

PENNSTATE

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# COLLEGE OF COMMUNICATIONS

**A Framework to Foster Diversity at Penn State:  
2004 - 2009**

**MID-POINT PROGRESS UPDATE**

**December 2006**

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**CHALLENGE 1: DEVELOPING A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY**

*1. How does your college define or describe diversity? How is this understanding demonstrated in areas of emphasis within your college?*

The College of Communications describes diversity using then Provost John Brighton's statement to the University Board of Trustees in November 1993. Under the topic, "What Do We Mean By Diversity," Dr. Brighton provided several descriptors. Through the years, the College has built from and upon those descriptors:

- Representation from different minority groups
- Representation from different countries and cultures
- Good balance of gender
- Diversity in curriculum content
- Climate supportive of different minority groups, cultures and sexual orientations

The College has added sexual orientations to the last descriptor to broaden its definition of diversity to include lesbian, gay, bisexual and transgender students, faculty and staff. Allison Subasic, director of the LGBTA Student Resource Center, accepted the College's invitation and subsequently met with our Executive Committee to assist us in developing an understanding of how to build a supportive climate for people with different sexual orientations.

The College also adheres to the basic principle set by its national accrediting process: “Programs should be committed to diversity and inclusiveness. To inform and enlighten, the professionals of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.”

The following sections in this report provide clear specifics on how the College continues to measure up to the descriptors of diversity: its increasing percentages of minority students and faculty that exceed University averages; its curricular emphasis on international mass communications and study-abroad program; its percentages of women in the student body that exceed University averages; the truly extensive list of courses throughout the curriculum that include diversity modules; and the extraordinary number of student organizations, special events and programs that enhance the environment and climate for minority groups and cultures.

***2. How has your college distributed and discussed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.***

The College's formal and informal mechanisms for communicating the University's diversity initiatives to students are effective and ongoing. The assistant dean for multicultural affairs discusses the University and College diversity initiatives during his monthly meetings with the College's university scholars and the general student body. He also presents this information at student club meetings and roundtable discussions with club officers, and he refers students to the College's Web site that includes this information. During these sessions, the assistant dean, Joe Selden, works with students to brainstorm ideas on how the diversity initiatives can be put into action to improve the College. He has taken many of the students' suggestions and implemented them into our program.

For example, Mr. Selden continues to consider student and faculty recommendations in selecting keynote speakers to enhance our cultural heritage month activities. Recent keynote speakers have been Cindy M. del Rosario Tappan, managing editor, Martha Stewart Living Radio, who spoke as part of the Asian Heritage Program; Mister Mann Frisby, author/community activist, who was a guest speaker as part of African American Heritage Program; and Neisha Coleman, account executive, Saatchi & Saatchi, New York, who spoke as part of the African American Heritage program. Another example: our diversity ambassadors suggested having fewer formal functions to their planned activities with their mentees. As a result, more informal bowling parties, video nights and pizza parties are held. Our associate dean for graduate studies and the assistant dean for multicultural affairs also hold occasional breakfasts with our minority graduate students so that they have the opportunity to discuss academic issues in an informal setting. In addition, our graduate students of color requested that a potluck get-together be organized to provide an opportunity for all new diversity graduate students to meet each other. This activity has turned into a popular annual

event. We continue to network and receive excellent ideas from our student body and faculty members.

Diversity initiatives also are discussed at the College's diversity committee meetings, which include student representatives.

The College's home page also has a diversity link that is used to inform students and community members of the many multicultural programs available to them.

***3. How has your college distributed and discussed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.***

Information about the University's and the College's diversity initiatives is provided at the College's annual orientation session for new hires, where the assistant dean for multicultural affairs is a speaker. The College also has a diversity Web site. Faculty and staff are involved in diversity strategic planning where the University's goals are discussed. In addition, University diversity initiatives are reported in faculty and staff meetings, just as they are disseminated through regular correspondence from the dean and assistant dean for multicultural affairs. Also, the College's diversity reports are made available to colleagues and to graduates through our once-a-semester updates to our Alumni Society Board of Directors and our Board of Visitors.

The assistant dean for multicultural affairs provides input to the editor of the College's magazine, *The Communicator*, which is mailed to our faculty, staff, alumni and friends twice a year and which, through stories and pictures, helps to illustrate the ever increasing diversity of the College.

***4. What is the role of your college's diversity committee? What is its composition?***

The College of Communications' diversity committee is responsible for sharing information about diversity and making recommendations to our leadership. The committee meets to discuss general matters of inclusivity, provide oversight for diversity initiatives, informally monitor the overall climate for diversity, and to support the Office of Multicultural Affairs. For example, the final review and approval of this report rests with the diversity committee; it participated in preparation of the diversity strategic plan; and it contributed to the distribution of a recent climate survey.

The assistant dean for multicultural affairs chairs the diversity committee. Its membership includes the dean, the director of human resources, faculty, staff and student representatives. The College thinks that the dean serving on the diversity committee makes an important statement that the administration is committed to enhancing diversity.

***5. What is the role of your multicultural coordinator?***

As a member of the dean's executive staff, the assistant dean for multicultural affairs provides leadership to the College of Communications in the initiation, development and implementation of programs and policies to enhance the recruitment and retention of students from underrepresented groups. The assistant dean also works with other University units and student organizations to improve diversity campus wide. Programs supported by the Office of Multicultural Affairs include academic, financial, personal and career counseling, as well as special initiatives and workshops to assist students in being successful at the University.

Mr. Selden, who joined the program in 1994, heads the office. Teaming with him is a full-time staff assistant and student workers. The annual budget for the Office's personnel and operating costs in 2005-2006 totaled more than \$150,000. The Office also

oversees generous scholarship programs for students of color, including the Knight Diversity Scholars Program. The Office of Multicultural Affairs works closely with the University's Office of the Vice Provost for Educational Equity and the College's Office of Internships and Career Placement, the Office of Student Services, the department heads and the Dean's office to push forward diversity efforts.

Specifically, the assistant dean for multicultural affairs:

- Actively leads the College in the recruitment and retention of a diverse student body.
- Provides extensive academic, personal and career counseling.
- Helps coordinate a full array of student organizations (African/Hispanic/Asian/Native American (AHANA), National Association of Minorities in Communications (NAMIC), Women in Cable and Telecommunications (WICT), and the Association of Journalists of Diversity (AJD), which in 1999 was named by the National Association of Black Journalists as the country's outstanding student chapter).
- Oversees a two-week summer workshop for high-school students of color interested in journalism with the support of the Dow Jones Newspaper Fund and the Gannett Foundation.
- Regularly coordinates trips to minority student job fairs.
- Coordinates cultural awareness heritage lectures and receptions.
- Coordinates the Summer Research Opportunity Program (SROP), which brings talented minority undergraduate students to campus who are then matched with "research mentors" from our faculty.
- Oversees scholarship programs for students of color.
- Participates in the recruitment and retention of multicultural faculty and staff.

*6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validate through measurable outcomes.)*

*Some of the most successful strategies, which can also be termed “best practices,” are:*

- The dean of the College and the assistant dean for multicultural affairs consistently note faculty responsibilities, etiquette, civility and multicultural awareness when working with students, staff and fellow faculty members.
- The assistant dean for multicultural affairs is a member of the dean’s executive committee and attends all executive committee meetings and functions.
- The assistant dean for multicultural affairs is the faculty adviser to the following student organizations, which helps to ensure effective two-way communication: Diversity Ambassadors (student diversity peer mentor group); Penn State Association of Journalists for Diversity (PSAJD), a student chapter affiliated with the National Association of Black Journalists (NABJ); African, Hispanic, Asian and Native American (AHANA) student group, which assists the dean in implementing cultural heritage programs on an annual basis; and Diversity Scholars, which is a group of top diversity students who include the Bunton-Waller Fellows, Knight Foundation Scholars and Schreyer Honors Scholars.
- The assistant dean for multicultural affairs provides input for the College’s diversity support services brochure, which is mailed to each prospective undergraduate and graduate student interested in communications.

- The assistant dean for multicultural affairs provides input to the editor of the College's magazine, *The Communicator*, which is mailed to our faculty, staff and alumni twice a year and which, through stories and pictures, helps to illustrate the ever increasing diversity of the program.
- The assistant dean for multicultural affairs provides regular diversity update reports to members of the College's alumni society board and board of visitors.
- The assistant dean for multicultural affairs meets each month one-on-one with the dean to discuss diversity, including student recruitment and retention initiatives, budget and staff management, and critical issues that affect or could affect the College.
- The assistant dean for multicultural affairs has developed an early academic intervention initiative in which he contacts each student with a 2.0 or lower grade point average by letter and telephone. Follow-up is conducted by an individualized appointment to discuss study skills, time management and scheduling issues.
- The assistant dean for multicultural affairs budgets time for open office walk-ins so he can meet students who have academic, personal or financial aid assistance issues that develop suddenly.

*Efforts that have proved less successful or useful:*

- No matter how well publicized they are, the various cultural heritage month speakers rarely draw large numbers of students across the entire ethnic spectrum, which is a goal we nevertheless will continue to strive to achieve.

*7. What measures of success have you identified to gauge your progress in this Challenge, Developing a Shared and Inclusive Understanding of Diversity? Include data demonstrating outcomes.*

To gauge our progress in the challenge “Developing a Shared and Inclusive Understanding of Diversity” we used data from the University-wide Faculty/Staff Survey that was conducted in 2004 to assess the climate and employee satisfaction. Positive perceptions of the College’s commitment to diversity have resulted in positive perceptions of our climate, as indicated in this survey.

The College’s results were well above University means. One hundred percent of the respondents felt that the College’s administration “makes expectations clear.” Some 82 percent of the College respondents agreed that the unit “is welcoming for employees from underrepresented groups;” 66 percent agreed that “acceptance of diversity in the workplace has improved in the past three years;” and 78 percent agreed that the unit “proactively addresses issues related to race.”

An external site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications wrote in its October 2006 report:

The College exudes an atmosphere that seems welcoming to all. It seems a model of climate that is free of harassment and discrimination, with faculty and staff members who work to accommodate the needs of various groups and who value all forms of diversity. This is evidenced by the numerous groups that support diversity initiatives, and the demeanor and leadership of the College-- from the dean through to student leaders.

The national site-visit team also noted: “The assistant dean is a strong presence in the College and on campus, helping students from all racial and ethnic groups and those with disabilities understand each others’ issues and the issues that divide groups outside of the academic world.”

In the *Feedback on Progress Implementing the Framework to Foster Diversity: 1998-2003, Final Report*, the committee wrote: “The presence of an assistant dean for multicultural affairs, who is a member of the dean’s executive committee, is commendable...”

As part of the department heads' annual reviews, which are conducted by the dean, all faculty members are surveyed regarding the performance of their head. In response to the statement, "My department head demonstrates commitment to cultural diversity," the faculty was in overall strong agreement. As shown in the following table, out of a possible 4.0, the department heads' averages are consistently positive.

**Table 2.1**  
**Faculty Survey Results**

2001	2002	2003	2004	2005	2006
3.4	3.5	3.3	3.6	3.7	3.8

The College also uses its diversity strategic plan to measure its progress in meeting the challenge of "Developing a Shared and Inclusive Understanding of Diversity." The strategies and outcomes described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Communicate clear and consistent descriptions of the University's and the College's diversity, cultural and sexual orientation objectives and initiatives.

**Outcome:** The College's assistant dean for multicultural affairs conducts regular diversity scholar, ambassador and general student meetings to discuss academic requirements, cultural heritage activities, semester special events, leadership achievements and personal concerns. Through these meetings, where printed materials that pertain to inclusivity often are distributed, our students, faculty, staff and constituents come to value the College's commitment to diversity -- which has a positive effect on the climate.

**Outcome:** Dedicated bulletin boards in College high-traffic areas contain constantly updated information on orientation sessions, social events, student organizations and student accomplishments.

**Outcome:** Common space shared by the Office of Multicultural Affairs, the Office of Internships and the Office of Academic Services contains diversity

brochures, resume booklets, scholarship information and culturally-themed magazines.

**Outcome:** A College diversity Web site is maintained by the Office of Multicultural Affairs and the coordinator of College relations.

**Strategy:** Appoint a diversity committee that is well-defined, proactive, involved in appropriate policy recommendations and that uses a variety of approaches to communicate within the College. The committee would have a diverse membership, including the dean, the assistant dean for multicultural affairs, faculty, staff, undergraduate and graduate students.

**Outcome:** The committee informally assesses the climate of the College, addresses and evaluates goals in the University's "Framework to Foster Diversity," discusses general matters of inclusivity, provides the dean and assistant dean for multicultural affairs input on faculty, staff and student issues and, periodically, considers surveys to determine perceptions of climate.

**Strategy:** Conduct periodic climate assessment surveys to determine faculty, staff and student views; act appropriately on areas that show need for improvement on negative perceptions.

**Outcome:** Examine results from College climate survey conducted in 2000 and results from the comprehensive University-wide Faculty/Staff Survey conducted in 2004. Results were positive. For example, some 82 percent of the College respondents in the 2004 survey agreed that the unit "is welcoming for employees from underrepresented groups;" 66 percent agreed that "acceptance of diversity in the workplace has improved in the past three years;" and 78 percent agreed that the unit "proactively addresses issues related to race."

**Strategy:** Sponsor regular diversity-themed lectures to enhance awareness and understanding and schedule a variety of diverse speakers into classes throughout the curriculum.

**Outcome:** Three special lectures are planned and conducted annually by the College's Office of Multicultural Affairs during Hispanic Heritage Month, African-American Heritage Month and Asian-American Heritage Month. Faculty members constantly are looking for guest speakers from underrepresented groups.

## CHALLENGE 2: CREATING A WELCOMING CAMPUS CLIMATE

### *1. How does your unit's leadership demonstrate support for diversity?*

Possibly the College of Communications' most visible support for diversity took place on July 1, 2001, when Joseph Selden, who had served as director for multicultural affairs since 1994, was named assistant dean for multicultural affairs. As reported in the *Feedback on Progress Implementing A Framework to Foster Diversity at Penn State*, "...the College has a clear and public commitment to diversity as boldly evidenced by (its) promotion of the multicultural coordinator to Assistant Dean for Multicultural Affairs."

In addition, the College and Department leadership further demonstrates visible support for diversity in the following ways:

**Increased visibility of resources for underrepresented groups.** In 2002, the College celebrated the opening of its new Office for Multicultural Affairs. The stunning oak-trimmed office suite, complete with a conference room, staff assistance area and student waiting area with computers, is located prominently within the student services area and is adjacent to the Office of Internships and Career Placement. Located in a new prime location, the Office of Multicultural Affairs clearly provides a welcoming climate for multicultural students and it increases the visibility of the resources we offer to them - - all within the context of the hub for all of the College's student services.

**Cultural heritage recognition events, lectures and other special programs.** The College was lauded in a previous Framework feedback report for its excellent work in offering University-wide events. We continue to make every effort to bring professionals and academics of color to campus for our many diversity special events.

The majority of these special events draw large crowds. The College widely advertises the events as it continues to strive to further diversify the audience.

Accomplished professionals who have participated in recent cultural heritage recognition events, endowed lectures and other special programs include:

- At an October 16, 2006 session as part of the Foster Conference of Distinguished Writers, Juan Williams, an author and National Public Radio Correspondent, delivered a keynote talk.
- At an October 4, 2006 meeting of the diversity students in the College, the following guest speakers made presentations and met with the students: Denise Hinds-Zaami, counselor, Multicultural Resource Center, Penn State; Abraham Amorós, deputy press secretary, Governor's Press Office, Harrisburg, ('90 JOURN PSU alumnus); and Steve Bien-Aimé, copy editor, *Wilmington (Del.) News Journal*, ('04 JOURN; POL SCI; ECON PSU Alumnus).
- Cindy M. del Rosario Tappan, managing editor, Martha Stewart Living Radio, New York, and alumna of the College, spoke to the university community and the public on March 20, 2006 as part of the Asian Heritage Program.
- Ron English, senior engineer, Time Warner Cable, lectured as part of the Hearst Visiting Professional Program, March 20-21, 2006.
- Mister Mann Frisby, author/community activist and alumnus of the College, was a guest speaker and met with students as part of African American Heritage Program on Feb. 23, 2006.
- Jeneba Jalloh Ghatt, esquire, Ghatt Law Group, lectured as part of the Hearst Visiting Professional Program, Nov. 14, 2005.
- José Mendoza, technology/operations director, *Centre Daily Times*, was a guest speaker on Nov. 9, 2005, as part of the Hispanic Heritage program.
- Trinh T. Minh-ha, professor of women studies and film, University of California, Berkeley, spoke to the university community and the public on March 15, 2005, as part of the Asian Heritage program.
- Neisha Coleman, alumna and account executive, Saatchi & Saatchi, New York, spoke to the university community and the public on Feb. 24, 2005, as part of the African American Heritage program.

- Soledad O'Brien, CNN anchor, was a guest speaker in the College on Jan. 26, 2005.
- Letrell D. Crittenden, former reporter with *The Observer-Dispatch*, who earned undergraduate and master's degrees in the College, shared his experience with the students in the Multicultural Journalism High School workshops in July 2004 and 2005.
- Annette John-Hall, reporter, *The Philadelphia Inquirer*, shared her experience as a sports and entertainment reporter with the participants in the Multicultural Journalism High School workshops in 2002, 2003, 2004 and 2005.
- Murali (Mo) Balaji shared his experiences as general assignment/education reporter at *The Wilmington News Journal* with students of the Multicultural Journalism High School Workshop in July 2003 and 2005. In April 2004, he made a presentation to the university and the public as part of the College's Asian Heritage Program in April 2004.
- Cassandra Watson, senior associate producer, ESPN Sports, an alumna of the College, was a guest speaker in classes on Oct. 14 and 15, 2004.
- Cynthia Tucker, editorial page editor at *The Atlanta Journal-Constitution*, was featured in the Foster Distinguished Writers Series on Oct. 13, 2004.
- William R. Winder, Penn State student, intern at Levlane Advertising Public Relations and Creative Design Firm and former workshop participant, talked with students in the 2004 Multicultural Journalism High School workshop about his experiences as a Penn State student and as an intern.
- Cindy M. del Rosario, associate editor, *Fashion O*, The Oprah Magazine, New York, an alumna of the College, was a guest speaker on April 10, 2004. She presented, "How to Enter the Magazine Publishing Industry."
- Jinx Broussard, professor at Dillard University in New Orleans, spoke on Feb. 9, 2004 as part of our African-American Heritage Program and returned on Oct. 14-15, 2004 to meet with faculty and students.
- In November 2003, Abraham Amoros, director of communications and press for the Pennsylvania Department of State, spoke as part of our Hispanic Heritage Month

celebration. Amoros spoke to a large audience on: “Latinos: Power and Presence in the United States.”

- Ivelisse de Jesus, assistant city editor of the *Patriot News* in Harrisburg, was keynote awards luncheon speaker at the 2003 Multicultural Journalism High School Workshop.
- Anne M. Mulcahy, chairman and chief executive officer of the Xerox Corporation, presented the Palmer Chair Lecture in Telecommunications Studies – a free public lecture – titled, “Communications and Technology: Building Bridges,” held on April 16, 2003.
- On March 20, 2002, as part of its Foster Conference of Distinguished Writers Series, the College played host to Leonard Pitts, Jr., of *The Miami Herald*.
- Jackie Jones, then the assistant business editor of *The Washington Post*, made a presentation to the 2002 Multicultural High School Journalism Workshop about her journalism career.
- Jan Dates, dean, School of Communications, Howard University, presented, “Black Images in the Media,” during African-American Heritage Month on Feb. 1, 2002.
- In celebration of 2002 Hispanic Heritage Month, Hernán Guaracao, publisher, *Al Día Newspaper, Inc.*, Philadelphia, spoke on the subject, “Emergence of the Latino Press in the United States,” on Nov. 15, 2002.
- Dr. Bernard Bell, Penn State professor of English, gave a presentation and met with our diversity scholars and diversity students during their meeting on March 28, 2002 to discuss opportunities to minor in English and African Studies.
- Thulani Davis, editor of the *Village Voice*, New York, presented, “Gathering News When All the News is Hard – Being a City Editor Before and After Sept. 11, 2001.” Davis was the guest speaker of the College in recognition of African American Heritage Month on Feb. 1, 2002.
- Angel L. Rivera, who is corporate global diversity director of True North Communications Inc., New York, met with students and gave a presentation on April 3, 2002.

- John Fisher, interactive media director for the *Bucks County Courier Times*, was keynote awards luncheon speaker at the 2002 Multicultural High School Journalism Workshop on July 9, 2002.
- Isaiah Poole, opinion page editor, *Centre Daily Times*, provided a presentation to the participants in the July 2002 Multicultural High School Journalism Workshop on his career as a senior editor for the *Gazette* in Prince George's County.
- Doreen Yellow Bird, columnist and community journalist for the *Grand Forks Herald*, spoke to students and the community on, "Writing from a Native American Perspective in a Community where few American Indians are Present," on Nov. 1, 2002.
- Dean Gloria Thomas of Clark-Atlanta University and Dr. Eddy Gaffney, vice provost of students at Morehouse College, who are members of the Historically Black Colleges and Universities (HBCU), met with the College of Communications faculty and students from Sept. 6-9, 2001.
- Marie Arana, editor of *The Washington Post Book World*, Washington, spoke to members of Penn State and the community as part of our celebration of Hispanic Heritage Month on Nov. 16, 2001. The title of her presentation: "American Chica: Two Worlds, One Childhood."
- Alison Bethel, Washington bureau chief, *The Detroit News*, was the keynote luncheon speaker at the Multicultural High School Journalism Workshop in July 2001.
- Reggie Sheffield, reporter, the *Patriot News* in Harrisburg, gave a presentation to our high school students about his career as the Dauphin County legal reporter in July 2001.
- Guion (Guy) Bluford, Ph.D., first African-American astronaut, shared his experiences and discussed NASA's relationship with the media and the participants in the Multicultural High School Journalism Workshop in July 2001.
- Irma Simpson, Gannett Foundation, provided our high school workshop students an opportunity to tour the *USA Today* newsroom and meet a number of journalists who shared their journalism experience in July 2001.

Some of these programs were videotaped and aired locally on C-Net.

**Monthly diversity strategy meetings.** The College's assistant dean for multicultural affairs routinely conducts monthly diversity scholar, ambassador and general student meetings to discuss academic requirements, cultural heritage activities, meet faculty, student scholars and alums, discuss semester activities, recognize outstanding academic and leadership achievements, and discuss personal concerns. The *Feedback* report of 2004 states that it is "positive" that the assistant dean conducts monthly diversity strategy meetings.

**College diversity committee.** The College has a diversity committee that meets to discuss general matters of inclusivity, address and assess goals in the *Framework* and to provide input on issues such as the faculty, staff and student survey to determine perceptions of climate in the program. The committee includes the dean, the assistant dean for multicultural affairs, the director of human resources and faculty, staff and student representatives.

**Executive Committee.** The assistant dean for multicultural affairs serves on the College's executive committee along with department heads and academic deans.

**Active student organizations.** The College is home to chapters, organizations and clubs that emphasize inclusivity: The National Association of Multiethnicities in Communications (NAMIC); the Penn State Association of Journalists of Diversity (PSAJD); and the African, Hispanic, Asian and Native American Student Organization (AHANA). These groups meet regularly, feature an impressive slate of guest speakers and generally engage in work of benefit to the students and to the College, thus contributing greatly to the overall climate of the College. The many significant multicultural activities of the PSAJD earned it the national Outstanding Chapter Award in 1999. The club, Women in Cable & Telecommunications (WICT), boasts the only student chapter in this professional organization. It was recognized in 1999 for the highest increase in membership of all 22 national chapters.

**Diversity-related outreach.** Diversity-related outreach on campus as well as in the broader community visibly demonstrates the College's support for inclusivity. In

addition to the annual two-week multicultural summer journalism workshop, the many open-to-the-public lectures and special programs, and the program's history of working with the Diversity Committee of the Pennsylvania Newspaper Association, the College long has provided strong support for a minority management development program for the cable television industry.

The College's Institute for Information Policy also has conducted several studies that focus on diversity issues, including: past discrimination in FCC broadcast licensing for the Rainbow Coalition; information asset mapping in Harlem, New York; and Digital Divide ramifications for the Ford Foundation.

## ***2. How does your College identify climate issues?***

The College identifies climate issues by frequently monitoring the climate through the processes described in No. 3.

## ***3. How does your college monitor climate issues?***

The College of Communications is able to *identify* climate issues by thorough and frequent monitoring that takes place using several processes – both internal and external:

In 2000, our Office for Multicultural Affairs and the Office of Vice Provost for Educational Equity conducted a climate survey of faculty, staff and students. The results of the survey showed overall positive views.

The College's diversity efforts also were evaluated in 2000-2001 by the national Accrediting Council on Education in Journalism and Mass Communications as "a strength" of the program. The site-team noted the College's "exemplary commitment,

practices and accomplishments on all aspects of diversity – student recruitment and retention, faculty recruitment and retention, and curricular development.”

The *2001 Graduate Program Review and Assessment Report* by the Graduate School reported on the diversity efforts of the College’s graduate program. The study concluded: “Your College’s emphasis on and success in enhancing diversity in graduate education provides a role model for other colleges.”

The *2001 Feedback of Progress Implementing A Framework to Foster Diversity at Penn State* reported that the College had made “significant progress” in meeting its diversity goals. The College was praised for “successfully increasing (its) numbers of students and faculty from underrepresented groups and for contributing in thoughtful ways to the diversity agenda for the University community.” The feedback report also noted that the College had “made a clear and public commitment to diversity as boldly evidenced by the promotion of the multicultural coordinator to Assistant Dean for Multicultural Affairs.” The faculty’s efforts to diversify the curriculum were recognized: “Clearly, much time and energy has been devoted to diversifying the curriculum.” The faculty’s research was also lauded: “There was an impressive list of the faculty’s research interests related to diversity.” Our special events were noted: “Seminars and speakers supported by the College are inclusive and diverse.” And our fundraising efforts were congratulated: “Tremendous progress has been made in developing scholarship funds.”

A comprehensive University-wide Faculty/Staff Survey was conducted in winter 2004. The College looked carefully – and with great interest – at the results of the climate component. Some 82 percent of the College respondents agreed that the unit “is welcoming for employees from underrepresented groups;” 66 percent agreed that “acceptance of diversity in the workplace has improved in the past three years;” and 78 percent agreed that the unit “proactively addresses issues related to race.” The College percentages were well above University means. The 2006 national accrediting site-visit team noted this survey by commenting: “A stunning 100 percent of the respondents said the College’s administration ‘trusts people to do a good job.’”

In October 2006, after conducting an extensive evaluation, including on-site interviews with students, faculty, staff, administrators and alumni, the national site-visit team of the Accrediting Council on Education in Journalism and Mass Communications reported about the climate in the College of Communications: “As far as Penn State’s College of Communications is concerned, things are pretty happy in Happy Valley. The president and the provost are happy. The faculty are happy. The alums are happy. The students generally are happy too.”

In addition to these program assessments, the College also uses the individual meetings with faculty and staff during the annual reviews to identify climate issues. It is our plan to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps.

The College also monitors climate issues in its individual departments through an annual survey of the faculty. This survey, which includes questions to help assess the climate in the department, is conducted in conjunction with the department heads’ annual reviews.

In addition, the assistant dean for multicultural affairs conducts an informal climate assessment during his meetings with the College’s university scholars and the general student body and at student club meetings and roundtable discussions with club officers.

The College’s diversity advisory committee (which consists of the dean, assistant dean of multicultural affairs, director of human resources, several student representatives, two faculty representatives, an undergraduate adviser and a staff representative) also are asked to informally assess the climate of the College and to report any concerns.

#### *4. How does your college respond to climate issues?*

The College recognizes that an important part of creating a welcoming and inclusive climate is the need to reassure employees that they and their work are valued. Results of the 1995 Faculty/Staff Survey, for example, indicated that staff morale was low, largely for reasons unrelated to race. In an effective response to this issue, a staff team formed to determine the reasons. Through surveys and focus groups, the group was able to pinpoint problems and determine changes that needed to be incorporated. The team was given the authority to initiate improvements to resolve the issues our staff felt were causing low morale. Off-site workshops and sessions were held to work through issues. The dean awarded the members with a Continuous Quality Improvement award for their achievements in improving staff morale.

All climate surveys since 1995 have indicated that staff morale is high. Indeed, the College's means on virtually all attitudinal measurements in the 2004 University-wide Faculty/Staff Survey for indicators of faculty and staff attitudes and morale were well above University-wide means, with some literally standing as the most positive of all Penn State administrative unit means.

For example: 94 percent agreed that "my unit is a friendly place to work;" 81 percent agreed that "my unit is an emotionally healthy place to work;" 88 percent agreed that "people in my unit are encouraged to balance their work life and their personal life;" and 100 percent said "my unit head genuinely responds to suggestions and ideas."

For the question that asked respondents to "rate Penn State as a place to work," 71 percent of *all* University respondents said it was "one of the best/above average" while 84 percent of the respondents in the College of Communications said it was "one of the best/above average."

If a supervisor or administrator receives word of a climate issue, it is addressed quickly and thoroughly so that the College can maintain its welcoming climate.

***5. What college-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?***

The College's culture of inclusivity is woven into its everyday fabric. The assistant dean for multicultural affairs is included in all faculty searches. He monitors the search pool for diversity and meets with each candidate. He is an active participant in new employee orientations and meets individually with each incoming faculty member.

The fall 2001 promotion of our diversity director to the position of assistant dean clearly speaks of the importance the College places on providing a welcoming environment to its students, staff and faculty. The dean also nominated Mr. Selden for the Barry Bingham Sr. Fellowship award that is presented by the National Conference of Editorial Writers annually to a journalism educator who has contributed significantly to enhancing diversity in the nation's newsrooms. Mr. Selden was selected to receive this prestigious award in 2001.

Through the deans' open-door policy and our ongoing assessment of climate, both employees and students know the College values each individual's opinions and is intent on making everyone feel at home while at work and school. A rich selection of cultural programs is hosted on a frequent basis. Faculty, staff and students are supported and encouraged to participate on University-wide committees that foster diversity. Staff members are encouraged to take full advantage of College-funded development opportunities to improve their skills.

Several staff and faculty excellence awards are presented annually and the College plays host to faculty/staff appreciation functions regularly. Informal events such as "Tailgate Friday," the United Way "Charity Stripe Challenge," pie and cookie baking contests, craft auctions and hoagie sales, softball games and family picnics, Carnegie Quilters Club, Toys for Tots gift wrapping night, Welcome Back Students ice cream social, and birthday celebrations also combine to make the College a friendly place to work.

*6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)*

*Some of the most successful strategies, which can also be termed “best practices,” (and, indeed, have been so designated by external reviews) are:*

- The promotion of our multicultural coordinator to assistant dean for multicultural affairs, which sends a strong signal to all concerned that diversity is emphasized and valued.
- The relocation of our Office of Multicultural Affairs to a warm and welcoming, oak-trimmed office suite in the heart of the student-services area, clearly showing that diversity is woven into the fabric of the program.
- The extensive, far-ranging number of special lectures, programs, panels and workshops that feature accomplished academics and professionals of color, yet another consistent and perpetual reminder of the importance of diversity.
- The cumulative positive impact of the entire range of meetings and social gatherings that are held throughout the year – not simply in knee-jerk response to a sudden issue – where general matters can be discussed, students honored and refreshments shared. The Office of Multicultural Affairs’ annual ice cream social on the Mall is one example of the latter, where information on services and activities for students from different minority groups, cultures and sexual orientations is distributed.

*Efforts that have proved less successful or useful:*

- We have worked diligently to develop and support several minority student organizations that serve as exciting and meaningful learning experiences -- and they have become very popular. A student member of our diversity committee brought to our attention that students of color are, indeed, very active in these clubs, but those same students tend not to participate widely in clubs for all students.

Since the last *Framework* report, we have worked to enhance the diversity in all of our student organizations. We have now begun to see more multicultural students participate in all of our clubs. Indeed, an African-American male is currently serving as president of the Radio-Television News Directors Association and an African-American female is currently serving as president of the College Student Council.

***7. What measures of success have you identified to gauge your progress in the Challenge, Creating a Welcoming Campus Climate? Include data demonstrating outcomes.***

The words of a site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications provide strong external validation that the College's diversity efforts have been successful. The site-visit team was on campus in October 2006 for the every-six-years national accreditation review of the College. Excerpts from the final report that focus on diversity follow.

- “The College exudes an atmosphere that seems welcoming to all. It seems a model of a climate that is free of harassment and discrimination, with faculty and staff members who work to accommodate the needs of various groups and who value all forms of diversity. This is evidenced by the numerous programs that support diversity initiatives, and the demeanor and leadership of the College – from the dean through to student leaders.”
- “As far as Penn State’s College of Communications is concerned, things are pretty happy in Happy Valley. The president and the provost are happy. The faculty are happy. The alums are happy. The students generally are happy too.”
- “[The dean] has fostered a climate of trust and collegiality. Faculty and staff alike told the site team that they feel respected and free to pursue their work.”
- “The assistant dean for multicultural affairs led the College in its highly effective efforts and success in creating a welcoming and supportive climate....”
- “The shared office space used by the Offices of Multicultural Affairs, Internships, and Academic Services fosters the inclusive atmosphere. The variety of student organizations that emphasize the importance and value of diversity helps create a welcoming environment, as well.”
- “A large number of minority and women professionals are regular visitors on campus and some serve as mentors to students.”

As part of their evaluation, the site team reviewed the University-wide Faculty/Staff Survey that was conducted in winter 2004 that included a section on diversity. The College's results were well above University means. Some 82 percent of the College respondents agreed that the unit "is welcoming for employees from underrepresented groups;" 66 percent agreed that "acceptance of diversity in the workplace has improved in the past three years;" and 78 percent agreed that the unit "proactively addresses issues related to race." The accrediting site team noted this survey by commenting, "a stunning 100 percent of the respondents said the college's administration, 'trusts people to do a good job.'"

As part of the department heads' annual reviews, which are conducted by the dean, all faculty members are surveyed regarding the performance of their head and the climate of the department. In response to the statement, "My department head works within the College to provide a collegial atmosphere and prevent internal dissension," the faculty was in strong overall agreement. As shown in the following table, out of a possible 4.0, the department heads' averages are consistently positive.

**Table 2.1**  
**Faculty Survey Results**

<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
3.4	3.4	3.3	3.1	3.5	3.6

The College also uses its strategic plan to measure its success in meeting the challenge "Creating a Welcome Campus Climate." The strategies and outcomes described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Create a welcoming climate, spearheaded by the Office of Multicultural Affairs, by making available a variety of student organizations that emphasize the importance and value of inclusivity.

**Outcome:** Scores of students are connected socially and professionally by becoming active members of chapters and clubs such as the National Association of

Minorities in Communications (NAMIC); the Penn State Association of Journalists of Diversity (PSAJD); the African, Hispanic, Asian and Native American Student Organization (AHANA); and the Women in Cable and Telecommunications (WICT).

**Strategy:** Create an environment that cultivates diversity and celebrates differences by sponsoring a variety of cultural heritage recognition events, endowed lectures and other special programs.

**Outcome:** Hundreds of students, staff and faculty members attend and learn from these special occasions that annually feature prominent media practitioners and scholars.

**Strategy:** The assistant dean for multicultural affairs conducts informal climate assessments during regular meetings with College's university scholars, the general student body, and at student club meetings and discussions with club officers.

**Outcome:** Issues and concerns are identified at early stages and discussed and dealt with by taking appropriate steps.

## CHALLENGE 3: RECRUITING AND RETAINING A DIVERSE STUDENT BODY

1. *Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.*

### Undergraduate Student Recruiting

Each winter, 10 to 15 members of the College's undergraduate and graduate Diversity Ambassadors conduct *phone-a-thons* to recruit students of color and to assist them with their admission applications. Using a list of minority applicants provided by Penn State's Admissions Office along with the names of potential students collected by the Office of Multicultural Affairs from the summer high-school minority journalism workshops and visits to high schools in Philadelphia, the ambassadors call the homes of more than 100 applicants to speak about the merits of the College of Communications and Penn State. The long-distance calls are made several evenings a week during February and March in the College's administrative offices under the auspices of the Office of Multicultural Affairs. The assistant dean trains the ambassadors to represent the College well through role-playing exercises and instruction in using scripts to answer commonly asked questions. This has been highly successful.

In addition to aggressive telephone recruitment efforts, the College also:

- "Goes on the road" to recruit at high schools for undergraduates. The diverse Philadelphia, Pittsburgh and Harrisburg school districts long have been a part of the College's diversity outreach efforts. Each fall, the assistant dean for multicultural affairs visits schools with a variety of minority populations, such as Roxborough, a predominately-black Philadelphia high school. During those visits, he meets with students interested in the communications field and then follows up by inviting a group of the best students to visit the

College. In the spring, the College brings these students to Penn State and they spend the day learning about the College by attending classes and meeting with undergraduates and faculty.

- Conducts a two-week summer high-school minority journalism workshop. With funding from the Dow Jones Newspaper Fund, Gannett and several newspapers, some 15 students of color are brought to campus each summer for a program now in its fifteenth year. During the past seven years, at least 10 of the students who participated in the workshop later enrolled at Penn State. The workshop is now in its 18<sup>th</sup> year.
- Has developed a sizable scholarship program for students of color. In 2005-06, the College was able to award nearly \$97,000 in earmarked scholarship funds to students of color. That is a huge increase considering that a decade ago the College had funding to award only \$1,450 a year. The major reason the College is able to provide that much support (the figure represents more than 25 percent of the total scholarship funds we are able to award annually) is because in 2005 it received a \$225,000 grant from the John S. and James L. Knight Foundation to continue funding the “Knight Scholars” program. Indeed, since the creation of the Knight Minority Scholars Program, the Knight Foundation has provided the College with more than \$645,000. Some \$40,000 is awarded each year through that program to top-flight students.
- Has effectively recruited outstanding students to its program. This year, the College recruited its second multicultural merit scholar. Our 2006 incoming freshmen Bunton-Waller Fellows and Knight Foundation Scholars enrolled in the College with an average GPA of 3.6 and 1200 SAT scores. Our diverse freshmen minority class had an average GPA of 3.4 and 1100 SAT scores. At the Spring 2006 commencement, two of our Bunton-Waller Scholars were

honored -- one earned the distinction of serving as College Marshal and the other served as Film-Video Student Marshal.

### **Undergraduate Student Retention**

The College traces its success in retaining and graduating students of color primarily to the hard work of its Office of Multicultural Affairs. Here is a summary of College programs, activities and initiatives that contribute to the high retention and graduation rates:

- ***Academic Advising.*** The College's assistant dean for multicultural affairs provides approximately 30 hours each week of academic advising to all diversity students, with special attention given to first- and second-year students. The initiative is a key component to the College's impressive retention and graduate rates. The assistant dean also provides study-skill and time-management workshops.
- ***Peer Mentors.*** Each peer mentor is assigned a new student to mentor during his or her first year. A system is in place to train mentors. The assistant dean also conducts biweekly meetings to discuss student concerns. Because of the success of this program with diversity students, it has been expanded to include all first-year students enrolled in the College. The program has received campus-wide praise.
- ***Academic Intervention Program.*** The assistant dean and his staff assistant mail letters to all diversity students who achieve lower than a 2.00 grade-point average, encouraging them to come in for additional advising. If the student does not respond to the letters, a student peer mentor is brought in to assist in contacting the student. Every effort is made to encourage the student to take advantage of the opportunity to receive additional counseling or tutorial support. Once contact is made, the student is scheduled to meet once every two weeks for follow-up counseling with the assistant dean until the end of the semester. During these sessions, the College provides special study skills and time management instruction and develops a more

- manageable schedule for students to pursue while remaining on track for graduation.
- ***Student Club Advising.*** The Office of Multicultural Affairs and faculty members have designed and developed student clubs for telecommunications and journalism majors to link with corporate members on the national level. Our students have achieved national recognition by receiving the “Friends of NAMIC” award from the National Association of Multiethnicities in Communications (NAMIC) and in 1999 the College’s journalism student chapter received the “Outstanding Student Chapter” award from the National Association of Black Journalists (NABJ). The students decided to rename their journalism club the Penn State Association of Journalists for Diversity (PSAJD). A special club was formed to design cultural heritage programs centered on communications. Students from diverse backgrounds assist the Office of Multicultural Affairs in designing and implementing cultural heritage activities. The club is called the African, Hispanic, Asian and Native Americans (AHANA) Student Association.
  - ***Student Activism.*** Students are coached to get involved in their learning experience by taking full advantage of all that Penn State has to offer, especially university-wide organizations that foster diversity. As a result, College of Communications students are some of the most active on campus. A number of our students are involved in various university student organizations. In recent years we have had student leaders serve as leaders of Black Caucus, NAACP and the Caribbean Student Association. Our students continue to be active participants in and take on leadership roles in clubs such as the Puerto Rican Student Association, Latin American Student Association, Japanese American Association, and the Coalition of Lesbian, Gay, Bisexual and Transgender Student Organization, to name a few. In 2003-2004, the College had three exceptional students who were acknowledged for their outstanding leadership and academic achievement by

the University's Multicultural Resource Center. This year, one of our students received an award for outstanding service by the Alumni Chapter of Kappa Alpha Psi Fraternity.

- **Recognition.** The College strives to maintain competitiveness in national programs that honor outstanding students of color, such as the annual American Advertising Federation (AAF) Most Promising Minority students program. With the hard work of our students combined with the dedication of their faculty adviser, in 2005 Penn State was one of only four universities to have more than one student among the winners. Of the 75 total students cited, six were from Penn State, the most of all universities in the country. In 2006, only one university had more winners. Since the program's inception in 1997, the College of Communications has produced 26 finalists in the program, and 11 of those students were eventually named winners.

In 2006, one of our diversity students earned a fourth place in radio news in the William Randolph Hearst Foundation Journalism Awards Program, often considered "the Pulitzers of college journalism."

Also in 2006, *PR Weekly* named one of our diversity students Public Relations Student of the Year.

At the Spring 2006 commencement, two of our Bunton-Waller Scholars were honored -- one earned the distinction of serving as College Marshal and the other served as Film-Video Student Marshal. In addition, a former HBCU administrator from Louisiana attended to watch three of her former students earn graduate degrees.

At the graduate level, one of our diversity students was honored in 2006 with a Deans' Excellence Award for teaching.

- **Scholarships.** With the increase in scholarship opportunities, the College has been able to recruit and retain many top students. With the addition of the Isadore and Anna Krasnansky Minority Scholarship Endowment, which has a current market value of approximately \$172,300, and the John R. Jr., John R.

- ***Diversity Strategy Meetings.*** The assistant dean routinely conducts diversity scholar, ambassador and general student meetings to discuss academic requirements; cultural heritage activities; meet faculty, student scholars and alums; discuss semester activities; recognize outstanding academic and leadership achievements and discuss personal concerns.
- ***Career Placement and Internships.*** The College is committed to matching students with potential employers through an aggressive in-house Office of Internships and Career Placement. The College's assistant dean for multicultural affairs and its assistant dean for internships and placement work hand in hand to secure best-possible placements. In summer 2003, for example, one of the College's African-American males earned a prestigious Dow Jones Newspaper Fund copy-editing internship and was placed at the *New York Times*. One of our 2006 Student Marshals completed a multiple production and promotional internship with MTVU, "Queer Eye for the Straight Guy."

The College's assistant dean for multicultural affairs is a member of the Diversity Committee of the Pennsylvania Newspaper Association. Penn State plays a lead role in assisting PNA each year with its efforts to bring students from both business and communications programs on the East Coast to attend regional job fairs. Penn State always is over-represented at job fairs, with many of our students assisting with registration and performing other administrative tasks.

- *Study-Abroad Opportunities.* Multicultural students are encouraged to participate in the study-abroad program. We have students of color in England, Spain, Africa, France and Australia. Students are encouraged to enhance their education by gaining an international perspective.

### **Graduate Student Recruiting**

At the graduate level, the associate dean for graduate studies and the assistant dean for multicultural affairs actively encourage minority candidates to apply to the M.A. and Ph.D. programs. These administrators make recruiting trips to Atlanta to visit potential graduate students at Spellman College, Morehouse College and Clark Atlanta and to New Orleans to meet with potential graduate students at Dillard and Xavier. Claflin University in South Carolina has recently been targeted for recruitment initiatives. The College established this “network” to aid in recruiting top students of color. As a result, the deans and department heads from these HBCUs frequently contact Penn State with recommendations for admissions into its graduate programs.

These visits by the associate dean for graduate studies and the assistant dean for multicultural affairs – which were first conducted in 1999 -- illustrate clearly the importance of systematic, consistent personalized networking efforts.

Our networking efforts are progressing into a partnership with Morehouse College and Clark Atlanta University. In September 2001, the dean of communications, a faculty member and key administrator from Clark Atlanta visited the College. They met with College of Communications faculty, the deans and other campus administrators and had dinner with five of their graduates who are enrolled in our master’s programs. They also studied the design of one of our new technology labs so they could duplicate it at Clark Atlanta.

During the past four years, 18 minority students have been recruited into the graduate program. Of those recruited, all but one have graduated or are making satisfactory progress toward graduating. Meghan Sanders is our first woman minority

student to receive a communications Ph.D. and be appointed to a tenure-track position at a Research I institution. A number of MA students have gone on to other top-tier graduate programs to receive their Ph.D. degrees or have positions of high responsibility in the professional world.

The College also participates in the Summer Research Opportunity Program (SROP), where we select talented minority undergraduate students to study at Penn State each summer. We match each student with a faculty member who serves as the participant's "research mentor." The College and University share the funding.

We have been successful in recruiting SROP participants into our graduate program. The two students participating in this program in summer 2001 were from Howard University and Dillard University. In summer 2002, we had two students participating, one from Clark Atlanta University and one from Louisiana State University. One of those students entered our M.A. program in Fall 2003. In summer 2003, two students were selected for the SROP, both from Atlanta. In summer 2004, two students participated, one from Claflin University and the other from Dillard University. Both are now enrolled in our graduate program. In 2005, two students participated in SROP, one from Dillard University and one from Hampton University. One of these students is currently enrolled in our graduate program. In 2006, one student, a senior in our undergraduate program, participated.

***2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates?***

In comparing the population of Pennsylvania with the College's enrollment and graduation rates, the College has a good representative balance of students across all of the underrepresented groups (see Tables 3.2 and 3.6). All of the initiatives described in assessment question No. 1 are intended to reduce disparities in enrollment, retention and graduation rates.

Retention rates are not available for individual multicultural groups.

***3. What mechanisms for collaboration has your unit established?***

Our assistant dean "Goes on the road" to recruit at high schools for undergraduates. The diverse Philadelphia, Pittsburgh and Harrisburg school districts long have been a part of the College's diversity outreach efforts. Each fall, the assistant dean for multicultural affairs visits schools with large minority populations such as Roxborough, a predominately-black Philadelphia high school. During those visits, he meets with students interested in the communications field and then follows up by inviting a group of the best students to visit the College. In the spring, the College brings these students to Penn State to spend the day learning about the College. They attend classes and meet with undergraduates and faculty. In the future, the assistant dean plans also to extend his recruitment visits to the Lancaster area because of the increasing Latino population there.

At the graduate level, the associate dean for graduate studies and the assistant dean for multicultural affairs actively encourage minority candidates to apply to the M.A. and Ph.D. programs. These administrators make recruiting trips to Atlanta to visit potential graduate students at Spellman College, Morehouse College and Clark Atlanta and to New Orleans to meet with potential graduate students at Dillard and Xavier. The College established this "network" to aid in recruiting top students of

color. As a result, the deans from three of the HBCUs frequently contact Penn State with recommendations for admissions into its graduate programs. During the past four years, 22 minority students have been recruited through the program. Four students recruited from HBCUs completed their M.A.s in 2003 and 2004 and have entered our doctoral program.

***4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)***

Some of the most successful strategies, which can be termed "best practices," are:

- The personal visits to historically black colleges and universities made - - in tandem - - by the assistant dean for multicultural affairs and the associate dean for graduate studies. The relationships formed through these meetings through the years have greatly enhanced our ability to recruit top scholars. The key to the success of the visits stems from the tradition that has been developed. HBCUs are "partners" in these annual visits. Colleagues at HBCUs realize fully that these efforts will be systematic and on-going. Indeed, an associate dean from one of the HBCUs that we have partnered with recently said our long-term commitment to working with her institution to foster mutually agreeable diversity goals sets us apart from representatives of these universities who merely parachute in on an irregular basis. In addition, in the June 2001 assessment by the Graduate School of the diversity efforts of the College's graduate program, Dr. Eva Pell, vice president of research and dean of the Graduate School, concluded: "Your College's emphasis on and success in enhancing diversity in graduate education provides a role model for other colleges." [\*Because of the significant recruiting success of the College's

- Our strategy to bring in *cohorts* - - rather than individuals who can feel isolated. Our long-term goal is to build a culture of diversity - rather than simply to bring individuals to the program on a piecemeal basis. This approach has been very successful, evidenced by the fact that 38 percent of the spring 2003 graduating class was African American.
- The increase in funding that enables us to offer scholarships or assistantships to most of our graduate-student applicants from underrepresented groups certainly contributes to the College's upward trend in recruitment.
- The student peer-mentoring program and the personal and group advising and networking sessions held by the assistant dean for multicultural affairs positively impacts retention.
- The systematic efforts by the College's Office of Internships and Career Placement to constantly make students of color aware of opportunities, combined with the efforts of the Office of Multicultural Affairs to assemble resume' booklets for our students of color, which are available to potential employers.

*Efforts that have proved less successful or useful:*

- Placement of often-costly College ads for its undergraduate and/or graduate programs in specialized magazines or academic journals, which seldom, if ever, seem to generate additional applications of students of color.

*5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes?*

*Undergraduate Enrollment*

The College of Communications is aggressive in its recruitment efforts. Indeed, the 2004 *Feedback on Progress Implementing the Framework to Foster Diversity at Penn State*, states: "The College has made commendable progress in implementing various diversity initiatives, particularly recruiting and retaining students of color." Likewise, the 2006 site-visit team report for the national Accrediting Council on Education in Journalism and Mass Communications noted: "The past five years have seen a steady increase in the number of minority students recruited...."

The College continues to systematically and steadily increase its number of undergraduate students of color on the University Park campus. Since 1996, the College has increased its undergraduate minority student enrollment from 188 to 387 - - a whopping 106 percent, easily one of the largest increases on campus.

**Table 3.1**  
**Yearly Enrollment of Undergraduates of Color**  
**On University Park Campus**

<u>Year</u>	<u>Undergrads of Color Enrolled at U.P.</u>	<u>Percent of Increase/Decrease From the Preceding Year</u>
1990	154	
1991	148	-3.9%
1992	144	-2.7%
1993	150	+4.2%
1994	163	+8.7%
1995	181	+11%
1996	188	+3.9%
1997	216	+14.9%
1998	274	+26.9%
1999	288	+5.1%
2000	322	+11.8%
2001	334	+3.7%
2002	383	+14.7%
2003	384	+3%
2004	357	-7.6%
2005	365	+2.2%
2006	387	+6%

The College's system-wide percentage of students of color in Fall 2006 was 15.2 percent – higher than the University's 14.4 percent – and exceeding the state of Pennsylvania's 14.6 percent.

The College's minority Fall 2006 University Park undergraduate enrollment of 14 percent exceeds UP's minority enrollment of 13 percent.

As indicated in the following table, when comparing all University Park colleges in 2005, Communications ranked second in the percentage of American Indians, African Americans and Hispanic enrolled:

Table 3.2

Fall 2005 Undergraduate Student Enrollments, UP Campus, by UP College and Ethnicity															
	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- National		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
<b>Ag Sc</b>	1	0.1%	39	2.7%	26	1.8%	35	2.4%	101	7.0%	1334	92.3%	10	0.7%	1445
<b>A &amp; A</b>	5	0.3%	34	2.2%	64	4.2%	35	2.3%	138	9.1%	1358	89.6%	20	1.3%	1516
<b>Bus</b>	5	0.1%	164	3.5%	430	9.1%	153	3.2%	752	16.0%	3781	80.2%	181	3.8%	4714
<b>Comm</b>	6	0.2%	163	6.0%	105	3.9%	91	3.4%	365	13.4%	2310	85.1%	40	1.5%	2715
<b>DUS</b>	2	0.1%	121	4.7%	127	4.9%	108	4.2%	358	13.8%	2196	84.9%	34	1.3%	2588
<b>EMS</b>	2	0.2%	29	3.5%	28	3.4%	21	2.5%	80	9.7%	730	88.4%	16	1.9%	826
<b>Ed</b>	1	0.1%	27	1.4%	36	1.9%	46	2.4%	110	5.7%	1819	94.1%	5	0.3%	1934
<b>En</b>	1	0.0%	116	2.1%	381	7.0%	128	2.4%	626	11.5%	4594	84.4%	223	4.1%	5443
<b>HHD</b>	3	0.1%	252	6.3%	153	3.8%	124	3.1%	532	13.3%	3427	85.7%	39	1.0%	3998
<b>IST</b>	0	0.0%	24	3.1%	61	7.9%	19	2.4%	104	13.4%	661	85.2%	11	1.4%	776
<b>LA</b>	8	0.2%	290	5.8%	185	3.7%	241	4.8%	724	14.5%	4205	84.3%	59	1.2%	4988
<b>Sc</b>	1	0.0%	102	3.8%	359	13.3%	88	3.3%	550	20.4%	2062	76.3%	89	3.3%	2701
<b>Totals</b>	<b>35</b>	<b>0.1%</b>	<b>1361</b>	<b>4.0%</b>	<b>1955</b>	<b>5.8%</b>	<b>1089</b>	<b>3.2%</b>	<b>4440</b>	<b>13.2%</b>	<b>28477</b>	<b>84.6%</b>	<b>727</b>	<b>2.2%</b>	<b>33644</b>

The College traditionally has enrolled and graduated more women than men. As indicated in the following table, in Fall 2005 the College of Communications ranked well above average in the percentage of females enrolled and third among all University Park colleges:

**Table 3.3**

<b>Fall 2005 Undergraduate Student Enrollments by UP College and Gender</b>					
	<b>Female</b>		<b>Male</b>		<b>Totals</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>
<b>Ag Sc</b>	633	43.8%	812	56.2%	<b>1445</b>
<b>A &amp; A</b>	866	57.1%	650	42.9%	<b>1516</b>
<b>Bus</b>	1734	36.8%	2980	63.2%	<b>4714</b>
<b>Comm</b>	1690	<b>62.2%</b>	1025	<b>37.8%</b>	<b>2715</b>
<b>DUS</b>	1199	46.3%	1389	53.7%	<b>2588</b>
<b>EMS</b>	246	29.8%	580	70.2%	<b>826</b>
<b>Ed</b>	1516	78.4%	418	21.6%	<b>1934</b>
<b>En</b>	884	16.2%	4559	83.8%	<b>5443</b>
<b>HHD</b>	2660	66.5%	1338	33.5%	<b>3998</b>
<b>IST</b>	95	12.2%	681	87.8%	<b>776</b>
<b>LA</b>	2541	50.9%	2447	49.1%	<b>4988</b>
<b>Sc</b>	1316	48.7%	1385	51.3%	<b>2701</b>
<b>Totals</b>	<b>15380</b>	<b>45.7%</b>	<b>18264</b>	<b>54.3%</b>	<b>33644</b>

**Undergraduate Retention and Graduation**

The College is particularly proud of its retention rates for students of color, shown on the following page, which consistently have exceeded campus-wide percentages.

**Retention and Graduation Rates, 1997-2004, College of Communications**

The following tables provide retention and graduation rates for successive cohorts of baccalaureate regular admit students for each fall semester from fall 1997 through fall 2004. The data are for 1) multicultural students (African/Black American, American Indian/Alaskan Native, Asian and Pacific American, and Latino/Hispanic American) and 2) white students.

**Table 3.4**

<b>Multicultural Students</b>								
<i>University Park</i>								
ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	33	51	34	43	64	44	49	46
<b>% RETAINED</b>								
AFTER 1 YEAR	93.9	76.4	88.2	90.6	89.0	90.9	81.6	86.9
AFTER 2 YEARS	96.9	68.6	85.2	88.3	84.3	81.8	73.4	
AFTER 3 YEARS	87.8	64.7	76.4	76.7	71.8	77.2		
<b>% GRADUATED</b>								
AFTER 4 YEARS	69.6	54.9	61.7	74.4	68.7			
AFTER 5 YEARS	75.7	62.7	64.7	76.7				
AFTER 6 YEARS	81.8	62.7	64.7					

**Table 3.5**

<b>White Students</b>								
<i>University Park</i>								
ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	164	174	154	236	269	278	261	227
<b>% RETAINED</b>								
AFTER 1 YEAR	93.9	97.1	94.8	91.1	93.6	92.8	93.4	94.7
AFTER 2 YEARS	89.0	93.1	92.8	86.8	90.7	88.8	90.0	
AFTER 3 YEARS	85.3	89.6	85.7	80.9	81.7	80.9		
<b>% GRADUATED</b>								
AFTER 4 YEARS	74.3	85.0	83.1	81.7	82.5			
AFTER 5 YEARS	82.9	90.2	88.3	86.8				
AFTER 6 YEARS	85.3	90.8	89.6					

\*These data are taken from the University database using the AIDAE-RPM utility. Retention data for students admitted in fall 2005 are not available at this point in the data cycle; graduation data are available through the fall 2001 cohort. "Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.

The College graduates nearly *four times* the number of diversity students than it did just eight years ago (30 students of color (6.5 percent of all graduates) earned B.A. degrees in 1997-1998 and 115 (12.1 percent of all graduates) earned B. A. degrees in 2005-2006).

Baccalaureate degree student graduation profiles by ethnicity for 1997-1998 and 2005-2006 for the College:

**Table 3.6**  
**Baccalaureate Degrees Earned by Students of Color**

<b>Ethnicity</b>	<b>1997-1998 % (N)</b>	<b>2005-2006 % (N)</b>
<b>Asian American</b>	2.6% (12)	3.6% (34)
<b>African American</b>	2.6% (12)	4.8% (46)
<b>Hispanic/Latino</b>	1.3% (6)	3.7% (35)
<b>Native American</b>	0% (0)	0% (0)
<b>---- Total</b>	<b>6.5% (30)</b>	<b>12.1% (115)</b>
<b>International</b>	.7% (3)	.7% (7)
<b>White</b>	92.8% (428)	81.4% (773)
<b>Did Not Report</b>		5.8% (55)
<b>---- TOTAL</b>	<b>100% (461)</b>	<b>100% (950)</b>

## **Graduate Enrollment**

The College has seen a 71 percent increase in multicultural graduate students enrolled since 1997-1998.

The College also traditionally enrolls and graduates more female graduate students than males. In 1997-98, for example, 50 percent of all College students who earned graduate degrees were females; in 2004-05, 53 percent were females.

Minority graduate student enrollment in the College of Communications:

**Table 3.7**  
**Yearly Enrollment of Graduate Students of Color**

<u>Year</u>	<u>Grad Students of Color Enrolled at U.P.</u>
1997	7
1998	10
1999	11
2000	12
2001	18
2002	18
2003	15
2004	19
2005	13
2006	12
<b>PERCENTAGE OF INCREASE SINCE 1997-98: 71%</b>	

The College has been successful in recruiting Summer Research Opportunity Program (SROP) participants into its graduate program:

**Table 3.8**  
**Graduate Students of Color Recruited from SROP**

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>Total</u>
SROP Participants	2	2	2	2	2	2	2	1	15
Participants Who Later Enrolled at Penn State	1	1	0	0	1	2	1	0	6

PERCENT IN SROP WHO ENROLLED AT PENN STATE	40%
--	-----

International students also enhance the diversity of the College’s graduate cohort. International graduate student enrollment in the College has increased 131 percent since 1997-1998:

**Table 3.9  
Yearly Enrollment of International Graduate Students**

<u>Year</u>	<u>International Grad Students Enrolled at U.P.</u>
1997	13
1998	16
1999	20
2000	24
2001	23
2002	26
2003	33
2004	33
2005	32
2006	30
<b>PERCENTAGE OF INCREASE SINCE 1997-98    131%</b>	

The College uses its strategic plan to measure its success in meeting the challenge “Recruiting and Retaining a Diverse Student Body.” The strategies and outcomes described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Actively recruit undergraduate students of color through personal visits, partnerships with high schools, correspondence and telephone calls coordinated through the Office of Multicultural Affairs.

**Outcome:** Systematically increase minority student enrollment. See Table. 3.1.

**Strategy:** Retain students of color by establishing and maintaining peer support groups.

**Outcome:** The National Association of Minorities in Communications (NAMIC), the Penn State Association of Journalists of Diversity (PSAJD), the African, Hispanic, Asian and Native American Student Organization (AHANA), the Women in Cable and Telecommunications (WICT) and the diversity ambassadors meet regularly and encourage the academic and professional success of their members.

**Strategy:** Recruit undergraduates by continuing to hold and enhance annual two-week summer high-school journalism workshops for students of color (launched in 1989); maintain contacts with participants to offer career guidance, scholarship information and advice about college admissions.

**Outcome:** Through funding from Dow Jones, Gannett and others, enroll up to 20 students each summer.

**Strategy:** Make maximum use of available College- and University-based funds to recruit top-tier students.

**Outcome:** Through aggressively judicious use of Knight Diversity Scholars funds and Bunton-Waller Scholarship funds, build an accomplished cadre of exceptional students of color.

**Outcome:** Maintain competitiveness in national programs that honor outstanding students of color, such as the annual American Advertising Federation (AAF) Most Promising Minority students program.

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
(# students selected as winners)	1	1	1	0	2*	3**
(# students selected for honor roll)	1	2	2	0	4	1

*\*Penn State was one of only four universities to have more than one student among the winners; 40 students were named winners and 35 were named to the honor roll. Of the 75 total students cited, six were from Penn State, the most of all universities in the country.*

*\*\*Only one university had more winners.*

**Strategy:** Build endowed funds and increase annual funds to help diversify the student body.

**Outcome:** Provide College-based and generated scholarship support for deserving students of color, with the Knight Diversity Scholars Program functioning as a financial anchor. See Table 7.3.

**Strategy:** Actively recruit graduate students of color through coordinated personal visits, on-site networking at historically Black universities such as Dillard, Clark Atlanta, Morehouse and Spellman and targeted institutions with substantial enrollments of students from other protected classes, and through systematic correspondence and telephone calls.

**Outcome:** Systematically increase minority graduate student enrollment. See Table 3.7.

**Strategy:** Actively recruit international students through networking, correspondence and telephone calls.

**Outcome:** Maintain significant international graduate student enrollment. See Table 3.8.

**Strategy:** Through increased scholarship support, advising, involvement in student organizations and peer tutoring, retain students.

**Outcome:** Keep retention rates in the 90% range for students of color between their freshman and sophomore years and at least in the 80% range for students between their sophomore and junior and their junior and senior years. See Table 3.4.

**Outcome:** Systematically increase the number of students of color who earn baccalaureate degrees. See Table 3.6.

## CHALLENGE 4: RECRUITING AND RETAINING A DIVERSE WORKFORCE

### *1. How has your college actively engaged in locating and recruiting faculty and/or staff from underrepresented groups?*

At the beginning of each search, Dr. Kenneth Lehrman, director of Affirmative Action, conducts a workshop in the College for new search committee members and chairs, department heads and deans about effective procedures for locating and recruiting a diverse workforce. Its faculty members are proactive in making personal contacts to create diverse pools. The College strives to name diverse search committees and all faculty members in the College are invited to participate in the searches -- and they are empowered and encouraged to invite their colleagues from underrepresented groups at other universities to apply.

The assistant dean for multicultural affairs is also a member of each search committee. He meets individually with every minority faculty interviewee to highlight the benefits of Penn State employment and living in the Centre region. The *Feedback* report of 2004 states that it is “positive” that the assistant dean participates in all faculty searches.

The College’s history of successfully recruiting a diverse faculty has direct ties to the faculty’s personal recruiting efforts. From 2003 until her retirement at the end of 2005, Jackie Jones, an African-American female who was an assistant business editor at *The Washington Post*, served on our standing faculty as a senior lecturer of journalism. Before coming to Penn State, Ms. Jones already had been involved in the College as a guest speaker in our Multicultural High School Journalism Workshop. She also had long served with Dean Anderson on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Ms. Jones also served as a member of the 2000–2001 ACEJMC team that recommended reaccreditation to the College of

Communications. Partially because of the close ties, she accepted our offer of a faculty position.

In 2004-2005, we recruited two assistant professors from underrepresented groups, one of African-American and the other of Hispanic descent. As was the case with Ms. Jones, both of our new hires first became aware of and interested in our openings because of professional interactions they had had with members of our faculty.

In 2006-2007, we hired one Asian male assistant professor, three white female assistant professors and white female lecturer.

The College also increases its presence of faculty members from underrepresented groups through its visiting professionals programs. In Fall 2000, for example, the College, through its professional-in-residence program with the *Philadelphia Inquirer*, was able to bring to campus for the semester a black female editor. Each fall, the *Inquirer* and the *Pittsburgh Post-Gazette* alternate in supplying the College with a professional-in-residence, where the newspaper keeps the person on salary and the College provides lodging.

In Fall 2005, the College of Communications' staff was the *most* diverse of all the University Park colleges. With 8.8 percent of the staff coming from multicultural groups, its percentage exceeds the second place percentage of 6.8 percent and the University Park average of 5.2 percent. Still, we strive to do better.

We continue to increase our efforts to actively recruit staff members of color through personal contacts, networking and appropriate organizations; however, recruiting a diversified staff is a challenge. The majority of the staff grades in the College are at the lower to mid levels (21 and below) and employees are hired from the local labor market. Typically, the search pool contains an insufficient number of minority candidates.

We have been successful in recruiting two minority staff members through the Minority Professional Entry Program. We also have participated in the Staff Assistant Training Program, but it has not resulted in a permanent addition to our staff.

*2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?*

The College takes great care in ensuring that multicultural teaching, research and service are valued appropriately in hiring, tenure and promotion decisions. The College's promotion and tenure guidelines are written to ensure that diversity-related research and creative activities, teaching and service are evaluated on their scholarly merits without prejudgments regarding the type of topics or methodological approaches.

Yearly, Ken Lehrman of the Affirmative Action Office instructs search committee members in improving their identification and assessment of the credentials of faculty candidates. Our search committees carefully evaluate the achievements and promise of each application. They are mindful of biases that may inadvertently screen out diverse candidates. They recognize that diverse paths and experiences can make positive contributions to the candidate's qualifications.

If search committees need help in identifying and assessing the credentials of faculty candidates, they are able to get assistance from the assistant dean for multicultural affairs.

***3. What retention strategies have you implemented in your college to retain and promote the success of faculty and/or staff from underrepresented groups?***

The College's visible demonstration of support for diversity and its culture of inclusivity are the key strategies for retaining our employees – female, minority and majority. We believe that creating a welcoming climate – where each individual feels valued – is the key to retaining employees. The College strives to accomplish this in the following ways, which are open to all faculty members, including women and those from underrepresented groups:

- The College provides resources to support scholarship in diversity. Faculty members are allotted a travel budget (\$2,000 in 2006) to enable them to participate in conferences, conduct research and develop a network of diverse colleagues. Staff members are encouraged to participate in College-funded training and development courses. Employee appreciation functions are held. Faculty and staff awards to recognize outstanding employees are presented annually.
- The College encourages respect for and celebration of intellectual diversity through faculty colloquia, cultural heritage celebrations, guest speakers and visitors from underrepresented groups, minority faculty visiting appointments, diversity-related outreach, and international projects that have resulted in establishing relationships in countries such as South Africa, China, India and Bulgaria.
- Multicultural teaching, research and service are valued appropriately in tenure and promotion decisions. The College's promotion and guidelines are written to ensure that research and creative activities, teaching and service are evaluated on their scholarly merits without narrowly judging the type of topics or methodological approaches.
- Promotion and tenure workshops are held regularly so all faculty members – majority and minority – are knowledgeable of the required performance

expectations. Promotion and tenure committee members participate in the workshops to provide guidance and proven strategies to achieve tenure.

- Department heads, deans, and tenured faculty meet individually with untenured faculty members throughout the year to provide personalized assistance in preparing for tenure reviews.
- Faculty salaries are compared at the national level and internally to assure that they are equitable and competitive.

Although it is not a College program, our minority faculty members are eligible to work with the University senior faculty mentor.

*4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)*

*Some of the most successful strategies, which can also be termed “best practices,” are:*

- Regarding recruitment, most of our minority faculty hires had a previously established professional relationship with a member of our faculty or another faculty member at Penn State. Because they had a trusted resource for support and for information about working and living in central Pennsylvania, this led to their serious consideration of our positions. It is critical that our faculty members have opportunities to pursue professional activities with national and international organizations and collaborative work with faculty members at other universities so they can cultivate a diverse group of colleagues.
- Regarding retention, a *combination* of all the strategies listed in No. 3 above has served the College well. The College strives to provide a supportive environment that enables as many faculty and staff as possible to succeed. The

College's clearly articulated criteria for retention, promotion and tenure are easy to understand. Our careful annual reviews and promotion and tenure reviews serve as constructive directions for success. In between those reviews, supervisors, department heads and senior employees work hard to mentor employees in reaching their goals. We value all of our employees and they know we are committed to helping them achieve promotion and tenure. Through the years, the success rates of employees from underrepresented groups to be retained, promoted or tenured has been at least equal to the rates for all hires.

*Efforts that have proved less successful or useful:*

- Seldom, if ever, has a candidate of color been hired as a result of an advertisement placed in a minority publication or from a generic list of minorities who have received advanced degrees at universities around the country.

*5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

The College has enjoyed notable success in attracting full-time faculty members to a non-metropolitan location and a state whose diversity is only about 14 percent. Over the last three years in 17 tenure-track faculty searches, the College has hired five women, one of whom is African American and one of whom was promoted from our faculty to associate dean for undergraduate education and outreach as part of a national search. We also hired one Hispanic male and one Asian male.

In Fall 2005, the College had 11 faculty members of color (20 percent) compared to the University Park overall average of 17.6 percent and the university-wide percentage of 14.7 percent. That year in the College of Communications, the

percentages of the faculty of color exceeded the total University Park college averages in every category, except for Asian Americans. The College, on a percentage basis, had twice as many African-American faculty members as Penn State overall and more than twice as many Hispanics. Indeed, the College ranked first among University Park colleges in the percentage of Hispanic faculty members. It also had one of only three tenured American Indian faculty members on the University Park campus. See Table 4.1.

In Fall 2005, the College employed 18 female faculty members (32.1 percent), slightly less than the University Park average of 33.3 percent. See Table 4.2.

In Fall 2005, the College of Communications' staff was the most diverse of all the University Park colleges. With 8.8 percent of the staff coming from multicultural groups, its percentage well exceeds the second place percentage of 6.8 percent and the University Park average of 5.2 percent. See Tables 4.4 and 4.4.

The site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications in October 2006 concluded: "The College has reached its goals in recruiting and retaining minority and female faculty and professional staff in an environment that supports their retention, progress and success."

Data demonstrating these outcomes follow:

Table 4.1

Full-Time Academic Diversity Demographic Profile Summary.

Fall Semester 2005  
University Park

Full-Time Faculty	Total Faculty	Total Minorities	Minorities % of Total
College of Communications	56	11	20.0%
Penn State University Park	2614	461	17.6%

	Communications									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	1	6.3%	0	0.0%	0	0.0%	1	1.8%
Af Am	0	0.0%	1	6.3%	0	0.0%	2	9.1%	3	5.4%
As Am	0	0.0%	2	12.5%	1	9.1%	1	4.5%	4	7.1%
Hisp	1	14.3%	0	0.0%	1	9.1%	1	4.5%	3	5.4%
SbT	1	14.3%	4	25.0%	2	18.2%	4	18.2%	11	19.6%
White	6	85.7%	12	75.0%	9	81.8%	18	81.8%	45	80.4%
Totals	7	100%	16	100%	11	100%	22	100%	56	100%

	Faculty Totals for UP Campus									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	1	0.1%	1	0.2%	2	0.3%	1	0.2%	5	0.2%
Af Am	22	2.8%	36	6.0%	41	6.6%	11	1.8%	110	4.2%
As Am	78	9.9%	55	9.1%	109	17.4%	42	7.1%	284	10.9%
Hisp	13	1.6%	10	1.7%	18	2.9%	21	3.5%	62	2.4%
SbT	114	14.4%	102	16.9%	170	27.2%	75	12.6%	461	17.6%
White	675	85.6%	503	83.1%	455	72.8%	520	87.4%	2153	82.4%
Totals	789	100%	605	100%	625	100%	595	100%	2614	100%

**Full-Time Academic Gender Demographic  
Profile Summary.**

**Table 4.2  
Fall Semester 2005  
University Park**

<b>Full-Time Faculty</b>	<b>Total Faculty</b>	<b>Total Females</b>	<b>Females % of Total</b>
<b>College of Communications</b>	56	18	<b>32.1%</b>
<b>Penn State University Park</b>	2614	871	<b>33.3%</b>

**College of Communications Staff - by Ethnicity**

**Table 4.3  
Fall 2005**

<b>Class</b>	<b>Grd</b>	<b>Am Ind/ Ala Nat</b>	<b>Blk/ Af Am</b>	<b>As/Pac Am</b>	<b>Hisp</b>	<b>Multicultural Subtotal</b>	<b>White</b>	<b>Tot als</b>
STAFF	20-25		1 8.3%			1 8.3%	11 91.7%	12
	11-19				1 5.9%	1 5.9%	16 94.1%	17
	Comp			1 20.0%		1 20.0%	4 80.0%	5
<i>Total</i>			1 2.9%	1 2.9%	1 2.9%	3 <b>8.8%</b>	31 91.2%	34

**University Park Colleges Staff - by Ethnicity**

**Table 4.4  
Fall 2005**

<b>Class</b>	<b>Grd</b>	<b>Am Ind/ Ala Nat</b>	<b>Blk/ Af Am</b>	<b>As/Pac Am</b>	<b>Hisp</b>	<b>Multicultural Subtotal</b>	<b>White</b>	<b>Totals</b>
STAFF	26-32						29 100.0%	29
	20-25	1 0.1%	24 3.0%	11 1.4%	5 0.6%	41 5.1%	769 94.9%	810
	11-19	3 0.3%	31 2.7%	9 0.8%	12 1.1%	55 4.9%	1076 95.1%	1131
	Comp	1 0.5%	4 1.8%	9 4.1%	3 1.4%	17 7.7%	203 92.3%	220
<i>Total</i>		5 0.2%	59 2.7%	29 1.3%	20 0.9%	113 <b>5.2%</b>	2077 94.8%	2190

The College also uses its strategic plan to measure its success in meeting the challenge “Recruiting and Retaining a Diverse Workforce.” The strategies and outcomes

described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Actively recruit faculty of color through personal contacts, networking, advertising and appropriate minority media and academic organizations.

**Outcome:** Systematically increase the number of full-time faculty members of color.

<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
5	7	6	6	6	8	9	10	11	11	11	11

**Strategy:** Actively recruit female faculty through personal contacts, networking, advertising and appropriate media and academic organizations.

**Outcome:** Systematically increase the number of full-time female faculty members.

<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
15	15	18	16	21	20	21	22	20	19	24	18

**Strategy:** Improve the success of search processes in identifying and assessing the credentials of women and minority candidates by including the assistant dean for multicultural affairs in all faculty searches and ensuring that committees are diverse.

**Outcome:** Diverse search committees, coupled with charges that include the importance of inclusivity, ensure that the broadest possible pools are sought and considered.

**Strategy:** Further diversify the staff by actively recruiting staff members of color through personal contacts, networking and appropriate organizations.

**Outcome:** Systematically increase the number of full-time staff members from protected classes.

<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
3	3	4	4	4	4	4	4	4	4	4	3

**Strategy:** Actively recruit female staff members through personal contacts, networking and appropriate organizations.

**Outcome:** Systematically increase the number of full-time female staff members.

<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
20	19	18	16	19	18	21	21	23	23	22	24

## CHALLENGE 5: DEVELOPING A CURRICULUM THAT SUPPORTS THE GOALS OF OUR NEW GENERAL EDUCATION PLAN

### 1. *What initiatives has your college taken in supporting multicultural curriculum efforts?*

Without a doubt and simply put: The College has been *extremely successful* in infusing diversity issues, topics, and perspectives into a wide variety of undergraduate and graduate courses. Our faculty members have incorporated diversity modules into nearly 100 course sections, providing a curriculum that will prepare students to understand and relate to a diverse society. Faculty members in the College go to great means to ensure that a curriculum is offered that helps to prepare students to live and work in a multicultural society. There has emerged a genuine desire on the part of faculty to incorporate, whenever appropriate, diversity issues into their courses. It does not require prodding; it is imbedded in the culture of the program. As a testament to this fact, since our *Framework to Foster Diversity* report in 2001, instructors have incorporated diversity components into 44 additional course sections, bringing the total number of sections that incorporate diversity issues to nearly 100.

The College also participates in the Race Relations Project, which is administered through Penn State's Department of Sociology. The objective is straightforward: To give each student in our majors the opportunity to benefit from the program.

The College piloted the Race Relations Project through its Department of Telecommunications in Spring 2006 before rolling it out to each of the College's departments in Fall 2006. All students in designated required courses in Advertising/Public Relations, Film-Video, Journalism, Media Studies and Telecommunications are now participating in the 90-minute sessions. Trained facilitators from the Race Relations Project lead groups of 10 students into what the

Project calls “a unique dialogue that does not follow a tightly scripted program. The only agenda is to get people talking.”

The Project notes: “Instead of telling participants how to think, the Race Relations Project uses the Socratic Method to engage them in a personal and candid inquiry where they uncover and genuinely explore their own beliefs and assumptions. This leads those who participate to a more thoughtful understanding of the issues.”

The College also has worked with the LGBTA Student Resource Center to build a network of welcoming faculty and staff in the College, to promote our courses with LGBT content and to engender a civil, tolerant learning environment for all students.

In addition, the College of Communications offers three stand-alone diversity courses:

- COMM 205 – Women, Minorities, and the Media – is cross-listed with Women’s Studies and looks at the historical, economic, legal, political, and social implications of the relationship between women, minorities and the mass media. The course examines the social construction of gender and its representation in the media. This class serves approximately 100 students each semester and is a University-approved, diversity-focused course.
- COMM 410 -- International Mass Communications -- studies the role of international media in communication among and between nations and people. This class serves approximately 50 students each semester.
- COMM 419 -- World Media Systems – is a comparative study of modern media systems of mass communications in selected foreign countries. This class serves approximately 50 students each semester.

*2. What research and teaching in your college has advanced the University's diversity agenda?*

The diversity values of the College and Penn State are strongly evidenced in the content of the communications curriculum. Nearly 100 sections of courses are infused with opportunities for students to gain skills and a firm foundation to function effectively in a multicultural workplace and social environment. The courses, including a description of their diversity content, are listed in Appendix A.

The College recognizes and values the connectivity between faculty research involving issues of diversity and exploring diversity issues in the classroom. A critical ingredient in our success in developing a multicultural academic environment is the presence of faculty engaged in research that examines the experiences of underrepresented groups in the United States, as well as the impact of international media coverage. Faculty members in the College have been particularly effective in bringing an international and multicultural orientation into the classroom because of their research. Faculty and students have the further opportunity to explore cultural, social and policy issues through cutting-edge research conducted by the Jimirro Center for the Study of Media Influence, the Pennsylvania Center for the First Amendment, the Media Effects Research Laboratory, the Center for Sports Journalism and the Institute for Information Policy.

Examples of the work that enables the faculty to link their research and teaching to infuse a multicultural and international foundation to our curriculum follow:

- Colleen Connolly-Ahern authored or co-authored the following publications regarding international advertising and public relations management: “Cross-national conflict shifting: Expanding a theory of global public relations management through quantitative content analysis,” and “Origen y evolución de la propaganda política en la España democrática (1975-2000): Análisis de las técnicas y de los mensajes en las elecciones generales del año 2000.” She also wrote, “Political advertising in Spain and Portugal.”
- Marie Hardin recently conducted a study that found that women working in the field of sports media aren’t fully accepted and that they are subject to sexual harassment, discrimination and verbal abuse on the job.
- Hardin also published the following articles on gender, race and disability in sports: “Conformity and Conflict: Wheelchair Athletes Discuss Sport Media,” and “Depicting the Sporting Body: The Intersection of Gender, Race, and Disability in Women’s Sport/Fitness Magazines.” She also wrote, “Disability and Sport: (Non)Coverage of an Athletic Paradox” and “Running a Different Race: In addition, she authored, “The Rhetoric of ‘Women’s Only’ Content in Runner’s World,” and “On Equal Footing? The Framing of Sexual Difference in Runner’s World.”
- Hardin also published, “Challenge and Conformity on ‘Contested Terrain’: Images of Women in Four Women’s Sport/Fitness Magazines,” and “Performance or Participation...Pluralism or Hegemony? Images of Disability & Gender in Sports ‘n Spokes Magazine.” She also wrote, “Sporting Images in Black and White: Race in Newspaper Coverage of the 2000 Olympic Games,” and “Selling (Out) the Sporting Woman: Advertising Images in Four Athletic Magazines.”

- Hardin also authored, “The ‘Supercrip’ in Sport Media: Wheelchair Athletes Discuss Hegemony’s Disabled Hero,” and “Marketing the Acceptably Athletic Image: Wheelchair Athletes, Sport-Related Advertising and Capitalist Hegemony.” She also wrote “Conformity and Conflict: Wheelchair Athletes Discuss Sport Media,” and “Gender and sport media: Sexual difference and SI for Kids.”
- Mary Beth Oliver recently conducted two studies pertaining to sexual attitudes. This research has provided important information concerning how attitudes and beliefs moderate what is learned from media messages. As a result of her studies, she co-authored “An examination of factors related to sex differences in enjoyment of sad films” and “The impact of sex and gender-role self-perception on affective reactions to different types of film.” She also wrote, “Gender differences in attitudes toward homosexuality: A reply to Whitley and Kite” and “Development of gender differences in children's responses to entertainment.”
- Oliver also studies media portrayals of racial groups and the effects of such portrayals on viewers' racial attitudes. As a result of her research, she co-authored “The face of crime: Viewers’ memory of race-related facial features of individuals pictured in the news” and “African American men as ‘criminal and dangerous’: Implications of media portrayals of crime on the ‘criminalization’ of African American men.” She also co-authored “Race and crime in the news: Whites’ identification and misidentification of criminal suspects” and “Caucasian viewers' memory of Black and White criminal suspects in the news.”
- Anne Hoag conducted an international study of the role of public policy in the diffusion and integration of information and communication technologies in businesses and higher education.

- John Sanchez focuses on how some ethnocentric perceptions of American Indian cultures by the news media are reinforced in the daily instruction by in-service public school teachers and the effects this has on shaping American Indian cultures. He coauthored “Has the Dream Stalled? -- an assessment of the centrality of diversity in journalism and mass communication education” and “The Rhetoric of Indian Activism in the 1960’s and 1970’s.” He also wrote “How American Public Schools Using Down-Linked News Media Shape American Indian Identity” and “An American Indian in Journalism: A dream maker for others.”
- Barbara Bird's work includes “Handmaidens,” her award-winning examination of exploitation of women in the nursing profession and the experimental narrative, “Change of Life,” a reflection on female identity and the necessary losses of aging.
- Ann Marie Major published a study exploring gender differences in risk perception and communication behavior.
- Major has also published research that examines the impact of colonial ties and news coverage of Africa.
- Major is the co-author of the book “Good-Bye Gweilo: Public Opinion and the 1997 Problem in Hong Kong.”
- Jeanne Hall authored the refereed paper called “Black Girls can be Princesses Too: A Critical Analysis of Disney’s Multicultural Cinderella.”

- Jorge Schement's research interests focus on the social and policy consequences of the production and consumption of information. He has a special interest in policy as it relates to ethnic minorities and is author of the telecommunications policy agenda for the Congressional Hispanic Caucus. As information technology plays an ever-increasing role in Americans' economic and social lives, the prospect that minorities and the poor will be left behind in the information age can have serious repercussions. Dr. Schement studies how the digital divide threatens to impede the health of our communities, development of a skilled workforce, and the economic welfare of our nation. The Walter Kaitz Foundation, the Rainbow Coalition and the Ford Foundation have supported his diversity initiatives.
- John Nichols' research is on U.S.-Cuban telecommunications disputes, Television Marti (the U.S. government propaganda station directed at Cuba), and the right to international travel, including to embargoed countries like Cuba.
- Michael Elavsky authored the following publications on global cultural studies: "Moving Beyond the Wall(s): Theorizing Nation and Identity for Global Cultural Studies" and "Re-Flexing Cultural Studies: The Conceptual Challenges to Analyzing Contemporary Central European Cultural Relationships within a Cultural Studies Framework." He also authored "Implementing Post-Colonial Teaching Strategies in the Post-Communist Classroom."

- Jo Dumas published the following articles on gender and diversity issues impacting the international telecommunications industry: “ICT and Gender Equity Policy: Lessons of the Mali Telecentres” and “Theatre and Democratic Participation in South Africa: Raising local voice in the global conversation.” She also wrote “ICT Policy for Internet Development in Sub-Saharan Africa through Schoolnet: Building Diversity and Inclusion in the Information Society” and “Humanizing Globalization of ICT with Gender Inclusive Telecentres.” Dumas also authored “ICT Policy and Gender Equity Policy for Access and Cultural Communication in Mali: The Multipurpose Community Telecentre, Timbuktu” and “Women, Media and Our Equipment.”
- Dumas also wrote the following articles about improving the diversity content of courses and teaching a diverse student body: “Strengthening Courses with Multicultural Content from the United States” and “Learning Principles applied to Diverse Cultures in the Large Class.”
- Dumas and S. Shyam Sundar co-authored “Race and Perception of Film Characters.”
- Anthony Olorunnisola's research focuses on media roles in conflict situations in Africa as well as the cultural aspects of international and development communication. Currently, his work tracks the emerging patterns in Africa's post-Cold War democratization processes and examines the role of the media.
- Olorunnisola authored or co-authored the following publications: “Community radio as participatory communication in post-apartheid South Africa” and “African media, information providers, and emigrants as collaborative nodes in virtual social networks.” He also wrote “Radio, TV and Politics: Broadcast Media in Nigeria” and “Understanding Media in African Transitional Democracies.” Olorunnisola also authored “Racism in the Media and News Frames of a Public Investigation”; “Media Inquiries in South Africa: Continuities and Discontinuities”; and “Democracy and Media Transformation in Africa: A Cross-National Analysis. ”

- Amit Schejter wrote the following publications regarding Israel's telecommunications policies: "The Cultural Obligations of Broadcast Television in Israel"; "From a Tool for National Cohesion, to a Manifestation of National Conflict: The Evolution of Cable Television Policy in Israel, 1986-1998"; "The Fairness Doctrine is Dead and Living in Israel"; "3G Where Art Thou? On What Can and Can't be Learned from the UMTS Spectrum Auctions in Europe"; "'The People Shall Dwell Alone': The Effect of Transfrontier Broadcasting on Freedom of Speech and Information in Israel"; "Regulatory Measures and Cell Phone Industry Development: The Case of Israel" and "Online Transformation: the Israel Broadcasting Authority on The Internet - What Goes, What Gets By and What Should Give."
- Matt Jordon wrote the article "Recorded Jazz and *La Voix Nègre*: The Sound of Race in the Age of Mechanical Reproduction."
- Krishna Jayakar conducts research on mass media policy for the Indian government.
- Jayakar also authored the book chapter "The Global Dynamics of News: Studies in International News Coverage and News Agenda."
- Robert M. Frieden and Richard D. Taylor study the impact of investment in technology parks on economic development in Asia. The researchers hope to provide a collection of "best practices" from which developing nations may draw information for their own benefit. As a result of this study, Frieden authored the publication "Unbundling the Local Loop: A Cost/Benefit Analysis for Developing Nations."
- Frieden studies the impact of the Internet on international telecommunications technology and technological and marketplace convergence. He authored the paper "Balancing Equity and Efficiency Issues in the Management of Shared Global Radiocommunication Resources."

- Taylor took a sabbatical leave at the East-West Center in Hawaii to advance research, pedagogy and partnerships related to understanding developmental impacts of information and telecommunications policies, with an emphasis on the Asia-Pacific region.
- Taylor also served as a visiting fellow at the East-West Center in Hawaii, as a USIS "expert speaker" in India, and as a guest of the Indian international telecommunications carrier VSNL. His most recent scholarly work has been in the areas of international telecommunications investment and economic development.
- Dorn Hetzel and Dennis Davis held discussions at the University of Cape Town in South Africa concerning the formation of a film school at UCT. These discussions could lead to a linkage between our film program and the school at UCT.
- Davis is co-director of a U.S.-German team that is conducting research on how college students use new media. The team is collaborating with a research team in Tokyo, Japan at Tokyo Technological University. Both teams are exploring how cultural differences affect new media use. As a result of this research, Davis co-authored the following refereed presentations: "New Media Use in the US and Germany: Gender and Cultural Differences"; "Making the Transition from Old to New Media: Patterns of Media Use By Young Adults in Germany and the US"; "Emerging New Media Literacy in the United States and Germany" and "Reconceptualizing the Role of Media in a Post Cold War and Postmodern World."
- Davis visited Marburg University to discuss ways that its communications program can participate in the major linkage between Penn State and Marburg. A number of possibilities were discussed, including efforts to increase student exchanges and international internships.

- Davis also serves as co-director of a task force for the Internationalization of the Association for Education in Journalism and Mass Communication. Among other things, this group will seek to diversify media education by increasing contact between media education programs worldwide.
- Davis is working with the Independent Journalism Foundation to assist in development of an English-language based journalism module in the Journalism School at the University of Bucharest in Romania.
- Davis recently returned from a two-year leave where he served as head of the Communication Studies Department at Otago University in Dunedin, New Zealand. As a result of his research, Davis co-authored the following papers: “Trends in Young Adult Use of New Media in Germany, the US and New Zealand.” “New Media Use in New Zealand: A Comparison to Germany and the US.”
- Matt Jackson conducts research on the international copyright law and global regulation of the Internet. Recently, he spent his sabbatical as a research fellow for the Centre for Media and Communications Law, University of Melbourne Law School, Australia and as a visiting senior lecturer for the Department of Communication Studies at the University of Otago, Dunedin, New Zealand.

Some graduate students also have explored diversity topics – both in their research and in the courses they teach. For example, Nathaniel Frederick II studies the influence of African-American magazines as a part of the Black Press and the role of African-American gospel music in social protest. Both of these topics were explained and related to broader topics during class lectures in Comm 205, “Women, Minorities and the Media.”

### *3. How is diversity integrated into your curriculum?*

The College builds diversity modules into nearly 100 course sections in its curriculum, providing a vast array of courses that prepare students to understand and relate to a diverse society. A description of the diversity components taught in communications courses is in the appendix.

The College will continue to strive to enhance the sophistication, effectiveness and seamlessness of the diversity components in its various courses, working to ensure that students fully engage in the concepts being presented and discussed.

In addition to the diversity modules that are built into the nearly 100 course sections, the College also participates in the Race Relations Project, which is administered through Penn State's Department of Sociology. The objective is straightforward: To give each student in our majors the opportunity to benefit from the program.

The College piloted the Race Relations Project through its Department of Telecommunications in Spring 2006. In Fall 2006, each of the College's departments began participating. All students in designated required courses in Advertising/Public Relations, Film-Video, Journalism, Media Studies and Telecommunications participate in the 90-minute sessions. Trained facilitators from the Race Relations Project lead groups of 10 students into what the Project calls "a unique dialogue that does not follow a tightly scripted program. The only agenda is to get people talking."

The Project notes: "Instead of telling participants how to think, the Race Relations Project uses the Socratic Method to engage them in a personal and candid inquiry where they uncover and genuinely explore their own beliefs and assumptions. This leads those who participate to a more thoughtful understanding of the issues."

In addition, the College of Communications builds diversity into the curriculum by offering the following three stand-alone diversity courses that expose students to the historical, economic, legal, political, social and international implications of the relationship between women, minorities and the mass media:

- COMM 205 – Women, Minorities, and the Media – is cross-listed with Women’s Studies and looks at the historical, economic, legal, political, and social implications of the relationship between women, minorities and the mass media. The course examines the social construction of gender and its representation in the media. This class serves approximately 100 students each semester and is a University-approved, diversity-focused course.
- COMM 410 -- International Mass Communications -- studies the role of international media in communication among and between nations and people. This class serves approximately 50 students each semester.
- COMM 419 -- World Media Systems – is a comparative study of modern media systems of mass communications in selected foreign countries. This class serves approximately 50 students each semester.

*4. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)*

*Some of the most successful strategies, which can also be termed “best practices,” are:*

- An often discussed commitment to integrating and incorporating diversity issues throughout the curriculum - - a successful effort, as evidenced by the nearly 100 course sections that contain a diversity module, a 65 percent increase since 2001.
- The recruitment and retention of faculty who are engaged in research examining the experiences of underrepresented groups in the United States, as well as the impact of international media coverage. The extensive list of our faculty members’ multicultural research activities presented in this section clearly

indicates that faculty members not only are productive scholars but that they use their research findings to inform their teaching of diversity topics and issues.

*Efforts that have proved less successful or useful:*

- Actually, virtually all of our efforts to incorporate diversity into the curriculum have provided some results – but we will continue to strive to ensure that teachers present effectively and students grasp fully the concepts being presented and discussed, as well as their relevance to the course. For example, the appropriate diversity lessons in a course such as News Editing and Evaluation – which would focus on fairness in news copy, avoiding stereotypes, proper word choice, taste and sensitivity – would be different from the lessons woven into a conceptual course, such as News Media Ethics, which would focus on broader problems of fairness in the treatment and depiction of ethnic and racial minorities, gays and lesbians by the press.

5. *What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

The College of Communications has been extremely successful in infusing diversity issues, topics, and perspectives into a wide variety of undergraduate and graduate courses. Since 2001, when we started collecting data, we have seen a 65 percent increase in the number of courses sections that include a diversity component:

**Table 5.1**

<b>Communications Courses with Diversity Components</b>		
<b>Year</b>	<b>Number of Courses</b>	<b>Percentage Increase</b>
2001	60	
2003	85	42%
2005	99	16%
<b>% of Increase Since 2001</b>		<b>65%</b>

As part of the department heads’ annual reviews, which are conducted by the dean, all faculty members are surveyed regarding the performance of their head. Faculty members are asked to assess their department head’s support of all research agendas, including those that advance the University’s diversity agenda. In response to the statement, “My department head provides leadership and support for an environment that allows faculty to realize their potential,” the faculty was in strong overall agreement. As shown in the following table, out of a possible 4.0, the department heads’ averages are consistently positive.

**Table 5.2**  
**Faculty Survey Results**

<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
3.4	3.4	3.3	3.2	3.6	3.7

The College also uses its strategic plan to measure our success in meeting the challenge “Developing a Curriculum that Supports the Goals of our New General Education Plan.” The strategies and outcomes described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Develop a curriculum that fosters intercultural and international competences by offering courses in each major that incorporate diversity modules where relevant.

**Outcome:** Introduce students to inclusivity and diversity components, impact and ramifications in scores of conceptual and technique course sections. See Table 5.1 and Appendix 1.

**Strategy:** Prepare students to work and live in today’s multicultural world by offering stand-alone diversity-focused courses.

**Outcome:** Expose students to the historical, economic, legal, political, social and international implications of the relationship between women, minorities and the mass media in at least three different courses devoted primarily to these issues.

## CHALLENGE 6: DIVERSIFYING UNIVERSITY LEADERSHIP AND MANAGEMENT

### 1. *How are unit leaders actively involved in diversity efforts?*

#### Dean

The dean is a leader in diversity efforts, both at the college and national levels. On the national level, he is an author and speaker on diversity issues. At the AEJMC national convention for journalism and mass communications educators, he has been a presenter and panelist on topics such as building diversity and inclusivity issues into the curriculum and how to create a warm environment for women and minorities.

The dean has written refereed articles about how news editors view coverage of minority affairs and multicultural issues. One of his textbooks, now in its seventh edition, informs student journalists how to develop a diverse array of sources, to become sensitive to and avoid stereotypes based on race, gender, sexual orientation and physical and mental disabilities in coverage, as well as producing more inclusive stories.

He also twice has been a mentor for professors of color from other institutions who were selected to be part of the annual Journalism Leadership in Diversity (JLID) program, which is administered through the Association for Education in Journalism and Mass Communications. In addition to regular e-mail and telephone exchanges, each of the mentees (one from Dillard University and one from Howard University) spent a week at Penn State.

See the article below, written by the dean for a publication by the national Accrediting Council on Education in Journalism and Mass Communications – *Diversity: Best Practices, A Handbook for Journalism and Mass Communications Educators* – which was adapted from a column he wrote for the College’s magazine, *The Communicator*:

#### **IT BEGINS WITH LEADERSHIP**

**By Douglas Anderson**

One of the greatest challenges administrators of accredited journalism-mass communication programs face is providing leadership to create a welcoming climate while diversifying the student body, faculty and curriculum.

Through its diversity standard, adopted in 1984, implemented in 1985 and refined over the years, ACEJMC has provided a clearly articulated philosophical statement and set of expectations. For more than a decade, the Council, its committee and hundreds of site-visit teams have measured programs against the standard.

No program has earned gold stars for effort and achievement across the diversity spectrum; a few have been singled out for significant strides and solid accomplishments; several have passed inspection by narrow margins; and a not unsubstantial chunk have been found lacking, some during more than one review.

Almost every year, it seems that the Council makes an example of a program that, despite the resources available to it, not only has failed to push the diversity ball forward but simply has dropped it. And I suspect that, on occasion, through unique mixtures of combustible human dynamics, the Council has unfairly clubbed a program into submission.

Through it all, though, I am convinced the diversity standard and those who have worked to keep it on the front burner have made our programs stronger. Virtually all, if not all, accredited programs are more diverse – in spirit, commitment and accomplishments – than they were before the Council implemented the standard.

As I've observed the schools under review during the past dozen years, one thing has become clear: The administrators who seem to be conscious of the real value of a diverse faculty, student body and curriculum are those who think about it – and work toward it – every day of every week. They do not merely put on a frantic full-court press in the months preceding a review.

I've known administrators who can tell you to the second decimal point – off the tops of their heads – the goals and progress their programs have made on the quantifiable aspects of diversity. Normally, the same administrators have a feel for the pulse of their programs' non-quantifiable diversity indicators. These usually are the same administrators who refuse to dwell on the particular challenges their programs face – whether real or perceived, human, geographical or economic.

Without doubt, diversifying a faculty, student body and curriculum requires energy, commitment, human and financial resources.

Fortunately, we've seen many of institutions devise strategies and programs worthy of emulation. All of them share a single characteristic: a commitment to daily – not cyclical – diversity advancements. They always are keeping an eye out for potential faculty members; they consistently are looking to recruit – and retain – students of color; and they constantly are sensitive to climate issues. More often than not, they are long on accomplishment and short on rhetoric.

Not unlike the great Czech runner, Emil Zatopek, who lacked flair but whose dogged determination enabled him to capture an unprecedented triple crown (the 5,000 meters, 10,000 meters and marathon) at the 1952 Olympic Games, committed administrators recognize the diversity quest for what it is: a long-distance race, not a sprint.

There are bumps in the road, but those of us in it for the long haul should be able to show real progress and achievement.

The dean is also leading the College in its financial efforts to enhance diversity. Since 2001, he has secured \$475,000 from the John S. and James L. Knight Foundation to fund "Knight Scholars" of color. To build multicultural and inclusivity issues into the curriculum, he actively encourages faculty to include diversity components in the courses they teach. The dean is a proactive recruiter of multicultural faculty and staff and he is credited with working to create a climate that is welcoming to everyone, regardless of race, gender, religion, sexual orientation or disability.

To show that the College has a clear and public commitment to diversity, the dean promoted the multicultural coordinator to assistant dean for multicultural affairs, making him a member of the College's leadership.

At the university level, the dean is the 2006-07 overall chair of the United Way, which helps the disadvantaged in the Centre community.

### **Associate Dean for Graduate Studies**

At the graduate level, the associate dean for graduate studies actively encourages minority and international candidates to apply to the M.A. and Ph.D. programs. The associate dean for graduate studies and the assistant dean for multicultural affairs visit potential graduate students in greater Atlanta from Spellman College, Morehouse College and Clark Atlanta and in greater New Orleans from Dillard and Xavier. The College established this “network” to aid in recruiting top students of color. During the past four years, 18 minority students have been recruited through the program, with each being awarded Penn State Graduate School Fellowships.

The associate dean for research also teaches graduate courses dealing with the global perspective of international communications problems. In addition, he conducts research on U.S.-Cuban telecommunications disputes, Television Marti (the U.S. government propaganda station directed at Cuba), and the right to international travel, including to embargoed countries like Cuba.

### **Associate Dean for Undergraduate Education and Outreach**

The associate dean for undergraduate education and outreach implemented the Race Relations Project in 2006 to ensure 100 percent of our undergraduate majors participate in the program that is aimed at students' interaction skills with regard to race issues.

The associate dean also works to foster an even more welcoming environment for students in minority, LGBT and religious/spiritual student communities. She meets regularly with representatives from student services units that serve these audiences to generate ideas and solve problems. The associate dean serves as liaison between these offices and faculty/staff to promote understanding for special student challenges and needs.

The associate dean for undergraduate education and outreach also conducts research on media-related glass ceiling problems and solutions. In addition, she teaches an advanced telecommunications management course with significant content on the

challenges of developing countries and globalized markets. The associate dean also served for six years as the faculty adviser of the University student chapter of Women in Cable & Telecommunications (WICT).

### **Assistant Dean for Multicultural Affairs**

The assistant dean for multicultural affairs leads the College in the recruitment and retention of a diverse student body. He also participates in the recruitment and retention of multicultural faculty and staff.

He provides extensive academic, personal and career counseling. The assistant dean helps coordinate a full array of multicultural student organizations. His office oversees a two-week summer workshop for high-school students of color interested in journalism and coordinates the Summer Research Opportunity Program (SROP), which brings talented minority undergraduate students to campus who are then matched with “research mentors” from our faculty.

The assistant dean for multicultural affairs oversees scholarship programs for students of color. He regularly coordinates trips to minority student job fairs. His office coordinates cultural awareness heritage lectures and receptions.

### **Assistant Dean for Internships and Career Placement**

The assistant dean for internships and career placement actively encourages and helps diversity students take advantage of every opportunity to pursue, apply and accept internships.

He provides numerous strong internship leads to diversity applicants by either contacting the students directly or by asking the assistant dean for multicultural affairs to send out the announcement via his list-serve of diversity students. For example, CUPRAP, College and University Public Relations Association of Pennsylvania recently sent the College an internship opportunity strongly encouraging students of color to apply for their CUPRAP Communications Internship Award. By following the above procedure, the assistant dean was able to quickly collect applications for this internship.

The assistant dean for internships and career placement also works closely with recruiters who are pursuing diversity candidates for full-time career positions. Many recruiters request diversity candidates to apply. For example, MARC USA, a full-service advertising agency with headquarters in Pittsburgh, has requested diversity candidates to apply for their full-time advertising and public relations opportunities. By working closely with the Office of Multicultural Affairs, the internship office was able to select highly qualified diverse students who would make excellent fits for these positions.

The assistant dean for internships and career placement also works closely with the assistant dean for multicultural affairs to provide individually tailored career counseling to minority students and to organize excursions to diversity job fairs.

## *2. What is the diversity profile of the unit's administrative and executive levels?*

In 2006, 22 percent of the College's academic administrators and executives are from underrepresented groups. Eleven percent are females.

People of color and women occupy several faculty and staff leadership positions in the College: One African-American male is an assistant dean; one white female is an associate dean; one African-American male is a department head; one African-American female is a director; three white women are directors; and one white female is the financial officer. In addition, two minority males and three white females serve as directors or co-directors of College centers.

The diversity profile of the College of Communications' executive and academic-administrator levels follows:

**Table 6.1**  
**Diversity Profile Headcount**  
**Executive and Academic Administrator**  
**Fall 2006 – College of Communications**

Rank	M	F	Black Af.Am.	Asian	Amer. Ind.	Latino	White
Dean	1						1
Associate Deans	1	1					2
Assistant Deans	2		1				1
Department Heads	4		1				3
<b>Total Headcount</b>	8	1	2	0	0	0	7

**Table 6.2**  
**Diversity Profile Percentage**  
**Executive and Academic Administrator**  
**Fall 2006 - College of Communications**

Rank	Percent Female	Percent Minority	Percent White
Dean			100%
Associate Deans	50%		100%
Assistant Deans		50%	50%
Department Heads		25%	75%
<b>Total Percentage</b>	<b>11%</b>	<b>22%</b>	<b>77%</b>

*3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?*

The College's highest priority is excellence in our missions of teaching, research and service. Our quality is dependent on our ability to identify, recruit and retain outstanding administrators, including women and members of ethnic minority groups. In keeping with our goals, we are committed to an effective program of affirmative action. Our ability to promote multicultural understanding to all of our constituents is greatly enhanced by administrators who not only have the skills and experience in teaching and managing diversity, but who themselves are representative of the diverse population of our nation. Careful searches for our administrators are essential to both fostering diversity and achieving excellence in our missions.

In searches for academic administrators, the dean names an advisory search committee that reflects the diversity of the College. He also invites the assistant dean for multicultural affairs to participate in all administrative searches.

In consultation with the Affirmative Action Office, the dean develops the position announcement making certain that it is written broadly enough so it doesn't unnecessarily eliminate qualified candidates. He also develops a results-oriented recruitment plan that includes strategies to create a diverse and competitive pool.

The director of Affirmative Action meets with all search committee members at the initiation of the process to review the procedures for conducting a successful search.

The dean charges the committee to explore proactive opportunities to create a diverse pool of applicants. He encourages the committee and the entire faculty to personally invite qualified colleagues to apply. The dean carefully defines the selection criteria and the procedures for screening the applications and developing a diverse short list. He includes among the selection criteria, the ability of the candidate to manage diversity and add intellectual diversity and cultural richness to the College. He asks the members to fully evaluate the achievements and promise of each potential administrator, rather than relying on traditional assumptions. He advises the

committee to use the expertise of the assistant dean for multicultural in developing a diverse short list.

*4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?*

Great attention has been given to diversifying the College's leadership and management with significant results. In the past two years, the College has promoted three underrepresented employees to its top leadership and management levels. Joining the assistant dean of multicultural affairs are the associate dean of undergraduate education, the department head of film-video and media studies, and the director of operations. These diverse employees, who were cultivated for leadership positions from within our faculty and staff, are listed below along with all of our other employees from underrepresented groups who were promoted from the College's faculty and staff into leadership and management positions:

- Anne Hoag, a white female, is associate dean for undergraduate education and outreach and rose through the College's faculty ranks.
- Joseph Selden, an African-American male, is assistant dean for multicultural affairs and was promoted from our staff.
- Anthony Olorunnisola, an African-American male, is head of the Department of Film-Video and Media Studies and rose through the College's faculty ranks.
- Karen Mozley-Bryan, an African-American female, was recently promoted to director of operations.
- Susan Strohm, a white female, is director of the College's honors program and a member of the faculty.
- Maura Shea, a white female, is director of the College's First-Year Seminar Program and a member of the faculty.

- Barbara Bird, a white female, is director of international programs and a member of the faculty.
- Sharon Symanovich, a white female, is director of human resources.
- Lyn Culver, a white female, is director of development.
- Jane Agnelly, a white female, is the financial officer.

The College is committed to and has a successful record of providing opportunities for faculty and staff from underrepresented groups to be promoted into leadership positions. During annual reviews, supervisors seek to identify diverse employees who are interested in leadership roles by meeting individually with them to discuss performance and career goals. Faculty members who aspire to leadership positions are given development opportunities through appointments to serve on College and university committees, to chair search committees, to participate in strategic planning and to participate in other governing and management bodies. For staff interested in leadership positions, a training and development plan to achieve their career goals is created by the supervisor and the employee.

Faculty and staff members from underrepresented groups are encouraged to enroll in training and development courses that will help them meet their goals. Faculty members are also encouraged, when appropriate, to assume leadership offices through their scholarly organizations.

*5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)*

*Some of the most successful strategies, which can also be termed "best practices," are:*

- The College has successfully developed and promoted diverse leaders from within its faculty and staff ranks. We are on the lookout for minority employees who have the interest and potential to assume leadership roles. We provide these employees with in-house and other training opportunities to develop their skills so they are prepared to assume a leadership position when one becomes available.

*6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

In 2006, 22 percent of the College's executives and academic administrators are minorities, compared with 8 percent of the total academic administrators at University Park in 2005. Eleven percent of the College's academic administrators are females, compared with 18 percent of all academic administrators at University Park. See Table 6.3.

As shown in Tables 6.1 and 6.2, since 2003, the diversity of our executive and academic administrator leadership has grown significantly. Women in these ranks have increased from 0 percent to 11 percent. Minorities serving in executive and academic administrator positions have increased from 12 percent to 22 percent.

**Table 6.3**  
**Executive and Academic Administrator**  
**Diversity Profile Percentages**  
**College of Communications**  
**Fall 2006**

Rank		Percent Female	Percent Multicultural	Percent White
Dean	1	0%	0%	100%
Associate Deans	2	50%	0%	100%
Assistant Deans	2	0%	50%	50%
Department Heads	4	0%	25%	75%
<b>Percent of Total</b>		<b>11%</b>	<b>22%</b>	<b>78%</b>

**Table 6.4**  
**Executive and Academic Administrator**  
**Diversity Profile Percentages**  
**College of Communications**  
**Fall 2003**

Rank		Percent Female	Percent Multicultural	Percent White
Dean	1	0%	0%	100%
Associate Deans	2	0%	0%	100%
Assistant Deans	1	0%	100%	0%
Department Heads	4	0%	0%	100%
<b>Percent of Total</b>		<b>0%</b>	<b>12%</b>	<b>88%</b>

**Table 6.5**  
**Academic Administrator**  
**Diversity Profile Percentage**  
**Fall 2005 - University Park and**  
**Fall 2006 -- College of Communications**

	Percent Female	Percent Minority	Percent White
<b>Total Academic Administrators - UP</b>	<b>18%</b>	<b>8%</b>	<b>92%</b>
<b>Total Academic Administrators - College of Communications</b>	<b>11%</b>	<b>22%</b>	<b>78%</b>

The College also uses its strategic plan to measure its success in meeting the challenge “Diversifying University Leadership and Management.” The strategies and outcomes described in the plan follow, and they clearly indicate that the College is achieving this goal:

**Strategy:** Support the personal and professional growth of all our employees and seek varied opportunities for them to expand their skill sets and exposure to leadership and diversity activities.

**Outcome:** By recommending and funding faculty and staff participation in leadership development programs such as the Penn State Leader; the Penn State Management Institute; the Penn State Leadership Academy and Mastering Supervision, our colleagues are prepared to assume leadership responsibilities.

**Outcome:** Require that all of the College’s newly hired staff members attend the Affirmative Action Office program, “Understanding and Valuing Diversity,” during their first month of employment. This program helps provide the tools our staff needs to work effectively in a multicultural organization.

**Strategy:** Diversify the leadership of the College of Communications.

**Outcome:** The College appointed one of its senior female faculty members to the position of associate dean for undergraduate education, effective July 2005. An African-American male serves as assistant dean of multicultural affairs and an African-American male serves as department head. A female faculty member serves as director of international programs and a female serves as director of development. A female faculty member directs the Jimirro Center for Media Influence. Two minority faculty members and one female faculty member serve as co-directors of research institutes.

**Outcome:** The electoral processes we use to select individuals for key roles in the College governance structure has led to the appointment of faculty members from underrepresented groups to key leadership positions. The faculty elected a female as ombudsperson in 2003. A female faculty member chaired the College curriculum committee in 2003-04, and two-thirds of its members were from underrepresented groups. In 2003-04, a female faculty member chaired the department promotion and tenure

committee and 60 percent of its members were from underrepresented groups. In 2005-06, the department promotion and tenure committee was chaired by a minority faculty member.

**Outcome:** The majority of the dean's leadership staff is comprised of women, two of whom are from protected classes: director of development, director of human resources, director of operations, and financial officer.

## CHALLENGE 7: COORDINATING ORGANIZATIONAL CHANGE TO SUPPORT OUR DIVERSITY GOALS

*1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?*

The College's strategic plan reflects the University's strategic emphasis on diversity. Indeed, the strategic plan serves as the roadmap for achieving the College's diversity goals. Accomplishing the following long-term diversity strategies from the strategic plan will facilitate organizational change within the College:

**Strategy:** Build endowed funds and increase annual funds to help diversify the student body.

**Strategy:** Make maximum use of available College- and University-based funds to recruit top-tier students.

**Strategy:** Actively recruit graduate students of color through coordinated personal visits, HBCU on-site networking, correspondence and telephone calls.

**Strategy:** Through increased scholarship support, advising, involvement in student organizations and peer tutoring, retain students.

**Strategy:** Actively recruit faculty and staff of color and females through personal contacts, networking, advertising and appropriate minority media and academic organizations.

**Strategy:** Improve the success of search processes in identifying and assessing the credentials of women and minority candidates by including the assistant dean for multicultural affairs in all faculty searches and ensuring that committees are diverse.

**Strategy:** Develop a curriculum that fosters intercultural and international competences by offering courses across the curriculum in each major that incorporate diversity modules where relevant.

- Strategy:** Prepare students to work and live in today's multicultural world by offering stand-alone diversity-focused courses.
- Strategy:** Recognize and value faculty research that examines the experiences of underrepresented groups in the United States as well as the impact of international media coverage.
- Strategy:** Create a welcoming climate by making available a variety of student organizations that emphasize the importance and value of diversity.
- Strategy:** Create an environment that cultivates diversity and celebrates differences by sponsoring a variety of cultural heritage recognition events, endowed lectures and other special programs.
- Strategy:** Communicate clear and consistent descriptions of the University's and the Colleges diversity objectives and initiatives through diversity strategy meetings.
- Strategy:** Appoint a diversity committee this is well-defined, proactive, involved in appropriate policy recommendations and uses a variety of approaches to communicate within the College. The committee will have a diverse membership including the dean, the assistant dean for multicultural affairs, faculty, staff, undergraduate and graduate students.
- Strategy:** The assistant dean for multicultural affairs serves on College's executive committee along with department heads and academic deans.

***2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your college implemented to ensure the realization of the University's diversity goals?***

The College's most important organizational realignment to support its diversity goals took place in 2001, when Joseph Selden, who had served director for multicultural affairs since 1994, was named assistant dean for multicultural affairs. Our success in recruiting, retaining, graduating and placing students of color can be traced largely to the work of his office. The College's percentages of students of color exceed that of the university and we have exceptionally high retention rates; and we have increased the number of minority students by nearly 125 percent since Mr. Selden took office.

This important organizational realignment includes making the assistant dean for multicultural affairs a member of the College's executive committee -- along with department heads and academic deans. As a result, all college leaders are now actively involved in achieving the unit's diversity goals.

This realignment also includes the assistant dean for multicultural affairs in all searches. This change has improved our success in identifying and assessing the credentials of women and minority candidates.

Long-term planning strategies are given in question No. 1.

Resource mobilization and allocation strategies are addressed in question No. 3.

Systems of accountability are provided in question No. 4.

*3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?*

Successful implementation of the College's diversity strategic plan has required a solid fiscal resource base. Indeed, the College's actual expenditures to support diversity in fiscal year 2005-2006 totaled nearly \$400,000, a significant commitment within the context of the unit's overall budget:

**Table 7.1**  
**Actual Expenditures for Diversity in 2005 - 2006**

Salaries and Wages	\$116,280
Department Allotment	32,875
Graduate Assistantships	108,630
Endowments & Scholarships	100,790
High School Multicultural Workshop	<u>21,636</u>
	<b>\$380,211</b>

Making funds available to support diversity initiatives is difficult in an environment in which increasingly inadequate levels of public support have become the norm. Nevertheless, the College has risen to the challenge. Between 2004-2005 and 2005-2006, the College increased its expenditures for inclusivity-related work by 18 percent.

One of the College's strategic goals is to "Build endowed funds and increase annual funds to help diversify the student body." Through the College's strategic fund raising efforts that began more than 10 years ago, it has increased its annual minority scholarship award totals from \$1,450 to \$100,790, a phenomenal increase. Much of our success can be attributed to support from the John S. and James L. Knight Foundation, which in spring 2001 provided a grant of \$250,000 and in 2005 an additional grant of \$225,000 to continue support of the College's successful Knight Diversity Scholars

Program. Since it was established with an initial grant of \$100,000 in 1993 and an additional grant of \$120,000 in 1998, the Knight Diversity Scholars Program has enabled the College to recruit, retain, graduate and place gifted minority students from throughout the country.

In 1999, in an effort to encourage diversity at Penn State and in the field of journalism, Marvin and Josie Krasnansky endowed the Isadore and Anna Krasnansky Minority Scholarship, which has a current market value of more than \$172,300. This scholarship is awarded each year to provide recognition and assistance to financially needy outstanding students enrolled in or planning to enroll in the College as journalism majors. In addition, the John R. Jr., John R. III, and Jayne E. Miller Minority Journalism Scholarship is earmarked for students of color. The Knight, Miller and Krasnansky scholarships have been the impetus behind and the centerpiece of an array of efforts on the part of the College to attract and retain minority scholars.

#### *4. Describe the systems of accountability and reward that support the achievement of diversity goals.*

One goal from the College's strategic plan is to "Recognize and value faculty research that examines the experiences of underrepresented groups in the United States as well as the impact of international media coverage." The College is meeting this goal by rewarding faculty for diversity-related scholarship through merit salary increases and its annual Deans' Excellence Awards in Research, Teaching, Service and Integrated Scholarship. More than one-third of all faculty members link their research and teaching to infuse a multicultural and international foundation in their courses.

In 2001, the dean nominated Assistant Dean for Multicultural Affairs Joseph Selden for the Barry Bingham Sr. Award, which is presented by the National Conference of Editorial Writers - an award Selden received. The prestigious Bingham

Award is presented each year to a journalism educator who has contributed significantly to the diversification of the country's newsrooms.

*5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?*

The Office of Multicultural Affairs strengthens the impact of its annual budget by *partnering effectively* with the College's associate dean for graduate studies, the College's director of career placement and internships and the College's professional academic advisers – thus making the maximum use of the College's budget allocations. Indeed, these partnerships make the sum of the College's diversity efforts even greater than its individual parts.

Both an internal and external partnership was formed through the personal visits to historically black colleges and universities which have been made -- in tandem -- by the assistant dean for multicultural affairs and the associate dean for graduate studies. The relationships formed through these meetings have greatly enhanced the College's ability to recruit top scholars. The key to the success of the visits stems from the tradition that has been developed. HBCUs are partners in these visits. Colleagues at HBCUs realize fully that these efforts will be systematic and on-going. Indeed, an associate dean from one of the HBCUs that we have partnered with recently said our long-term commitment to working with her institution to foster mutually agreeable diversity goals sets us apart from representatives of those universities who merely parachute in on an irregular basis.

*6. Which strategies to coordinate organizational change have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)*

*Some of the most successful strategies, which can be termed "best practices," are:*

- A major organizational realignment to support our diversity goals took place on July 1, 2001, when Joseph Selden, who had served director for multicultural affairs since 1994, was named assistant dean for multicultural affairs and became a member of the College's executive committee.
- Our success in recruiting, retaining, graduating and placing undergraduate students of color can be traced to the organized and systematic partnering of the Office of Multicultural Affairs with the Office of Internships and Career Placement and the Office of Student Services.
- Moving the Office of Multicultural Affairs into a newly renovated portion in the heart of our student-services area, which ensures that the College's diversity work will not exist in an isolated vacuum, but rather will function in partnership with staff members in the Office of Student Services, our academic advisers, and our Office of Internships and Career Placement - - all critical components to serving students.
- Successful implementation of the College's diversity plan has required a solid fiscal resource base. Indeed, the College's actual expenditures to support diversity in fiscal year 2005-2006 totaled nearly \$400,000.
- Coordinating recruiting efforts for graduate students by internally partnering the Office of Multicultural Affairs and the Office of the Associate Dean for Graduate Studies to develop an external partnership with HBCUs.

*Efforts that have proved less successful or useful:*

- Assuming that allocation of additional resources to a single, stand-alone office will by itself result in more rapid strides toward achieving overall diversity goals; rather, we have found that solid base funding for minority affairs combined with the *partnering* of various offices within the College, with each office leveraging the expertise and support of the other, leads to efficiencies and results far beyond those fueled simply by targeted financial infusions.

*7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

Gauging success in the Challenge of “Coordinating Organizational Change to Support our Diversity Goals” can be accomplished by comparing the College’s level of diversity expenditures over the years. The following table indicates that the College has increase its spending for diversity initiatives by 40 percent since 2002-2003:

**Table 7.2**  
**Actual Expenditures for Diversity**

	<u>2002-03</u>	<u>2004-05</u>	<u>2005-06</u>
Salaries and Wages	\$112,733	112,727	116,280
Department Allotment	25,466	27,379	32,875
Graduate Assistantships	45,205	63,135	108,630
Endowments & Scholarships	64,063	94,288	100,790
High School Multicultural Workshop	<u>24,278</u>	<u>24,545</u>	<u>21,636</u>
<b>TOTAL EXPENDITURES</b>	<b>\$271,725</b>	<b>\$322,043</b>	<b>\$380,211</b>
	<b>PERCENT INCREASE SINCE 2002-03</b>		<b>40%</b>

Success also can be gauged by comparing diversity scholarship expenditures over the years. Since 2002-2003, scholarship funding has increased by 57 percent. Over the past 10 years, these expenditures have increased phenomenally.

**Table 7.3**  
**Actual Expenditures for Diversity Scholarships**

	<u>1995-96</u>	<u>1999-00</u>	<u>2002-03</u>	<u>2004-05</u>	<u>2005-06</u>
	\$2,775	43,500	64,063	94,288	100,790
<b>PERCENT INCREASE</b>		<b>147%</b>	<b>47%</b>	<b>47%</b>	<b>7%</b>
<b>PERCENT INCREASE SINCE 2002-03</b>			<b>57%</b>		
<b>PERCENT INCREASE SINCE 1995-96</b>			<b>3532%</b>		

The number of courses in communications with a diversity component has increased by 65 percent since 2001 -- clearly illustrating the commitment of faculty members to inclusivity.

Table 7.4

<b>Communications Courses with Diversity Components</b>		
<b>Year</b>	<b>Number of Courses</b>	<b>Percentage Increase</b>
2001	60	
2003	85	42%
2005	99	16%
	<b>% of Increase Since 2001</b>	<b>65%</b>

In the 2001 assessment by the Graduate School of the diversity efforts of the College's graduate program, Dr. Eva Pell, vice president of research and dean of the Graduate School, concluded: "Your College's emphasis on and success in enhancing diversity in graduate education provides a role model for other colleges."

The site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications evaluated the College's strategic plan during its visit in October 2006 and concluded, "The diversity plan includes a systemic, well-organized program for assessing progress in diversity and inclusiveness. The past five years have seen a steady increase in the (a) number of minority students recruited; (b) amount of funds generated for scholarship support for deserving students of color; (c) number of international students; (d) retention rates of students of color; (e) full-time faculty members of color; and (f) full-time female faculty members."

The site-visit team also noted: "The assistant dean is a strong presence in the College and on campus..."

In reporting on the organized and systematic partnering of our student services, the site-visit team wrote: "The shared space used by the offices of Multicultural Affairs, Internships, and Academic Services fostered the inclusive atmosphere."

## APPENDIX A

### DIVERSITY CONTENT OF THE COLLEGE OF COMMUNICATIONS CURRICULUM 2006

#### **Comm 100 (Mass Media & Society)**

Instructor: Berner

Diversity Component: Gender, minority and sexual stereotyping, especially as it has evolved in prime time television, with an emphasis on social power. Minority ownership issues. Images of minorities (from skin tone to sheer numbers) in advertising.

#### **Comm 150 and 150H (Art of the Cinema)**

Instructor: Hall

Diversity Component: Representations of race, class, gender, ethnicity and LGBT sexual orientation in film.

#### **Comm 180 (Survey of Broadcast Cable)**

Instructor: Sager

Diversity Component: Demographic changes taking place in the US and their relation to patterns of information consumption. Diversity is also discussed in the contexts of media ownership and patterns of access.

#### **Comm 205 (Women, Minorities and Media)**

Instructor: Dumas

Diversity Component: The entire course examines issues of gender, race and minority representation, including disability and LGBT sexual preference in media portrayals, creative production and ownership. Critical Theory and Cultural studies analysis are used to research historical and present day environments of race, gender, and minority representation in media.

#### **Comm 205 (Women, Minorities and Media)**

Instructor: Sanchez

Diversity Component: The entire course examines issues of gender, race and minority representation, including disability and sexual preference in media portrayals, creative production and ownership. Critical theory and cultural studies analysis are used to research historical and present day environments of race, gender, and minority representation in media. Last part of the semester is a concentrate on American Indian cultures in the American media and the effects of media on them.

**Comm 242 (Basic Film/Video Production)**

Instructor: Elliot

Diversity Component: Class screenings include films by and about people from different racial, LGBT sexual preference, and economic groups.

**Comm 260W (News Writing and Reporting)**

Instructor: Curley

Diversity Component: The importance of getting minorities in stories is stressed repeatedly on how to cover a Community. Dean Anderson's textbook covers these points well.

**Comm 260W (News Writing and Reporting)**

Instructor: Hardin

Diversity Component: Reporting and writing about sensitive cultural issues; seeking diverse perspectives for news stories, using sensitivity to stereotypes in reporting and writing.

**Comm 260W (News Writing and Reporting)**

Instructor: Heffentreyer

Diversity Component: Discuss diversity in reading audience and sensitivity in reporting; emphasize diversity in topics and speakers for story assignments; long-range assignment is to write a news feature on a campus topic that involves diversity.

**Comm 260W (News Writing and Reporting)**

Instructor: Ritchie

Diversity component: Emphasize need for diversity of sources when reporting stories as a way to fully explore the issue. Accomplished through in-class discussion and external reporting assignments.

**Comm 269 (Introduction to Photojournalism)**

Instructor: Manuel

Diversity Component: Black women who changed America. Ethical decision-making relative to minority issues when it comes to choosing photographs to print.

**Comm 320 (Introduction to Advertising)**

Instructor: Dardis

Diversity Component: Demonstrate an understanding of the diversity of audiences and implications for advertising and marketing communications.

**Comm 345 (Directing I)**

Instructor: Bingaman

Diversity component: Discuss the work of minority directors and writers. Discuss story issues in a variety of areas, including ethnicity, religion, feminism and the portrayals of these individuals on screen.

**Comm 346 (Beginning Screenwriting)**

Instructor: Bird

Diversity Component: Analysis of racial, gender, age representation in film/TV.

**Comm 347 (Intermediate Film/Video Production)**

Instructor: Shea

Diversity Component: Screening and discussion of the representation of race, class, gender, ethnicity and LGBT sexual orientation in narrative film.

**Comm 381 (Telecommunications Regulation)**

Instructor: Jackson

Diversity Component: Minority and female employment and ownership issues, minorities and universal service/digital divide, programming aimed at minorities.

**Comm 381 (Telecommunications Regulations)**

Instructor: Schejter

Diversity Component: The need for diversity is discussed in the course component on freedom of expression and the first amendment; in the course component on public broadcasting and in the course component on ownership.

**Comm 383 (Production Administration)**

Instructor: Yorks

Diversity Component: Class screenings and critical viewing exercises include content by and about people from different racial, LGBT sexual preference, and economic backgrounds. Class discussions often open up exploration of diversity issues within the field. Encouragement for achieving a balance of diversity within student work and appreciation for production techniques for working with people of all backgrounds.

**Comm 384 (Broadcast/Cable Sales and Promotions)**

Instructor: Martin

Diversity Component: Gender and racial stereotyping in salesperson/client relationships.

**Comm 385 (Broadcast/Cable Programming)**

Instructor: Jackson

Diversity Component: Representations of minorities and women in the media, programming aimed at minorities and women, media effects and minorities, ethics and race, ethics and sex.

**Comm 386 (Telecommunications History)**

Instructor: Parsons

Diversity Component: Issues of diversity, especially race and ethnicity, are explored in some detail in the context of radio programming in the 1920s and 1930s using the then leading radio program Amos and Andy. Those issues are followed through to the development of the 1950s Amos and Andy television program. Issue of diversity are further explored in the 1980s and 1990s through

the lens of emerging telecom technology and the debate over an information rich-information poor society.

**Comm 387 (Introduction to Telecommunications Management)**

Instructor: Jayakar

Diversity Component: Equal employment opportunity in the broadcast/cable industry; FCC Equal Employment Opportunity guidelines; laws against workplace discrimination; gender equity and sexual harassment laws.

**Comm 401 (Mass Media in History)**

Instructor: Risley

Diversity Component: The history of the African-American press.

**Comm 403 (Mass Media Law)**

Instructor: Calvert

Diversity Component: Hate speech, including: harm caused by hate speech; reasons for and against protecting hate speech under the First Amendment; and the legality of so-called "speech codes" at public universities.

**Comm 403 (Mass Media Law)**

Instructor: Jill Engle

Diversity Component: The elements of hate speech and how it is regulated by the law as it relates to actions against minorities.

**Comm 404 (Research Methods)**

Instructor: Davis

Diversity Component: Research on representation of race, gender and ethnicity in media; gender and race stereotyping research; influence/effects of gender representation (ideal body images).

**Comm 405 (Political Economy)**

Instructor: Bettig

Diversity Component: How economic factors affect access to media based on class, race, gender and ethnicity.

**Comm 405 (Political Economy of Communications)**

Instructor: Elavsky

Diversity Component: How economic factors affect media content, ownership and access, impeding the construction and development of social justice as it relates to issues of class, race, gender and ethnicity and their representation in the media.

**Comm 409 (News Media Ethics)**

Instructor: Foreman

Diversity Component: One of the class periods is devoted to "Matters of Race," which includes an overview by the instructor and two case studies that illustrate the principles

of fairness and inclusivity in dealing with racial issues. Discussion of racial issues are integrated throughout the course.

**Comm 409 (News Media Ethics)**

Instructor: Ritchie

Diversity Component: Explore ethical decision making in journalism using the framework of the Society of Professional Journalists Code of Ethics. Particular aspects include: giving "voice" to the voiceless by respecting official and unofficial sources; telling the magnitude of diversity, even when unpopular to do so; avoiding cultural bias in reporting; eliminating stereotypes from writing/reporting.

**Comm 409 (News Media Ethics)**

Instructor: Frank

Diversity Component: The importance of a diverse newsroom in fulfilling journalistic imperative of "giving voice to the voiceless"; problems of fairness in the treatment and depiction of ethnic and racial minorities, gays and lesbians by the press (stereotyping); when, if ever, should racial and ethnic slurs be used; importance of covering hate crimes.

**Comm 409 (News Media Ethics)**

Instructor: Sanchez

Diversity Component: Ethical considerations in reporting race in the news. Reporting of women and minorities in the news media and recognizing the effects of news media on these cultures. How to report and recognize hate in the news media- the KKK, Aryan Nation, and issues of terrorism. Islam and terrorism issues in the news media. The impact of news media on American Indian cultures and identity. Much time is devoted to these issues throughout the semester with a heavy concentrate in the second part of the semester.

**Comm 409H Honors (News Media Ethics)**

Instructor: Sanchez

Diversity Component: Directed studies in the ethical considerations in reporting of race in the news and exploring the impact of news media on ethnic cultures in the United States. How to report and recognize hate in the news media- researching news media on white supremacy groups in the United States and issues of terrorism. Islam and terrorism issues in the news media. The impact of news media on American Indian cultures and Identity. Much time is devoted to these issues throughout the semester with a heavy concentrate in the second part of the semester.

**Comm 410: (International Mass Communication)**

Instructor: Elavsky

Diversity Component: How economic and cultural factors impact media content, flows, and ownership transnationally, and how this constrains the development of social justice as it relates to representing class, race, gender and ethnicity in international information streams. How cultural imperialism is manifested in new forms, shaping

and impeding cultural autonomy in economically-emerging nations (“third world” or “developing” nations).

**Comm 410: (International Mass Communication)**

Instructor: J. Nichols

Diversity Component: Fostering greater international understanding. Students study communication within and between different nations and cultures in the world.

**Comm 411 (Cultural Aspects of Mass Media)**

Instructor: Packer

Diversity Component: Course examines mass media's role in the culturally produced hierarchies of social difference used to legitimate unequal access to power and resources. This includes differences in how class, gender, LGBT sexuality, age, and race are represented in media texts, media ownership, and media industries

**Comm 413 (Media and the Public)**

Instructor: Davis

Diversity Component: Course reviews theories that deal with representation of race, gender and ethnicity in the media, stereotyping theories, theories/research that examines effects of images of gender and race.

**Comm 413 (Media and the Public)**

Instructor: Dumas

Diversity Component: Media and gender, race and minority representation in the contexts of Social Responsibility Theory, Social Learning Theory and the Code of Ethics of the Society of Professional Journalists. Diversity issues in media concentration of ownership. Critical Theory and Cultural studies analysis of race, gender and class in media.

**Comm 419 (World Media Systems)**

Instructor: Raman

Diversity Component: The entire class is a comparative analysis of world's media system and so it is immersed in all scales of diversity issues, (international news flow, implications of free flow of news in an unequal world of Technical know-how and expertise, differences in political cultures and only on international level.

**Comm 419 (World Media Systems)**

Instructor: J. Nichols

Diversity Component: Fostering greater international understanding. Students study communication within and between different nations and cultures in the world.

**Comm 421W (Advertising Communication Strategies)**

Instructor: Yednock

Diversity Component: Occasional content analysis of current advertising regarding stereotypes.

**Comm 421.W (Advertising Communications Problems)**

Instructor: Smith

Diversity Component: Devote part of one lecture to designing creative for gays/lesbians, women, senior citizens, physical disabilities, ethnic groups such as Asian Americans, blacks, Hispanics.

**Comm 422 (Advertising Media Planning)**

Instructor: Connolly-Ahern

Diversity Component: Discussion of constructed markets and the ability of consumers to "opt in" or "opt out" of ethnic or lifestyle markets. Case studies of well executed and poorly executed diversity media plans and lifestyle-targeted media are also discussed.

**Comm 422 (Advertising Media Planning)**

Instructor: Grego

Diversity Component: One lecture is based on components of radio, TV, newspaper, outdoor, specialty magazines. Good deal of emphasis on specializes media vehicles that target LGBT community, ethnic groups, religious groups, etc.

**Comm 422 (Advertising Media Planning)**

Instructor: Dardis

Diversity Component: Targeting audiences goes beyond mere ethnicity; more important elements include psychographics, lifestyles. All members of "ethnic/cultural" groups do not act alike and cannot be stereotyped for marketing purposes. Investigate growing numbers of minority populations in US and implications for advertising, marketing.

**Comm 422 (Advertising Media Planning)**

Instructor: Shen

Diversity Component: Discuss the importance of using different media including minority media to reach different target groups in promoting products and services.

**Comm 424 (Strategic Advertising Campaigns)**

Instructor: Baukus

Diversity Component: Minority target groups in advertising and the design and assessment of appropriate message and creative strategies. Avoiding negative images and connotative meanings that offend and therefore diminish advertising effectiveness.

**Comm 437 (Narrative Film)**

Instructor: Hetzel

Diversity Component: Pay special attention to women screenwriters and issues of gender in screenplays; address masculinist stereotypes in technical and narrative conventions. Guide students away from fashion in contemporary film of casual

violence toward more human-centered stories, drawing on culturally diverse, alternative perspectives.

**Comm 438 (Advanced Non-Fiction Production)**

Instructor: Bird

Diversity Component: Analysis of racial, gender, age representation in film/TV.

**Comm 440 (Advanced Production Techniques)**

Instructor: Bingaman

Diversity Component: Discuss the work of directors and cinematographers from a variety of cultural and ethnic backgrounds.

**Comm 445 (Advanced Directing)**

Instructor: Bingaman

Diversity Component: Discuss the work of minority directors and writers. Discuss story issues in a variety of areas, including ethnicity, religion, feminism and the portrayals of these individuals on screen.

**Comm 445 (Advanced Directing)**

Instructor: Bird

Diversity Component: Issues of aesthetic construction of film images to create conscious and unconscious power structures that keep ethnic, racial, gender groups marginalized.

**Comm 446 (Advanced Screenwriting)**

Instructor: Hetzel

Diversity Component: Through a focus on international film, address issues not highlighted in main line American film. Through assigned readings and writing exercises attend to issues of "race", gender and difference in an integrated way; teach an approach that explores human values in situations of war, conflict and oppression.

**Comm 449 (Advanced Film Projects)**

Instructor: Hetzel

Diversity Component: Women and minority filmmakers.

**Comm 451 (American Film)**

Instructor: Hagopian

Diversity Component: History and theory of Black cinema and Black political movements. Portrayal of race and history of Black production companies in the silent era; portrayal of immigrants in silent cinema; changing representation of women in silent cinema and in film production. Representation and writings of African Americans. Race and ethnicity in the cinema. Position of women in on-screen representation.

**Comm 451 (American Film)**

Instructor: Hall

Diversity Component: Representations of race, class, gender, ethnicity and LGBT sexual orientation in film.

**Comm 454 (Documentary Film and Television)**

Instructor: Hagopian

Diversity Component: The role of documentary filmmaking in promoting public interest in race, gender, and class issues.

**Comm 455 (Advance Film Theory and Criticism)**

Instructor: Hall

Diversity Component: Representations of race, class, gender, ethnicity and LGBT sexual orientation in film.

**Comm 460W (Reporting Methods)**

Instructor: Russ Eshleman

Diversity Component: Recognizing diversity of readers, writing "inclusive" stories that deal with members of all races, avoiding racist language.

**Comm 461.3 (Specialty Reporting)**

Instructor: Curley

Diversity Component: One two-hour unit is devoted to multi-cultural and diversity issues and their importance to newspapers and broadcast stations both in hiring and making sure stories include different types of people. We also focus on the strengths of women managers and the fact that research shows they are generally better than men.

**Comm 462 (Feature Writing)**

Instructor: Ritchie

Diversity Component: Explore ethical decision making in journalism using the framework of the Society of Professional Journalists Code of Ethics. Particular aspects include: giving "voice" to the voiceless by respecting official and unofficial sources; telling the magnitude of diversity, even when unpopular to do so; avoiding cultural bias in reporting; eliminating stereotypes from writing/reporting.

**COMM 462 (Feature Writing)**

Instructor: Frank

Diversity Component: Role of feature writing in facilitating dialogue, breaking down barriers of misunderstanding in diverse communities.

**Comm 464W (Editorial Analysis)**

Instructor: Russ Eshleman

Diversity Component: Recognizing diversity of readers, writing "inclusive" editorials that deal with members of all races and recognize race as an issue, avoiding racist language.

**Comm 465 (Broadcast Journalism II)**

Instructor: Mannion

Diversity Component: Addressing diverse audiences in reporting. Fair hiring practices in the newsroom and the importance of a diverse reporting staff. Newsroom editorial policy on the coverage of specific issues and events where race and diversity are a focal point.

**Comm 465 (Broadcast Journalism II)**

Instructor: Wasbotten

Diversity Component: Definitions of diversity. Fair hiring practices in the newsroom. Reporting suspect and other descriptions based on various indicators. Selecting stories to appeal to diverse audiences (topic, experts, interviews, video).

**Comm 466 (Public Affairs Broadcasting)**

Instructor: Mannion

Diversity Component: Addressing diverse audiences in reporting. Fair hiring practices in the newsroom and the importance of a diverse reporting staff. Producing news and public affairs programs that regularly address diversity issues through special studio interviews or reporter packages from the field.

**Comm 467 (News Editing and Evaluation)**

Instructor: Foreman

Diversity Component: The course includes an instruction segment on fairness in news copy, with emphasis on avoiding stereotypes. Discussions of race issues are integrated throughout the course.

**Comm 467 (News Editing and Evaluation)**

Instructor: Hardin

Diversity Component: Using taste and sensitivity to racial, cultural and social diversity in the editing of stories.

**Comm 467 (News Editing and Evaluation)**

Instructor: Ritchie

Diversity Component: Becoming alert to and adept at editing copy to eliminate Stereotypes based on race, gender, LGBT sexual orientation and physical and mental disabilities in coverage and determining whether coverage is adequately inclusive. Using taste and sensitivity to racial, cultural and social diversity in the editing of stories.

**Comm 471 (Public Relations Methods)**

Instructor: Edwards

Diversity Component: Discussion of diversity of publics, writing to and for specific publics, use of language and care in how to communicate to a variety of groups, and diversity of media use among different publics.

**Comm 471 (Public Relations Media and Methods)**

Instructor: Meng

Diversity Component: Importance of sensitivity when writing about underrepresented groups. Importance of targeting diverse audiences with appropriate public relations materials.

**Comm 471 (Public Relations Media and Methods)**

Instructor: R. Nichols

Diversity Component: Avoiding stereotypes in writing; understanding diverse publics; being sensitive to diversity issues in public relations communications. Some writing assignments and exercises are geared toward minority publics.

**Comm 471 (Public Relations Methods)**

Instructor: Major

Diversity Component: Exposing students to minority voices and issues through case studies and examples.

**Comm 473 (Public Relations Problems)**

Instructor: Edwards

Diversity Component: Discussion of diversity of publics, writing to and for specific publics, use of language and care in how to communicate to a variety of groups, and diversity of media use among different publics. Case study discussions about the history of the role of public relations in social movements and employment laws such as EEOC, Affirmative Action, and ADA.

**Comm 473 (Public Relations Problems)**

Instructor: Major

Diversity Component: The history of the role of public relations in social movements. Employment laws such as EEOC, Affirmative Action, and ADA.

**Comm 473 (Public Relations Problems)**

Instructor: R. Nichols

Diversity Component: Avoiding stereotypes in writing; understanding diverse publics; being sensitive to diversity issues in public relations Communication. Some lectures and exercises focus on developing communication strategies for racial/ethnic populations. Case studies involving racial/ethnic populations are also discussed.

**Comm 475 (Issues for Newsroom Managers)**

Instructor: Curley

Diversity Component: The opening overview is based on material by Nancy Maynard, an Afro-American who outlines the issues facing media today. In addition, how to attract younger and diverse readers and gets between one and two hours of instruction.

**Comm 479 (Telecommunication Networks)**

Instructor: Jayakar

Diversity Component: Universal access to telecommunications services, "digital divide."

**Comm 483 (Telecommunications Regulation)**

Instructor: Taylor

Diversity Component: Minorities and broadcast licensing; minorities and telecommunications ownership; minorities and universal service; differential purchase and use of telecommunications services by minorities.

**Comm 484 (Emerging Telecommunications and Information Processing Technologies)**

Instructor: Frieden

Diversity Component: Differences in access and use of new technologies; reasons for unequal access to new telecommunications and information processing technologies known as the "digital divide."

**Comm 485 (Advanced Telecommunications Regulation)**

Instructor: Taylor

Diversity Component: Ways of advancing minority role in telecommunications ownership and operations; the "Digital Divide"; minorities and the Internet.

**Comm 489 (Media and Information Industries)**

Instructor: Hoag

Diversity Component: This economics and business focused course is taught with several examples of minority-owned media and information firms.

**Comm 492 (Internet Law and Policy)**

Instructor: Frieden

Diversity Component: This course addresses many legal, political and social issues raised in Internet-mediated transactions affecting diversity, e.g., hate speech, promoting First Amendment values versus protecting victims of threats.

**Comm 493 (Entrepreneurship in the Information Age)**

Instructor: Feltman

Diversity Component: Explain/outline the various small business programs available to women and minorities such as Pennsylvania's Minority Business Enterprise and Women Business Enterprise certification programs, the SBA minority programs, etc.

**Comm 495 (Mass Media & Society)**

Instructor: Martin

Diversity Component: Continuing to develop relationships with recruiters pursuing diversity in the workplace (Ex. Gannett Newspapers; Katz Media Group).

**Comm 497 (Television News)**

Instructor: Wasbotten

Diversity Component: Instruction on reporting suspect and other descriptions based on various indicators. Selecting stories to appeal to diverse audiences (topic, experts, interviews, video).

**Comm 498 (Sports, Media & Society)**

Instructor: Hardin

Diversity Component: Focus on gender, minority and LGBT sexual stereotyping, with an emphasis on social power. Career issues for women and minorities sports journalism.

**Comm 501 (Proseminar)**

Instructor: Bettig

Diversity Component: Issues of class, race, gender and ethnicity.

**Comm 505 (International Communications Problems)**

Instructor: J. Nichols

Diversity Component: Fostering greater international understanding. Students study communication within and between different nations and cultures in the world.

**Comm 510 (International Telecommunications)**

Instructor: J. Nichols

Diversity Component: Fostering greater international understanding. Students study communication within and between different nations and cultures in the world.

**Comm 510 (International Telecommunications)**

Instructor: Schejter

Diversity Component: Diversity issues from an international perspective. The media systems it covers span the globe; a unit is devoted to public broadcasting; a unit is devoted to "culture" and a unit is devoted specifically to models of minority rights.

**Comm 518 (Media Effects)**

Instructor: Oliver

Diversity Component: Portrayals of minorities and gender in media, including advertising, news, and entertainment. Examination of theories concerning how such portrayals may contribute to stereotyping.

**COMM 521 (Advertising Perspectives)**

Instructor: Shen

Diversity Component: One week's readings focus on culture and psychology. Class discussions serve to explore the implications of values, norms, and beliefs within different cultures and ethnic groups for designing effective communication messages.

**Comm 553 (Special Topics in Film and Television)**

Instructor: Hall

Diversity Component: Representations of race, class, gender, ethnicity and LGBT sexual identity in film.

**Comm 581 (Telecommunications History)**

Instructor: Parsons

Diversity Component: Issues of diversity, especially race and ethnicity, are explored in some detail in the context of radio programming in the 1920s and 1930s using the then leading radio program Amos and Andy. Those issues are followed through to the development of the 1950s Amos and Andy television program. Issue of diversity are further explored in the 1980s and 1990s through the lens of emerging telecom technology and the debate over an information rich-information poor society.

**Comm 582 (Ethics and Emerging Technology)**

Instructor: Parsons

Diversity Component: Issues of identity including gender identity on the Internet and gender issues associated with the use of and facility with computers and the Internet.

**Comm 583 (Seminar on U.S. Telecommunications Policy)**

Instructor: Frieden

Diversity Component: Universal service; impact of changing demographics; minority households and telecommunications; minorities and the internet.

**Comm 585**

Instructor: Jayakar

Diversity Component: Content diversity in broadcast media (economic models); minority media; universal access to telecommunications services; international trade in audiovisual programming and cultural autonomy; "digital divide."

**Comm 597A (Communications Pedagogy Seminar)**

Instructor: Hoag

Diversity Component: This required doctoral seminar includes about a dozen topics related to teaching and learning in mass communications higher education, all of which include discussion around creating a teaching and learning environment that fosters diversity. However, one specific topic treated in depth is multiculturalism in communications higher education, focusing on administration's philosophy and strategy, the role of the teacher and how diversity fosters better learning for all students.