administrators are normally “at will” employees so their direct supervisor usually has the power to fire them. There is not usually employment protection for administrators like there is tenure for faculty.

Harvey (2004) contended that higher education institutions do not change easily because of the rich traditions that they are built on and the isolation from the rest of the world that exists. He asserted that senior administrators must make increased racial diversity an action item within their vision. Harvey (2004) became a dean to help diversify the school of education he served, and he shared several important lessons learned from battling with his faculty to add persons of color to his faculty.

Lesson 1: communicate clear messages to the faculty because when they do not understand something they will ignore the request and revert to customary habits.

Lesson 2: Find allies that will support your diversity plans when you are present and away.

Lesson 3: Shut down search committees when you find out diversity considerations have been ignored. Start over again.

Lesson 4: Know whom to trust and not to trust.

Lesson 5: Recruit and retain star faculty members

Thomas (2015) praised the availability of minority serving academic leadership programs because they allow participants to gain knowledge and insight on questions they did not know they had until attending the event. The networking possibilities are endless with the hosts, speakers, and colleagues from different parts of the country. Programs like Kellogg NAFEO MSI Leadership Program, Executive Leadership Summit, Millennium Leadership Initiative, American Council on Education Fellows Program, Harvard Institutes for Higher Education, and others have helped propel African Americans into high-level position (Thomas, 2015).

Academic leaders of color are a relatively understudied group when compared to broader academic leadership research. The studies that have been conducted that isolate academic leaders of color tend to take on a qualitative or mixed methods view because their numbers are limited and their experiences can vary quite a bit based on their given situations and backgrounds. The narrative accounts can educate those identifying with the

leaders of color who are contemplating a career in academic leadership. The narrative accounts can also be used to help educate academic units on potential barriers that could be preventing them from diversifying their academic leadership, faculty, student body, and curriculum. This research aims to capture these voices in order to contextualize the experiences of JMC leaders of color who oversee these academic units.

HED Leadership & Deans Research

Higher education leaders range from the board of trustees to students on the campus, but usually the most notable campus leader will be the campus president/chancellor. Since a lot of the research on leadership began with looking at singular figures, presidents represent the most studied leadership position on campuses. Current research delves into the various levels of the higher education institutions, but presidents still garner their fair share of attention.

Antony, Cauce, and Shalala (2017) present strong challenges campus presidents face like having to answer to multiple constituencies (trustees, faculty, staff, students, donors, alumni, government, and corporate partners) while not having the true power to force the implementation of many of their ideas without the agreement of some of the stated constituents. The authors found that the university presidents must understand and advance the American higher education goals of acquiring, assessing, applying, and creating knowledge (Antony et al., 2017). Olson and Presley (2010) categorized campus presidents' responsibilities into three core areas: leadership, management, and resource development. The president leads by getting others to engage with carrying out the vision for the institution. The management abilities are highlighted during strategic and financial

planning sessions, and the president holds the ultimate responsibility of securing the resources needed to carry out their established vision (Olson et al., 2010). Presidents become the symbols of their institution, so they must protect the foundational purposes of education by bridging the gap between their various stakeholders' interests (Antony et al., 2017). Higher education leaders must be aware that their decisions will have an impact on the institution for years to come (Antony et al., 2017).

Wang and Sedivy-Benton (2016) began discussing higher education leadership in a novel way by compiling the qualities typically found in posted job descriptions:

1. Visionary who can take the university or program to a new height;
2. Committed to a shared governance model;
3. Possess conceptual, human, and technical skills;
4. Experts in their field, with an excellent record of teaching, scholarship, and service;
5. Steadfast in doing the right things and doing things right, to consider ethical implications to their actions.

These descriptions are not exhaustive, but give those interested in the field a sense of the expectations for these positions. A study surrounding the demographics and duties of chief academic officers (CAOs) found that their responsibilities tend to include overseeing the academic program and faculty, managing strategic plans, and keeping a watchful eye over the academic budget (Hartley and Godin, 2010).

It should not come as a surprise that the CAOs in the study revealed that they spent the bulk of their time managing the curriculum and academic programs with

supervising and managing personnel coming in second. The areas that received a sizeable portion of their attention were hiring and promoting faculty, budgeting, strategic planning, and monitoring accreditation and assessments (Hartley et al., 2010). The CAOs surveyed reported their most important duties were promoting academic quality, setting the academic vision of the institution, leading change, and ensuring student success.

The leaders also shared areas where they felt they could use some additional training, e.g., fund-raising, establishing relationships with the governing board, budgeting and financial management, risk management and legal issues, economic development, capital project management, and community relations (Hartley et al., 2010). Wang et al., (2016) argued that many of the higher education leaders are inadequately prepared for these multitude of responsibilities since they have spent most of their careers teaching and becoming experts in their field of study. Wang et al. (2016) posit that the leaders must then learn on the job, and the notion seems to be supported by the CAOs studied who listed several major areas (listed above) where they felt the need for more training.

Describing academic deans. Academic deans face a multitude of responsibilities bridging the academic and administrative sides of their higher education institutions. These essential roles are fraught with intense pressure to uphold numerous obligations exemplified through just a few of their campus committee commitments: advisory board, board of trustees, budget development, catalogue & schedule, curriculum, and planning (Andrews, 2000). The often-cited 1964 text *“The Academic Deanship”* by John Wesley Gould seems to stand the test of time because he defined the academic dean role as an ill-defined, mid-managerial position. More recent scholars (Hyun, 2009; Thiessen & Howey,

1999) have continued to attempt to define the role with multiple titles related to duties performed (e.g., administrative leader, unit-level head-leaders, faculty leader, scholar, student advisers, disciplinarians, admissions officers, bookkeepers, personnel managers, and fundraisers). Gmelch, Wolverton, Wolverton, and Sarros (1999) found that academic deans have undergone a transformation from chief academic officers to chief executive officers with more emphasis placed on fund-raising, personnel decision-making, and alumni relations. Demeleitner (2011) asserted deans from within the academy need to be educated on the high-level execution of administrative functions and taught the importance of those functions. Wolverton, Gmelch, Montez, and Nies (2001d) noted that the responsibilities bestowed on the office often exceed one person's management and leadership capacity.

Tucker and Bryan (1988) found that the various duties expected of the position was a response to growing pressures on college and university presidents, so the position evolved without a lot of direction. The preceding definitions make the often-cited 1964 text *"The Academic Deanship"* by John Wesley Gould apropos because it defines the academic dean as an ill-defined mid-managerial position. Some researchers found that the deanship is a leadership role with overtones that are more political and social than hierarchical or technical (Gmelch, Wolverton, Wolverton, & Sarros, 1999). Andrews (2000) researched the deanship position on the community college level and found that deans of instruction may have as important a role as any position in the system. The author continued by stating that the position demands highly competent people with a good sense of fairness, a broad view of teaching and learning, and an ability to put

together personnel, curriculum, and budget issues. Rosser, Johnsrud, and Heck (2003) surmised that deans must essentially serve the senior administration and the faculty by bridging and joining the perspectives of both groups. McDaniel (1978) furthered the previous definition of service, stating that a dean must serve the institution and its purposes, the dean must serve the faculty, and the dean must serve the students. McDaniel (1978) defined a good dean as one who possesses the courage to say “no” when saying “maybe” only delays the inevitable negative decision. He then defined a superior dean as the one who has the courage, vision, and wisdom to say “yes” even if it complicates the dean’s responsibilities.

The dean’s role. The academic dean’s role has changed over time from being student focused in its inception in the U.S. to being that of a multilayered business manager, counselor, politician, and scholar. This section will focus on the attributes needed to be an academic dean, the multiple duties completed by deans, and the key relationships maintained by academic deans.

Various attributes needed. McDaniel (1978) wrote that a good dean must combine hard work and selfless dedication to the purposes and the welfare of the institution. The faculty will support deans that place the institution first, even when they disagree with the decision(s) being made, as opposed to deans who makes decisions to protect their own image or power (McDaniel, 1978). McBride (2000) found that academic deans must have the ability to think intuitively, take risks, assess input, and make good decisions, often with incomplete information. Demleitner (2011) suggested

that an academic dean must be a cultural broker or translator in order to get the faculty and the administration to collaborate with mutual respect.

Wolverton, Gmelch, Montez, and Nies (2001c) highlighted several leadership attributes needed by deans to meet their challenges. Leaders should have courage to test ideas and take risks. They should be able to formulate and express original ideas, encourage others to think of options in different ways, increase creativity, enhance relationships, and decrease the fear of failure. Martin (1993) conducted a case study on academic deans where the deans described themselves as managers, planners/analysts, advocates, and cultural representatives. Andrews (2000) found that deans must be competent and consistent and have integrity and an ability to resolve problems in order to lead a campus that highlights teaching and student learning. English (1997) surmised that professional school deans must be bicultural because they must cope with the university's culture and still adhere to the culture of their given profession.

Multiple duties for one title. Wolverton, Gmelch, Montez, and Nies (2001c) found that deans utilize the following duties in order to move their colleges forward towards their goals: create diverse cultures, know the legal environment, become technologically connected, manage and secure financial resources, seek and maintain professional and personal balance, and nurture the integrity of the college. Wolverton and Gmelch (2002) found in a survey of academic deans that deans ranked the following roles as their top priorities: internal productivity, academic personnel management, external and political relations, leadership, resource management, and personal scholarship. Townsend (1997) found in a survey of academic deans that they named the

following functions as their primary ones: planning, organizing, staffing, directing and leading, and controlling. Lessor (2008) found that deans address, manage, and resolve disputes that evolve from a rapid organizational change. McBride (2000) summarized that deans play several roles in the financial management of a community college: developing the budget, managing the budget, brokering resources, leading program reviews, and institutional fund-raising. Andrews (2000) found that a dean's role is a pressure role that includes many obligations and planning committees and meetings: curriculum meetings, advisory committee meetings, budget development meetings, catalogue and schedule meetings, and board meetings.

McDaniel (1978) concluded that a successful dean must advise, communicate, and lead. Deans must advise the president about issues concerning long-range planning, personnel matters, and funding. The dean must be a sound communicator because the position is a central figure between the administration and the faculty, and the dean possesses a perspective on issues a lot broader than both groups can see on their own. McDaniel (1978) stated that deans must lead by focusing on educational policies that are consistent with the institution's philosophy.

Numerous relationships to maintain. Wolverton, Gmelch, Montez, and Nies (2001a) found that deans answer to the faculty, students, staff, central administration, corporate sponsors, alumni groups, and outside funding agencies and must conscientiously serve all of these masters if they are to succeed in the role. This section will look at three key relationships deans must maintain with administrators, faculty, and

students. The relationships are in alphabetical order because the significance of the relationships varied based on the researcher's study topic.

Working with administrators. Wolverton et al. (2001a) found that the dean is the main liaison between the central administration and the faculty, and that means the dean must build relationships and communicate the needs of faculty, staff, and students to garner support for academic initiatives from the administration. Andrews (2000) noted that college presidents and boards of trustees could be major sources of support for the dean when they make tough decisions. Deans can rest better knowing that they are properly administering the college policies when they have the backing of the top administrators and the board of trustees during challenging times. Castenell and Tarule (1997) found that deans must communicate with the senior administration using both quantitative and qualitative data to tell the story for the needs of the college. Wolverton et al. (2001a) surmised that a major cause for deans leaving their positions is incompatibility with superiors. Deans were frustrated with trying to resolve differences with their provosts, having insufficient authority to perform their responsibilities, and not knowing how they are evaluated.

Working with faculty. Wolverton et al. (2001a) found that deans work within the regulations of the university bureaucracy to carry out their routine administrative tasks, but lack the control over faculty that is normally associated with the employer/employee relationship in most bureaucracies. Deans must negotiate and build consensus with faculty who need little supervision, but require support, protection, and sometimes direction when it comes to combining academic freedom with overall institutional goals

(Wolverton et al., 2001a). Wolverton et al. (2001c) found that deans who view faculty as an asset understand that their interests change over time, so they design their workload systems such that participants agree on yearly responsibilities that make sense for the college and the faculty.

Andrews (2000) found that deans found no greater satisfaction than recognizing faculty who are serving the students well and obtaining positive feedback. The dean will also have to deal with faculty who receive negative feedback and work on a development plan for improvement. Deans must work closely with faculty for evaluation plans, so that when termination cases arise the faculty has been included in the process (Andrews, 2000). Bray (2008) found that faculty members expect a dean to value input but to be a visionary and provide input as well, so deans must learn to listen to multiple viewpoints. The faculty expects deans to be good managers who can spot the strengths, weaknesses, and problems on the campus. Bray also found that faculty members who do not desire to become administrators find it impossible to conceive of bypassing their research and teaching interests to pursue such roles.

Working with students. Hyun (2009) found that the relationship between academic deans and students' success was once reactive and celebratory (e.g., giving awards to students for achieving high honors). Deans' responsibilities in relationship to students' success now revolves around advising, shaping the curriculum, evaluating the faculty, and monitoring upcoming technological innovations. Hyun (2009) concluded that the academic dean position was one of the factors that determined a student's academic success at an institution.

Wolverton et al. (2001b) surmised that the traditional student population is becoming more diverse and they expect the faculty to meet their needs. Students expect faculty to be well versed in technological innovations and able to engage them in learning activities. Students from diverse backgrounds expect to see themselves represented in the faculty and the curriculum. Mature students who return to school expect what they learn in the classroom to be readily applicable to their job or their career. The dean is responsible for changing the faculty demographics and restructuring the curricula to please the students, so they must negotiate with the faculty who are trying to meet their tenure standards, which emphasize scholarly research (Wolverton et al., 2001b). Flanagan (2006) found that small college deans get the opportunity to interact with their students in many ways that their colleagues at larger institutions cannot. Flanagan concluded students would be less likely to attend programs that they do not think help them achieve their career goals.

There is a multitude of academic research involving deanships, but there is a gap in the research as it relates to JMC units. This group can play an influential role in directing JMC education as a whole through the roles they have by commanding large and prestigious units, sitting on various academic/industry organizational boards, and even having roles on the journalism accrediting council. It is important to learn the characteristics of current JMC deans, the roles they play, and how they prioritize their responsibilities. The quantitative portion of this research aims to gather insight from these leaders on these matters.

CHAPTER III

METHODOLOGY

Participants

Mixed methods study. There are 475 JMC programs listed in the latest student census enrollment survey (Gotlieb et al., 2017). However, this study purposefully targeted 101 JMC colleges/schools to conduct an expert sampling of the head JMC administrator at these programs. Since a repository of information based on the demographics of JMC leadership does not exist the researcher conducted a virtual census of the nearly 500 JMC programs to identify the leaders of these programs. The purpose was to see if there was a discrepancy in the percentage of leaders of color as it relates to other JMC studies identifying faculty and student demographic percentages.

Virtual census. The main obstacle to conducting the virtual census was that many of the programs did not consistently have websites with photographs of the leaders. This was not an issue with JMC programs that were standalone colleges or schools within university systems. Therefore, the JMC list was pared down to utilize only the JMC colleges and schools for the census study. These programs are dispersed across the country, representing both public and private institutions, and accredited and unaccredited programs. These programs also represent some of the largest and most influential JMC programs because a review of the AEJMC website page on past presidents shows that 100 of the 104 JMC accrediting body's presidents have come from

these institutions. The photographs were used to gain unscientific insight into the gender/ethnic/racial demographics of JMC deans. This same method was used by researchers studying the historical diversity of the AEJMC board of directors when records did not reveal the ethnicity/race of board members through the organization's history (Moody, Subervi, and Oshagan, 2013). The researchers utilized university website images and LinkedIn account profile photos to investigate in a preliminary way if the AEJMC board of directors included people of color (Moody, Subervi, and Oshagan, 2013).

A clear limitation with conducting the virtual census of the deans is that one could inaccurately label a dean's self-identified gender, ethnicity, or racial makeup. Each dean's photo, name, biography, and social media presence were used as tools to categorize the leaders in the following demographic categories: Asian, Black, Hispanic, Native American, White, man, or woman. The virtual census was conducted over a three-month period during the summer of 2016 and updated for accuracy in January of 2018.

Virtual census data. There were 101 programs that fit the filtered designation compared to the 475 programs used in the previously mentioned student and faculty surveys. There were 102 leaders because one program employed co-directors. The designation for the leadership position was nearly even between deans (54) and directors (47). One program's head position was titled chair. For the purposes of this study, the researcher will use dean, the title most often associated with the position, to represent the leaders of the JMC colleges and schools.

The virtual census survey found that there were 84 White deans and 18 deans of color leading the 101 JMC colleges or schools. The gap between genders was a lot closer where 59 men and 43 women lead the identified JMC programs. These numbers show a discrepancy between the percentages held by the faculty of color (21%) and students of color (33%) found in earlier JMC research (Gotlieb et al., 2017; Becker et al., 2015). The information from this survey was used to gauge whether there was a need to further pursue this project. The discrepancy between deans of color and White deans represented a disparity that merits further study.

Qualitative. Twenty-four deans of color both current and recent were identified during the virtual census process with 18 currently serving as deans. One dean asked to be removed from the list because they did not self-identify as a person of color. Four deans of color responded to the virtual census consent form and participated in the online discussion board. The information gathered does not highlight gender, race, or ethnicity because this would increase the chance of identifying one of the deans. Generic language like “deans of color” and assigned pseudonyms “JMC Leader (#)” are used throughout the survey to protect the identities of the small number of deans.

The higher education leaders were familiar with the online learning management system (LMS), so there were only minimal technical issues with the site that were resolved quickly. However, there were detailed instructions on how to utilize the forum, and links to video tutorials to help individuals that might have needed some assistance. Two of the deans revealed identifying information about their race and gender, so the

researcher redacted the information on the discussion board. The redacted information does not appear in the results section of this study.

Instruments

A pilot group of JMC administrators reviewed the quantitative and qualitative instruments before the instruments were submitted for IRB approval (see Appendix B). Both survey instruments were updated to make the wording of questions clearer or to increase options on multiple choice questions. Both survey instruments were successfully approved by the IRB committee without any changes.

JMC quantitative leadership survey. The JMC Quantitative Leadership Survey (see Appendix D) collected updated data and unearthed new data surrounding the demographics, roles, and responsibilities of JMC deans (Kochersberger, 1988; Dates and Stroman, 1999; Izard et al., 2008; Defleur et al., 2010). The 38-question Qualtrics survey consisted of multiple choice, ranking, and text entry questions to gain demographic information and insight about the deanship position at JMC programs. The researcher divided the survey into five blocks. The first block contained the consent form, the second block contained personal demographic questions, career demographic questions were in the third block, the fourth block contained JMC program demographics, and the fifth block consisted of questions gauging the deans' views on JMC leadership-related topics.

The consent form stressed that the survey was optional, anonymous, and should not cause any harm to the participants. The demographic sections included 32-questions that asked for personal, professional, and program information. Questions asked about

relationship status and if the individuals are caretakers of dependents because time away from family was mentioned during the JMC study trying to figure out why faculty would or would not pursue a JMC leadership position (Defleur et al., 2010). Five questions probed the deans for their perspective on leading a JMC program. Kochersberger (1988) had various JMC stakeholders rank the leadership qualities that they would like to see in a JMC administrator. A ranking question took the top 10 qualities found in that report and included three new factors: creating an inclusive environment, communication skills, and recruiting/retaining people of color. Another multiple-choice question was adapted from the Defleur et al. (2010) survey that gathered factors and responsibilities that discourage or motivate individuals to lead JMC programs (see survey in Appendix A).

JMC virtual focus group for leaders of color. An invitation-only asynchronous virtual semi-structured focus group was conducted in an online LMS. The JMC virtual focus group for leaders of color assumed the same characteristics of a private online message board. Deggs and Kacirek (2010) found utilizing online message boards to be an effective means to conduct focus groups for an exceptionally qualified sector of society that possesses the skills to communicate via a web-based platform. The authors also found that this method allowed them to convene a focus group with those who are geographically dispersed when it is not financially feasible to get those within the group into a central location. The online asynchronous model also allows for individuals who work full-time jobs to have the flexibility to participate in the focus group within a given time frame at their leisure (Deggs and Kacirek, 2010).

Online focus group pros and cons. Rezabek (2000) noted that another benefit of online focus groups was the ability for the participants to remain anonymous which could allow them to speak more freely within the group. The anonymous capability of the online forum was an attribute for the small number of deans of color because it kept them from having to reveal demographic information to the group which could have easily identified the administrators. Rezabek (2000) also noted that online focus groups are not without their faults (e.g., members must have Internet access, some technical knowledge of online platforms is needed, and spontaneous interactions that might occur in face-to-face focus groups might not occur). Deggs et al. (2010) provided a guideline for utilizing online discussions for research following their study that surveyed college students participating in a distance learning course. The researchers suggested that online message boards can be great resources to capture qualitative data if anonymity can be ensured. The researchers discussed the need to have a thoroughly informed consent document that explains the participants' rights and it should clearly state that the participants are consenting to be research subjects by joining the discussion board (Deggs et al., 2010). The consent form should also include detailed instructions on how to utilize the system. The consent form also clearly explains how the identities of the leaders will be kept anonymous (see Appendix B for the consent form).

Navigating the LMS. The online forum consisted of several sections. The home page appeared after the deans signed into the LMS with their assigned pseudonyms and the passwords that each had to create on their own. The home page consisted of all of the items that the deans of color would need to successfully navigate the LMS. The first

section included a brief introduction of the researcher and a greeting, and a reminder not to divulge any personal identifying information within the forums. Next a disclaimer was given about how the deans had the ability to control some of the notifications within the LMS. A Q&A forum followed which could have been used by the participants to ask for help with issues that they might have experienced on the site. A link to the consent form appeared next, so that the leaders had the opportunity to review the document at their leisure. The next two sections: discussion board information and discussion board instructions plainly explained the expectations for the online forum and how to interact on the discussion board. A link to a video tutorial on how to utilize the LMS was included under the instructions to give the leaders a visual guide to help clarify information that might not have been clear in the written instructions. The final section contained links to the four discussion board topics where the deans of color wrote their narrative answers to the discussion prompts. The prompts were created using this study's research questions as a guide (see virtual focus group example in Appendix C).

Procedures

This expanded mixed methods project was deployed to the designated group of JMC deans during the spring semester of an academic year for an overlapping three-week period. The quantitative survey took participants an estimated 18 minutes to complete when two outlier totals were subtracted. It took the deans of color an estimated 23 minutes to complete their individual posts for the four topics. The range was between 11 and 31 minutes. The deans did not engage with each other on the online message board, so there were not any replies to their posts.

JMC survey approved. The JMC Leadership survey was distributed to 113 JMC current (N = 102) and previous deans (N = 11) identified through the virtual deans after the IRB committee approved the study. The survey was emailed through the Qualtrics' distribution system. The JMC deans' campus emails were collected during the virtual census survey. The emails increased from 102 to 113 to reflect the new leaders, but also the previous leaders that remained at the institutions.

JMC survey items. The deans were given the opportunity to agree or decline to participate in the JMC Leadership survey after reading the consent form. The survey consisted mainly of multiple-choice questions with only one answer possible. One question asked the deans to rank choices, and two other questions asked for text entries to gain a sense of the challenges and rewards experienced while leading JMC programs. The deans could skip any question except for the consent form. The UNCG Qualtrics system anonymized the participants' information. The leaders were given the opportunity to start and stop their surveys until the survey deactivated at the end of four weeks. Reminder emails were sent to the participants to encourage participation before the survey closed. The data was collected in the UNCG Qualtrics system and stored in a password-protected UNCG Box account where the researcher and dissertation committee have access to the data.

Leaders post online. The virtual census survey identified 24 total JMC deans of color with 18 serving currently as deans. A multi-tiered consent form was sent to those identified as JMC deans of color through Qualtrics with one individual asking to be removed from the list because the individual did not self-identify as a person of color.

The consent form described the study, the online forum, and the participants' rights to decline at any time. The consent form also asked the deans to confirm that they were JMC leaders of color. After successfully confirming their identities the deans had to submit an email account of their choosing to receive a link to the JMC Virtual Focus Group. The deans were given generic non-identifiable usernames "JMC Leader (#)" and a system mandate to create a password once signed into the system. There was one technical issue where one individual's pseudonym was not appearing for the individual dean before they posted. The researcher and the dean went through a troubleshooting session, and were able to get the pseudonym to operate correctly. At no time could any of the other participants see the participant because the site administrator eliminated all functions to socialize outside of the discussion boards. The deans, site administrator, and dissertation committee members had the only access to the site, and the site administrator was the only one to have full access to the site information.

Deggs et al. (2010) stated participants would need to be comfortable communicating via typing in an online format. The researcher should attempt to establish a rapport with the participants before they participate in the online discussion board. This can be established by giving the individuals access to the system prior to beginning the research and setting up a Q&A system that shows that their concerns will be met in a timely fashion.

Deggs et al. (2010) emphasized the need for the researcher to encourage any enthusiasm surrounding a topic because participation throughout the process by all the participants will likely wane the longer the process takes. The final suggestion given was

that the moderator maintain an attentive presence to the flow of information to make the participants feel like their thoughts are being valued. Deggs et al. (2010) surmised that the researcher's main goals while conducting an online discussion group should be to pose initial questions, ask follow-up questions when needed to delve into a topic or clarify some information, and only redirect the conversation when it is necessary. Deggs et al. (2010) also suggested that the researcher must allow the focus group to take its own direction and not allow it to extend longer than necessary. In trying to utilize the above guidelines, the deans were given three-weeks to participate in the virtual forum (see appendix C for prompts). The four topical discussion prompts had self-contained discussion boards that allowed each of the participants to answer the questions at their leisure in the order of their choosing. The moderator incorporated at least one follow-up question to entice the deans to expand on their answers and interact with their colleagues. The site administrator also redacted several items that identified the ethnicity/race and gender of the deans.

Periodic reminders were sent through the learning management announcement system to encourage participation until the forum closed. The deans were given the opportunity to review their submitted information once the forum officially closed to make sure the information accurately reflected their thoughts. The deans were removed from the discussion board and the discussion board content was transferred to a password protected UNCG Box file. All identifiable data was removed before being placed in the Box file.

JMC leadership survey data. The JMC Leadership survey analyzed the demographics and views of a sampled portion of the 113 current and previous deans that lead 101 JMC colleges/schools. The JMC programs sampled represent an estimated 20% of all the JMC programs in the United States. The selected institutions represent more than half of the accredited JMC programs in the world. The programs are a mixture of public and private universities representing each region of the United States. The programs are representative of larger institutions since they have been designated as colleges or schools at their institutions. The sample was selected during a preliminary survey of JMC websites to visually identify the number of JMC leaders and faculty of color at 475 programs. The smaller programs did not consistently have photographs of their leaders or faculty members, but the designated colleges and schools consistently profiled their leaders and faculty. The availability of photographs eliminated JMC majors, minors, departments, and divisions from this study. A Qualtrics survey was administered to the emails of the 113 JMC leaders. The survey collected mainly demographic information to gain a sense of the individuals leading JMC programs since this type of empirical data is not readily available. The survey also gauged the leaders' views on leadership qualities and factors that would motivate or deter their willingness to lead.

Virtual focus group data. The purposeful sampling to select JMC deans of color happened while conducting a virtual census on the websites of JMC colleges/schools. A spreadsheet was created that consisted of information for the program (university name, region location, JMC program name) and the leader (name, title, race/ethnicity, education

level, professional background). Leaders of color were noted based on their physical features, names, research interests, bio information, and social media profiles. There were 24 JMC deans of color identified by the virtual census survey with 5 of them no longer holding the leadership title, and one accepting a deanship. There is an even number of men and women leading the JMC colleges and schools currently. The virtual survey identified 18 current deans of color. Five deans of color initially surveyed are no longer in their roles but maintain faculty positions at their institutions.

Quantitative data analysis. This study analyzed demographic variables that were categorical in nature, and qualitative variables that were composed of interval data. Statistical tests were carried out to see if there were significant relationships between the demographic variables listed by the JMC deans and the interval data in order to make generalizations about the JMC deanship position. The JMC Leadership Survey could not utilize an ANOVA or cross tabulations to analyze the significance because the sample size was too small for the number of cells being tested. Cross tabulations and descriptive statistics were used to determine anecdotal differences in how the JMC deans rank the qualities associated with leading JMC programs and how they view the factors that motivate or discourage willingness to lead.

Qualitative data analysis. The qualitative analysis consisted of thematically coding the narratives found in the online discussion board by two independent coders. Braun and Clarke (2006) suggested a clear guide to analyzing qualitative data utilizing a thematic analysis approach in six phases. The researchers first suggest conducting a thorough reading of the data once it is collected and taking notes about potential ideas or

themes that might appear. The next phase is to extract codes and realize that extracted data may go in multiple themes. The researchers also suggest extracting information around the coded area to maintain proper context. The third phase involves reviewing the codes and organizing them into broader themes. The fourth phase requires the researcher to review the named themes to ensure that there are clear and distinct differences between the themes. Themes might need to be created or collapsed once this phase is completed, and the researcher should know the overall story that is being told by the data. The fifth phase requires that each individual theme receive a detailed written analysis and a clear and concise title that explains the theme to a reader. The sixth phase culminates in producing the report that tells a clear, coherent, and logical story from the data.

The two independent coders first found a code structure that outlined the key themes and illustrative quotes that speak to the properties of the codes. Similar codes were compiled to form categorical themes, and then the coders individually found connections between the categorical themes. The coders then came together to reconcile their categorical themes in order to proceed to reporting the findings. Both coders were CITI certified.

Limitations

JMC leadership survey. The limitations of the JMC Leadership survey exist because a purposeful sample eliminated 80% of the JMC programs in the United States. This project will not gain insight from those who are leading JMC departments, JMC divisions, or those who oversee JMC majors/minors within other programs like Humanities or Social Sciences. The JMC leaders of these institutions could view

leadership differently in their circumstances. Currently, there is not a database that houses information that identifies the JMC leaders within higher education institutions, so the percentage of leaders of color could be higher or lower compared to the statistics found through the virtual census survey of JMC colleges and schools. There are only three historically black colleges and universities represented in the purposeful sample of JMC colleges and schools which represents a small percentage of HBCUs with JMC programs. These institutions and their faculty tend to have a higher percentage of people of color as faculty and in leadership positions so their perspective could easily be missed.

JMC virtual focus group. The limitation to the Virtual Forum for JMC Leaders of Color is that the need to protect the limited number of leaders' identities means that the JMC deans will be generalized as one monolithic group when men and women of various ages, races, and ethnicities will be sharing their views. For example, it would be irresponsible to refer to a participant as an Asian dean because there are only five in this category. To refer to a participant as an Asian man would even further reveal their identity because there are only two within this category. Using an online forum for research could be viewed as a negative by some leaders so those who do not want to participate in this type of forum will not be heard. The higher education leaders likely utilize a learning management system at their institution, but they may not be familiar with the interface being used for this survey so any discomfort with utilizing the system may also deter individuals from actively engaging with the online forum.

Researcher's Stance

Before continuing any further with this introduction, I would like to fully disclose my rationale for embarking on this research. This topic aligns with my interest in helping to create a media world that is more representative of the communities being served. I am an African American man and a college journalism professor, and I have served as the interim-chair of a JMC department. In my previous profession, I was a local television news producer. My undergraduate and graduate degrees came from JMC programs at a historically black university and a prestigious predominantly white institution, respectively. My upbringing was just as mixed because I lived in a predominantly black neighborhood, but attended predominantly white K-12 schools.

I grew up in a household where the adults always pointed out racial injustices happening on television news and even entertainment shows. I learned early and often that people who looked like me were not valued in the media like others. I appreciate the diversity of our society, and I understand intimately how a lack of diversity inside newsrooms can lead to the neglect or misrepresentation of a large percentage of society. I also know that having strong black role models at both of my JMC programs made the journey a lot easier for me. They inspired me just by being there because I knew that if they did it then I could do it. They encouraged me by letting me know that I was not alone on my journey. Now, as a professor, I attempt to do for my students what those professors did for me. Former students have written me expressing their gratitude for the times that I shared my experiences of navigating the newsroom and the world as a black man.

I believe that if more journalists and media professionals were given a heavy dosage of media diversity education, decisions about how to represent different communities would be made with more sensitivity and tolerance. This starts with increasing the diversity of JMC deans. These individuals not only wield a mighty sword at their institutions, but they also hold leadership roles on the boards and committees of academic and professional media JMC organizations. These same leaders also play a deciding role in JMC accreditation standards. If more JMC deans would discuss issues of diversity with the same fervor that accuracy in the media world gets discussed then news coverage would be drastically different. It has been my personal experience that faculty of color teach the media diversity courses and are the advisors of the minority-focused student organizations. They are the professors who usually bring in minority professionals to speak to students. They are the ones who usually point out issues of racism or injustice in the media to their students. They are often the professors who push minority students to do their best and not make excuses for why they cannot achieve better outcomes. These professors also tend to feel an increased sense of pressure to make sure their students of all backgrounds get an understanding of how diversity issues impact society.

My goal in this research is to shine a light on the lack of leaders of color compared to White leaders at JMC programs and to allow some of those leaders of color to share their experiences as it relates to their perceived influence on their units.

CHAPTER IV

RESULTS

Conducting research on the top leaders at some of the most influential JMC programs in the country unearthed several results worth noting following an exploratory mixed methods study. The results section will first focus on the quantitative study that sought to answer Research Question 1 (*i.e., What is the relationship between the JMC deans' demographics (e.g., age, ethnicity, academic background, professional experience) and the responsibilities (e.g., developing programs, fund-raising, handling paperwork) identified as factors for willingness to lead? Will demographic differences impact how JMC deans prioritize the leadership qualities needed to oversee a JMC program?*). The remainder of the results section will be devoted to the results unearthed through the narratives given by deans of color during the qualitative portion of the study which aimed to answer Research Question 2 (*i.e., What role does ethnicity/race play in the way JMC deans of color describe their efforts to lead their units?*), and Research Question 3 (*i.e., What challenges to their leadership do JMC deans of color face that they perceive is due to ethnicity/race?*).

JMC Quantitative Leadership Study Results

A virtual census of 101 JMC college and school websites revealed 102 dean/director positions. 113 emails were distributed to current (n=102) and recent leaders (n=11) in these positions as there were some changes in leadership between when the

initial list was compiled and when it was finalized before distributing the Qualtrics survey. The emails of the previous leaders remained on the list because the researcher felt the previous leaders could bring a valuable perspective having recently led the programs. There was a 27% response rate to the online quantitative survey with 31 current JMC college or school leaders completing the survey. The small number of respondents in this purposeful sample does not lend itself to significance testing because there are not enough expected frequencies to occur within each cell. The small sample size presents low reliability with a +/-15 margin of error on a 95% confidence level. Nulty (2008) found that online surveys average 33% response rate. The researcher used descriptive statistics to summarize the survey results and conducted cross tabulations with the demographic queries and the factors/responsibilities selected by the JMC leaders.

JMC program demographics. There are nearly 500 JMC programs, but this study focuses only on a fifth of those programs. However, the 101 JMC colleges and schools selected for this study represent some of the largest and most influential programs in the higher education community and the media world. Now we are going to paint a picture of the JMC colleges and schools (N = 31) represented by the leaders that responded to the survey. The JMC deans lead (77%) doctoral universities (n = 24) classified through the Carnegie Classification system as Research 1, Research 2, or Research 3 universities. The programs are situated in both private (35%) and public institutions (65%), and they represent each region (Midwest (n = 11), North (n = 3), South (n = 10), and West (n = 7)) of the United States of America. AEJMC accredited programs made up 65% of the respondents (n = 20). The JMC colleges and schools

represented have student enrollments exceeding 300 students in 94% of the programs (n = 29) with 39% of those programs (n = 12) reporting enrollments exceeding 1000 students. More than 70% of the JMC leaders (n = 22) that responded supervise between 10 to 39 full-time faculty members. When the conversation turns to the racial composition of departments more than 60% of the JMC deans reported programs having JMC administrators (n = 19) and staff (n = 18) that are more than 90% White. The faculty (n = 13) has a little more racial/ethnic diversity with 45% of the programs reporting that 10% – 19% of the faculty are of color. There was more racial/ethnic diversity reported amongst the student body with 38% of the programs (n = 11) having more than 20% of their students being of color, and another 38% of the programs (n = 11) reported having 10% - 19% of students of color.

JMC dean demographics. The JMC leaders not only gave demographic information about their programs, but they also answered questions about themselves. All the respondents noted that they were currently serving as the leader of a JMC college or school with the majority of titles sampled being dean (39%) and director (48%) and the remaining titles (n = 4) being interim and other. More than 90% of the leaders (n = 28) were between the ages of 41 and 70. The largest percentage of respondents (n = 11) was between the ages of 51 and 60 years old (35%). The ethnicity of the respondents (n = 29) was overwhelmingly of non-Hispanic/Latino/Spanish origin (94%). The racial background of the sample was varied with 58% of the respondents (n = 18) selecting White/non-Hispanic, and most of the remainder (n = 12) being people of color (e.g., African American, Asian, Asian Indian, Mixed racially, Middle Eastern, Pacific Islander)

(39%). The people of color responded at a higher rate (39%) than their percentage of leadership (19%) found during the virtual census. The subgroup of leaders of color was also being asked to participate in a separate qualitative study, which likely increased their awareness of the quantitative study that was also emailed to them during the same period. The virtual census conducted to gain the emails of the current and recent JMC leaders indicated that 19% of the JMC leaders of the 101 JMC colleges/schools were people of color. A similar response pattern happened as it relates to gender with 55% of the respondents being female and 45% being male. Based on the virtual census 43% of the JMC college/school leaders were identified as females. The majority of JMC leaders sampled are married (81%), and 68% of the respondents are also considered the responsible caregiver of various types of dependents (i.e., children, parents, grandparents, spouse, etc.).

A doctorate degree (94%) proves to be essential to land a deanship according to those sampled. These leaders (n = 27) have extensive teaching experience with 87% of them reporting that they have taught for 11 or more years with the largest percentage (42%) of those respondents (n = 13) stating that they have 21 or more years in the classroom. Individuals with the rank of full professor make up 74% of the respondents. The leaders do not change programs frequently as 61% of the respondents have been employed by only one or two JMC programs (n = 19). Most of the respondents have a history of academic leadership with 74% serving four or more years in an academic administrative role (e.g., chair, coordinator, dean, director) before leading their current JMC program. The deanship and scholarly activities do not seem compatible since 83%

of the respondents reported that they publish scholarly research less since becoming an administrator and many of them (72%) stated that they publish one or fewer scholarly articles a year. The salaries of the JMC leaders sampled ranges from \$75,000 to more than \$200,000 with 84% of the leaders earning more than \$100,000 a year. More than 80% of the JMC leaders worked previously as a media professional, but 72% of them say that their salary as a JMC leader is higher than their salaries as media professionals. Those who worked in professional media occupied positions across the mass communication spectrum (e.g., broadcast radio/tv, print magazines/newspapers, public relations, marketing, photography, publishing), and 60% stated that they held a management title while working professionally. None of those sampled would opt to work in professional media after their current time as a dean ended but 34% would seek a higher academic leadership role (n = 20), 20% would return to teaching (n = 12), and 14% would retire (n = 8). The sampled leaders were not as interested in seeking a similar role (n = 5) at different institutions (8%) or returning to their role (n = 6) to conduct research regularly (10%).

The JMC virtual census and the JMC Quantitative Leadership study described the typical JMC dean participant as a White married male who is the caregiver for dependents, who has a doctorate, and who does not conduct research at the same level as he did prior to becoming a dean. These leaders have spent at least a few years working professionally in the media world mainly in the broadcast or print sectors. Most have earned tenure and are full professors who have taught in the classroom for more than a decade and they have likely worked only at one or two institutions. These administrators

are leading some of the largest journalism and mass communication programs in the country so most have held academic leadership roles before they assumed their current role.

JMC leadership qualities and factors. This survey updates JMC leadership quality ranking conducted by Kochersberger (1988). The researcher also sought to determine if factors found by Defleur et al. (2010) to motivate or discourage JMC faculty to seek leadership positions remained consistent. The data analysis software IBM SPSS Statistics 25 Crosstab function was used to test possible demographic differences in how the leaders viewed their responsibilities. Again, significance tests could not be conducted because of the small sample sizes that occurred in the various cells.

Leadership quality rankings. The JMC Leadership Survey took those same 10 criteria utilized by Kochersberger (1988) and added three additional qualities (creating an inclusive culture, communication skills, and recruiting and retaining people of color) to see how current JMC leaders would rank the qualities that they felt were the most desirable for JMC leaders. The descriptive stats show that the items with the means closest to one were ranked as top qualities for JMC deans (see Table 1). Leadership skills ranked as the top quality by the JMC deans and it was a clear top choice with minimal variance between the positions it was ranked. Communication skills and creating an inclusive culture rounded out the top three positions. Research interests, professional experience, and outside contacts were qualities that ranked in the bottom three positions. Possessing a terminal degree had the largest variance making it the most controversial item with selections in the first and last positions (see Table 1).

Table 1

Leadership Qualities Descriptive Statistics

	N	Range	Minimum Ranking	Maximum Ranking	Mean	Std. Deviation
Leadership	31	7	1	8	2.03	1.798
Communication skills	31	12	1	13	3.39	2.642
Creating an inclusive culture	31	9	1	10	4.35	2.122
Fund-raising	31	10	2	12	6.16	2.830
Creative planning	31	11	2	13	6.26	3.055
Calm under pressure	31	12	1	13	6.74	3.255
Recruiting & retaining people of color	31	8	4	12	7.29	2.132
Personality	31	11	1	12	7.61	3.073
Using institution resources	31	12	1	13	7.74	3.444
Terminal degree	31	12	1	13	8.90	3.718
Outside contacts	31	10	3	13	9.68	2.414
Professional experience	31	12	1	13	10.10	3.124
Research interests	31	10	3	13	10.74	2.449
Valid N (listwise)						

When you compare the compiled lists that are thirty years apart there are a few categories that stand out (see Table 2). Leadership remains the top quality selected by those surveyed as a necessity for anyone who plans to become a JMC administrator. Research interests and having a terminal degree rank low on both lists as items that are desirable to lead a JMC program. Personality and professional experience both received higher rankings in 1988 whereas fund-raising was low in the initial survey but occupied

one of the top positions in the new survey. Two of the new criteria (communication skills and creating an inclusive culture) received the second and third rankings on the new survey list while recruiting and retaining people of color, was seventh on the list.

Table 2

JMC Administrator Survey of Desirable Leadership Qualities Compared

Position Ranked	JMC Leadership Survey (2018)	Journalism Administrators Survey (1988)
1	Leadership	Leadership
2	Communication skills*	Creative planning
3	Creating an inclusive culture*	Personality
4	Fund-raising	Using institution resources
5	Creative planning	Professional experience
6	Calm under pressure	Outside contacts
7	Recruiting and retaining* people of color	Keeping cool (calm under pressure)
8	Personality	Fund-raising
9	Using institution resources	Research interests
10	Terminal degree	Terminal degree
11	Outside contacts	
12	Professional experience	
13	Research interests	

*Criteria added to the 2018 survey that was not included in the 1988 survey

In an attempt to compare the same ten items from both surveys, a column was created (see Table 3) that removes the new criteria. In this scenario, fund-raising had the largest jump by moving up six positions to number two on the list. Keeping calm under pressure and having a terminal degree both climbed three positions up the list from 1988.

Professional experience would tumble the furthest down the list from fifth on the original list to ninth on the new survey results in this observational scenario.

Table 3

JMC Administrator Survey of Desirable Leadership Qualities Compared II

Position Ranked	JMC Leadership Survey (2018)	Journalism Administrators Survey (1988)	JMC Leadership Survey (2018) *without new criteria
1	Leadership	Leadership	Leadership
2	Communication skills*	Creative planning	Fund-raising (up 6)
3	Creating an inclusive culture*	Personality	Creative (down 1)
4	Fund-raising	Using institution resources	Calm under pressure (up 3)
5	Creative planning	Professional experience	Personality (down 2)
6	Calm under pressure	Outside contacts	Using institution resources (down 2)
7	Recruiting and retaining people of color*	Keeping cool (Calm under pressure)	Terminal degree (up 3)
8	Personality	Fund-raising	Outside contacts (down 2)
9	Using institution resources	Research interests	Professional experience (down 4)
10	Terminal degree	Terminal degree	Research interests (down 1)
11	Outside contacts		
12	Professional experience		
13	Research interests		

*Criteria added to the 2018 survey that was not included in the 1988 survey

Research Question 1

What is the relationship between the JMC deans' demographics (e.g., age, ethnicity, academic background, professional experience) and the responsibilities (e.g., developing programs, fund-raising, handling paperwork) identified as factors for willingness to lead? Will demographic differences impact how JMC deans prioritize the leadership qualities needed to oversee a JMC program?

JMC demographics impact priority rankings. The JMC leaders self-identified into various demographic areas, and the survey asked if any of those differences played a role in how the leaders rank the 13 qualities mentioned above. Since significance testing cannot be performed the researcher decided to look at the demographics in cross tabulation charts and calculate the percentages of which individual groups selected the items within the top five or bottom five positions in the chart. The results derived from the cross tabulation data is illustrated utilizing clustered bar charts. When we select one of the qualities, like creating an inclusive culture which ranked third on the list, we find that three subcategories selected this quality within the top five positions at 100%: leaders without dependents (see Figure 1), leaders who have served in their current role seven years or more, and leaders whose programs are located within the southern United States.

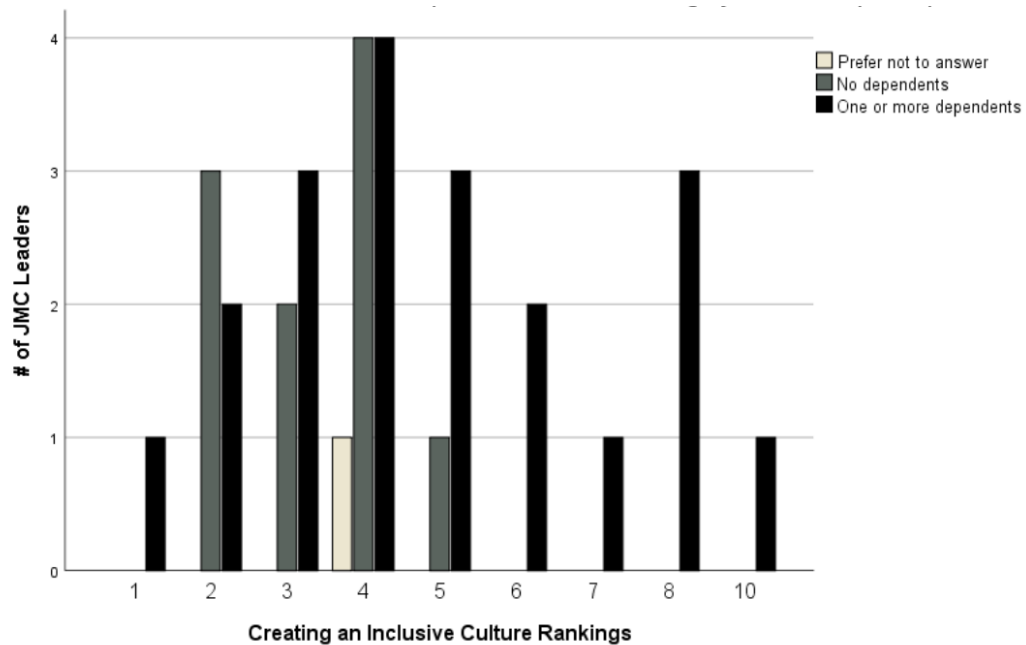


Figure 1. JMC Leaders Without Dependents Ranked Creating an Inclusive Culture in the Top Five Leadership Quality Positions.

When we turn our attention to the top-ranked quality of leadership (see Figure 2) several subcategories selected it as a top quality with 100% of their selections within the top five positions: those 30 – 50 years of age, females those who have been in their current roles 0 – 3 years, those with 0 – 3 years of academic administrative experience before their current role, associate professors, those with 1 – 5 years media experience, those with 16 or more years media experience, and those at private institutions.

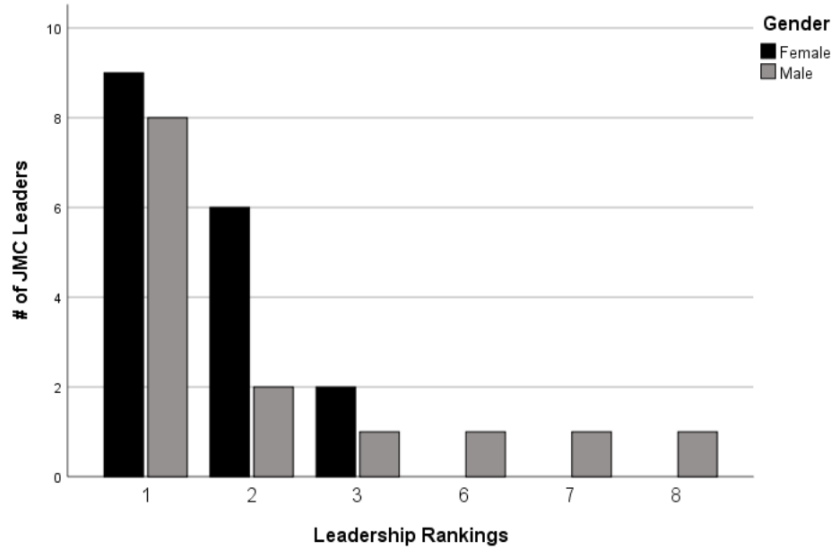


Figure 2. Female JMC Leaders Ranked Leadership in the Top Three Leadership Quality Positions.

Now we turn our attention to two qualities that showed up near the bottom of the list: terminal degree (10th) and professional media experience (12th). In this section, we will look at which subcategories overwhelmingly selected these items in the bottom five positions of the list. The terminal degree offered the most volatility because it had the most variance in the place where leaders chose to rank it on the list.

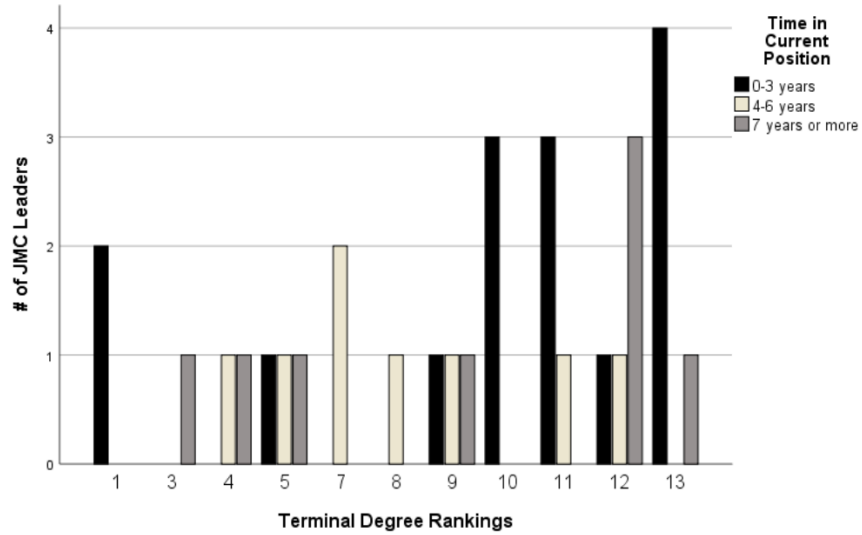


Figure 3. 87% of JMC Leaders with 0-3 years in Current Role Ranked Terminal Degrees in Bottom Five Leadership Quality Positions.

There were a couple of subcategories that selected professional media experience at 100% in the bottom five positions of the list: those with no dependents and those with less than a year or no media experience (see Figure 4).

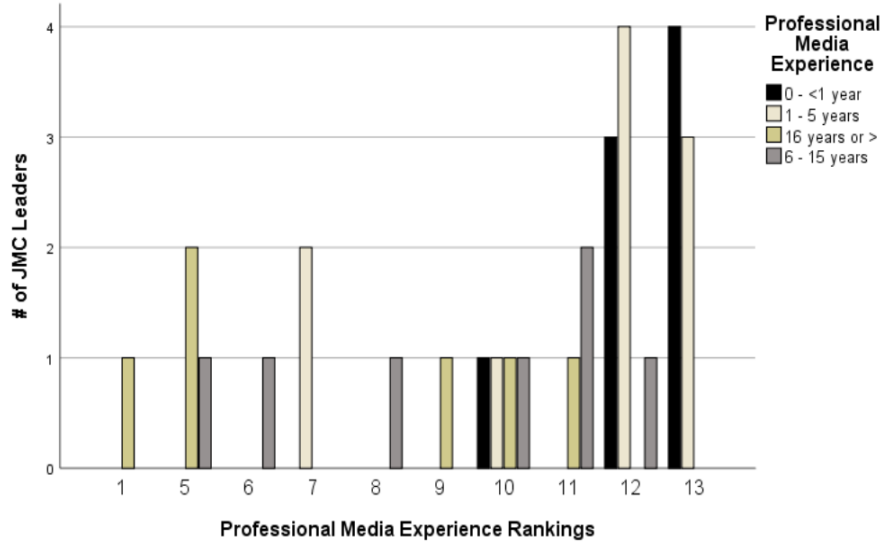


Figure 4. JMC Leaders with (0 - < 1 year) Professional Media Experience Ranked having Professional Media Experience in the Bottom Four Leadership Quality Positions.

The descriptive evidence shows that between groups the results tend to be similar so there is not much of a difference between the age category and the gender category, but when you delve into each of those categories you can see where the divide may occur between the subcategories.

JMC administrative program factors/responsibilities. The JMC leaders were asked to select if 19 administrative factors or responsibilities impact their willingness to continue to lead their programs. The leaders categorized each factor/responsibility: as either motivating (makes you want to continue to lead), discouraging (makes you not want to lead), or neutral (neither motivating nor discouraging). Most of the items used were identified in the Defleur et al. (2010) study where the researchers found factors that would lead JMC faculty to avoid or pursue JMC leadership. The administrative factors/responsibilities that the JMC deans chose from are listed in Table 4: developing a

program, handling personnel issues, helping faculty develop careers, pay not matching workload, excessive time demands, variety of duties, fund-raising, 12-month contracts, more pay, teaching load change, campus influence, time for research/scholarship, respect level from colleagues, time for family, administrative paperwork, relationship with supervisor(s), and directing a program (Defleur et al., 2010). Items added to this questionnaire that were not included in the 2010 study were creating an inclusive culture and recruiting & retaining people of color (administrators, faculty, staff, students).

Table 4

JMC Administrative Program Factors

#	Factors/Responsibilities	Discouraging		Neutral		Motivating		
Total								
1	Developing a program	0.0%	0	12.9%	4	87.1%	27	31
2	Creating inclusive culture	0.0%	0	9.7%	3	90.3%	28	31
3	Handling personnel issues	41.9%	13	51.6%	16	6.5%	2	31
4	Helping faculty develop careers	0.0%	0	12.9%	4	87.1%	27	31
5	Pay not matching workload	54.8%	17	45.2%	14	0.0%	0	31
6	Excessive time demands	70.0%	21	30.0%	9	0.0%	0	30
7	Variety of duties	3.2%	1	32.3%	10	64.5%	20	31
8	Fund-raising	12.9%	4	45.2%	14	41.9%	13	31
9	12-month contracts	9.7%	3	61.3%	19	29.0%	9	31
10	More pay	3.3%	1	40.0%	12	56.7%	17	30
11	Teaching load change	16.1%	5	54.8%	17	29.0%	9	31
12	Campus influence	3.2%	1	48.4%	15	48.4%	15	31
13	Time for research/scholarship	32.3%	10	58.1%	18	9.7%	3	31
14	Respect level from colleagues	0.0%	0	32.3%	10	67.7%	21	31
15	Time for family	41.9%	13	38.7%	12	19.4%	6	31
16	Administrative paperwork	58.1%	18	38.7%	12	3.2%	1	31
17	Recruiting & retaining people of color (administrators, faculty, staff, students)	6.5%	2	38.7%	12	54.8%	17	31
18	Relationship with supervisor(s)	3.2%	1	32.3%	10	64.5%	20	31
19	Directing a program	0.0%	0	16.1%	5	83.9%	26	31

Table 4 shows the top factors that motivate the surveyed JMC deans to continue leading their programs: creating an inclusive culture (90%), developing a program (87%), helping faculty develop careers (87%), directing a program (84%), and respect level from colleagues (68%). In each of the high motivating factors listed the remaining faculty that did not select motivating selected neutral. None of the surveyed administrators marked the leading motivating items as discouraging.

When we look at the opposite end of the spectrum the highest-ranking factors for discouraging JMC leaders surveyed were excessive time demands (70%), administrative paperwork (58%), pay not matching workload (55%), time for family (42%), and handling personnel issues (42%). There were only two areas where the faculty ranked items as discouraging and no one ranked the same item as motivating: excessive time demands, and pay not matching the workload. The discouraging factors tended to have high neutral ratings.

Items that ranked highly on the neutral scale have some overlap from the top discouraging factors but not from the top motivating factors. The list of factors selected most often by the JMC administrators as neutral were 12-month contracts (61%), time for research/scholarship (58%), teaching load (55%), handling personnel issues (52%), and campus influence (48%). The JMC administrators selected neutral in all 19 factors/responsibilities and each category received at least 10% of the selections.

The gauge charts illustrate that the factors with the means closest to three were the items the JMC leaders selected as factors that motivate them to lead, and those factors below two were deemed as more discouraging factors (see Figure 5 and Figure 6).

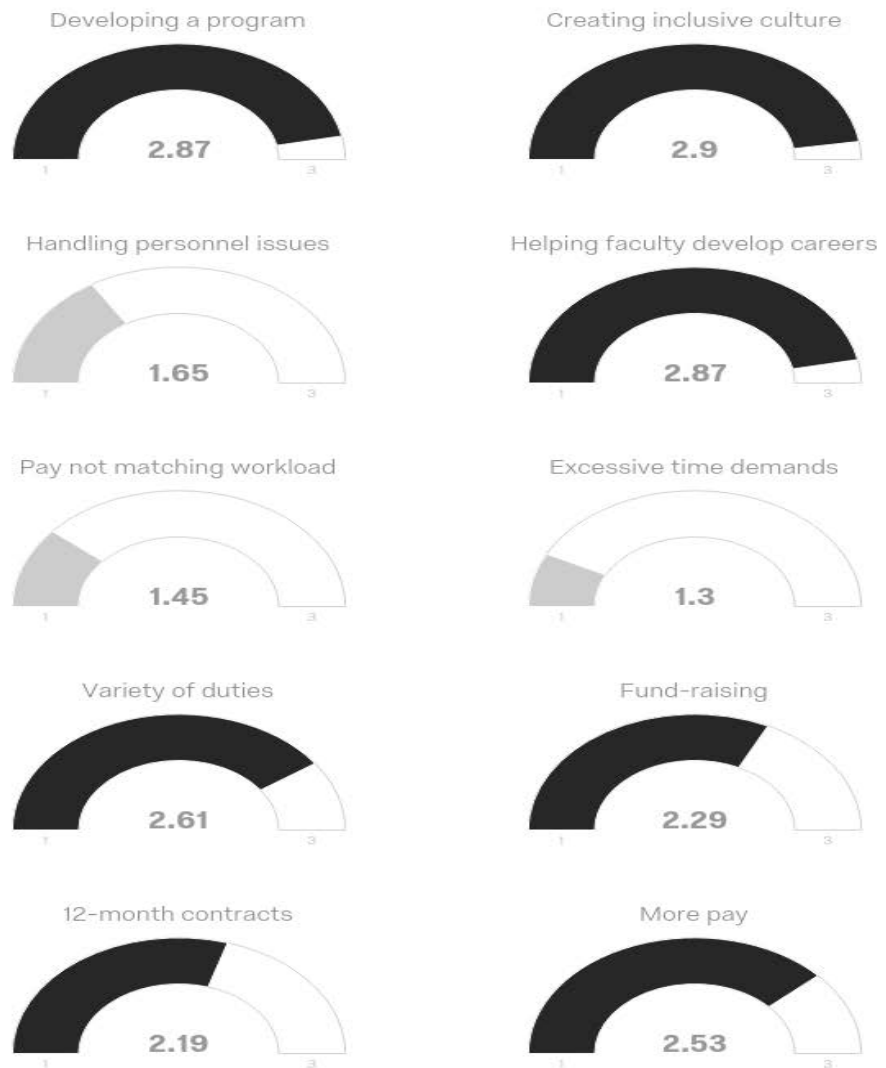


Figure 5. JMC Willingness to Lead Gauge Charts Illustrates the Discouraging and Motivating Factors Selected by Deans. (Mean scores 1 - 3: Means closest to three more motivating. Means closest to one more discouraging.)

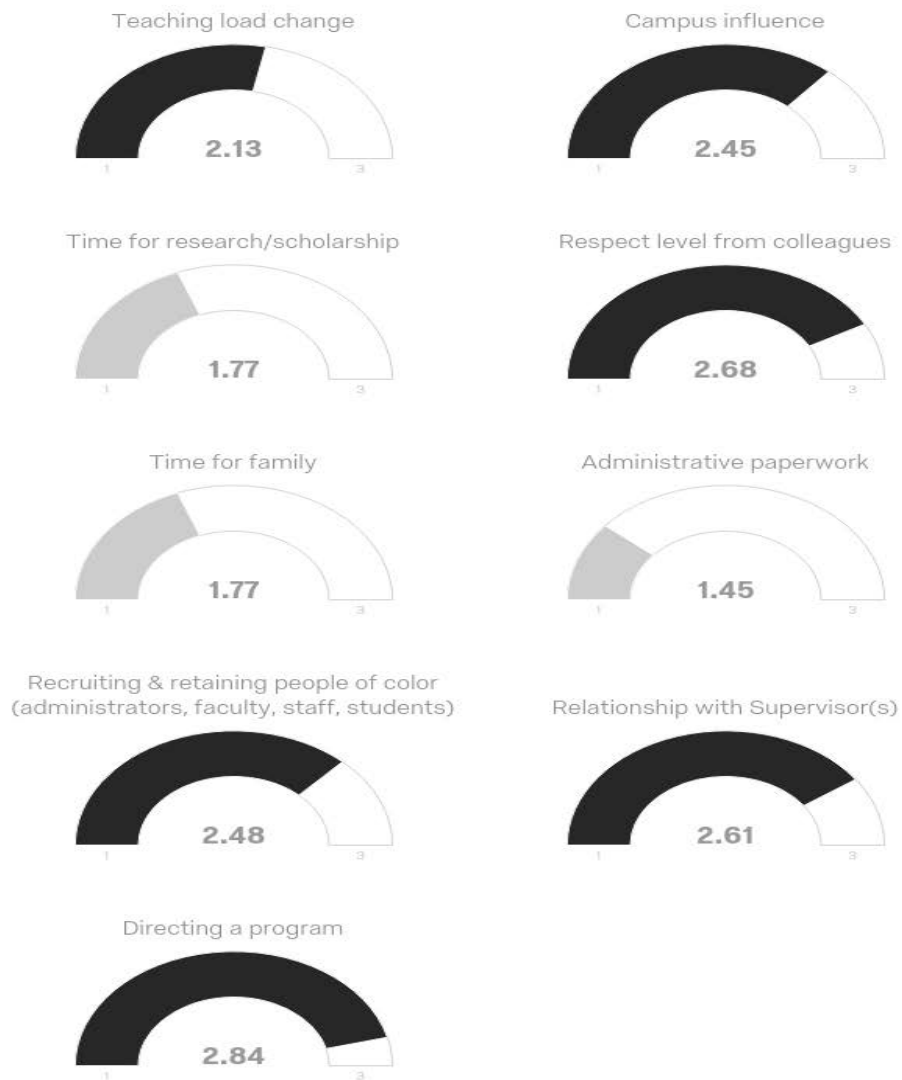


Figure 6. JMC Willingness to Lead Gauge Charts II Illustrates the Discouraging and Motivating Factors Selected by Deans. (Mean scores 1 - 3: Means closest to three more motivating. Means closest to one more discouraging.)

Demographic impact on factors/responsibilities. The demographic subcategories followed the same pattern as the whole category when the factors were clearly defined. The subcategories for each of the demographics would select motivating/neutral or discouraging/neutral mainly for all the top items listed in the previous section. The

pattern seen in the following charts showcases how most of the cross tabulation results look when the respondents heavily chose motivating/neutral or discouraging/neutral (see Figure 7 and Figure 8).

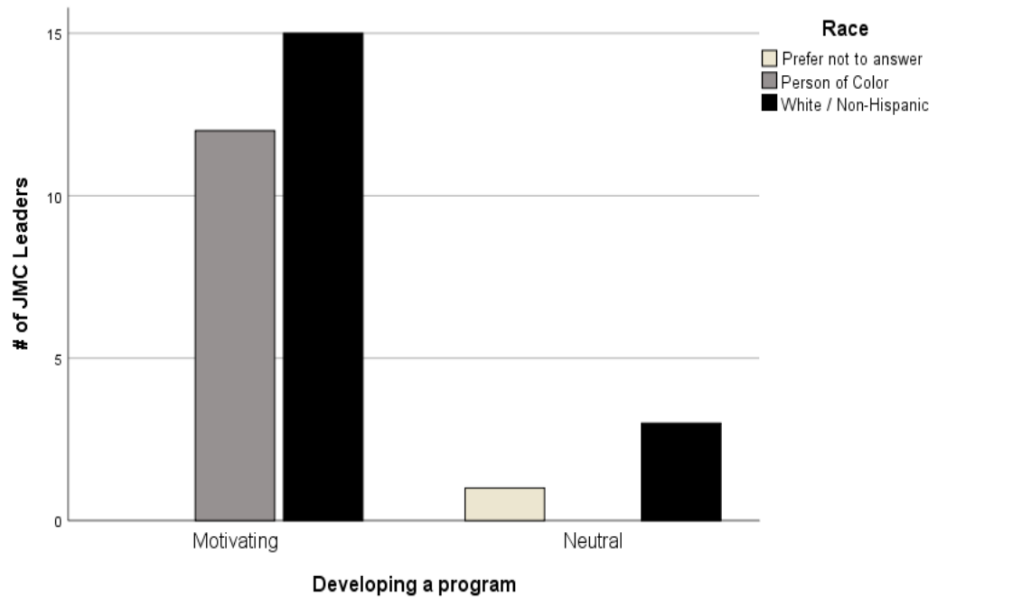


Figure 7. JMC Leaders of All Races Found Developing a Program as a Motivating Factor to Lead a JMC Program.

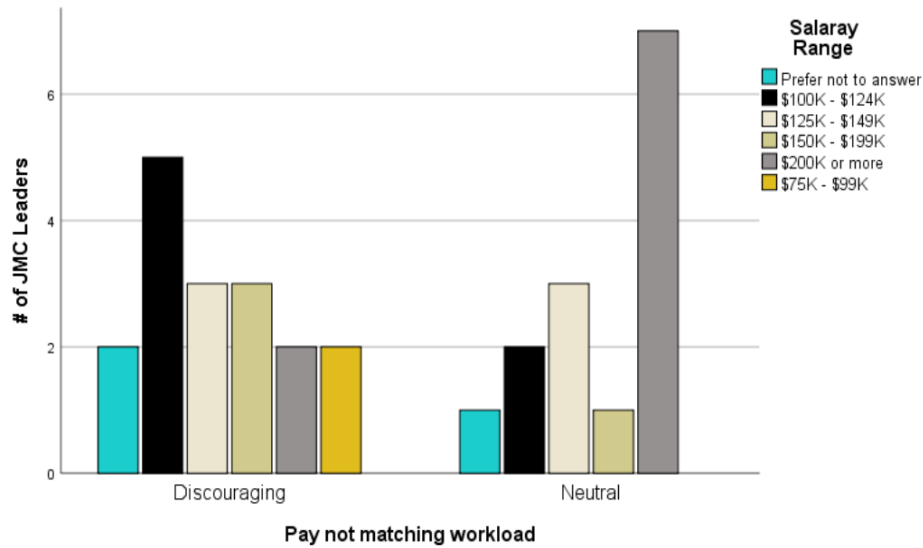


Figure 8. JMC Leaders at All Salary Ranges Selected Pay Not Matching Workload as Discouraging or Neutral Factors to Lead a JMC Program.

The areas that seemed to have the most discrepancy between subcategories were fund-raising, teaching load change, time for research & scholarship, and time for family. These factors utilized neutral language, so it was left up to the leaders to decide if the factors were discouraging or neutral. The charts below indicate the variance held within certain subcategories as it relates to two of the factors mentioned. (see Figure 9 and Figure 10).

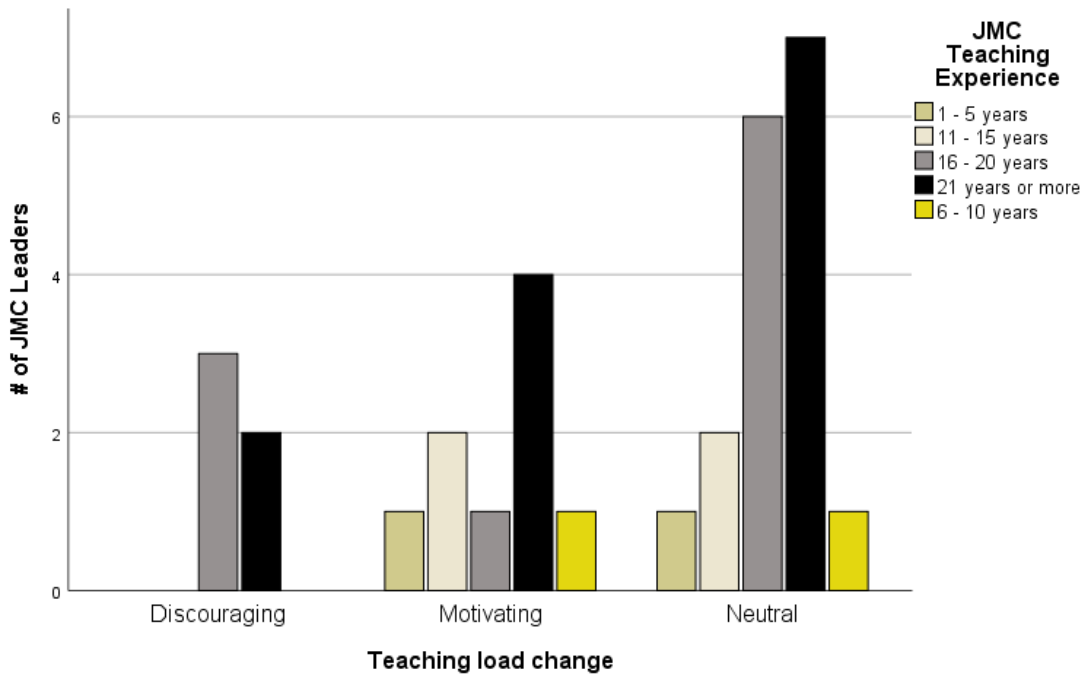


Figure 9. Teaching Load Change Illustrated Mixed Opinions for Deans with Various Years of Teaching Experience as a Factor to Lead a JMC Program.

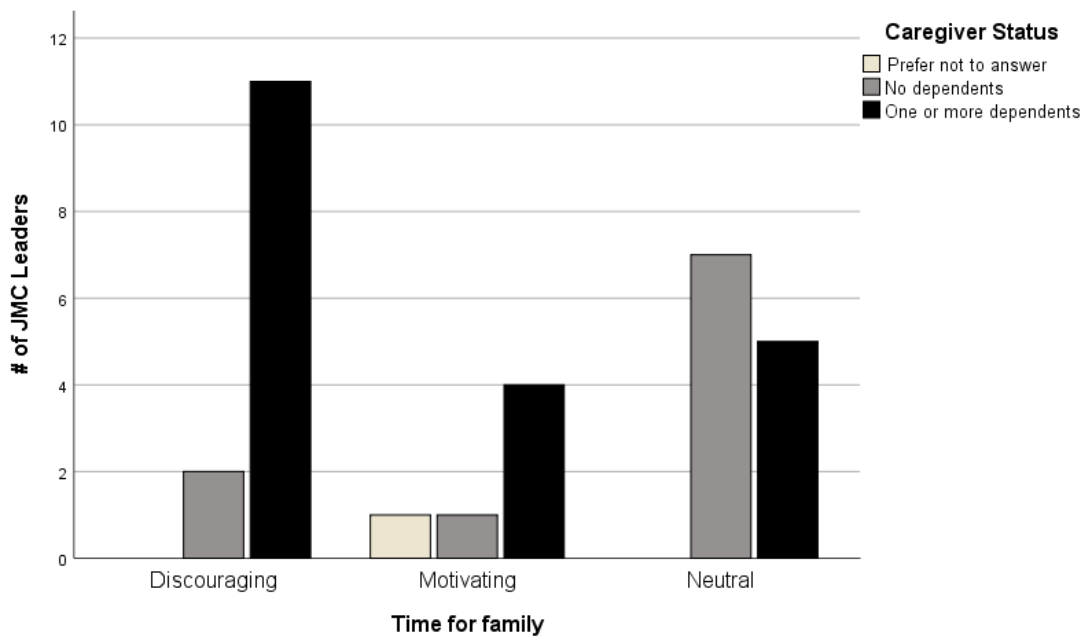


Figure 10. Time for Family Garnered Mixed Results with JMC Deans as it Relates to Their Caregiver Status as a Factor to Lead a JMC Program.

JMC Virtual Focus Group for Leaders of Color

The qualitative portion of the study allowed for a deeper dive into a specific group of JMC deans. These leaders of color are small in number so purposeful sampling was deployed to gain the contextual experiences of JMC leaders of color through an online discussion board. The purpose of this portion of the study was to get the participants to share how they see their roles as leaders of JMC programs through the lens of being persons of color. The following research questions were the undergirding factors for the discussion.

- **Research Question 2:** What role does ethnicity/race play in the way JMC deans of color describe their efforts to lead their units?
- **Research Question 3:** What challenges to their leadership do JMC deans of color face that they perceive is due to ethnicity/race?

These questions led to the formation of the four topical prompts that the leaders of color answered on the discussion board.

- **Topic 1:** Without giving personal identifying information: As a person of color describe the personal and professional influences that have led to you becoming the leader of a JMC program.
 - Describe any additional responsibilities you have taken on or feel you should take on as the leader of your program that are directly correlated to your ethnicity/race.
 - How did you justify the added responsibility to yourself and to other stakeholders within your program?

- **Topic 2:** Without giving personal identifying information: How has your ethnicity/race informed decisions (e.g., allocation of funds, prioritization of programmatic needs, hiring decisions, student recruitment, curriculum updates, etc.) you have had to make as a leader of a JMC program?
 - Describe the reactions to your decisions that surprised you the most?

- **Topic 3:** Without giving personal identifying information: Describe any challenges to your leadership that you perceive are a result of you being a person of color.
 - How do you cope with challenges that you perceive as being related to your ethnicity/race?
 - Do you feel that the faculty, staff, students, and your administrative superiors give you the respect due to your office?

- **Topic 4:** Without giving personal identifying information: Describe any benefits to your leadership that you perceive are a result of you being a person of color.
 - How have you been able to leverage those benefits?

Virtual discussion board data. These questions garnered candid and deep reflections from the leaders of color who all have a vast amount of teaching, scholarly, and professional media experience. All the participants answered the discussion prompts in one sitting. It took the deans an average of 23 minutes to complete their answers with 31 minutes and 11 minutes representing the most and least amount of time spent answering the prompts (see Table 5).

Table 5

JMC Leaders of Color Virtual Discussion Board Timeframe

	Date	Topic 1	Topic 2	Topic 3	Topic 4	Total Time
JMC Leader 1	March 21	9:25 am	9:31 am	9:41 am	9:50 am	25 minutes
JMC Leader 2	March 30	5:51 pm	5:55 pm	5:59 pm	6:02 pm	11 minutes
JMC Leader 3	March 22	4:11 pm	4:16 pm	4:37 pm	4:42 pm	31 minutes
JMC Leader 4	March 24	12:47 pm	12:57 pm	1:11 pm	1:13 pm	26 minutes

Nearly 1800 words were written by the deans of color, and a Microsoft Word cloud generator application, Pro Word Cloud, identified the top words mentioned by the leaders of color (see Table 6). The words mentioned the most were diversity, color, students, race, and faculty, and the list below identifies the top 15 words mentioned that do not include common words (e.g., is, that, the, etc.).

<i>Table 6</i>	
<i>Top 15 Uncommon Words Mentioned</i>	
	Diversity
	Color
	Students
	Race
	Faculty
	Professional
	Work
	Important
	People
	Program
	Relationships
	Journalism
	Issue
	Leadership
	JMC

Figure 11 illustrates a word cloud generated with the top 100 words found in the discussion board, not including most common words. The bolder and larger the font, the more the word was mentioned during the discussion.



Figure 11. Word Cloud Illustrates Top 100 Words used by JMC Leaders of Color on the Virtual Discussion Board.

Themes emerge from coding virtual discussion board. Two coders independently conducted qualitative coding utilizing thematic analysis as described in research conducted by Braun and Clark (2006). This type of analysis focuses on agreed upon themes that surface from the collected qualitative data. Coder number one is a White female professor without experience with JMC programs, and coder number two is a Black male college administrator with experience with JMC programs. The coders read the full transcripts from the discussion board with knowledge of the prompts, but allowed the responses to dictate the formation of key words and themes gleaned from the

discussions and not the prompts. The coders then discussed and reconciled their individualized lists to create the following themes: leading with a purpose, value in differences, and enduring hardships. Two subcategories also emerged as all the leaders tended to discuss how they put their values into action and most of the respondents discussed how they coped with the hardships they faced as leaders of color.

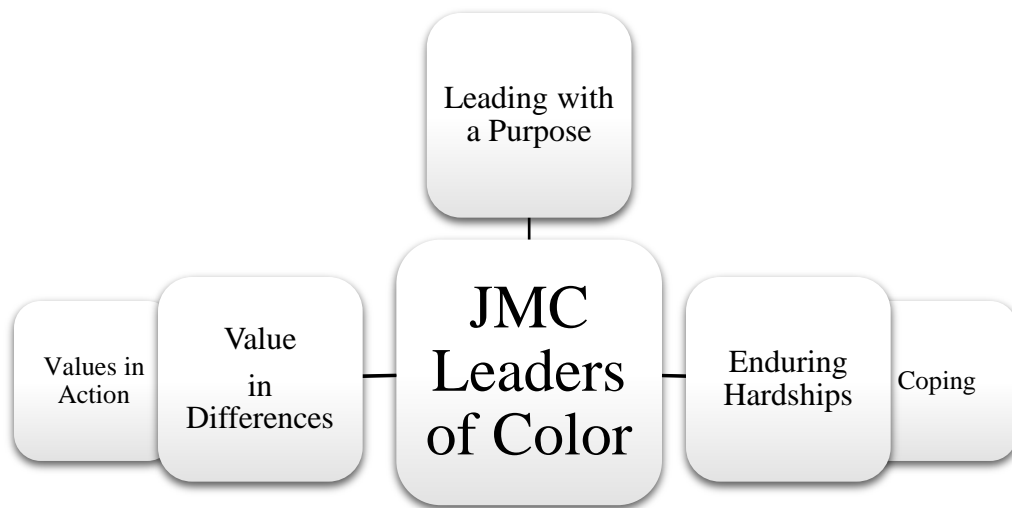


Figure 12. JMC Leaders of Color Virtual Discussion Board Themes Diagram

Research Question 2

What role does ethnicity/race play in the way JMC deans of color describe their efforts to lead their units?

The thematic analysis revealed that the JMC leaders of color that participated in the online discussion board bring a sense of purpose to the deanship that is driven in part by their ethnicity/race. This is manifested in the value the leaders place on the differences they bring to their JMC programs that are rooted in their ethnicity/race. The leaders thoughtfully shared how the values are put into action.

Leading with a purpose. The JMC leaders of color that participated in the discussion all expressed a need, a passion, or a purpose to lead JMC programs. JMC Leader 2 captures the sentiment in the following response.

Just as being a journalist of color means you want to effect change, once I became a professor, I saw that administration was the way to have the most influence on students' academic careers. I saw the power of teaching White students and students of color in the classroom, but I also perceived institutional roadblocks to success of any and all students. If you want to disrupt power, you've got to have power.

Each leader wrote about a personal commitment to diversity and racial inclusiveness. Several of the leaders shared how they want to help students reach their goals of becoming professional journalists in the same way that their mentors helped them achieve successful journalism careers. JMC Leaders 3 and 4 illustrate this point respectively.

I was a liberal arts major interested in the performing arts when a writing instructor helped me identify a talent that fueled a passion that led to a gratifying broadcast television career. It gives me personal and professional joy to embrace a future generation of storytellers, creators, and strategic communicators to discover and flourish in a demanding yet rewarding business.

I chose to become a leader in a JMC program because I want to make a positive impact on students, help develop the next generation of talent for the journalism, media and communication industries. Sharing and creating knowledge are part of my DNA.

Keeping with the theme of professionalism, JMC Leader 4 encapsulates how a couple of the leaders discussed a need to help increase the diversity of the media world by impacting JMC programs.

As the United States is increasingly diverse, it's important that journalists- - regardless of platform -- reflect the nation's diversity. The same is true for higher education and those who impact students in the classroom.

There were also statements about how the leaders realized that to have a larger impact on effecting change they would need to pursue leadership roles because they could be the voice for those underrepresented within the academy. JMC Leader 2 writes about the number of ways that this can happen.

Talent is distributed equally but opportunity is not. What we can do as administrators is ensure faculty searches, syllabi, curricula, student recruitment, et al., is done with inclusion in the broadest sense.

JMC Leader 4 added to this sentiment, but in an indirect fashion.

Students have said it's important to see people of color represented in teaching and other leadership roles.

The phrases “give back,” “pay back,” and “pay it forward,” came up several times as the leaders talked about their rationales for leading JMC programs. JMC Leader 4 expressed a desire to give back.

I came to the academy after more than 20 years on the frontlines of journalism, and I think those experiences have helped me become a better professor and administrator. I have been blessed to have mentors in industry and teachers who made positive differences in my life. This role is an opportunity for me to give back and help “pay it forward” to assist others.

Some leaders felt the urge to lead programs that were similar to the ones that introduced them to journalism and jumpstarted their careers. Those conversations even

led to one leader, JMC Leader 3, expressing how their role as a JMC leader of color can help to diversify media companies.

There is a palpable benefit along the narrow lane where industry leaders are in dire need of talented performers of color from colleges known for talented students. I have experienced a direct ask for a pipeline that is clearly connected to my being (*redacted personal identifying information*) and a proven industry performer who knows “what it takes to navigate the media world.” Recruiters want to nurture a strong relationship to keep viable candidates coming across the thresholds of their companies to up the diversity numbers in their newsrooms and agencies.

JMC Leader 1 demonstrated that leading with a purpose is not just a point of pride.

I never hesitate to speak from my perspectives and experiences as a (*redacted personal identifying information*) in academia. I am proud of my professional commitment to diversity and people of color and this comes out in my professional demeanor and perhaps my decision-making.

Value in differences. Each dean expressed a sense of pride in knowing that being a person of color brought intrinsic value to their role of leading JMC programs. JMC Leader 2 expressed tangible and unquantifiable ways that being a person of color brought value to their institutions of higher education.

Being an administrator of color at a PWI means your very presence in a meeting is a signal, a reminder, a symbol -- especially if you are the only one. It means discussing and thinking about all kinds of oppression (I hope) because you understand some issues first hand.

The leaders felt that their presence as high-ranking administrators served as an important symbol that their institutions were serious about addressing diversity and inclusivity issues. JMC Leader 1 gives multiple examples.

I also would like to think that as a (*redacted personal identifying information*) some constituents (students and their parents) see me as a potential role model to students. I suspect some even see me as an outcome of my program's commitment to diversity.

My race has informed decisions such as hiring, student recruitment, and even curriculum. In all of these cases I reiterate the importance of a diverse faculty and staff, and of course student population.

JMC Leaders 4 and 2 respectively were also quick to share that they were not only symbols of change, but that they were valuable because they are able to use their positions to help address issues of diversity and inclusivity from a personal standpoint.

One benefit, sadly, might be that so few at PWI's understand people/students of color that my voice is valued (though we all know that not one of us can speak for all of "us" -- whatever "us" might be). This is the case if I am the only administrator of color in the room (which, by the way, is not at all how I want it to be).

As for benefits as a result of being a person of color, I understand our students better than some colleagues because I have a similar lived experience as a first-generation college student. As a result, I engage well with students.

The leaders of color expressed some other ways their value can be seen as a connection to their ethnicity and race: hosting diverse speakers, helping students to participate in minority journalism organizations, and encouraging diversity and

inclusivity initiatives. However, JMC Leader 2 says the value of leaders of color goes beyond only handling diverse topics.

Some people might underestimate how well-versed administrators of color are in many topics, challenges, realms. We have to be. We don't get where we are just because of color -- often, in spite of it.

Values in action. The leaders of color had plenty to discuss about how they put their values into action for their JMC programs. JMC Leaders 1 and 4 respectively discussed how a lack of diversity puts added responsibilities on each leader of color.

I developed a proposal to create a school-wide diversity committee. I “justified” the added responsibility by linking additional duties to my professional commitment to diversity and racial inclusiveness.

Since there are so few people of color in dean roles in the academy, I am often called upon to serve on search committees and other service obligations. There's not more pay associated with these experiences. It's simply part of the service expectation.

JMC Leader 4 had another interesting spin on search committees that leaders of color oversee.

Faculty Search Committees are expected to ensure there is a diverse pool of candidates and there have been times when searches were rebooted because the pool was not diverse.

JMC Leader 4 and 1 respectively stated that leaders of color have to be willing to educate their campus community on diversity and inclusivity issues in various ways.

I had a faculty member question why we needed a Diversity Committee. I explained diversity and inclusion are core values for our institution and unit. Diversity and inclusion also is a standard for accreditation by ACEJMC.

On the curricular front, there was a need to include a course in one of our majors that examined issues of race, gender and class. I developed a course that I had developed and taught at my previous universities.

JMC Leader 3 cultivates professional media relationships on behalf of the department which helps students in the program land internships and jobs. The leader expressed that being a person of color in that position helps to make the case for students of color to be selected by these companies.

Recruiters want to nurture a strong relationship to keep viable candidates coming across the thresholds of their companies to up the diversity numbers in their newsrooms and agencies.

JMC Leader 1 shares positives of putting your values into action.

Overall, my initiatives and decisions that were influenced in part by my race have been overwhelmingly supported by the faculty and staff in my program.

Research Question 3

What challenges to their leadership do JMC deans of color face that they perceive is due to ethnicity/race?

The administrators of color identified tangible and intangible items that they feel challenge their leadership because of their ethnicity/race. The leaders of color endure the hardships and find ways to cope so that they can continue to pursue their purpose.

Enduring hardships. The JMC leaders will tell you that you cannot have positive interactions without having to endure some hardships. JMC Leader 4 credited being a person of color as the reason behind multiple occurrences of being undermined by colleagues and even a donor.

I have experienced White colleagues yelling at me or talking over me in a meeting. I have survived a few faculty and staffers making personal attacks and sabotaging my work under the cloak of anonymity.

I was shocked to see a White male donor describe me as the diversity director since I have never had that job.

JMC Leader 1 has a different sabotage story focused on a lack of good resolutions with difficult professional relationships.

There have been few challenges to my leadership that I have attributed to my race. The only possible challenge has been professional relationships with two of my staff/administrative colleagues. It has been a bit difficult dealing with the challenges as I could never confront the actual individuals involved, and instead worked with third-parties. There was little they could do, so my professional relationships were adversely affected.

JMC Leader 1 changed the topic and discussed a different type of hardship that was more shocking than the above scenario.

The only reaction that has surprised me was the “pushback” I have received on my proposal and implementation of a school-wide diversity committee. The surprise was based in part that the “resistance” has been articulated by the only (*person of color – replacement phrase to redact identifying information*) faculty member in our program.

JMC Leader 3 expressed a different challenge for leaders of color that lead minority serving institutions.

The office of dean on this campus is held in high regard and the issue of race is not an issue. That said, the external reception in the greater academic world including but not limited to PWI institutions, accrediting bodies, review journal boards, and other industry players, can be challenging.

JMC Leader 2 says leaders of color always have their guards up for impending hardships.

I personally don't feel slighted or disrespected because of my color, but I am always aware of the possibility or subtlety of such biases.

Coping with hardships. The leaders of color continue to pursue their purpose to lead despite the hardships, but in order to maintain the clarity needed to be their best they find ways to cope with the hardships. JMC Leader 1 attempted to address issues with colleagues through the appropriate reporting channels, but that tactic brought little relief.

I chose to all but ignore interacting with one person, unless I had to work with them on a specific initiative, which I did without incident. Because the second person reports to me, I chose to take the “high road” and deal with this person as professionally and courteously as I could. Because I work and interact with this person on a daily basis, it has proved to be a bit of a challenge knowing that this person has worked to undermine me and my work.

The leader was resigned to trying to ignore the issue or be the better person as a coping mechanism, which places this leader in familiar territory with JMC Leader 4.

Through it all, I have tried to take the high road, educate others about my role and focus on the students and the work to be done.

JMC Leader 4 has some additional tips that could help other leaders of color who find themselves needing a way to cope with the hardships.

Having a personal support system is important. Listening also is incredibly important and building one-on-one relationships through conversation.

CHAPTER V

DISCUSSION

Introduction

This exploratory mixed methods survey focused on JMC deans broke new ground in higher education JMC leadership research. The study was deployed during the spring academic semester of 2018 to gather demographic data about the top academic leaders of JMC colleges/schools. The Quantitative JMC Leadership Survey and the JMC Leaders of Color Virtual Focus Group emanated from a virtual census study undertaken to see the demographic makeup of the leadership at the nearly 500 JMC programs in the United States. The virtual census was whittled down to the 101 JMC colleges/schools because, unlike smaller JMC programs, their websites consistently included photographs and biographies of their top administrators.

This convenience was not the sole reason for continuing the study with this specific group. The JMC colleges/schools consist of many of the largest and most recognizable, storied, heavily resourced, and influential JMC programs in the country. An example of their influence can be found in a 2011 report commissioned by the United States Federal Communications Commission (FCC). The FCC studied the impact of the changing media landscape and 13 deans of JMC programs submitted a report about how journalism schools were operating programs similar to teaching hospitals operated by university medical programs. The deans explained how their programs were operating

media outlets that were impacting their local communities using students and former media professionals turned professors to fill in gaps left by declining resources within local broadcast and print media (Waldman, 2011). The deans' report focused on journalism colleges and schools, but did not mention small JMC programs. The report mentioned how the programs were able to fund their media endeavors through sizeable donations from philanthropic groups and their own fund-raising efforts. The final published report includes "Journalism Schools" as its own chapter under the nonprofit media section with other chapters devoted to known media outlets like C-SPAN, NPR, and PBS (Waldman, 2011).

In another strong show of solidarity, 30 JMC programs signed a letter sent to the president of Sinclair Broadcasting in 2018 to show dissatisfaction with what they deemed unethical journalism practices. Sinclair Broadcasting, the country's largest local news broadcaster, forced its local news anchors to recite a message about fake news without labeling the message as editorial content (AEJMC, 2018; Fortin & Bromwich, 2018). The letter was signed by 28 JMC school and college leaders with the remaining two representing JMC departments. These examples illustrate the reach of JMC deans and directors.

Summary of Findings

JMC quantitative leadership study. The JMC deans surveyed in 2018 ranked leadership, communication skills, creating an inclusive culture, fund-raising, and creative planning as the most desirable traits for a JMC leader. This list aligns with the higher education research on deans that emphasizes the need to be a strong leader and the ability

to work with various groups and raise funds all while having to address numerous areas dealing with faculty, students, and the overall campus community (Antony et al., 2017; Bray, 2008; Hyun, 2009; Kezar et al., 2006). When comparing the highest ranked items on the list to a similar list compiled by Kochersbersger (1988) we find that leadership remains important but professional experience and personality, which ranked higher in 1988, both fell multiple positions down the newest list while fund-raising and terminal degrees both climbed the list. Many of the JMC leaders submitted comments about the biggest challenges that they face, and the need for more financial resources was a key theme, so it does not come as a surprise that fund-raising climbed up the list of qualities needed for JMC leaders. Fund-raising is also an item mentioned throughout the higher education leadership and academic dean research as an added responsibility for deans that was previously a duty for the president of higher education institutions (Sheehan & Mihailidis, 2007; Gmelch, Wolverton, Wolverton, and Sarros, 1999). The multitude of duties required and the vast amount of experience expected of these leaders could lead to a leadership vacuum if the JMC institutions and organizations do not begin to proactively recruit and train academic leaders for the various tasks required. It is not enough to assume that someone who worked as a media professional and acquired a terminal degree knows how to manage people, recruit students and faculty, schmooze with donors, and present and carry out a strategic vision for the unit.

The rise of terminal degrees up the chart and the fall of professional experience down the chart was one of the more intriguing observations because the history of JMC programs tells us those two items have been a dividing point since the introduction of

JMC programs into higher education systems (Folkerts, 2014). The sample size included mainly research 1/2/3 institutions and 94% of the sampled leaders have doctorate degrees, and the other 6% have professional degrees. Twenty-five percent of the sample have less than a year or no professional media experience, and that number grows to 58% when you change the range to 0 – 5 years of professional media experience.

Desirable qualities list. This study added three items to the list of 10 desirable qualities as a way to further the research and gain evidence on items that might not have been deemed necessary for the 1988 study. The added qualities received mixed results on the survey list: communication skills ranked second, creating an inclusive culture ranked third, and recruiting and retaining people of color ranked seventh. It comes as no surprise that communication skills ranked high on the list since there is a need to communicate effectively with the various stakeholders as an ambassador for a program. It is interesting that the quality to create an inclusive culture ranked highly, while the quality of being able to recruit and retain people of color fell further down the list. Being able to recruit and retain people of color also held the distinction of being the only quality on the list not selected within the top three positions by any of the participants. Recruiting people of color was listed as a common challenge by several leaders in the survey when asked to describe some of their biggest challenges to leading a program, so that could be a reason why that item did not garner much consideration.

Willingness-to-lead factors. In creating the factors/responsibilities (n=19) list the researcher attempted to remove most leading words to allow the respondents to interpret the list on their own without straying too far away from the Defleur et al. (2010) results.

There were items on the list that were neutralized by this researcher and others that were kept in their original format from the 2010 study. For example, the item “time for family” was neutralized by this researcher from its original wording of “too little time for family” allowing the respondents to make the phrase their own and answer accordingly. The results for the neutralized comment were 42% discouraging, 39% neutral, and 19% motivating. The worry is that another phrase, which maintained its original form, “excessive time demands,” might have been too leading as it was the top ranked discouraging item at 70%. However, since it was ranked as highly discouraging in the 2010 findings this researcher chose not to alter its wording.

The respondents selected motivating or neutral at higher percentages for a large percentage of the categories. The items in the 2010 study that would encourage faculty to seek leadership roles remain motivating items for current JMC leaders. Likewise, the study revealed that many items that were considered factors that would keep faculty from pursuing academic administrator positions in the 2010 study remain discouraging for current JMC deans. Anecdotally the descriptive data show that there are demographic differences that impact those who choose to rank items as motivating, discouraging, or neutral. Two items that were not included in the 2010 study were recruiting and retaining people of color and creating an inclusive culture. Issues surrounding diversity and inclusivity have been buzzwords within the JMC and media world for decades, so the researcher wanted to see if these items elicited discouraging or motivating responses from the administrators. Both items received a majority of selections as motivating factors but creating an inclusive culture (90%) was the top motivating selection on the list and

recruiting and retaining people of color (55%) was in the middle of the rankings as the 9th factor on the list. The fact that recruiting and retaining people of color is deemed as a challenge anecdotally through the survey comments, that it is not worthy of a top-three ranking by anyone on the desirable leadership qualities list, and that it garnered middle of the road votes on willingness to lead could factor into the reasons behind the ACEJMC standard on diversity and inclusiveness ranking as the highest for noncompliance for programs seeking reaccreditation (Jones et al., 2007). A cross tabulation analyzing both categories against each other shows that only 61% of the individuals who selected creating an inclusive culture as motivating selected the same option for recruiting and retaining people of color. The same test was run with other high indicators with a focus that seems to align with recruiting and retaining faculty of color, but their percentages decrease even more than creating an inclusive culture: developing a program (59%), helping faculty develop careers (59%), and directing a program (54%). When analyzing demographic categories, you will find that accredited programs, Whites, males, and those with no dependents selected recruiting and retaining people of color at a slightly higher percentage than creating an inclusive culture, and their subcategory opposites selected creating an inclusive culture at higher percentages than recruiting people of color. Again, significance cannot be found with this study, but this anecdotal evidence could spur bigger questions.

Demographic differences between categories show that most of the JMC leadership qualities or factors skew in one direction without much separation. Within the demographic subcategories you can find some separation, but the various subcategories

always seem to be proportionate to one another within the group for each of their selections. The small sample size does not allow for significance testing, which could help shed more light on how the various demographics impact the desirable qualities and factors/responsibilities.

JMC research. The JMC Qualitative Leadership Study shows that the battles waged throughout JMC Education History have continued through today, and the various splinters have tasked JMC deans to become everything to everyone in order to lead their programs. Folkerts (2014) pointed to rifts over the style of education: theoretical vs. experiential and whether or not accreditation was needed. The virtual census found that (n = 63) JMC schools/colleges were accredited out of the (n = 101) JMC schools and colleges identified in the United States. You can see the importance that the larger and prominent programs have placed on accreditation when you see that the total number of accredited programs hovers around 120 programs including international and those on provisional status, but there are nearly 500 JMC programs. This means more than half of the accredited programs are represented by JMC colleges/schools in the United States. It is imperative for most JMC deans to understand the accreditation cycle, and have their units constantly striving toward reaccreditation.

The theoretical or experiential debate has given way to JMC units containing both factions, which means the deans are asked to bring both skills to the table plus more. The JMC Qualitative Survey found that all the deans had doctorate or professional degrees with the vast majority having doctorate degrees. The survey also found that the majority of the leaders had worked professionally in some aspect of media during their careers. It

does not stop there, however, because most of the deans have taught collegiately for more than a decade, conducted years of research, and have held prior academic leadership positions. The rankings in the JMC Administrative Survey of Desirable Leadership Qualities, which cannot be generalized for significance, found that the need for a terminal degree has surpassed the need for having professional experience since the survey was first reported in 1988. Further research needs to be conducted to figure out if this result is significant and if so, to determine the impact it will have on JMC education.

Discussion. The Quantitative Leadership Survey broke new ground within the JMC leadership research discipline by getting 30% of current JMC deans to react to the following categories: creating an inclusive culture and recruiting and retaining people of color. Previous JMC leadership research did not address issues of diversity (Defleur et al., 2010; Kochersberger, 1998). While statistical significance could not be found via this exploratory research there were some elements that this initial survey brought about that deserve further exploration. The added topics of creating an inclusive culture and recruiting and retaining people of color were presented as-is for the leadership qualities ranking chart that ranked 13 desirable leadership qualities for JMC leaders and the JMC administrative program factors chart that indicated if 19 qualities were discouraging, motivating, or neutral for them to continue leading the JMC programs. Creating an inclusive culture consistently received a more favorable placement on both lists when compared to recruiting and retaining people of color. The CRT theory would suggest that since language plays a role in forming subjective thoughts there is more of a negative connotation placed on recruiting and retaining people of color by deans than creating an

inclusive culture (Steinberg, 2012). Several of the deans stated that recruiting people of color was one of their biggest challenges in the short answer portion of the survey.

Implications. More needs to be done to delve into how JMC deans internalize the meaning of creating an inclusive culture and the meaning of recruiting and retaining people of color. It would be helpful to understand how the deans view the tasks associated with both of the categories. Further research should unveil if the leaders believe that you can have one category without the other, and if so, how do they envision one happening without the other. The answer to these questions could possibly explain why the diversity criteria within the JMC accrediting body continues to rank the highest amongst noncompliant standards since it was instituted more than three decades ago (Reinardy and Crawford, 2013). The findings could lead to less hostile campus environments for students/faculty/leaders of color.

Future research. Those interested in figuring out how to increase the leadership pipeline for JMC education could benefit from the vast demographic data collected by this survey. The individuals that currently meet the requirements to become deans and directors must amass such a varied amount of skills that more leadership training, mentoring, and collaborations are likely needed to make sure viable candidates continue to emerge when vacancies occur. The JMC Qualitative Survey found that none of those surveyed would return to the professional media world after serving as dean, but a mixed group would seek a higher leadership role, seek a similar role elsewhere, return to the classroom, return to their research agendas, or retire once they step down from their current role. The deanship literature paints a picture of a very taxing role that could lead

to much quicker turnover than the turnover found within the faculty. Research should be conducted to gauge the turnover rate for JMC deans and the length of time it takes to fill vacant positions. How often are the positions held by interim leaders who become the main leaders? Are those leaders given the same authority, autonomy to lead, and respect as an outside candidate? Are deans recycled from one institution to the next because they have the required credentials to show a multi-careered background? Do these trends and expectations prevent the candidate pool from becoming more diverse?

JMC qualitative leadership study. The JMC Virtual Discussion Board for Leaders of Color gave four JMC leaders the space and anonymity to share their stories of leadership through the lens of being a person of color. The information gathered in this context has been collected in other higher education fields like education and social work with larger percentages of people of color, but not from JMC programs (Bhpoal, 2016; Gasman et. al., 2015; Harvey, 2004; Pernell, 2000). JMC programs have been discussing diversity and inclusivity on a number of fronts: recruiting and retaining people of color (faculty and students), creating a diverse curriculum, and including diversity into accrediting standards (Crawford, 2014; ACEJMC, 2017; Izard et al., 2008). There is scant mention of diversifying JMC leadership. The one JMC accrediting body created an entire manual focused on diversity and there was not one mention of diversifying the leadership, but there were tips for what leaders could do to help diversify their programs (ACEJMC, 2003). This is an omission that this study addressed for the first time.

The leaders of color spent a total of 93 minutes typing their responses to four topical prompts; however, the thoughtful and candid answers could help guide careers,

change policies, and challenge mindsets. Three themes with two subcategories were revealed through a thematic coding process modeled after Braun and Clarke (2006). Two independent coders reconciled that the JMC leaders of color who participated in the virtual discussion board discussed the following themes: leading with a purpose, value in differences, and enduring hardships. There were two subcategories where values in action supports values in differences and coping goes along with enduring hardships.

The leaders expressed that they are pursuing JMC leadership positions because they feel a higher purpose to be the voice for the underserved. There is a strong sense of pride conveyed by the leaders through the conversations as they are tasked with reflecting on how being a person of color benefits their leadership. Their ethnicity/race has also informed their decision making. The picture painted by these leaders of color is one that shows a group of individuals who have decided to get into a field where they might be the only person who looks like them, but they understand that in order to make changes they need to be change agents. JMC leaders of color said that they faced blatant and subversive challenges within higher education solely based on their ethnicity/race. The leaders discussed in varying details the types of hardships that they endure while being the face of some of the top JMC programs in the country.

Discussion. Critical race scholars state that it is imperative to gain the narratives of marginalized groups to fully understand their lived experiences (McCoy and Rodricks, 2015). The JMC leaders of color expressed sentiments shared by leaders of color in other academic disciplines like feeling a sense of purpose or responsibility to lead and a desire to help create a more inclusive environment when they might be the lone person of color

in their program (Gasman, Abiola, & Travers, 2015; Harvey, 1999; Jackson, 2004; Taylor, 2015). The leaders also expressed many challenges and slights that they encountered that they perceived as being directly related to their being persons of color, and this was also shared in the previous research in other disciplines like education, law, and social work. None of the JMC participants indicated that the challenges were detrimental enough for them to step down from their leadership roles.

The purpose to facilitate a more inclusive program and campus community is a noble one, but does the drive to maintain the leadership position to help others cause the individual leaders of color to suffer personally? There were several instances mentioned by the deans that are clear cases of hostile work environments, unfair treatment, and discrimination. The leaders expressed coping mechanisms that avoided handling the situation with the outlined protocols that are given in most workplaces, likely for fear of retribution or losing their position or their opportunity to carry out the change they envision. These deans are tasked with performing all the same duties as their White peers, but with added unwritten expectations and with the need to constantly prove that they belong to those throughout the campus community. The unwritten expectations seem to include the obligation to diversify various committees which likely is seen as a double-edged sword for deans of color. The deans realize that the opportunity to serve on the various committees is an opportunity for them to have a broader impact on creating a more diverse and inclusive culture; however, they might be treated as token persons of color and their suggestions might not be taken seriously. This could mean that the deans of color are getting bogged down in several service areas of the campus that distort from

the main items in their job descriptions for which they will be evaluated, namely being the ambassador, visionary, and lead fund-raiser for the JMC college/school.

Implications. Those seeking to diversify their leadership should take a realistic view of the culture within the university and their programs. Deans of color should be given the same opportunities to report issues and/or defend themselves properly from those that might falsely file claims in order to impugn their character because of their color. It would likely behoove the JMC program and the dean of color to agree upon a metric of evaluation that allows for the dean of color to freely tap into their purpose while also upholding the standards set forth by the program. This allows all goals to be more adequately aligned and evaluated, so that everyone remains on the same page about what is expected.

Future research. Future research could explore various paradigms introduced during this study. More qualitative research capturing the voices of various entities within JMC programs is needed. Further research could focus on whether there is a shift in the number of faculty with terminal degrees and professional experience versus those with only terminal degrees or only professional experience in JMC programs. There could be studies to determine if there are perceptual differences between the phrases “creating an inclusive culture” and “recruiting and retaining people of color.” The research surrounding JMC leadership is scant, so it is primed for plenty of ideas. Further research surrounding the diversity of leadership at all levels of JMC programs would be beneficial for future scholars.

Limitations of Research

There are several limitations to this study. There will be some research bias as I have multiple ties to JMC programs and the media world. I am an administrator and JMC faculty member in a small unaccredited JMC department. I received two degrees from accredited JMC programs with one of them being considered a premiere journalism school. I have memberships to several JMC academic and professional organizations. I also worked professionally in the media before I became a professor.

There were some limitations involved with the distribution and collection of data from the quantitative survey, qualitative consent form, and the online learning management system that housed the discussion board. The study was distributed to the campus emails of the JMC deans during the spring semester around the same period that many institutions were approaching or were on their spring breaks. All the emails were delivered, but I received only a few responses following each of the sent messages. Since the study was dealing with an ultra-focused group it would have been better to contact some of the JMC organizations before the study to try to drum up support before the release of the study. This might have helped to increase the sample size for the quantitative study.

The qualitative consent form seemed to confuse some participants. It was distributed over the same three-week period as the quantitative study. The consent forms looked nearly identical, and a couple individuals informed me that they had finished the qualitative study, but they had either completed the quantitative survey or they had completed the qualitative consent form which asked the leaders to self-identify as JMC

leaders of color and then submit an email address where they would like the online discussion board link distributed. Once the leaders got inside of the asynchronous discussion board during the final week of the collection period they simply answered their prompts and left the discussion board. The comments left were great, but part of the intrigue for the discussion board was to get the participants to engage with each other's answers to the topical prompts. It would have been a good tactic to be able to engage the leaders a little longer, possibly over the summer months instead of during the semester.

I would not schedule the surveys at the same time, especially if there could be overlap in the individuals receiving the surveys. Some of the participants contacted me to applaud the depth of the survey, but the small sample size does not allow for any significance testing. There was some oversampling in the quantitative survey, likely because the leaders of color received double the amount of contact than those who were not identified as leaders of color.

These limitations did not mar or minimize the groundwork that was laid in the JMC, higher education, leadership, and diversity areas.

Conclusion

JMC programs help cultivate the students who will play essential roles in how the world views society through media. These programs require leaders who have a multifaceted resume that allows them to navigate the scholarly and professional side of media, and in the case of JMC schools/colleges they need to be able to manage hundreds of employees, thousands of students, and countless internal and external obligations. This exploratory research gives those interested in becoming or hiring an academic dean or

director of a JMC school an anecdotal blueprint of what it takes to lead one of these prestigious programs. This research purposefully included elements of diversity and inclusivity since they were absent from previous research. One would hope that going forward these items will be more commonplace in the literature. There are programs and manuals that are aimed at addressing areas of diversity within JMC programs, but little attention is paid to diversifying those who lead the programs. This research obtained what looks to be the first documented narratives of JMC deans of color sharing their experiences as leaders from the vantage point of being persons of color. The information gleaned from these narratives can help better shape policies and give a clearer picture of the types of hostile climates that might exist for persons of color but are going unreported. This study is only the beginning of a deeper exploration into JMC leadership research.

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APPENDIX A

UNCG IRB APPROVAL LETTER



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

OFFICE OF RESEARCH INTEGRITY
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Web site: www.uncg.edu/orc
Federalwide Assurance (FWA) #216

To: Keonte Coleman
Teacher Ed/Higher Ed

From: UNCG IRB

A handwritten signature in black ink, appearing to read 'Laurie Wedem'.

Authorized signature on behalf of IRB

Approval Date: 3/05/2018
Expiration Date of Approval: 3/04/2019

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups
Study #: 18-0106

Study Title: Virtually Absent: Searching for Journalism and Mass Communication Deans of Color

This submission has been approved by the IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Study Description:

The purpose of this study is to increase the knowledge base for Journalism and Mass Communication (JMC) leadership. It will reveal the demographic makeup of JMC deans while also contextualizing the personal experiences of JMC deans of color leading their programs as persons of color. There is a dearth of empirical research on JMC leadership or administrators and an even smaller amount exists on leaders of color. This mixed methods study will utilize a Qualtrics survey to describe who leads JMC programs, and an invitation-only anonymous online message board will be used to capture the experiences of the deans of color.

Study Regulatory and other findings:

- This research meets criteria for waiver of a signed consent form according to 45 CFR 46.117(c)(2)

Investigator's Responsibilities

Signed letters, along with stamped copies of consent forms and other recruitment materials will be scanned to you in a separate email. **Stamped consent forms must be used unless the IRB has given you approval to waive this requirement.** Please notify the ORI office immediately if you have an issue with the stamped consents forms.

Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found http://policy.uncg.edu/university-policies/research_data/.

CC:
Laura Gonzalez, Teacher Ed/Higher Ed
Devdass Sunnasee, Ed Research Methodology

APPENDIX B
EMAIL REQUEST TO JMC ADMINISTRATORS FOR
INSTRUMENT FEEDBACK

Hello,

I hope that you are doing well and that you and your program are enjoying a great academic year. I am Keonte Coleman, a Ph.D. student at the University of North Carolina in Greensboro where I'm seeking a degree in Higher Education Administration. I am in the midst of finalizing my survey instruments for my dissertation which is focused on updating and expanding research surrounding journalism and mass communication (JMC) leadership. Your feedback on the structure and flow of the surveys would be greatly appreciated. You do not have to take the surveys. I am merely looking to ensure that these items are clear in the eyes of JMC administrators. Your thoughts on the wording of the questions, the answer choices, flow of the questions will help me create a stronger survey instrument.

My dissertation aims to update and foster a discussion around the leaders of JMC programs beginning with deans and directors. A second component will focus on a qualitative analysis of the experiences of deans of color through an online forum.

If you have any questions please let me know, and if you have any thoughts that would help clarify the survey for your colleagues that would be really helpful.

I would love to be able to get your feedback so that I can incorporate it into my discussion with my dissertation committee. You can email your response or we can set up a time to talk if that suits you better.

Thank you in advance for your help.

Keonte Coleman

k_colema@uncg.edu

601-209-1307 cell

APPENDIX C

JMC LEADERSHIP SURVEY EMAIL REQUEST

Leadership Survey Email Request

Hello,

I hope that you are doing well and that you and your program are enjoying a great academic year. I am Keonte Coleman, a Ph.D. student at the University of North Carolina at Greensboro (UNCG) where I'm seeking a degree in Higher Education Administration. I am a JMC professor and college administrator with a background in producing local television news. My dissertation looks to update and expand the research focused on journalism and mass communication (JMC) leadership. This study focuses on the JMC administrators who lead the 101 colleges/schools in the United States. You have been identified as a current or recent leader of one of these JMC programs through a virtual census conducted on the websites of these JMC colleges and schools.

The JMC Leadership Survey is a UNCG Qualtrics survey which consists of 38 questions, including the consent to participate form, and should take an estimated 15 minutes to complete. The survey is divided into five blocks. The first block contains the consent form, the second block contains personal demographics, career demographics are in the third block, the fourth block contains JMC program demographics, and the fifth block consists of questions gauging the deans' views on JMC leadership-related topics. The consent form stresses that this survey is optional, anonymous, and should not cause any harm to the participants. The data will be stored in a password-protected UNCG Qualtrics system and UNCG Box folder where only the principal investigator and dissertation committee will have access to the data.

Your participation in this survey will help add empirical data to an often-overlooked area of JMC programs: JMC leaders. Please consider completing this survey by clicking on the link below, and if you have any questions or concerns do not hesitate to contact me.

Approved IRB
3/5/18

Keonte Coleman, Ph.D. candidate

UNCG Teacher Education/Higher Education Department

k_colema@uncg.edu

601-209-1307

Approved IRB

3/5/18

APPENDIX D

JMC QUANTITATIVE LEADERSHIP CONSENT FORM AND SURVEY

JMC Quantitative Leadership Survey Consent Form

Start of Block: Consent Form

Q1.1

University of North Carolina at Greensboro

Consent to Act as a Human Participant

Project Title: Virtually Absent: Searching for Journalism and Mass Communication Deans of Color

Principal Investigator: Keonte Coleman

Faculty Advisor: Laura Gonzalez, PhD

Participant's Name: JMC College/School Administrators

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

This is a research project. Your participation is voluntary. This quantitative research aims to update and expand the research conducted on the leaders of Journalism and Mass Communication programs. This study aims to collect demographic information, thoughts on duties performed, and views on the qualities it takes to lead a JMC program by surveying JMC leaders.

You have been selected because you either currently hold or have recently held an administrative dean, director, or chair position at a JMC college/school. You will be asked to answer 38

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questions. The estimated duration to complete the survey is 15 minutes. The majority of the questions ask for demographic information about the administrator and their JMC program. The other questions are designed to gain thoughts on JMC leadership qualities and factors that impact the administrative role. There are not any identifiable items that are likely to cause stress, pain (physical, psychological or emotional), or any other unpleasant reaction.

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If you have questions, want more information or have suggestions, please contact Keonte Coleman (principal investigator) at (601) 209-1307 and k_colema@uncg.edu. You can also contact Laura Gonzalez, PhD (faculty advisor) at (336) 405-8682 and lmgonza2@uncg.edu. If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

This research may benefit society by increasing the interest and research into those that lead JMC programs. These programs help train individuals who will eventually play roles in shaping the views of the communities they serve through the media. There are no direct benefits to participants in this study. There are no costs to you or payments made for participating in this study.

Your information will be confidential. The anonymous link used to take the survey does not capture any identifying information. Demographic information collected will be reported only as aggregated information. The data will be stored within a password-protected system. The names of individuals and their programs will not be collected. The data will be used to complete research surrounding JMC leadership. All information obtained in this study is strictly confidential unless disclosure is required by law. The data will be stored in a password-protected UNCG Box folder.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. If you would like to review the Qualtrics privacy policy, go to: <https://www.qualtrics.com/terms-of-service/>.

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped. If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

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Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

By clicking "Yes" to the question below this consent form, which is used for an IRB-approved waiver of signature, you are agreeing that you read this consent form, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate in this study described to you by Keonte Coleman. **Do you consent to participate in this survey? Select "Yes" to continue and "No" to end this survey.**

- Yes, I do consent, I wish to participate in the study (1)
- No, I do not consent, I do not wish to participate (2)

Skip To: End of Block If University of North Carolina at Greensboro Consent to Act as a Human Participant Project Title:... = Yes, I do consent, I wish to participate in the study
Skip To: End of Survey If University of North Carolina at Greensboro Consent to Act as a Human Participant Project Title:... = No, I do not consent, I do not wish to participate

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End of Block: Consent Form

Start of Block: Personal Demographics

Q2.1 What is your age based on your last birthday?

- Under 30 (1)
 - 30 - 40 (2)
 - 41 - 50 (3)
 - 51 - 60 (4)
 - 61 - 70 (5)
 - Over 70 (6)
 - Prefer not to answer (7)
-

Q2.2 Which category best describes your ethnic identity?

- No, not of Hispanic, Latino, or Spanish origin (1)
 - Yes, Cuban (2)
 - Yes, Mexican, Mexican Am., Chicano (3)
 - Yes, Puerto Rican (4)
 - Yes, another Hispanic, Latino, or Spanish origin: You may submit your own answer (5) _____
 - Prefer not to answer (6)
-

Q2.3 Which category best describes your racial identity?

African American / Black (1)

American Indian / Alaska Native / Native American (2)

Asian: You may submit your own answer (3)

Asian Indian: You may submit your own answer (4)

Mixed racial background: You may submit your own answer (5)

Pacific Islander: You may submit your own answer (6)

White / Non-Hispanic (7)

Other: You may submit your own answer (8)

Prefer not to answer (9)

Q2.4 With which gender identity do you most identify?

- Female (1)
 - Gender Variant/Non-Conforming (2)
 - Male (3)
 - Transgender Female (4)
 - Transgender Male (5)
 - Not listed: You may submit your own answer (6)
-
- Prefer not to answer (7)

Q2.5 With which sexual orientation do you most identify?

- Bisexual (1)
 - Gay (2)
 - Heterosexual or straight (3)
 - Lesbian (4)
 - Not listed: You may submit your own answer (5)
-
- Prefer not to answer (6)

Q2.6 What is your current relationship status?

- Divorced (1)
 - Living with a partner (2)
 - Married (3)
 - Separated (4)
 - Single, never married (5)
 - Widowed (6)
 - Prefer not to answer (7)
-

Q2.7 Are you the responsible caregiver for dependent(s) either living with you or outside your home? (Select all that apply)

- Child/children (high school age or younger) (1)
 - Child/children (traditional college age) (2)
 - Child/children finished with education who are underemployed or unemployed (3)
 - Grandparent(s) / similar generation (4)
 - Parent(s) / similar generation (5)
 - Sibling(s) (6)
 - Spouse (7)
 - No children (8)
 - No dependents (9)
 - No answer (10)
-

Q2.8 Highest degree earned:

- Doctorate (1)
 - Professional degree (2)
 - 4-year degree (3)
 - 2-year degree (4)
 - Vocational certification (5)
 - High school graduate / GED (6)
 - Did not complete high school (7)
-

Q2.9 Utilizing the Carnegie Classification of Institutions of Higher Education select the classification of the college/university from which you received your highest degree:

- Doctoral Universities (R1, R2, or R3) (1)
- Master's Colleges and Universities (M1, M2, or M3) (2)
- Baccalaureate Colleges (3)
- Associate's Colleges (4)
- Special Focus Institutions (2- or 4-year) (5)
- Did not obtain a degree (6)

End of Block: Personal Demographics

Start of Block: Career Demographics

Q3.1 Are you currently serving as a JMC administrator? (Those who are no longer serving in this capacity please answer the remainder of the questions in terms of your last administrative role.)

- Yes (1)
 - No (2)
-

Q3.2 What is your current or most recent JMC leadership title?

- Chair (1)
 - Co-director (2)
 - Dean (3)
 - Director (4)
 - Interim chair (5)
 - Interim dean (6)
 - Interim director (7)
 - Other: You may submit your own answer (8)
-

Q3.3 Length of time in your current or most recent JMC leadership role:

- Less than 1 year (1)
 - 1 - 3 years (2)
 - 4 - 6 years (3)
 - 7 - 9 years (4)
 - 10 years or more (5)
-

Q3.4 Years of academic administration experience before your current or most recent JMC leadership role:

- Less than 1 year (1)
 - 1 - 3 years (2)
 - 4 - 6 years (3)
 - 7 - 9 years (4)
 - 10 years or more (5)
 - No academic administration experience (6)
-

Q3.5 Total number of JMC programs where you have been an administrator (chair, coordinator, dean, director, etc.)

- 1 - 2 (1)
 - 3 - 4 (2)
 - 5 - 6 (3)
 - 7 - 10 (4)
 - More than 10 (5)
-

Q3.6 Total number of JMC programs where you have been employed (administrator, full-time faculty, part-time faculty, staff, etc.)

- 1 - 2 (1)
 - 3 - 4 (2)
 - 5 - 6 (3)
 - 7 - 10 (4)
 - More than 10 (5)
-

Q3.7 Current faculty status:

- Tenured (1)
 - Tenure track (2)
 - Non-tenure track (3)
 - Not applicable (4)
-

Q3.8 Current academic rank:

- Assistant Professor (1)
 - Associate Professor (2)
 - Full Professor (3)
 - Non-tenure track rank (e.g. professor of practice) (4)
 - Other: You may submit your own answer (5)
-

Q3.9 JMC teaching experience:

- Less than 1 year (1)
 - 1 - 5 years (2)
 - 6 - 10 years (3)
 - 11 - 15 years (4)
 - 16 - 20 years (5)
 - 21 years or more (6)
 - No teaching experience (7)
-

Q3.10 Describe your average scholarly research publication output as a JMC administrator (peer-reviewed journal entries, book chapters, etc.).

- Fewer than 1 publication per year (1)
 - 1 publication per year (2)
 - 2 publications per year (3)
 - 3 publications per year (4)
 - 4 or more publications per year (5)
 - No publications as an administrator (6)
-

Q3.11 How does your scholarly research productivity as a JMC administrator compare to your research productivity prior to becoming an administrator?

- I publish more as an administrator (1)
 - I publish about the same (2)
 - I publish less as an administrator (3)
 - I did not publish as an administrator or prior to being an administrator (4)
-

Q3.12 What is your current salary range?

- Less than \$50K (1)
 - \$50K - \$74K (2)
 - \$75K - \$99K (3)
 - \$100K - \$124K (4)
 - \$125K - \$149K (5)
 - \$150K - \$199K (6)
 - \$200K or more (7)
 - Prefer not to answer (8)
-

Q3.13 Professional media experience designated by the first time you received a salary from a professional media organization:

- Less than 1 year (1)
- 1 - 5 years (2)
- 6 - 10 years (3)
- 11 - 15 years (4)
- 16 - 20 years (5)
- 21 years or more (6)
- No professional media experience (7)

Skip To: End of Block If Professional media experience designated by the first time you received a salary from a professio... = No professional media experience

Q3.14 Select the area(s) of media worked professionally: (Select all that apply)

- Broadcast Radio (1)
 - Broadcast Television (2)
 - Media Business & Marketing (3)
 - Media Public Relations (4)
 - Online Media (5)
 - Photography (6)
 - Print (Magazines) (7)
 - Print (Newspapers) (8)
 - Strategic Communications (9)
 - No media experience (10)
 - Other: You may submit your own answer (11)
-

Q3.15 Did you hold a managerial title while working as a media professional?

- Yes (1)
 - No (2)
-

Q3.16 How does your highest earned salary from working in professional media compare to your academic administrative salary?

- Professional salary higher (1)
- Professional salary lower (2)
- Nearly the same (3)

End of Block: Career Demographics

Start of Block: JMC Program Demographics

Q4.1 Utilizing the Carnegie Classification of Institutions of Higher Education select the classification of the college/university where you are currently employed:

- Doctoral Universities (R1, R2, or R3) (1)
 - Master's Colleges and Universities (M1, M2, or M3) (2)
 - Baccalaureate Colleges (3)
 - Associate's Colleges (4)
 - Special Focus Institutions (2- or 4-year) (5)
-

Q4.2 Which sector best describes your institution?

- 4-year public (1)
 - 4-year private (2)
 - 4-year for profit (3)
-

Q4.3 Percentage of people of color (Asian, African American, Hispanic, Native American, and others not considered White) in your current JMC program:

	Less than 10% (1)	10% - 19% (2)	20% - 29% (3)	30% - 39% (4)	40% - 49% (5)	Greater than 50% (6)
Administrators (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty (full- time) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.4 What is the student enrollment at your JMC program for the current academic year?

- Less than 100 students (1)
- 100 - 299 students (2)
- 300 - 699 students (3)
- 700 - 999 students (4)
- 1,000 students or greater (5)

Q4.5 What is the full-time faculty size at your JMC program for the current academic year?

- Less than 10 faculty (1)
 - 10 - 19 faculty (2)
 - 20 - 39 faculty (3)
 - 40 - 59 faculty (4)
 - 60 - 79 faculty (5)
 - 80 - 99 faculty (6)
 - 100 faculty or greater (7)
-

Q4.6 Is your current JMC program AEJMC accredited?

- Yes (1)
 - Yes, but we are not seeking reaccreditation (2)
 - No (3)
 - No, but will seek accreditation (4)
-

Q4.7a



Q4.7b Use the map above to select in which region of the United States your current JMC program is located:

- Midwest (blue states) (1)
- North (red states) (2)
- South (teal states) (3)
- West (yellow states) (4)

End of Block: JMC Program Demographics

Start of Block: JMC Administrators' Views

Q5.1 Rank qualities you think are most desirable for JMC leaders: (Please drag and drop to reorder the list so that the quality that you find the most desirable for JMC leaders is in the first position, the second most desirable quality is in the second position, and so on, until the least desirable quality is in the 13th position.)

- _____ Creating an inclusive culture (1)
- _____ Creative planning (2)
- _____ Terminal degree (3)
- _____ Personality (4)
- _____ Outside contacts (5)
- _____ Leadership (6)
- _____ Research interests (7)
- _____ Calm under pressure (8)
- _____ Recruiting & retaining people of color (9)
- _____ Professional experience (10)
- _____ Using institution resources (11)
- _____ Fund-raising (12)
- _____ Communication skills (13)

Q5.2 JMC administrative program factors/responsibilities: Select Discouraging, Neutral, or Motivating to describe how each factor below impacts your willingness to continue to lead a JMC program. (Discouraging factors would make you not want to continue to lead a JMC program. Motivating factors make you want to continue to lead a JMC program.)

	Discouraging (1)	Neutral (2)	Motivating (3)
Developing a program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating inclusive culture (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling personnel issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping faculty develop careers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay not matching workload (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive time demands (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of duties (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fund-raising (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12-month contracts (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More pay (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load change (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus influence (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time for research/scholarship (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect level from colleagues (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time for family (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrative
paperwork (16)

Recruiting &
retaining people of
color (administrators,
faculty, staff,
students) (17)

Relationship with
Supervisor(s) (18)

Directing a program
(19)

Q5.3 Briefly describe your biggest challenge(s) to leading a JMC program:

Q5.4 Briefly describe the reward(s) you get from leading a JMC program:

Q5.5 What is next for you after leading your current JMC program? (Select all that apply):

- Seeking a higher leadership role within current college/university (1)
 - Seeking a higher leadership role at a different college/university (2)
 - Seeking a similar role at a larger JMC program (3)
 - Seeking a similar role at a similar JMC program (4)
 - Seeking a similar role at a smaller JMC program (5)
 - Returning to teaching regular course loads (6)
 - Returning to conducting research regularly (7)
 - Returning to professional media (8)
 - Retirement (9)
 - Other: You may submit your own answer (10)
-

End of Block: JMC Administrators' Views

APPENDIX E

JMC LEADERSHIP SURVEY FOLLOW-UP EMAIL REQUEST

Leadership Survey Follow-up Email Request

Hello,

I hope that you are doing well. I wanted to send you a reminder that you still have time to participate in the JMC Leadership Survey. You have until (TBA date) to participate in this survey that aims to update and expand on JMC leadership research.

I am Keonte Coleman, a Ph.D. student at the University of North Carolina at Greensboro (UNCG) where I'm seeking a degree in Higher Education Administration. I am a JMC professor and college administrator with a background in producing local television news. My dissertation looks to update and expand the research focused on journalism and mass communication (JMC) leadership. This study focuses on the JMC administrators who lead the 101 colleges/schools in the United States. You have been identified as a current or recent leader of one of these JMC programs through a virtual census conducted on the websites of these JMC colleges and schools.

The JMC Leadership Survey is a UNCG Qualtrics survey which consists of 38 questions, including the consent to participate form, and should take an estimated 15 minutes to complete. The survey is divided into five blocks. The first block contains the consent form, the second block contains personal demographics, career demographics are in the third block, the fourth block contains JMC program demographics, and the fifth block consists of questions gauging the deans' views on JMC leadership-related topics. The consent form stresses that this survey is optional, anonymous, and should not cause any harm to the participants. The data will be stored in a password-protected UNCG Qualtrics system and UNCG Box folder where only the principal investigator and dissertation committee will have access to the data.

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Your participation in this survey will help add empirical data to an often-overlooked area of JMC programs: JMC leaders. Please consider completing this survey by clicking on the link, and if you have any questions or concerns do not hesitate to contact me.

Keonte Coleman, Ph.D. candidate

UNCG Teacher Education/Higher Education Department

k_colema@uncg.edu

601-209-1307

Approved IRB

3/5/18

APPENDIX F

JMC VIRTUAL FOCUS GROUP FOR LEADERS OF COLOR

EMAIL REQUEST

JMC Virtual Focus Group for Leaders of Color Email Request

Hello,

I hope that you are doing well and that you and your program are enjoying a great academic year. I am Keonte Coleman, a Ph.D. student at the University of North Carolina at Greensboro (UNCG) where I'm seeking a degree in Higher Education Administration. I am a JMC professor and college administrator with a background in producing local television news. My dissertation looks to update and expand on the research focused on journalism and mass communication (JMC) leadership through a mixed-methods approach. A JMC Leadership Survey will focus on collecting the demographics and leadership qualities of the JMC administrators who lead the 101 colleges/schools in the United States.

You have been identified as a current or recent leader of one of these JMC programs through a virtual census conducted on the websites of these JMC colleges and schools. You have also been selected to participate in an online focus group that aims to capture the experiences of JMC administrators of color. You will be asked to confirm that you are currently or recently served as a JMC administrator for a college or school, and that you identify as a person of color. If you choose to participate in the online focus group you will have a three-week window to answer the four given topical prompts at your leisure. You are encouraged to comment on your colleagues' posts as you would during a face-to-face discussion concerning the given topics. The aim of this focus group is to add the voices and experiences of leaders of color to the discussion surrounding diversity initiatives within JMC programs. If you choose to participate you will find clear instructions on how to utilize the message board within the Canvas learning management

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system. There are written instructions and video tutorials to help ease the learning curve. There is also a Q&A forum that anyone can post questions in to get answers from the principal investigator.

If you choose to participate, you will receive a follow-up email that will contain your pseudonym and you will need to create your own password to gain access to the Canvas learning management system.

Thank you for your consideration. If you have any questions please do not hesitate to contact me.

Keonte Coleman, Ph.D. candidate
UNCG Teacher Education/Higher Education Department
k_colema@uncg.edu
601-209-1307

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APPENDIX G

**JMC LEADERS OF COLOR CONSENT TO PARTICIPATE IN AN
ONLINE FORUM**

JMC Leaders of Color Consent to Participate in an Online Forum

Start of Block: SURVEY INSTRUCTION

Start of Block: Informed Consent

Q1

University of North Carolina at Greensboro

Consent to Act as a Human Participant

Project Title: Virtually Absent: Searching for Journalism and Mass Communication Deans of Color

Principal Investigator: Keonte Coleman

Faculty Advisor: Laura Gonzalez, PhD

Participant's Name: JMC College/School Administrators

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

This is a research project. Your participation is voluntary. This qualitative study is being conducted to contextualize the leadership experience of JMC deans of color. There are very limited mentions of diversifying administrative roles within JMC research as it relates to people of color. These numbers can have an impact on the recruitment and retention of faculty and students of color at JMC programs.

You are being asked to participate in this study because you currently or recently served as a

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dean/director of a JMC program. You were also identified as a person of color through a virtual census conducted on the websites of JMC colleges/schools, but we will ask you to confirm that demographic information. Your perspective has not been documented via the research found on JMC leadership.

You will be asked to participate in an online discussion board with other JMC deans/directors of color. You may disclose as much or as little about yourself as you wish. This focus group will allow each participant to type their responses to the four main prompts along with follow-up questions. Each dean will have the ability and are encouraged to respond to the answers given by the other deans. The questions seek to find out how being a person of color has an impact on your leadership. The online system will be situated in a learning management system. Tutorials will be provided to make interacting with the group seamless for each participant. The discussion board will be open for three weeks and will allow each participant to write and edit their posts at their leisure within the three-week timeframe. You will be subscribed to the posts, so you will be prompted when someone makes a comment to the discussion board. There are not any identifiable items that are likely to cause stress, pain (physical, psychological or emotional), or any other unpleasant reaction.

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If you have questions, want more information or have suggestions, please contact Keonte Coleman (principal investigator) at (601) 209-1307 and k_colema@uncg.edu. You can also contact Laura Gonzalez (faculty advisor) at (336) 405-8682 and lmgonza2@uncg.edu. If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

This research may benefit society by increasing the interest and research into those that lead JMC programs. These programs help train individuals who will eventually play roles in shaping the views of the communities they serve through the media. There are no direct benefits to those participating in the study. There are no costs to you or payments made for participating in this study.

Your information will be confidential on the password-protected site. You will be sent a link to sign-in to the forum, and you will be the only person who can enter the site with your log-in because you will create your own password. You will be given a pseudonym to participate in the group. Your email information will be kept confidential. All participants will be asked to refrain from using their name, the name of their JMC program, or relaying any identifying information when responding to questions. The research facilitator will redact any information that is deemed identifiable on the discussion board. All of the information will be aggregated into themes and anecdotes and shared generically since there are so few JMC deans of color. Once the discussion board closes all participants and the data will be removed from the discussion board. The data will be stored in a password protected UNCG Box folder. All information obtained in this study

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is strictly confidential unless disclosure is required by law.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. If you would like to review the Canvas privacy policy, go to: <https://www.canvaslms.com/policies/privacy>. You can also view the Qualtrics privacy policy at <https://www.qualtrics.com/terms-of-service/>.

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

By clicking "Yes" to the question below this consent form which is used for an IRB-approved waiver of signature you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by Keonte Coleman.

Do you consent to participate in this survey? Select "Yes" to continue and "No" to end this survey.

- Yes, I consent, begin the study (1)
- No, I do not consent, I do not wish to participate (2)

Skip To: Q2 If JMC Leaders of Color Virtual Focus Group (Qualitative Study) UNCG CONSENT TO ACT AS A HUMAN PART... = Yes, I consent, begin the study

Skip To: End of Survey If JMC Leaders of Color Virtual Focus Group (Qualitative Study) UNCG CONSENT TO ACT AS A HUMAN PART... = No, I do not consent, I do not wish to participate

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Valid from:

3/5/18 to 3/4/19

Q2 The online focus group aims to gain insight from those who identify as persons of color that lead or recently led JMC colleges/schools. A visual census of 101 JMC college/school websites revealed 102 photographs JMC program leaders with one program having co-directors. You are being sent this survey because your photograph/biography/social media presence exhibited characteristics representative of a person of color. In order to participate in the online forum you will need to confirm that you are an administrator of color or recently served as an administrator of color at a JMC college/school.

- Yes, I confirm that I am a person of color who leads or recently led a JMC college/school (1)
- No, I am not a person of color (2)
- No, I have not led a JMC college/school (3)

Skip To: End of Survey If The online focus group aims to gain insight from those who identify as persons of color that lead... = No, I am not a person of color

Skip To: End of Survey If The online focus group aims to gain insight from those who identify as persons of color that lead... = No, I have not led a JMC college/school

Skip To: Q3 If The online focus group aims to gain insight from those who identify as persons of color that lead... = Yes, I confirm that I am a person of color who leads or recently led a JMC college/school

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Valid from:

3/5/18 to 3/4/19

Q3 Thank you for confirming your participation and identity in order to participate in this online focus group for JMC college/school administrators. Please supply an email address (preferably a personal one) that you would prefer to be connected to the online forum. Your email will not be visible to anyone in the group. This step ensures that only those that met the above criteria receive access to the forum. You will be provided a generic name and password to the online forum. Once you enter the site you will be required to change the password ensuring that you are the only person that can enter the site under your generic name. Please enter your desired email address in both boxes below.

Enter email address: (1) _____

Re-enter email address: (2) _____

End of Block: Informed Consent

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Valid from:
3/5/18 to **3/4/19**


APPENDIX H

JMC VIRTUAL FOCUS GROUP FOR LEADERS OF COLOR SCREENSHOTS

JMC Virtual Focus Group

Home

JMC Virtual Focus Group for Leaders of Color



Hello,

I am Keonte Coleman, a graduate student pursuing a Ph.D. in Higher Education Administration at the University of North Carolina at Greensboro. I am currently the interim dean of Professional Studies at Bennett College where I am also an assistant professor in the Journalism and Media Studies Department. I was a multiple Emmy award-winning local television news producer before I began my career in higher education.

I have an interest in leading a JMC program in the future, so I have been utilizing my graduate program as a way to gain a much deeper understanding of higher education administration. I was struck by the lack of JMC leaders of color and the nearly nonexistent mentions of the group when JMC research references diversity initiatives. Hence, the reason to collect your voices in a qualitative nature.

Please feel free to share as much or little as you like in the forum discussions. Also, remember to refrain from divulging identifying information. I will redact any occurrence that I see to make sure that you all maintain your anonymity. Thank you for participating in this online forum.

Notifications:

You have the ability to control your notifications. You will be automatically subscribed to the announcement section, which I will ask that you keep that you stay subscribed to that category. You can also choose to subscribe to the discussion board and discussion board posts by clicking on the check mark and turning it green. This will allow you to be alerted when some posts a comment or replies to your post.

[Q&A Forum](#)

Please use this forum to ask any questions that you might have about the site or the survey. The site administrator will respond in this space, so that everyone can be made aware of the answer. Everyone will be automatically subscribed to this section, but you have the ability to unsubscribe yourself if you choose by clicking on the green subscribe button to deselect subscribe.

[Consent Form](#)

The consent form for this research can be found by clicking on the consent form link.

Discussion Board Information:

You are being asked to participate in this study because you currently or recently served as a dean/director of a JMC program. You were also identified as a person of color through a virtual census conducted on the websites of JMC colleges/schools. Your perspective has not been documented via the research found on JMC leadership. You are participating in an online discussion board with other JMC deans/directors of color. This focus group will allow each participant to type their responses to the four main prompts along with follow-up questions. Each dean will have the ability to respond to the prompts and is encouraged to respond to the answers given by the other deans. The questions seek to find out how being a person of color impacts your leadership. The discussion board will be open for three weeks. You may participate at your leisure within the three-week window. Everyone will be removed from the online discussion board once the period ends. The data will be exported to a campus Box file where the principal investigator and dissertation committee will be the only ones to have access to the content. There will not be any identifying information attached to the data to ensure that your identities will not be revealed within the report. A thematic analysis will be conducted utilizing your collective voices to explain how leaders of color view their roles and experiences at JMC programs. Thank you for your participation. You will find instructions and a video tutorial for the discussion boards below.

Discussion Board Instructions:

- There are four topics asking for you to answer questions about being a leader of a JMC college/school through the lens of being a person of color.
- Once you click on a link for a topic you will be able to type your response by clicking on reply at the bottom right side of the screen.
- There will be at least one prompt and possibly additional follow-up questions posted in the section by the principal investigator. You may respond to all or none of the questions with the depth or brevity of your choosing.
- You and your colleagues will be able to read all the responses posted as if you were sitting in a face-to-face focus group. You are encouraged to engage with your colleagues by responding to their comments with the depth or brevity of your choosing.
- The message board will be open for three weeks, so you will have the opportunity to write your comments at your leisure during that time frame.
- To guard against your identity being compromised please refrain from using any identifying language about you or your institution.
- Any information deemed identifiable by the principal investigator will be redacted within the forum. You may answer the four topics in the order of your choosing.
- Please read back through your posts and replies to your comments to ensure that the information that you are providing reflects your experiences.
- The following link will take you to a video tutorial of how to post and reply on the discussion boards.

[Canvas Discussion Board Video Tutorial](#)

Discussion Boards:

(click on the links below to reply to the discussion board prompts and your colleagues responses)

[Topic 1: As a person of color describe the personal and professional influences that have led to you becoming the leader of a JMC program.](#)


[Topic 2: How has your ethnicity/race informed decisions \(e.g., allocation of funds, prioritization of programmatic needs, hiring decisions, student recruitment, curriculum updates, etc.\) you have had to make as a leader of a JMC program?](#)

[Topic 3: Describe any challenges to your leadership that you perceive are a result of you being a person of color.](#)




[Topic 4: Describe any benefits to your leadership that you perceive are a result of you being a person of color.](#)


JMC Virtual Focus Group > Discussions > Topic 1: As a person of color describe the personal and professional influences that have led to you becoming the leader of a JMC program.

Home

 Topic 1: As a person of color describe the personal and professional influences that have led to you becoming the leader of a JMC program.

- Without giving personal identifying information: As a person of color describe the personal and professional influences that have led to you becoming the leader of a JMC program.
 - Describe any additional responsibilities you have taken on or feel you should take on as the leader of your program that are directly correlated to your ethnicity/race.
 - How did you justify the added responsibility to yourself and to other stakeholders within your program?

Search entries or author | Live! |    Subscribe

 Reply

Previous Next

Topic 2: How has your ethnicity/race informed decisions (e.g., allocation of funds, prioritization of programmatic needs, hiring decisions, student recruitment, curriculum updates, etc.) you have had to make as a leader of a JMC program?

 Keonte Coleman

- Without giving personal identifying information: How has your ethnicity/race informed decisions (e.g., allocation of funds, prioritization of programmatic needs, hiring decisions, student recruitment, curriculum updates, etc.) you have had to make as a leader of a JMC program?
 - Describe the reactions to your decisions that surprised you the most?

 Topic 3: Describe any challenges to your leadership that you perceive are a result of you being a person of color.

- Without giving personal identifying information: Describe any challenges to your leadership that you perceive are a result of you being a person of color.
 - How do you cope with challenges that you perceive as being related to your ethnicity/race?
 - Do you feel that the faculty, staff, students, and your administrative superiors give you the respect due to your office?

 Topic 4: Describe any benefits to your leadership that you perceive are a result of you being a person of color.

- Without giving personal identifying information: Describe any benefits to your leadership that you perceive are a result of you being a person of color.
 - How have you been able to leverage those benefits?

APPENDIX I

JMC VIRTUAL FOCUS GROUP FOR LEADERS OF COLOR INSTRUCTIONS

- **General Information and Help Section**
 - **Announcements:** General news and survey reminders will be submitted through the announcement forum. Everyone will be automatically subscribed to the announcements and you cannot be unsubscribed from this section.
 - **Q&A Forum:** Please use this forum to ask any questions that you might have about the site or the survey. The site administrator will respond in this space so that everyone can be made aware of the answer. Everyone will be automatically subscribed to this section, but you have the ability to unsubscribe yourself by deselecting the subscribe button at the bottom of the section.
 - **Notifications:** You have the ability to control your notifications. You will be automatically subscribed to the announcement section, which I will ask that you do not change that notification setting. You can also choose to subscribe to the discussion board and discussion board posts by clicking on the check mark and turning it green. This will allow you to be alerted when some posts a comment or replies to your post. The updates will be sent to the email that you supplied to register for the forum.

- **Canvas Tutorial Video**
 - **How to Post in a Canvas Forum:** This instructional video explains how to post your comments and reply to your colleagues' posts.

- **Discussion Boards**
 - **Instructions:**
 - There are four topics containing prompts to gather information about your experiences as a leader of a JMC college/school through the lens of being a person of color.
 - Once you click on a link for a topic you will be able to type your response by clicking on “reply” at the bottom right side of the screen.
 - There will be at least one prompt and possibly additional follow-up questions posted in the section by the principal investigator. You may respond to the four topics in the order of your choosing. You may respond to all or none of the prompts with the depth or brevity of your choosing.
 - You and your colleagues will be able to read all the responses posted as if you were sitting in a face-to-face focus group. You are encouraged to engage with your colleagues by responding to their comments with the depth or brevity of your choosing.

- The message board will be open for three weeks, so you will have the opportunity to write your comments at your leisure during that time frame.
- To guard against your identity being compromised please refrain from using any identifying language about you or your institution.
- Any information deemed identifiable (e.g. your name, gender, ethnicity, your program or institution's name, etc.) by the principal investigator will be redacted within the forum.
- Please re-read your posts and replies that you made to other colleagues' comments to ensure that the information you are providing accurately reflects your experiences.

APPENDIX J

JMC VIRTUAL FOCUS GROUP FOR LEADERS OF COLOR FOLLOW-UP EMAIL REQUEST

JMC Virtual Focus Group for Leaders of Color Follow-up Email Request

Hello,

I hope that you are doing well. I wanted to send you a reminder that you still have time to participate in the online focus group for JMC administrators of color. You have until (TBA date) to participate in the online focus group that looks to gain the experiences of leaders of color in narrative form.

I am Keonte Coleman, a Ph.D. student at the University of North Carolina at Greensboro (UNCG) where I'm seeking a degree in Higher Education Administration. I am a JMC professor and college administrator with a background in producing local television news. My dissertation looks to update and expand on the research focused on journalism and mass communication (JMC) leadership through a mixed-methods approach. A JMC Leadership Survey will focus on collecting the demographics and leadership qualities of the JMC administrators who lead the 101 colleges/schools in the United States.

You have been identified as a current or recent leader of one of these JMC programs through a virtual census conducted on the websites of these JMC colleges and schools. You have also been selected to participate in an online focus group that aims to capture the experiences of JMC administrators of color. You will be asked to confirm that you are currently or recently served as a JMC administrator for a college or school, and that you identify as a person of color. If you choose to participate in the online focus group you will have a three-week window to answer the four given topical prompts at your leisure. You are encouraged to comment on your colleagues' posts as you would during a face-to-face discussion concerning the given topics. The aim of this focus group is to add the voices and experiences of leaders of color to the discussion

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surrounding diversity initiatives within JMC programs. If you choose to participate you will find clear instructions on how to utilize the message board within the Canvas learning management system. There are written instructions and video tutorials to help ease the learning curve. There is also a Q&A forum that anyone can post questions in to get answers from the principal investigator.

If you choose to participate please click on the link. Once completed you will receive a follow-up email that will contain your pseudonym and you will need to create your own password to gain access to the Canvas learning management system.

Thank you for your consideration. If you have any questions please do not hesitate to contact me.

Keonte Coleman, Ph.D. candidate

UNCG Teacher Education/Higher Education Department

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