

**ACEJMC Site Team Report 1996-1997**  
**Brigham Young University Department of Communications**

**Standard 1, Team Evaluation**

Brigham Young University is a private educational institution owned and operated by the Church of Jesus Christ of Latter-day Saints. Courses in journalism/mass communication were taught in the university as early as 1916 and the original Journalism Department was formed in 1933 and housed in the College of Humanities and Social Sciences. In 1963, the journalism and broadcasting programs were combined into a new Department of Communications in the College of Fine Arts and Communications, which is still the unit's home college. The unit was accredited for the first time in 1984. The Department was given provisional re-accreditation in 1991 and was re-accredited in May 1992.

The current department chair was appointed in an acting position in October 1995, when the then-department chair suffered a heart attack. In March 1996, the designation "acting" was removed from the title and the appointment was made permanent. Thus, as the self-study notes, during the self-study year, department governance was in "unscheduled transition." The current chair enjoys the respect and appreciation of his faculty as well as of administrators outside the department. In fact, in recognition of his expertise and effectiveness in communications, he has been appointed assistant vice president for public communications for the university.

Notwithstanding the benefits of this promotion, however, it means the department will ultimately have at least three chairs over a period of about two years, resulting in instability in organizational leadership. This lack of administrative continuity inhibits the department from resolving a growing tension about the relationship between its strong heritage as a professional program and its growing need to produce quality scholarship. Many faculty expressed a strong desire that faculty be included in the search process. In the team's view, inclusion of department faculty in significant ways in the search and selection process will greatly enhance the chair's ability to make a running start in leading the department to the next level of its development. Faculty participation will assure ownership of the process and the outcome and assist in creating the kind of collegial environment that results in the most effective faculty performance.

The search for a new chair presents the department, college and university with an opportunity to attract and appoint a leader who can engage the talents and expertise of this faculty and student body to make the department even stronger. The Department of Communications has the potential to be a leader in helping the university meet its primary mission.

The department governs itself with administrative and issues councils. The former includes the chair, the leaders of the three professional emphases, the directors of the research center and international media. This council meets as needed to conduct department administrative business (e.g. teaching schedules, budgeting, admissions), normally every other week. Council meetings are open to all faculty who wish to attend. Faculty meetings are held occasionally, when discussion and voting are required on policy issues. In recent semesters, faculty meetings were held three times/semester. Faculty expressed satisfaction with this process and with their ability to have their voice heard in internal policy matters related to the administration of the department. The faculty seem to be genuinely collegial group; while they acknowledge differences of opinion, they also acknowledge their ability to disagree agreeably and maintain a strong environment of mutual respect.

COMPLIANCE

## **Standard 2, Team Evaluation**

Because BYU is a private university, obtaining data on departmental finances is not as easy as at a public university. The budget of the unit does appear to be adequate, although it has dropped 7 percent over the past three years, largely due to the reallocation of 2 FTE to the Media Arts Department. The department has a standard policy of funding travel for presenting peer-reviewed papers or attending conferences, for representing the department, and for serving as an officer in professional or academic association. Those funds are adequate to generous. The operating budget is set by the university and each unit receives its share with increases pegged to a cost of living formula. Units can make program improvement requests.

Campus administration says it wants to keep the university state of the art in terms of technology. KBYU, the university's public broadcast station where broadcast students work, has received a commitment of almost \$4 million in special funding—\$670,000 a year for four years to replace analog with digital equipment and the remainder for a new transmitter. An inflation is built into equipment funding.

Funding for equipment devoted solely to departmental academic instruction seems somewhat limited, but the department has easy access to use of equipment from University Media Services. However, the department recently purchased several pieces of equipment with Scripps funds for department-wide use.

The university plans to replace student computers, including the Broadcast, Desktop and Writing Labs, on a four-year cycle. Faculty and staff computers are replaced every three years. Other equipment, such as photocopying machines, is replaced on a seven-year cycle.

The department has access to several funds that are somewhat flexible. A Scripps Endowment allocation of \$72,739 was made in December 1996 and can be used for faculty travel, scholarships and computer equipment. Internship funds of \$35,500, primarily from the Cooperative Education Department, are devoted to conducting and developing internship programs. The scholarship program for students is generous.

Faculty salaries seem to be competitive, although salaries for faculty at the professor rank might be a bit low. A surprising number of faculty spoke of taking on night classes to supplement their incomes.

The potential for further financial support appears encouraging. Administrators agreed that the department is important in terms of the church's mission in the world and that they would like to see it continue to be technologically strong.

## COMPLIANCE

## **Standard 3, Team Evaluation**

The department consists of three professional emphases (formerly called sequences): Marketing Communications (MC), Public Relations, and Print & Broadcast Journalism. (It also has a fourth emphasis, Communication Studies, and a graduate program both of which are theoretically based so are not included in this review process). To help expand students' international perspective and understanding, four years ago the department added an International Media Studies program. (The faculty person responsible for this program's development and administration has taken a three year assignment away from the university, making the future of this new program unclear).

The department shows great improvement since 1990 in compliance with the 90/65 component of Standard 3: All students are in full compliance in this component.

We commend the department on both the richness of its curriculum offerings and efforts to integrate programs where appropriate (examples are given below). The department core consists of 21 semester hours of mass media theory, survey, and skill courses including law, ethics, research methods, writing for the mass media, and an internship. Each emphasis requires 17 additional hours of professional courses. Also, all department majors must take from the Department of English nine hours of writing courses beyond university requirements plus a course in statistics from the Statistics Department. MC and PR students are also required to take Business Writing from the Business School.

Since its last accreditation, the department has revised its curriculum with the intention of breaking down walls between emphases. This has been more successful with broadcast and print (evidence being combined Broadcast/Print news room) than it has with MC and PR which still are completely separate although there is interest in discussing ways of combining to some extent their respective campaign courses. A Media Management Sales track has also been moved from the former broadcast emphasis area to MC. The department is participating in the development of an inter-department media arts development lab (affectionately referred to as the MAD Lab). Unfortunately, the curriculum does not yet include any visual communication or graphics courses to make full use of this lab.

With a daily broadcast paper, two daily half-hour TV newscast, a PR agency, and annual participation in the national AAF student advertising competition, the department is providing students with a broad range of quality, hands-on opportunities in each emphasis area. The team did find, however, that course syllabi were uneven, with a large portion missing either objectives, purpose, and/or schedule of classes and assignments.

Following are specific comments regarding each emphasis area:

### **Marketing Communications**

Last year this emphasis's name was changed from "Advertising" to Marketing Communications (MC), which more accurately describes what is being taught, especially in the emphasis's introductory and capstone campaigns courses. According to students, however, the copy and media courses are still predominantly about making and placing mass media ads. Also, the introductory Public Relations course is not required in the emphasis's core, but merely listed as an elective (few MC majors take it). Another recent change and one much appreciated by students is the opportunity to select from one of three MC tracks: MC management, and English minor or visual arts minor (the later two for those interested in the creative side of MC). Also, to help students come closer to graduating within four years, the emphasis now allows several of the upper division courses to be taken simultaneously, which according to students and faculty has worked out well.

### **Broadcast and Print Journalism**

The Journalism emphasis contains separate tracks for print and broadcast. The team evaluated each of them separately.

#### **Print**

The curriculum for print students is well defined. Among other courses, they must take the department core, a journalism core of reporting, editing and advanced print reporting, and must select from communications electives that include magazine writing, opinion writing and media management.

The teaching of skills courses is, in general, quite well done. Students say that their instructors are skilled and knowledgeable, although they note that some of the faculty members' experience might have been gained a number of years ago. Classes

seem to deal with timely and topical material, and students and faculty interact smoothly.

*The Daily Universe*, the department's print journalism lab newspaper, provides extensive hands-on experience for students. Editors and reporters work with faculty advisors. Almost eight FTEs, who are administrative employees and not faculty, work with students at *The Daily Universe*. The newspaper funds the employees from its gross revenues, which are primarily from advertising sales. Surpluses are carried forward, and in February *The Daily Universe* drew on those funds to order \$48,000 in new computer equipment.

Although the department has recently reorganized itself, creating a Journalism emphasis that incorporates print and broadcast, most activity in the print area is still of a traditional nature. Implementing the combined newsroom, integrating print and broadcast reporting, was begun recently and, according to faculty, seems to be moving ahead smoothly. Most students, however, don't seem to feel things are going well. Students say they feel the print and broadcast tracks are quite separate. The team recognizes this program in its first year and therefore still in transition.

One of the great needs of the prints students is more exposure to visual communication, especially design and graphics. The print track currently contains no visual communication requirement. Students receive three weeks of training in layout and design concepts in the required editing course. The emphasis also finds itself scrambling to do a better job of integrating emerging digital technologies into the curriculum. Faculty and students say the department needs to figure out how to better provide instruction in Web design and CD-ROM production. Students currently can take a 3 credit Web class.

### **Broadcasting**

Students in the broadcast track are required to take 17 hours of course work in addition to the departmental core. The sequence of broadcasting classes is presented in logical order. Classes include Introduction to Electronic Media, Broadcast Writing and Performance which focuses on radio writing and performance, Production and Performance in Television which prepares students to work on BYU's cable television news broadcast, Broadcast Reporting which introduces students to beat reporting and assigns them to work in the department's combined print/broadcast newsroom, and Advanced Broadcast Reporting in which students prepare material for broadcast on the university's public broadcasting station KBYU.

Students also choose from a menu of classes in criticism, media management, programming and audience studies, and performance in broadcasting.

In addition, students are required to take two classes broadcast production from the Theatre and Media Arts Department. Until this year those two classes, Basic Production and Video Production and Directing were taught in the Department of Communications. They were moved in a college reorganization in 1996 and are not counted as part of the department's limit of 17 hours of classes in each emphasis.

The broadcast track is undergoing a major shift in focus. BYU's broadcasting program has traditionally concentrated on performance skills necessary for entry level employment. The joint newsroom, which combines print and broadcast students, has increased the emphasis on writing and reporting, as have new core requirements for Writing for the Mass Media. As a result, the department is attempting more away from its sometimes reputation as an "anchor mill."

Students appear to be well grounded in moral and ethical issues and are able to discuss current industry issues and trends.

## **Public Relations**

The public relations curriculum is a very thorough integration of building professional competence and understanding and using theoretical concepts. All the courses stress ethics and honesty as dire components of the public relations professional's life.

Public relations aspirants must take three standardized exams (math, English, spelling) as well as the department's core courses in order to gain admittance to the major. Only 60 applicants (those at the top of the lists in exam scores and grades in core courses) are accepted each year. Majors are required to take six public relations courses in sequence: an introductory course, reporting, case study, writing and production, the capstone media and campaigns, and PR management. In addition, they must take one of the following: Principles of Accounting, Marketing Management, Business Communications, or Electronic Publishing. All majors are required to work on the *Daily Universe* for at least one semester. Often and currently, the editor-in-chief of the *Daily Universe* is a public relations major. They are strongly encouraged to take optional courses in advertising, electronic media, editing, political participation and graphic arts. Most students indicated they are advised to minor in business.

In addition, public relations majors may participate in the Bradley Public Relations Agency, run by students and advised by faculty. The agency has five clients including the Public Relations Student Society of America (PRSSA) and some local organizations and agencies. Usually about 100 of the majors are members of PRSSA and participate in (and have often won) regional and national public relations competitions. This year, the majors produce the PRSSA national publication, FORUM.

Students are very enthusiastic about the program and the faculty. They did indicate, however, that they would have preferred to take the desktop publishing course early in the program.

## COMPLIANCE

### **Standard 4, Team Evaluation**

Course advising is done by professional college advisers. Career and intern advising is done by faculty members. Students must meet with a professional adviser a minimum of three times: to apply to the department, to layout their course of study once admitted, and to apply for graduation. According to student interviews, these advisers are knowledgeable and extremely helpful and most faculty members go out of their way to help students find internships and jobs. To what extent students meet with their faculty emphasis adviser is up to each student (no formal records are kept of these interactions).

Student records are computerized and managed by the professional advisers. Records are current and advisers are very much aware of the 65/90 guidelines for Department of Communications students. Because approval for graduation is only given after the student's courses have been audited and it is determined the 65/90 guidelines have been met, the department is in 100 percent compliance with the 65/90 rule.

Students have access to their individual records via kiosk computers scattered throughout campus. Students are also encouraged to visit the advising office when they have questions regarding their records or what is required for graduation. Several changes have been made to help identify students who are moving too slowly toward graduation. These students are called in and asked to commit to a schedule of courses.

## COMPLIANCE

### **Standard 5, Team Evaluation**

Evidence indicates instruction continues to be a strength of the department. The process for evaluating faculty is fairly typical with the major input being student evaluations which are done for each course. The department's Rank and Promotion Committee also does periodic evaluations and when a faculty member is up for promotion, three of his or her selected works are sent to outside reviewers. A review of 1995-96 student course evaluations found that over 75 percent of the courses were rated Exceptional, Excellent or Very Good (top three boxes on a seven point scale). Class visits confirmed these ratings, finding faculty well prepared and students actively engaged in class discussion. Subject matter was relevant and current.

Large classes are limited to introductory and survey courses and the average size is 55 students. Professional and skill courses, however, have an average student/faculty ratio of 18/1 which is above the recommended level of 15/1.

To help decrease the size of classes, the department has reduced total enrollment (which includes pre-communications and admitted students) from a high of 1479 in 1991 to approximately 1050 this year. This was done by capping enrollments in both MC and PR. Also by increasing its minimum GPA for admission to 3.0 and requiring one to three entrance exams (depending on which emphasis a student is applying to), the department has significantly increased the quality of students (and helped reduce the number of students). Evidence of the higher quality student is the fact that 86 percent of upper division grades are As and Bs. Although this suggests grade inflation, students reported that communications courses are just as rigorous if not more so, as the courses they are taking in the rest of the university. The fact the department is attracting a high caliber of student is an opportunity to an even higher level, the quality of instruction.

To insure core courses and emphasis-required courses are sufficiently staffed, the number of course offerings has been reduced nearly 50 percent over the last 10 years.

Another indication of the quality of instruction is comments from professionals who have gone through the program, provided internships, and/or hired recent graduates. The consensus is that communications instructions is quite good. A typical comment of practitioners, these graduates not only have the necessary skills, but also are more mature than most entry-level people. The latter was attributed in great part to the fact that most BYU graduates have served an LDS mission (two years for men, 18 months for women).

## COMPLIANCE

### **Standard 6, Team Evaluation**

The faculty has traditionally been committed to quality teaching, and student-faculty rapport appears to be excellent. BYU faculty members care about their students and the students recognize that. Many recently hired faculty have the potential to enhance the school's scholarly productivity and reputation. However, the department seems to face a major challenge as it looks to the future: How to retain its rich professional heritage while continuing to build scholarly strengths.

Academic qualifications of the regular faculty are strong with 90 percent (19 of 21) of full-time faculty holding Ph.D., Ed.D., or J.D. degrees. Professional experience among faculty range from good to excellent, although some students and faculty say some faculty member's experience is dated. In addition, part-time faculty appear to have solid professional credentials. Students say part-time instructors add an important element to instruction because of their current professional activities. The typical teaching load is 3 and 3, although faculty can negotiate reduces loads for administrative or other assignments.

In the past, concern had been expressed about the large amounts of the instructional load being carried by part-time faculty. In the last accreditation report, the team noted that the department had 24 full-time faculty and 40 part-time. The situation has changed with the department now using four part-time faculty to cover five courses, and 18 part-timers covering night courses and funded by BYU's Evening School, according to department records. Part-time faculty are selected primarily based on personal knowledge and many have BYU degrees.

In the past two accrediting visits, concern was expressed about the need to bring in more junior faculty. Some progress has been made: the school now has 9 professors, 4 associate professors and 8 assistant professors. However, several faculty referred to the potential divisions between senior and junior faculty, with one describing the division as the major issue facing the department. In addition, some concern continues over inbreeding and a lack of diversity among the faculty. More than half of the full-time faculty members have at least one degree from BYU and several have their degrees from University of Utah. The university should make an effort to take these imbalances into account in future hiring.

While scholarly activity on the part of some faculty members is impressive, on average, research and publication are uneven. Scholarly productivity has improved since the last accrediting visit, and given the orientation of many new hires, should continue to improve. Since BYU emphasizes teaching at the undergraduate level, it is not surprising that the research record is somewhat modest.

## COMPLIANCE

### **Standard 7, Team Evaluation**

The department's internship program has undergone major changes since the last accrediting report which found it to be out of compliance. The major concern in 1990 was the lack of formal evaluation system. That problem has been corrected and internships are now closely supervised and evaluated.

Every student is required to complete an internship. Many complete more than once, although they receive university credit for only one. The department's Internship Office is the clearing house and works with potential employers to make certain they adhere to university and departmental policies. The office posts a list of available internships but the students are required to line-up their own. This has resulted in some minor criticism from students who felt they should receive more help. Other students say the requirement to find their own internship is just one more taste of the real world.

The program's highlight is the New York program. Twenty four to 30 students are placed in companies in New York City during the spring semester. These internships are arranged by the faculty and a faculty member accompanies the group. Off-campus internships are also available through media outlets and companies in Utah and the surrounding area. On-campus internships are available at the various students media.

The new director of the Internship Office wants to develop more opportunities, similar to New York experience, especially on the west coast, and put the current list of available internships on the intranet Web site.

Students are generally satisfied with their internships. Some students complained that the Internship Office seems disorganized and indicated some faculty members are more helpful than others in identifying internships. The new director of the Internship Office who has just been appointed appears to be well organized and hope to correct any organizational problems. The site team reviewed internship evaluations and found the vast majority were rated "outstanding" to "very good."

## COMPLIANCE

## Standard 8 Team Evaluations

The Department of Communications is spread over several floors of the Harris Fine Arts and Communications building where it shares space with theatre, music and art. The overall environment creates a stimulating atmosphere centered around an attractive common atrium.

The department itself is hampered by a serious lack of space and the fact that faculty offices are separated by several floors. The space problem is even more acute in the broadcast and technical areas. The studios for KBYU-TV and radio are located in the same building. Space there has been carved up into very small rooms for editing and equipment. For example, three rack-mounted editing bays are crammed into a room the size of a small office. The environment is hardly conducive to quality video editing. The television area has clearly outgrown its space, the video control room is cramped, and so is the audio control room behind it.

The newsroom and support offices for The Daily Universe are located on the 5<sup>th</sup> floor of the Wilkinson Student Center. Like the broadcast facilities, the newspaper offices lack adequate space. Desks and computers are everywhere. The space problem is made even more difficult by the creation of the combined newsroom. The combination means the assignment desk for the KBYU broadcast is located in The Daily Universe newsroom, as is a small studio area for print reporters to present their stories on television. It makes the tight space problem even tighter.

The situation is hardly better in the computer labs. Computers in the PC lab are out of date and inadequate for current instructional needs. Students complain many of the PC terminals don't work. Although computers in the MAC lab do work, their number is woefully inadequate to meet the needs of the department. The computer labs themselves are cramped and shabby. The PC lab is less than state of the art. Printers and computers don't work. The 25 computers available are hardly enough for the students to use. The site team found only 12 of them working during our visit. Students are forced to use computers located in their minor areas of study, or pay for computer time on a per use basis. The Bradley Public Relations lab is also too small. There are 30 to 35 students involved in the PR agency. They have to share the room with two other student organizations, the Intercom Journal and a student religious organization.

The issue of department facilities was raised in each of the last two accrediting reports. The 1990 review team said the space needs were @desperate (and) the space available...falls well short of what is needed for a program that serves 457 majors.@ The number of upper division majors increased since then.

The 1990 review also raised concerns over the lack of a communications library. Little has changed in the past six years. A conference room off the main administrative office has a modest bookshelf with several daily newspapers. No weekly newspapers were present. A conference room two floors below doubles as a bibliographic library for the Communications Studies students. It contains some book and magazines but there is no formal check-in and check-out procedure. The director of the Communications Studies Center acknowledged the room won't be a true reading room until a librarian can be hired to manage it. Both rooms are frequently used for meetings.

The Associate Dean of the College of Fine Arts and Communications confirmed the space problems. There is a definite lack of consensus on whether a new building is the department's immediate future. Some in the department think it likely. The Associate Dean does not. The Associate Dean says renovating the current space is more likely.

Although classes continue to be held in these facilities, it is the judgement of the team that they are not conducive to quality instruction and student performance. Some faculty see it as a serious problem. Other faculty are frankly indifferent about it at this stage. Likewise, some students don't see it as a problem. Other students are very concerned.

The availability of broadcasting equipment is the bright spot in this standard. The proximity of the PBS station KBYU gives the broadcasting students access to professional equipment. The KBYU newsroom, while extremely crowded, has a state of the art newsroom computer, electronic teleprompter and computer graphics equipment. In addition, students have access to the Media Arts Department (MAD) lab. The university provides access to non-linear editing facilities at a level not found in most universities. Student enjoy a real-world training laboratory. Their daily newscast is seen over-the-air in the Salt Lake City television market. The mission of KBYU TV appears to be undergoing some review. If, as some have indicated, its mission shifts from a traditional PBS station to that of an educational arm of the university and the LDS church, care must be taken to ensure the Department of Communications does not lose this valuable component of its educational program.

If the Department of Communications is to remain committed to its mission of providing high quality professional skills instruction it must address the tough questions of space allocation and equipment.

NON-COMPLIANCE

### **Standard 9 Team Evaluation**

The department's record on scholarship is mixed. Some faculty members are quite productive, perhaps among the most productive in the nation. Other faculty are minimally productive. Some of the productivity is quite impressive. For example, one faculty member had chapters in four different books and entries in an encyclopedia, co-edited a scholarly book and presented a paper at ICA in the 1995-@96 academic year. Another had chapters in four different books, presented five papers and published a book review.

The department has made significant strides in scholarship in recent years, hiring several productive new scholars who have significant potential. In addition, the recently-hired director of Communications Research Center sees his job as working with colleagues to help improve faculty productivity. The department's travel policy rewards scholarly productivity by funding travel to present peer-reviewed papers and participate in scholarly meetings.

Some of the department's members are also quite active professionally but, as with scholarship, that activity is limited to about half of the faculty and most them are the active scholars. Their leadership activities include positions in AEJMC, AJHA, BEA, PRSSA, SEJ, and SPJ.

Other faculty participate in a wide range of professional development activities such as working at major advertising agencies for several weeks, teaching at other universities or abroad, or participating in professional workshops.

Overall, the quantity and quality of the unit's scholarly, research and creativity activity is adequate in light of BYU@s commitment as a teaching institution.

COMPLIANCE

### **Standard 10 Team Evaluation**

The Department of Communications enjoys a rich tradition of public service which is enhanced by its special relationship with the LDS church. The self study lists three major areas of public service: to high school students and advisors; to the community and industry; and to the international community. The cornerstone of the department's service to the area high schools is an annual spring workshop for journalism students and a month long summer workshop for minority students. In the letter, the department selects 20 high school students for preview programs in journalism and public relations. Scholarships are offered to the best students if they return. The department also produces campaigns for campus and community groups through its student excellence through the Utah Press Association. The department's international outreach is impressive, with work in Latin America, Africa, Europe and the United Nations. The self study lists presidential and congressional appointments to commissions on international broadcasting. Although they are not listed in the self study, the Department also has active service activity in various student organizations, including PRSSA, AAF and RTNDA.

COMPLIANCE

### **Standard 11 Team Evaluation**

The department relies on the university's Alumni Association to track graduates and can use information gathered by the Alumni Association, but has no tracking system itself. Still, faculty members have kept in touch with a considerable number of alumni. The department produces and distributes CommWorld, an alumni newsletter, ten times a year. The Executive Symposium, held ten times each semester, features speakers on specialized subjects in communications; many of them are alumni of the department. Similarly, student organizations, like PRSSA, also bring in alumni as speakers. The New York Internship program, as well as internships in Utah and other states, are often supervised by professionals who are alumni. These professionals seek BYU Communications students and often hire them without interviews.

Graduates of the program working in communications fields are widely respected for their professionalism and moral character. Members of the site team questioned employers about BYU graduates who are employees and received only high praise.

The department chair might assign faculty not under the pressure of gaining continuing status (tenure) or supervising activities to develop a program to track graduates at regular intervals as an evaluation of the program.

COMPLIANCE

### **Standard 12, Team Evaluation**

#### **Minority Representation:**

Despite built-in difficulties, the department made impressive strides toward ethnic diversity in recent years.

University recruiting and admission procedures result in extensive multi-culturalism. Yet, most ethnic minority students are also from other nations. There are very few Americans who represent non-white racial groups. Faculty and students suggest that the problem is the religious orientation of the university and the stringent rules and codes by which the LDS members live.

@Life here is centered in the church,@ said one student, @and students who are not affiliated with or supportive of the church have limited social life.@ Another said,

@Most of us come here because of the church affiliation which we have grown up with. That, and the great education.@

The non-white undergraduate students who spoke with the site team (all of whom are LDS members) say they feel very welcome at the university and find the student body and faculty very warm.

The department started a Mentor/Friend program designed to make non-white students feel comfortable, but the program was not successful. Students did not consult their mentors.

The Howard University Exchange Program has been more successful. Several communications faculty members from the pre-dominantly African-American University in Washington, D.C. have spent from one-to-six weeks in the department. Faculty from BYU Communications have spent similar periods at Howard. There are efforts being made to have student exchange programs, but legal problems have so far prevented these exchanges. Several BYU students indicated they would be eager to make the visits if the legalities are eliminated.

The department also initiated the Discovery Program for multicultural high school students all over the country. A month-long summer program, it was designed to encourage such students to attend BYU. The public relation major's sole African American student was recruited from that program. A faculty member kept in touch with him after he attended the program and returned to high school in Alabama. This kept him and his mother focused on BYU. A sophomore now, he has high praise for the department and the university.

Faculty members include diversity in most of their syllabi. Some of them have taken diversity training. Students say they are encouraged through offers of extra credit to attend speeches by minority persons on campus. Classes discuss discrimination in the workplace, racism and the O.J. Simpson trial, and other timely issues relating to diversity.

Finally, in the LDS religion, men, at 18, and women, at 21, often go on missions to cities or countries in which they learn valuable lessons in diversity and differences in people.

Individual efforts to hire ethnic minority faculty have been unsuccessful, but current members point out that the problem is not ethnicity but church membership.

#### **Female Representation:**

In the area of female representation, there are a few problems. Female faculty feel their quests for continuing status (tenure) and promotion are more difficult than males. There are only four female professors out of a total of 21. In the university, there are 229 female professors compared to 1,141 male professors. Ironically, the student enrollment paints another picture. There are 1,661 females and 1,100 male students in the College of Fine Arts and Communications, while the university totals include 15,257 female students and 15,209 male students (in day and evening classes).

Several female adjunct professors who are professionals in the local area have master's degrees and are LDS members and are encouraged to earn doctorates in order to be hired as professors. There will be a new six-year plan to recruit faculty members and female and minority candidates will be identified.

Female students say they sometimes feel a struggle with the LDS religion over their roles as wives and mothers and their desire to be professionals.

COMPLIANCE