

PENNSTATE



COLLEGE OF COMMUNICATIONS

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

FINAL UPDATE

December 2009

Diversity in the College of Communications By the Numbers

- The College's Fall 2009 undergraduate minority enrollment of 402 is up from 288 in 1999, a 40 percent increase.

- The College's 402 undergraduate minorities comprise 13.5 percent of its total enrollment--the fifth most diverse of UP's 11 academic colleges.

- 184 of the College's undergraduates are African American, 6.3 percent--the highest percentage of UP's 11 academic colleges.

- 112 of the College's undergraduates are Hispanic, 3.9 percent--the second highest percentage of UP's 11 academic colleges.

- 2186 of the College's undergraduates are women, 60 percent--the third highest percentage of UP's 11 academic colleges.

- 71 percent of the College's minority undergraduates earned baccalaureate degrees in four years in the most recent cohort for which statistics are available--20 points higher than UP's average rate of 51 percent.

- 127 of the College's minorities earned baccalaureate degrees in 2008-09--a 159 percent increase from 10 years ago when 49 graduated.

- Eleven of the College's graduate students are minorities, 13.9 percent--the second highest percentage of UP's 11 academic colleges.
- Three of the College's staff members are minorities, 9.4 percent--the highest percentage of UP's 11 academic colleges and nearly double the average UP academic college rate of 4.8 percent.
- Two of the College's faculty members are Hispanic, 3.2 percent--the third highest percentage of UP's 11 academic colleges.
- One of the College's faculty members is American Indian, 1.6 percent-- the second highest percentage of UP's 11 academic colleges and more than five times the average UP academic college rate of .3 percent.
- Two of the College's administrators are minorities, 22 percent--double the average UP academic college rate of 11 percent.
- 117 course sections in the College contain a diversity component--nearly double the number of sections in 2001.
- In the 2008 Penn State Faculty/Staff Survey, 92 percent of the College's faculty and staff members strongly agreed or agreed that the unit supports the development of a shared and inclusive understanding of diversity, compared to 77 percent campus wide.
- In the College's 2009 survey to measure the performance of its department heads, the mean response to the statement "my department head demonstrates commitment to diversity" was 3.8 on a 4.0 scale.

- In 2008-2009, the College awarded \$126,181 in scholarships to minority students – nearly triple the \$43,500 awarded in 1999-2000.

A Framework to Foster Diversity at Penn State: 2004 - 2009
COLLEGE OF COMMUNICATIONS
FINAL ASSESSMENT
December 2009

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?

Since the inception of *A Framework to Foster Diversity at Penn State*, the College of Communications has described 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
- LGBT groups

Since the 2005 *Framework*, the College has broadened its definition to include:

- Those with disabilities
- Veterans

- Those with low incomes
- First-generation students
- Adult learners
- Those with dependent-care responsibilities

The College also continues to adhere 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 percentage of minority students that exceeds University averages; its curricular emphasis on international mass communications and study-abroad programs; 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.

Since the last Framework report, the College has placed significant emphasis on using three of our student-run media to help us spread the word about our diversity initiatives.

The College's multicultural newsletter, *Cultural Expressions*, has become a valuable contributor in providing information about the University's diversity initiatives. Articles such as “Penn State's LGBTQA gets straight to the point,” “Web site

chronicles black history at Penn State," "My life as a male, multicultural PSU cheerleader," "Multicultural students and Thon," and "A study-abroad experience in Ghana" are just a few examples of important and timely diversity topics covered from our students' perspectives and disseminated widely to students, faculty and staff.

The College's student newspaper, *The Lion's Roar*, is also a highly effective source for relaying diversity-themed information to our students. The entire May 15, 2009, issue focused on international diversity with stories brought to life by 17 of our best print and broadcast journalism students who spent a nine-day reporting trip in Mexico City. The following stories are a few examples of the issues covered: "Gay people find refuge in Zona Rosa," "Jewish community flourishes in Mexico," "Protestants take firm hold in Mexico," "Mexicans seek refuge in U.S. to escape border violence," and "Barbie celebrates birthday, diversity."

High school students in our summer Multicultural Journalism Workshop also help spread the word about the University's diversity initiatives through its newspaper, *The Grapevine*. Penn State's Disability Services was featured in the latest edition with articles such as "Assistive technology helps disabled students succeed," "Blind PSU chemist builds device to assist sight-impaired students," and "Mental health is a serious student issue." The students also wrote about medical issues important to our diverse student body in articles such as, "AIDS awareness declining among teens," "Blacks not immune to skin cancer," and "Healthy food hard to find in inner city."

The College has also continued its tried-and-true method for communicating the University's diversity initiatives. The assistant dean for multicultural affairs discusses the University and College diversity initiatives during his 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, which 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.

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

The dean continues to share periodic diversity updates with faculty, staff and students. For example, as soon as the 2008 Faculty/Staff Survey results were released, the dean summarized the data and provided it to all faculty and staff. Appendix C contains this letter.

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 the College's once-a-semester updates to our Alumni Society Board of Directors and our Board of Visitors.

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

The role of the College of Communications' diversity committee has been constant since the last Framework report in 2006. 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 Faculty/Staff survey.

At the most recent committee meeting where the December 2009 *Framework* report was reviewed, the committee recommended that the listing of courses that contain diversity topics (Appendix A) and the listing of faculty who conduct diversity-related research (Appendix B) be placed on our Website as a reference for our students.

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 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?

The role of our multicultural coordinator has not changed during this reporting period. As a member of the dean's executive staff, the assistant dean for multicultural affairs provides leadership to the College 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.

Joe Selden, who joined the program in 1994, heads the office. Teaming with him is a full-time staff assistant and student workers and two newly added advisers in our Office of Academic Services with multicultural advising expertise. The annual budget for the Office's personnel and operating costs in 2008-2009 totaled more than \$150,000. The Office also oversees generous scholarship programs, including the Knight Diversity Scholars Program for students of color. 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, including:
Asian/Hispanic/African/Native American Student Organization (AHANA),
National Association for Multi-ethnicity in Communications (NAMIC), and
the Penn State Association of Journalists for Diversity (PSAJD), which
publishes *Cultural Expressions* (our student-run multicultural newsletter),
Diversity Ambassadors and Diversity Scholars.

- 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:

- Our student-authored publications such a *Cultural Expressions* and *The Lion’s Roar* spread the word to a wide audience about the College and University’s diversity initiatives.
- The dean shares timely diversity updates with faculty, staff and students.
- The dean 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 several student organizations, which helps to ensure effective two-way communication.
- 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.

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 and 2008. The following are two survey results indicating that the College of Communications is meeting its goal of communicating an inclusive understanding of diversity:

**Table 1.1
Faculty/Staff Survey**

Unit actively supports the development of a shared and inclusive understanding of diversity:

2008 Comparison of Communications with UP Colleges

Strongly agree or agree	
Communications	UP Colleges
92%	77%

The College also uses its annual department head surveys to measure progress in this challenge. As part of the department heads’ performance evaluations, which are conducted by the dean, all members of the department are surveyed regarding the performance of their head. As shown in the following table, our department heads are consistently rated as outstanding in demonstrating their commitment to cultural diversity:

**Table 1.2
Department Heads’ Performance Survey**

My department head demonstrates commitment to cultural diversity:

2006	2007	2008	2009
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3.8	3.8	3.8	3.9
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(Average Score of all Department Heads out of 4.0)

Another way the College assesses its success in creating a welcoming climate is through its every sixth-year accreditation evaluation. In its latest review in October 2006, the external site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications reported:

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.

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 students of color 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 the Framework feedback report for its excellent work in offering University-wide events. We continue to build on this strength by bringing professionals, academics, and other outstanding role models to campus for our many special events. A list of the events and programs held since the last Framework report follows:

November 15, 2009. **Colloquium sponsored by the John Curley Center for Sports Journalism.** Erin Whiteside, graduate student, presented "Power Relations Under the Glass Ceiling: Gender, Sexuality and Identity in Sports Information," and Erin Ash, a graduate student, presented "Assessing Coverage of Serena Williams' Outburst at the U.S. Open."

November 9, 2009. **Fall 2009 Robert M. Pockrass Memorial Lecture.** Isabel Molina, a leading media and cultural studies scholar, presented "Consuming Latina Bodies Through the Global Media."

October 14, 2009. **Disability Awareness Month.** Annie Harris, an African American woman and PSU alumna who was born with cerebral palsy, spoke to

students, faculty and staff about her life in a presentation titled "Anyone Can Turn a Disability into a Sense of Adventure."

October 13, 2009. **2009 Foster Conference of Distinguished Writers.** Sonia Nazario, former projects reporter for *The Los Angeles Times*, writes stories focusing on difficult issues including hunger, drug addiction and immigration. Her story of a Honduran boy's struggle to find his mother in the United States, titled "Enrique's Journey," won more than a dozen awards including the Pulitzer Prize for feature writing and the George Polk Award for International Reporting.

June - July 2007, 2008, 2009. **Multicultural High School Journalism Workshop.** A number of guest speakers participated in this two-week workshop for promising minority high school journalists. They included: Annette John-Hall from *The Philadelphia Inquirer*, Steve Bien-Aime from *The Baltimore Sun* and State College Mayor Bill Welch, a former journalist.

April 2007, 2008, 2009. **Native American Heritage Month Program.** The Multicultural Affairs office provided financial support and our students volunteered their help in support of the Native American Pow Wow, which was organized by Professor John Sanchez.

April 16, 2009. **2009 Robert M. Pockrass Memorial Lecture.** Stephen Price, a leading scholar on the Japanese cinema and director Akira Kurosawa, presented, "Film and The Age of Terrorism."

March 9, 2009. **Asian-Pacific Islander Heritage Month Program.** Ph.D. student Murali Balaji discussed rap music and the Asian culture. The program concluded with a dance performance by Raas Society.

February 9, 2009. **African American Heritage Month Program.** We organized a collaborative program with the Smeal College of Business. Author and music producer Vaughan Mason was guest speaker. The program concluded with a performance by United Soul Ensemble.

November 9, 2008. **Hispanic Heritage Month Program.** Angelica Campos and Jeannette Calle, bilingual broadcast journalists and College alumni from AccuWeather, gave presentations. A reception was held with Hispanic foods and a step-show performance by Sigma Lambda Beta, Omicron Alpha Chapter at Penn State University.

October 31, 2007. **2007 Foster Conference of Distinguished Writers.** Pulitzer Prize winners Hank Klinanoff and Gene Roberts headlined an event about their

book, *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*.

March 4, 2007. **Asian-Pacific Islander Heritage Month Program.** Bu Zhong, assistant professor, presented "Practicing Journalism in Chinese Newsrooms."

February 6, 2007. **African American Heritage Program.** Marsha E. Williams, ABD, senior vice president of Research and Planning for Nickelodeon Networks, presented "Race, Responsibility and the Role of the Media." The presentation ended with a question and answer session and a musical performance by Professor Langston Fitzgerald III.

November 8, 2006. **Hispanic Heritage Program.** Ivey DeJesus, city features editor for the *Harrisburg Patriot News*.

Staff Annual Diversity Day Celebration. Each spring, the College's Office of Human Resources organizes a special diversity event for staff. As part of the activities, a member of the faculty presents his or her latest diversity-related research. A celebration luncheon follows. The presentations during this reporting period include:

March 30, 2009. Professor Marie Hardin presented "An Equal Playing Field? Issues Involving Men, Women and Spectator Sports." Hardin discussed opportunities for men and women in mediated sports, and how those opportunities have changed in the past several years. She also discussed the ways male and female athletes are presented by sports media -- and how those images are also changing.

March 28, 2008. Professors Barbara Bird and Judy Maltz-Schejter presented "On the Side of Angels," the true dramatic and remarkable story of Moshe Maltz's survival of the Holocaust and "the Angel" who risked her life to save him. Maltz-Schejter recounted her grandfather's tale of horror, courage and compassion and Bird described their fascinating trip to the place it happened and the making of the documentary of the events.

March 30, 2007. Professor Mary Beth Oliver presented "Racial Stereotypes: What is the Media Really Portraying?" Professor Oliver discussed the portrayal of race on television with a special interest in the portrayal of African Americans. She has found evidence that images of African Americans in news, movies, television advertisements and programs can create and reinforce racial stereotypes among viewers *subconsciously* even if we believe we don't hold stereotypes.

Other Staff Diversity Programs:

June 10, 2008. Representatives of the Centre County Women's Resource Center presented, "A Day in the Life--Workplace Responses to Domestic Violence." This presentation to male and female staff members helped increase our safety, both at home and at work, by learning how to recognize warning signs that a coworker, student, friend or family member may be a victim of domestic violence. In addition, instruction was provided on what we can do and say to help the victim.

Monthly Diversity Scholars and Student Meetings: The following guest speakers were invited to our monthly diversity student meetings to enhance their understanding of ethics, leadership and our technological global society:

Academic year 2007-08: Professor Malcolm Moran, Knight Chair in Sports Journalism and Society; Susan Leath, *Centre Daily Times* publisher; Bob Heisse, *Centre Daily Times* executive editor; Professor Robert Frieden, Pioneers Chair in Cable Telecommunications; and recruiters from companies for each of our five majors.

Academic year 2006-07: Malcolm Moran, Knight Chair in Sports Journalism and Society; Adrian Pratt, *Centre Daily Times* publisher; Professor Benjamin Bell, Department of English; Jamie Campbell, multicultural affairs director for the College of Business; Cassandra Watson, alumna and senior producer for ESPN Sports; and several representatives of Teach for America.

Internship Trips to Howard University. In 2007, 2008 and 2009, the Office of Multicultural Affairs accompanied our students to the annual Howard University Communications Career Fair, where they had the opportunity to interview with some of the top companies in print and broadcast journalism. Many were offered internships after the visit and had the opportunity to meet distinguished journalists during panel discussions and the campus tour.

HBCU visits. In 2009, a new initiative was undertaken to recruit graduate students of color from Lincoln University. Dean Selden met with Professor Marilyn Button, Journalism and English Department Chair at Lincoln, to develop plans for their students to visit the College of Communications in Fall 2009. He also served as a

member of a panel that discussed graduate school opportunities. We also played host to our first student from Grambling University in the Summer Research Opportunity Program (SROP) in summer 2009.

Annual Ice Cream Reception for new students, faculty and staff. In 2007, 2008, and 2009, the Office of Multicultural Affairs held its annual popular ice cream reception to welcome students, faculty and staff to the new academic year. As administrators and faculty scoop ice cream for students, student clubs' pitch their organizations' activities and encourage students to join. The following clubs help welcome new and returning members to the College: Lesbian, Gay, Bisexual, Transgender and Ally organization (LGBTQA), Asian/Hispanic/African/Native American Student Organization (AHANA), Penn State Association of Journalists for Diversity (PSAJD), National Association for Multi-Ethnicity in Communications (NAMIC) and Diversity Ambassadors Student Peer Mentors.

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.

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 for Multi-ethnicity in

Communications (NAMIC); the Penn State Association of Journalists for Diversity (PSAJD); and Asian/Hispanic/African/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 the late 1990s.

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 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.

The College's John Curley Center for Sports Journalism has also conducted research in cooperation with industry groups concerned about diversity issues. Those studies have included projects focusing on industry demographics for women and minorities in key newsroom and PR occupations and on reasons for low retention rates for women in sports information and journalism.

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 continues to monitor climate issues through several processes – both internal and external:

- The national Accrediting Council on Education in Journalism and Mass Communications assesses our climate every six years.
- Our climate is assessed through the University's Faculty/Staff Survey.
- Our climate is assessed through the College's annual Department Head Survey.
- Our climate is assessed through the *Graduate Program Review and Assessment* conducted by the Graduate School.
- The College also uses the individual meetings with faculty and staff during annual reviews to identify climate issues.
- The assistant dean for multicultural affairs conducts an informal climate assessment during his frequent meetings with the College's university scholars, the multicultural student body and student clubs.

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 and that climate issues will be handled quickly and effectively. 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, meetings 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. If future climate issues occur, they will be handled with the same diligence and thoroughness.

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 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, and he received the prestigious Barry Bingham Sr. Fellowship award 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.

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. Faculty present their diversity-related research at our staff's annual Diversity Day celebration.

Several staff and faculty excellence awards are presented annually, and many faculty are recognized for their research, teaching and/or service that advance the University's diversity agenda:

In 2009, Marie Hardin was one of four Penn State faculty members to receive the George W. Atherton Award for Excellence in Teaching. As one of the country's leading sports-media scholars, Hardin explores the playing field of women in sports. She brings her research into the classroom where she teaches a graduate seminar in feminism and media studies and a variety of introductory to advanced journalism and sports journalism courses.

In 2009, Mary Beth Oliver and S. Shyam Sundar were named Distinguished Professors. Both were recognized for their research, teaching and service that advance the University's diversity agenda.

Mary Beth Oliver earned the 2009 Deans' Excellence Award for Teaching for the outstanding media effects course she developed. In this course, she teaches about the media's portrayals of racial groups and the effects of such portrayals on viewers' racial attitudes.

Bu Zhong earned the 2009 Deans' Excellence Award for Service. Zhong organized a two-week trip to his native China that paved the way for faculty exchanges, internships, research collaborations and student programs with four universities and three Chinese news agencies. He also coordinated the visit of six students, two faculty members and an administrator from Shanghai International Studies University. The contingent's five-day visit to Penn State coincided with the presidential election, giving the visitors a first-hand look at both Election Day and an important moment in U.S. history.

Murali Balaji earned the 2009 graduate teaching award. An engaging teacher, Balaji infuses his multicultural research into his lectures. He has authored several books, *Desi Rap: South Asian Americans in Hip Hop*, *The Politics of W.E.B. DuBois* and

Paul Robeson, and Culturing Manhood and Masculinities. As a high school student, Balaji attended the College's summer multicultural workshop.

Michael Elavsky earned the 2008 Deans' Excellence Award for Teaching in recognition of his instruction expertise in the area of international communications.

Ken Yednock earned the 2007 Deans' Excellence Award for Teaching for his work as adviser to the American Advertising Federation and coordinator of the AAF Mosaic Most Promising Minority Student Awards. Yednock was also presented with a teaching award in Fall 2008 from the College's alumni board.

Doctoral student Omotayo Banjo earned the Barrow Minority Student Scholarship awarded by the AEJMC for her research on ethnic identification and hostile media perception, enjoyment of stereotypes, and the social psychological effects of racial media content.

Assistant Dean for Multicultural Affairs Joseph Selden was selected as the Most Devoted Senior Faculty Member at Penn State University by The Delta Gamma Chapter of Alpha Kappa Alpha Sorority.

The following minority staff members have earned Deans' Excellence Awards: In 2004, BB Mure earned an award; and in 2006, Yu-Tai Chung and Karen Mozley Bryan earned awards.

Our faculty and their students volunteer their skills on and off campus, forming a connection with the community. A few examples are: yearly, with the help of students and staff, Senior Lecturer Maria Baukus leads the popular Webcast of the Penn State Dance Marathon. Baukus and her students also broadcast the annual Homecoming parade. Baukus also supervises the Veterans' History Project where students conduct oral histories with World War II veterans. Last spring, Senior Lecturer Renea Nichols and her Comm 473 students created the first-ever 5K Dog Jog to Benefit the Centre Hall branch of the Pennsylvania Society for the Prevention of Cruelty to Animals.

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, the United Way Day of Service, craft auctions and hoagie sales, softball games and family picnics, Carnegie Quilters Club, the Relay for Life award-winning “Carnegie Crew,” 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 presented.

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

One of our measures of success in creating a welcoming climate is through the Faculty/Staff Survey. The survey results are a very positive indication that the climate in the College of Communications is welcoming to all of its employees. Data demonstrating the outcomes follow:

**Table 2.1
Faculty/Staff Survey**

My department/unit actively supports the development of a shared and inclusive understanding of diversity:

Strongly Agree or Agree	
2004	2008
*	92%

*Factor not included in 2004 survey.

My department/unit provides visible leadership to foster diversity:

Strongly Agree/ Agree	
2004	2008
86%	84%

The workplace climate is welcoming for employees from underrepresented groups:

Strongly Agree or Agree	
2004	2008
82%	86%

How would you rate Penn State as a place to work?

One of the Best or Above Average

2004	2008
84%	87%

We also review the results of our annual department heads' performance survey to measure our success in providing an inviting work atmosphere. As part of the department heads' annual reviews, which are conducted by the dean, all members of the department are surveyed regarding the performance of their head and the climate of the department. As shown in the following table, the department heads' averages are a consistently positive indicator that our departments are welcoming to everyone:

Table 2.2
Department Head Performance Survey

My department head provides a collegial atmosphere and prevents internal dissension: Grade Point Average out of 4.0

2006	2007	2008	2009
3.6	3.7	3.7	3.8

The assessment of a site-visit team of the national Accrediting Council on Education in Journalism and Mass Communications provides 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 climate 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.”

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 predominantly 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 20th year.
- Has developed a sizable scholarship program for students of color. In 2008-09, the College awarded \$126,181 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.
- Continues to recruit outstanding students to its program. In 2007-2008, the Office of Multicultural Affairs recruited its third national merit scholar. This scholar was selected as a Bunton-Waller Fellow. From 2005 to the present, all of the incoming freshman Bunton-Waller Fellows and Knight Foundation Scholars enrolled in the College had a high school GPA of at least 3.6 and 1200 SAT scores. Our overall diverse freshman minority class had mean high school GPAs of 3.4 and 1100 SAT scores.

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.*** During this reporting period, the College has added two advisers in our Office of Academic Services who possess multicultural advising expertise. This support supplements the approximately 30 hours each week of academic advising the assistant dean for multicultural affairs provides to all students of color, with special attention given to first- and second-year students. The assistant dean also provides study-skill and time-management workshops. This initiative is a key component to the College's impressive retention and graduation rates.
- ***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 minority 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 minority 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 for Multi-ethnicity in Communications (NAMIC), and 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 Asian/Hispanic/African/Native American Student Organization (AHANA).
- ***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. In recent years we have had students serve as leaders of the executive boards of the Black Caucus, NAACP, and the Puerto Rican Undergraduate and Graduate Student Associations. Our students continue to actively participate in the following organizations: President’s Leadership Academy, Japanese American Association and the Lesbian, Gay, Bisexual, Transgender and Ally Organization (LGBTA).

- **Recognition.** The College has two exceptional students who were selected for the \$25,000 CNN/NABJ Broadcast Journalism scholarship from the National Association of Black Journalists. These two outstanding scholars were also selected for the Knight Foundation Diversity Scholarship. We also have one student who was selected for the \$20,000 Emma Bowen Foundation scholarship, which provides her a paid internship each year with NBC. This foundation also will provide her full-time employment after graduation.

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. Since the program's inception in 1997, the Most Promising Minority Students Program has enriched the lives of more than 400 outstanding students of color and is considered to be the premier award program with which to recruit minority college graduates in the areas of advertising, marketing, media and communications. With the hard work of our students combined with the dedication of their faculty adviser, only one university had more winners than Penn State in 2006, 2007 and 2008. The College of Communications has produced 20 honorees, with 14 nationalists and six honor roll selections.

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

Also in 2006 and again in 2008, *PR Weekly* named one of our minority 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.

In the summer of 2008, two of our Knight Foundation scholars were selected for post-baccalaureate internships with *The Wall Street Journal* and the *New York Daily News*.

At the graduate level, minority students were honored in 2006 and 2009 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 \$141,432, and the John R. Jr., John R. III, and Jayne E. Miller Minority Journalism Scholarship, which has a current market value of \$33,336, the College will continue to recruit top minority students. In addition, the Knight Scholars fund provides \$40,000 a year in scholarship support for minority students. Lisa Salters, an ESPN sports reporter, provides annual scholarship awards of \$4,000 for students of color.

Additionally, the Reuben Jaffe Memorial Journalism Scholarship has been providing scholarship opportunities to students of color since 1998. It supports annually three to four students and has a current market value of \$75,119.

And, most recently, as of January 2009, the College began awarding the first recipients of the Knight Diversity Scholarship in Sports Journalism, an endowed fund that has a market value of \$94,559 and currently supports two students annually.

- **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. After the spring 2009 commencement, two of our Knight Foundation scholars completed post-baccalaureate internships with *The Wall Street Journal* and the *New York Daily News*. One of our 2006 Student Marshals completed a multiple production and promotional internship with MTVU, "Queer Eye for the Straight Guy."

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.*** Students of color 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

The assistant dean for multicultural affairs and the associate dean for graduate studies and research have worked together closely for many years in building a network of faculty and administrators at other colleges and universities to aid in recruiting top students of color. Those in the network – many who have received graduate degrees from Penn State – help to identify promising minority students at their institutions who qualify for the Summer Research Opportunity Program or for admission into the College's graduate programs. Key members of the network have been invited to visit Penn State to meet faculty and administrators, including the dean of the Graduate School, and learn more about the opportunities for minority students.

This networking approach has been successful not only in increasing the number and quality of minority applicants but also in expanding the reputation of the College as having a graduate program that is serious about minority recruiting and education.

The College has a longstanding commitment to the Summer Research Opportunity Program, which brings promising minority undergraduates to Penn State for an intensive summer research experience, and has very successfully used it to screen and recruit top prospects for its graduate program. The College typically funds two SROP students each summer and pairs them with faculty mentors, who supervise their research projects on a one-on-one basis. This level of financial investment and faculty engagement proportionally exceeds that of most other colleges and has yielded significant results in the recruitment of high-quality diversity graduate students. In recent years, almost half of the SROP students have eventually enrolled in the College's graduate program, and nearly all of those who were identified as top candidates and aggressively recruited (because of strong performances in their summer research experiences) accepted Penn State's offer of admission into a Communications graduate program.

Another interrelated component of the minority recruiting effort is the awarding of Bunton-Waller assistantships, which are jointly funded by University and the College. In accordance with University policy and its own success with the program, the College privileges former SROPs in its decisions to award Bunton-Wallers at the graduate level.

In the past admissions cycle, the College was allocated three Bunton-Wallers. Eight of the students admitted to the program received serious consideration for the award, and three of them were offered it. All three accepted and are currently enrolled. One of them was in the SROP the previous summer and was admitted to the MA program. Another Bunton-Waller recipient in that cycle was admitted into the Ph.D. program based substantially on the recommendation of a faculty member at another university who received her Ph.D. in mass communications from Penn State while on a

Bunton-Waller assistantship and who has become a valued member of the College's growing network of recruiters.

All three who accepted Bunton-Waller graduate awards this year visited campus prior to their decision to enroll at Penn State thanks to a combination of University and College minority recruiting funds. The College's mean expenditures for minority recruiting travel during the reporting period were \$3,350 per year.

The success of these recruiting efforts can best be gauged by the outcome. As measured by undergraduate academic records, graduate GPAs, and graduate degree completion, the quality of the minority students recruited into the program is very high and increasing, and their academic performance is on par with all graduate students in their cohort.

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 recruits 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 predominantly 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 research and assistant dean for multicultural affairs continue to develop a recruitment network with our HBCUs to expand our diversity graduate student pipeline. During this reporting period, a new relationship was developed with the communications department at Lincoln University. Because of our collaboration with HBCUs and major universities in the South over the years, we continue to received highly competitive applicants from Dillard University, Hampton University, Claflin University and Louisiana State University, to name a few.

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 assistant dean for multicultural affairs and the associate dean for graduate studies and research have worked together closely for many years in building a network of faculty and administrators at other colleges and universities to aid in recruiting top students of color.
- 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 186 to 391 - - a whopping 110 percent, easily one of the largest increases on campus. Over the past ten years, we’ve increased the diversity in our student enrollment by 34%:

Table 3.1
Yearly Enrollment of Undergraduates of Color
University Park Campus
12-Year Comparison

Year	Minority Enrollment	% Change
1996	186	
1997	212	+14%
1998	269	+26.9%
1999	291	+8.2%
2000	303	+4.1%
2001	332	+9.6%
2002	383	+15.4%
2003	384	+ .3%
2004	357	-7%
2005	365	+2.2%
2006	387	+6%
2007	386	-.3%
2008	391	+1.3%

Comparing our enrollment of undergraduate minority students since the last Framework report in 2005, the College has increased its enrollment of American Indians, African Americans and Hispanics. The enrollment of Asian students decreased by less than one percent:

Table 3.2
Yearly Enrollment of Undergraduates of Color
On University Park Campus
2005 - 2008 Comparison

		Am. Indian Alaskan Native		Black/African American		Asian/Pacific American		Hispanic		Multicultural Student Subtotal	
		#	%	#	%	#	%	#	%	#	%
2005	Com m	6	0.2%	163	6.0%	105	3.9%	91	3.4%	365	13.4%
2008	Com m	7	0.2%	184	6.3%	88	3.0%	112	3.9%	391	13.5%
	+ \ -	1	0.0%	21	0.3%	(17)	-0.9%	21	0.5%	26	0.1%

As shown in Table 3.3a, the College’s minority Fall 2008 University Park undergraduate enrollment of 13.5 percent exceeds University Park’s minority enrollment of 13.4 percent. Its enrollment of African Americans – 6.3% of the College’s enrollment – exceeds that of the rest of the university.

As indicated in Table 3.3a, when comparing all University Park colleges in 2008, Communications ranked first in the percentage of African Americans, tied for second in the percentage of American Indians, and was second in the percentage of Hispanic undergraduates enrolled.

As shown in Tables 3.3a and 3.3b, from 2005 to 2008 the College moved from second place to first place in the percentage of African Americans:

Table 3.3a

Fall 2008 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
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Ag Sc	1	0.1%	53	3.2%	39	2.4%	58	3.5%	151	9.1%	1495	90.3%	10	0.6%	1656
A & A	7	0.5%	52	3.4%	63	4.2%	51	3.4%	173	11.5%	1315	87.2%	20	1.3%	1508
Bus	2	0.0%	185	3.1%	483	8.1%	204	3.4%	874	14.7%	4743	79.8%	326	5.5%	5943
Com m	7	0.2%	184	6.3%	88	3.0%	112	3.9%	391	13.5%	2464	85.0%	43	1.5%	2898
EMS	1	0.1%	36	3.4%	28	2.7%	26	2.5%	91	8.7%	881	84.1%	76	7.3%	1048
Ed	2	0.1%	36	1.9%	36	1.9%	38	2.0%	112	5.9%	1768	93.6%	8	0.4%	1888
En	3	0.1%	115	2.0%	356	6.3%	175	3.1%	649	11.4%	4766	83.7%	280	4.9%	5695
HHD	3	0.1%	286	5.8%	216	4.4%	165	3.4%	670	13.6%	4183	85.2%	56	1.1%	4909
IST	1	0.1%	42	3.8%	72	6.5%	33	3.0%	148	13.3%	946	85.3%	15	1.4%	1109
LA	5	0.1%	266	5.5%	179	3.7%	238	4.9%	688	14.3%	4015	83.5%	108	2.2%	4811
Sc	5	0.2%	117	3.9%	402	13.5%	90	3.0%	614	20.7%	2186	73.6%	170	5.7%	2970
Totals	37	0.1%	1523	4.1%	2090	5.6%	1329	3.6%	4979	13.4%	30958	83.4%	1194	3.2%	37131

Table 3.3b

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
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Ag Sc	1	0.1%	39	2.7%	26	1.8%	35	2.4%	101	7.0%	1334	92.3%	10	0.7%	1445
A & A	5	0.3%	34	2.2%	64	4.2%	35	2.3%	138	9.1%	1358	89.6%	20	1.3%	1516
Bus	5	0.1%	164	3.5%	430	9.1%	153	3.2%	752	16.0%	3781	80.2%	181	3.8%	4714
Com m	6	0.2%	163	6.0%	105	3.9%	91	3.4%	365	13.4%	2310	85.1%	40	1.5%	2715
EMS	2	0.2%	29	3.5%	28	3.4%	21	2.5%	80	9.7%	730	88.4%	16	1.9%	826
Ed	1	0.1%	27	1.4%	36	1.9%	46	2.4%	110	5.7%	1819	94.1%	5	0.3%	1934
En	1	0.0%	116	2.1%	381	7.0%	128	2.4%	626	11.5%	4594	84.4%	223	4.1%	5443
HHD	3	0.1%	252	6.3%	153	3.8%	124	3.1%	532	13.3%	3427	85.7%	39	1.0%	3998
IST	0	0.0%	24	3.1%	61	7.9%	19	2.4%	104	13.4%	661	85.2%	11	1.4%	776
LA	8	0.2%	290	5.8%	185	3.7%	241	4.8%	724	14.5%	4205	84.3%	59	1.2%	4988
Sc	1	0.0%	102	3.8%	359	13.3%	88	3.3%	550	20.4%	2062	76.3%	89	3.3%	2701
Totals	35	0.1%	1361	4.0%	1955	5.8%	1089	3.2%	4440	13.2%	28477	84.6%	727	2.2%	33644

The College traditionally has enrolled and graduated more women than men. As indicated in the following table, in Fall 2008 the College of Communications ranked well above average in the percentage of females enrolled at University Park and third among all UP academic colleges:

Table 3.4
Fall 2008 Undergraduate Student Enrollments
All Campuses, by UP College and Gender

	Female		Male		Totals
	#	%	#	%	#
Ag Sc	1040	45.1%	1265	54.9%	2305
A & A	891	57.9%	647	42.1%	1538
Bus	2479	34.4%	4735	65.6%	7214
Comm	2186	59.8%	1468	40.2%	3654
DUS	3048	44.6%	3783	55.4%	6831
EMS	324	26.1%	918	73.9%	1242
Ed	2020	74.9%	676	25.1%	2696
En	1143	13.6%	7286	86.4%	8429
HHD	4701	69.6%	2053	30.4%	6754
IST	243	11.5%	1874	88.5%	2117
LA	3181	51.1%	3042	48.9%	6223
Sc	1938	48.9%	2023	51.1%	3961
Totals	23194	43.8%	29770	56.2%	52964

Undergraduate Retention and Graduation

The College is particularly proud of its retention and graduation rates for students of color, which consistently have exceeded University Park percentages.

Indeed, for the most recent cohort of students for whom figures are available, **71 percent of the College’s minority students graduated in four years – compared to Penn State’s overall 51 percent.** The most recent retention and graduation rates for successive cohorts of baccalaureate regular-admit students for each Fall semester from 2002 through 2007 follow. The tables are for (a) students of color (African/Black American, American Indian/Alaskan Native, Asian and Pacific American, and Latino/Hispanic American); (b) white students in Communications; and (c) students of color in all colleges at University Park.

Table 3.5a
Freshman Baccalaureate Minority Students
Retention and Graduation Data -- Communications
Fall 2002 through Fall 2007 Cohorts

Starting Campus: University Park	Starting College: College of Communications					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
#Initially Enrolled in Cohort	42	45	45	50	51	59
Retention to Semester 2	92.9%	82.2%	93.3%	96.0%	94.1%	93.2%
Retention to Semester 3	90.5%	82.2%	86.7%	90.0%	82.4%	84.7%
Retention to Semester 4	83.3%	77.8%	84.4%	88.0%	86.3%	
Retention to Semester 5	78.6%	75.6%	86.7%	84.0%	72.5%	
Retention to Semester 6	76.2%	73.3%	75.6%	80.0%		
Retention to Semester 7	78.6%	73.3%	80.0%	80.0%		
Retention to Semester 8	73.8%	71.1%	71.1%			
Retention to Semester 9	16.7%	11.1%	6.7%			
Retention to Semester 10	2.4%	2.2%				
Retention to Semester 11	2.4%					
Retention to Semester 12	2.4%					
Retention to Semester 13	2.4%					
Retention to Semester 14						
4-Year Graduation Rate	54.8%	64.4%	71.1%			
5-Year Graduation Rate	73.8%	75.6%				
6-Year Graduation Rate	76.2%					

Retention and graduation data represent retention and graduation regardless of ending campus or college.

4-Year, 5-Year, and 6-Year graduation rates include August graduates.

Stopouts are included in retention and graduation information.

Table 3.5b
Freshman Baccalaureate White Students
Retention and Graduation Data -- Communications
Fall 2002 through Fall 2007 Cohorts

Starting Campus: University Park	Starting College: College of Communications					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
#Initially Enrolled in Cohort	287	261	251	306	407	266
Retention to Semester 2	96.5%	95.8%	96.4%	99.0%	98.0%	98.5%
Retention to Semester 3	92.3%	92.7%	93.6%	94.8%	95.1%	95.5%
Retention to Semester 4	90.2%	89.3%	92.0%	93.8%	94.3%	
Retention to Semester 5	89.2%	88.9%	90.0%	93.5%	93.4%	
Retention to Semester 6	83.3%	80.8%	80.5%	88.9%		
Retention to Semester 7	87.5%	86.6%	89.2%	92.2%		
Retention to Semester 8	81.5%	83.1%	83.7%			
Retention to Semester 9	7.7%	0.0%	8.0%			
Retention to Semester 10	3.5%	5.7%				
Retention to Semester 11	0.3%	1.9%				
Retention to Semester 12	0.3%					
Retention to Semester 13						
Retention to Semester 14						
4-Year Graduation Rate	80.8%	77.8%	81.3%			
5-Year Graduation Rate	88.2%	85.5%				
6-Year Graduation Rate	88.5%					

Retention and graduation data represent retention and graduation regardless of ending campus or college.

4-Year, 5-Year, and 6-Year graduation rates include August graduates.

Stopouts are included in retention and graduation information.

Table 3.5c
Freshman Baccalaureate Minority Students
Retention and Graduation Data - All Colleges
Fall 2002 through Fall 2007 Cohorts

Starting Campus: University Park	Starting College: All Colleges					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
#Initially Enrolled in Cohort	777	765	690	760	879	797
Retention to Semester 2	94.9%	94.0%	95.5%	95.9%	95.7%	97.0%
Retention to Semester 3	87.6%	87.6%	89.7%	90.0%	89.2%	87.1%
Retention to Semester 4	84.7%	86.0%	87.7%	87.0%	88.4%	
Retention to Semester 5	81.9%	81.7%	83.8%	85.0%	83.2%	
Retention to Semester 6	79.5%	80.3%	81.2%	83.6%		
Retention to Semester 7	77.0%	79.2%	79.9%	80.9%		
Retention to Semester 8	73.7%	75.3%	78.0%			
Retention to Semester 9	27.2%	28.0%	28.3%			
Retention to Semester 10	13.6%	14.8%				
Retention to Semester 11	2.2%	5.2%				
Retention to Semester 12	1.7%					
Retention to Semester 13	1.2%					
Retention to Semester 14						
4-Year Graduation Rate	48.8%	51.0%	50.6%			
5-Year Graduation Rate	73.4%	73.3%				
6-Year Graduation Rate	75.7%					

Retention and graduation data represent retention and graduation regardless of ending campus or college.

4-Year, 5-Year, and 6-Year graduation rates include August graduates.

Stopouts are included in retention and graduation information.

The College graduates 67 percent more minority students than it did just ten years ago (76 students of color earned B.A. degrees in 1999-2000, and 127 earned B. A. degrees in 2008-2009). Since the last Framework report, we have increased our percentage of minority graduates from 12.8 percent to 14.4 percent.

In 2008-09, the College of Communications graduated 75 percent of all the American Indians and 15 percent of all the African Americans who matriculated at Penn State.

Baccalaureate degree student graduation profiles by ethnicity for 2005-2006 and 2008-2009 for the College of Communications follow:

**Table 3.6
Baccalaureate Degrees Earned by Students of Color
Since the Last Framework Report**

Ethnicity	2005-2006 % (N)	2008-2009 % (N)
Asian American	2.9% (27)	4.6% (41)
African American	6.0% (55)	6.1% (54)
Hispanic/Latino	3.6% (32)	3.3% (29)
Native American	.4% (4)	.3% (3)
---- Total	12.8% (118)	14.4% (127)
International	2.2% (20)	1.1% (10)
White	80.1% (740)	77.7% (685)
Did Not Report	5.0% (46)	6.8% (60)
----- TOTAL	100% (924)	100% (882)

The College also measures its success by the competitiveness of its minority students in national programs that honor outstanding students of color, such as the annual American Advertising Federation (AAF) Most Promising Minority students program:

Table 3.7
College of Communications
AAF Most Promising Minority Students

	2001	2002	2003	2004	2005	2006	2007	2008	2009
# Winners	1	1	1	0	2*	3**	3**	3**	2***
# Honor Roll	1	2	2	0	4	1	1	1	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.*

****One of only five universities with more than one winner.*

Table 3.8
AAF Most Promising Minority Students
Program National Winners

Cumulative standings from 2002-2003 through 2006-2007, based on the total number of students selected in annual American Advertising Federation national competition:

School	Recipients
1. Illinois	14
2. Penn State	9
3. Ithaca	8
4. South Carolina	7
4. Howard	7
4. Oklahoma	7

Graduate Enrollment

In 2008, the College of Communications had the second-highest percentage of minority graduate students (13.9 percent) of all colleges and the second-highest percentage of African Americans (6.3 percent) and Hispanics (3.8 percent). The College's 2008 minority graduate student enrollment of 13.9 percent is significantly greater than the University Park average of 8.8 percent. This data is shown in the following table:

Table 3.9
Fall 2008 Graduate Student Enrollments, UP Campus, by Ethnicity

	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Minority Student Subtotal		Total s
	#	%	#	%	#	%	#	%	#	%	
Ag Sc	0	0.0%	6	1.7%	7	2.0%	11	3.1%	24	6.8%	355
A & A	2	1.0%	8	3.8%	5	2.4%	6	2.9%	21	10.0%	209
Bus	2	0.6%	22	6.4%	23	6.7%	9	2.6%	56	16.3%	343
Com m*	0	0.0%	5	6.3%	3	3.8%	3	3.8%	11	13.9%	79
EMS	1	0.3%	10	2.6%	4	1.0%	14	3.6%	29	7.4%	391
Ed	4	0.5%	47	6.3%	17	2.3%	17	2.3%	85	11.5%	742
En	1	0.1%	15	1.2%	37	2.9%	17	1.3%	70	5.5%	1273
HHD	0	0.0%	11	2.7%	11	2.7%	6	1.4%	28	6.8%	414
IST	0	0.0%	2	2.1%	4	4.2%	1	1.0%	7	7.3%	96
LA	3	0.4%	33	4.2%	28	3.5%	33	4.2%	97	12.2%	792
Sc	0	0.0%	4	0.5%	24	3.3%	23	3.1%	51	7.0%	731
Totals	1 3	0.2 %	16 3	3.0 %	16 3	3.0 %	14 0	2.6 %	479	8.8%	5425

***Important Note:** The University data reported in this table do not agree with the headcount totals of students actually enrolled in the College's graduate programs. In 2008, 1 Native-American, 10 African-American, 4 Asian-American, and 3 Hispanic-American graduate students were enrolled and active in the College. That total of 18 multicultural graduate students was **20.9 percent** of the 86 total headcounts in the program and considerably higher than those listed in the table.

The College's international graduate student enrollment declined 14.4 percentage points since the last report. Several factors contributed to this change: economic conditions, our concerted efforts to better balance our international-to-national student ratio and variations in the quality of the applicants:

Table 3.10
Ten-Year Comparison of International Graduate Students

Year	International Enrollment	Total Enrollment	Percent International
1999	20	67	29.9%
2000	24	65	36.9%
2001	23	69	33.3%
2002	26	71	36.6%
2003	33	74	44.6%
2004	33	77	42.9%
2005	32	76	42.1%
2006	30	78	38.5%
2007	19	75	25.3%
2008	19	79	24.1%

The College traditionally enrolls more female than male graduate students, and the percentage of women continues to rise. In Fall 1999, for example, 45 percent of all graduate students enrolled were women; in Fall 2008, 60 percent were women.

Table 3.11
Ten-Year Comparison of Enrollment of Female Graduate Students

Year	Female Enrollment	Total Enrollment	Percent Female
1999	30	67	44.8%
2000	33	65	50.8%
2001	36	69	52.2%
2002	43	71	60.6%
2003	48	74	64.9%
2004	51	77	66.2%
2005	51	76	67.1%
2006	51	78	65.4%
2007	42	75	56.0%
2008	45	79	60.0%

The College has recruited almost 50 percent of its minority Summer Research Opportunity Program (SROP) participants into its graduate program:

Table 3.12
Graduate Students of Color Recruited from SROP

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Total
# SROP Participants	2	2	2	2	2	2	2	1	2	2	2	21
# Enrolled in Comm.	1	1	0	0	1	2	1	0	1	2	1	10

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 faculty search, Dr. Kenneth Lehrman, vice provost 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. 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 last *Feedback* report states that it is “positive” that the assistant dean participates in all faculty searches.

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. Although our percentage of diverse staff is the highest of all University Park colleges, recruiting is difficult. The majority of the staff grades in the College are at the lower to mid levels (21 and below), and employees are usually hired from the local labor market. Typically, the search pool contains an insufficient number of minority candidates. The few minority candidates in the pools usually have not applied for the job but were added to the search from a central OHR minority database. When these applicants are contacted, most often we find they are not viable candidates.

Our latest success in hiring a minority administrative assistant was achieved through extraordinary measures for a staff position. This employee was hired from outside the local market in Harrisburg. Moving expenses were reimbursed and the salary was higher than we typically offer.

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 minority 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 employees, including women and those from underrepresented groups:

- The College provides multi-year research initiation grants, enhanced travel funding, guaranteed graduate assistant support, and if appropriate, lab start-up support to new tenure-track faculty.
- Faculty and staff are recognized for their research, teaching and/or service that advance the University's diversity agenda. See Challenge 2, Question 5 for a listing of faculty and staff who have been honored.
- Faculty and staff are mentored to facilitate their development. Through informal meetings, promotion and tenure and annual reviews, employees receive the assistance they need to advance. The following minority and female faculty and staff have been promoted during this Framework cycle: Marie Hardin, Pam Monk, Lyn Elliot, Amit Schejter, Fuyuan Shen, Shyam Sundar, BB Mure, and Colette Rodger.
- The College often rewards faculty for their diversity-related research through the President's Fund for Research. During this reporting period:

Marie Hardin was awarded funding to further her work on "A Different Lens on Sports? A Framing Analysis of Coverage Based on Reporter Gender." She also earned funding to pursue "Demographics in Collegiate Newsrooms."

Naomi McCormack was awarded funding to support her research, "Out of the Question: Women, Media and the Art of Inquiry."

Barbara Bird was awarded funding for her research, "Meeting Place: Making Global Connections."

Anthony Olorunnisola earned funding to support his research, “Acculturation of First and Second Generation Africans to U.S. and British Cultures.”

- The College provides resources to support scholarship in diversity. Faculty members are allotted a travel budget (currently \$2,000) to enable them to participate in conferences, conduct research and develop a network of diverse colleagues. Staff members are encouraged to participate in College and 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 Israel, 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 a 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 be successful. 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.

Faculty

In Fall 2008, official records indicate that the College had 8 faculty members of color (12.7 percent). In Fall 2005, the College had 11 faculty members of color (about 20 percent). See Tables 4.1a and 4.1b.

During this assessment period, one minority woman retired and one minority man was recruited by Rutgers University into a dean's position. We hired one minority man, one international man and six white women.

Data demonstrating these outcomes follow:

Table 4.1a
Full-Time Faculty in the College of Communications
Diversity by Rank
2005 and 2008 Comparison

2008	Communications 2008									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	1	7.1%	0	0.0%	0	0.0%	1	1.6%
Af Am	0	0.0%	0	0.0%	0	0.0%	1	4.2%	1	1.6%
As Am	1	10.0%	2	14.3%	1	6.7%	0	0.0%	4	6.3%
Hisp	0	0.0%	0	0.0%	1	6.7%	1	4.2%	2	3.2%
Minorities	1	10.0%	3	21.4%	2	13.3%	2	8.3%	8	12.7%
White	9	90.0%	11	78.6%	13	86.7%	22	91.7%	55	87.3%
Totals	10	100%	14	100%	15	100%	24	100%	63	100%

Table 4.1b

2005	Communications 2005									
	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%
Minorities	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%

The College of Communications continued to work toward its strategic goal of systematically increasing the number of full-time female faculty members. In Fall 2008, the College employed 22 female faculty members (34.9 percent), a 2.8 percent increase from Fall 2005 when it employed 18 female faculty members (32.1 percent). In 2008, the College almost reached the University Park average of 35.6 percent:

Table 4.2
Full-Time Faculty Gender Profile Summary
College of Communications and All UP Colleges
2005 and 2008 Comparison

COMM			UP	
Year	Women	Total Faculty	Women	Total Faculty
2005	32.1%	56	33.3%	2614
2008	34.9%	63	35.6%	2755

Staff

In Fall 2008, the College of Communications' staff kept its lead as *the most diverse* of all the University Park colleges. With 9.4 percent of the staff coming from minority groups, its percentage is almost double the UP average of 4.8 percent:

Table 4.3
2008 Full-Time Staff Diversity Profile Summary
College of Communications and All University Park Staff

Full-Time Staff	Total Staff	Total Minorities	Minorities % of Total
College of Communications	34	3	9.4%
Penn State University Park	2346	112	4.8%

Tables 4.4a and 4.4b compare the College of Communications staff diversity in 2008 and 2005. Note that staff diversity increased from 8.8 percent in 2005 to 9.4 percent in 2008.

Table 4.4a
2008 College of Communications Staff by Race and Ethnicity

Class	Grd	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Minority Total		White		Totals
STAFF	20-25			1	8.3%					1	8.3%	11	91.7%	12
	11-19							1	6.7%	1	6.7%	14	93.3%	15
	Comp					1	20.0%			1	20.0%	4	80.0%	5
<i>Total</i>				1	3.1%	1	3.1%	1	3.1%	3	9.4%*	29	90.6%	32

*In Fall 2009, 2 African American staff members were hired, bringing our total percentage to 15.6%.

Table 4.4b
2005 College of Communications Staff by Race and Ethnicity

Class	Grd	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Minority Total		White		Totals
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	8.8%	31	91.2%	34

Not reflected in the Fall 2008 official tables is that in 2009, the percentage of minority staff members increased to 15.6 percent. This is because in 2009:

We promoted an African-American female administrative assistant into an academic adviser position.

We also hired an African-American woman from Harrisburg into a vacant administrative assistant position. We were grateful that Dr. Terrell Jones contributed to supporting this recruit's moving expenses.

We also hired an African-American man into a newly created academic adviser position.

Tables 4.5 and 4.6 feature the staff profiles by gender. The percentage of female staff increased from 61.8 percent in 2005 to 71.9 percent in 2008. In 2008, the percentage of female staff in the College was equal to the University Park colleges.

Table 4.5
Full-Time Staff Gender Profile Summary
College of Communications
A Comparison of 2005 and 2008

Year	Total Staff	Total Women	Women % of Total
2005	34	21	61.8%
2008	32	23	71.9%

Table 4.6
2008 Full-Time Staff Gender Profile Summary
College of Communications and All University Park Staff

Full-Time Staff	Year	Total Staff	Total Women	Women % of Total
College of Communications	2008	32	23	71.9%
UP Staff	2008	2346	1688	72%

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. During this assessment period, our faculty members have continued to incorporate diversity modules into more than 100 course sections, providing a curriculum that will prepare students to understand and relate to a diverse society.

For more than a decade, the College's strategic plan has called for "developing a curriculum that fosters intercultural and international competences by offering courses in each major that incorporate diversity modules where relevant." As a result, faculty members in the College go to great means to ensure a curriculum 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 first *Framework to Foster Diversity* report in 2001, instructors have incorporated diversity components into 61 additional course sections, bringing the total number of sections that incorporate diversity issues to 117.

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.

The College’s strategic plan directs us to “prepare our students to work and live in today’s multicultural world by offering stand-alone diversity-focused courses.” As a result, 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.

In addition, during this assessment period, the College has been offering the following new diversity course on a trial basis:

- COMM 497B--Ethnic Communications--focuses on understanding diverse audiences and crafting messages and PR campaigns to diverse (racial/ethnic groups as well as hard-to-reach publics such as seniors, LGBT communities and those living in rural areas). Case studies, speakers and developing a campaign for a diverse population are required.

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. More than 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 extensive works that enables the faculty to link their research and teaching to infuse a multicultural and international foundation to our curriculum are listed in Appendix B.

3. How is diversity integrated into your curriculum?

See question No. 1.

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 more than 100 course sections that contain a diversity module, a 95 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 Appendix B 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 95 percent increase in the number of courses sections that include a diversity component:

Table 5.1

Communications Courses with Diversity Components		
Year	Number of Courses	Percentage Increase
2001	60	
2003	85	42%
2005	99	16%
2009	117	18%
% Increase Since 2001		95%

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
Department Heads' Annual Performance Survey

"My department head provides leadership and support for an environment that allows faculty to realize their potential"

2001	2002	2003	2004	2005	2006	2007	2008	2009
3.4	3.4	3.3	3.2	3.6	3.7	3.5	3.7	3.8

0.0 - 4.0 scale

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. He is also coauthor of a book chapter published in 2008 (with Anne Hoag, associate dean for undergraduate education and outreach) titled *Enhancing Diversity: It's the People, the System and the Infrastructure*. 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 also has led 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 an active 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 was 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 have worked together closely for many years in building a network of faculty and administrators at other colleges and universities to aid in recruiting top students of color. Since the last Framework report in 2005, 14 minority students have been recruited through the informal network, 12 whom were awarded Bunton-Wallers or College assistantships.

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 groups 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).

Acting Associate Dean for Administration

The acting associate dean for administration is a new position starting in Fall 2009. One responsibility of this associate dean is to oversee student learning assessment. A value adopted by the College for learning assessment centers on diversity; the associate dean will oversee the College's continuing efforts to improve student learning about diversity across all majors in the College.

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 minority students take advantage of every opportunity to pursue, apply and accept internships.

He provides numerous, strong internship leads to minority 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 minority students. For example, CUPRAP, the 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 a highly qualified diverse pool of 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 2008, more than 22 percent of the College's academic administrators and executives were from underrepresented groups. Eleven percent of the administrators are women. In 2009, the College added another woman to the academic administrator rank as an acting associate dean. She is not included in the 2008 official profiles.

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

The 2008 and 2005 official diversity profiles of the College of Communications' executive and academic-administrator levels follow:

Table 6.1a
2008 Official Executive and Academic Administrator
Race and Ethnicity Profile
College of Communications

Rank	Black Af.Am.	Black Af.Am. %	Asian	Amer. Ind.	Latino	White	White %	Total
Exec.	0	0%	0	0	0	1	100%	1
Acam.	2	22%	0	0	0	7	78%	9
Total	2		0	0	0	8		10

Table 6.1b
2005 Official Executive and Academic Administrator
Race and Ethnicity Profile
College of Communications

Rank	Black Af.Am.	Black Af.Am. %	Asian	Amer. Ind.	Latino	White	White %	Total
Exec.	0	0%	0	0	0	1	100%	1
Acam.	1	33%	0	0	0	2	67%	3
Total	1		0	0	0	3		4

Although the official record above indicates that the academic administrator rank has gained six persons since 2005, our numbers remained the same from 2005 to 2008. The difference reflects a university-wide accounting change where our four department head positions and two assistant dean positions were reclassified from the faculty rank to the academic administrator rank. The following tables lists the actual gender and diversity headcount of executives and academic administrators in 2008 and 2005:

Table 6.2a
2008 Executive and Academic Administrator Headcount
By Title, Gender, Race and Ethnicity
College of Communications

Rank	M	F	Black Af.Am.	Asian	Amer. Ind.	Latino	White	Total
Dean	1		0	0	0	0	1	1
Associate Deans	1	1	0	0	0	0	2	2
Assistant Deans	3		1	0	0	0	2	3
Department Heads	4		1	0	0	0	3	4
Total Headcount	9	1	2	0	0	0	8	10

Table 6.2b
2005 Executive and Academic Administrator Headcount
By Title, Gender, Race and Ethnicity Profile
College of Communications

Rank	M	F	Black Af.Am.	Asian	Amer. Ind.	Latino	White	Total
Dean	1		0	0	0	0	1	1
Associate Deans	1	1	0	0	0	0	2	2
Assistant Deans	3		1	0	0	0	2	3
Department Heads	4		1	0	0	0	3	4
Total Headcount	9	1	2	0	0	0	8	10

Table 6.3
2008 Gender and Diversity Profile Percentages By Title
Academic Administrator
College of Communications

Rank	Percent Female	Percent Minority	Percent White
Associate Deans	50%		100%
Assistant Deans		33%	67%
Department Heads		25%	75%
Total Percentage Academic Admin.	11%*	22%	78%

*In 2009, the College's percentage of female academic administrators increased to 20 percent.

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?

Our search process has not changed during this assessment period. 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 vice provost 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 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?

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.

Our strategic goal to diversify our leadership and management has caused the College to give great attention to this area with significant results. In Fall 2009, a female faculty member was promoted to a newly created position, acting associate dean for administration. This faculty member has leadership potential; upper administration is

mentoring her so she will gain the experience needed to assume a permanent administrative position in the College. Also in 2009, the College promoted a minority female administrative assistant into an advising assistant position. During her annual reviews, this employee let administrators know that she was interested in becoming an adviser. She had acquired many advising skills in her position, and her supervisors believe she has great potential. She was promoted into an advising assistant position, and professional staff members are mentoring her in the skills she needs to become an academic adviser.

These employees, who were cultivated for leadership positions from within our faculty and staff, are listed below along with our other employees from underrepresented groups who were promoted from the College's faculty and staff into leadership and management positions:

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

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

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 2008, 22 percent of the College's academic administrators were minorities, compared with 11 percent of the total academic administrators at University Park. Eleven percent of the College's academic administrators were women, compared with 23 percent of all academic administrators at University Park:

Table 6.4
Academic Administrator
2008 Official Gender and Diversity Profile Summary
University Park Colleges and
College of Communications Comparison

	Percent Female	Percent Minority	Percent White
Total Academic Administrators - College of Communications	11%*	22%	78%
Total Academic Administrators - UP	23%	11%	89%

*In 2009, the College's percentage of female academic administrators increased to 20 percent.

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, as indicated throughout this Framework report, the strategic plan serves as the roadmap for achieving the College's diversity goals. Listed below are the long-term diversity strategies from the strategic plan as well as sections in this report that describes the College's progress toward meeting these goals:

Strategy: Build endowed funds and increase annual funds to help diversify the student body. See Table 7.1.

Strategy: Make maximum use of available College- and University-based funds to recruit top-tier students. See Table 7.1.

Strategy: Actively recruit graduate students of color through coordinated personal visits, HBCU on-site networking, correspondence and telephone calls. See Challenge 3, question No. 1.

Strategy: Through increased scholarship support, advising, involvement in student organizations and peer tutoring, retain students. See Challenge 3, question No. 1.

Strategy: Actively recruit faculty and staff of color and females through personal contacts, networking, advertising and appropriate minority media and academic organizations. See Challenge 4, question No. 1.

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. See Challenge 4, question No. 1.

- 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. See Challenge 1, question No. 3.
- Strategy:** Prepare students to work and live in today's multicultural world by offering stand-alone diversity-focused courses. See Challenge 5, question No. 1.
- 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. See Challenge 5, question No. 2 and Appendix B.
- Strategy:** Create a welcoming climate by making available a variety of student organizations that emphasize the importance and value of diversity. See Challenge 2, question No. 1.
- 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. See Challenge 2, question No. 1.
- Strategy:** Communicate clear and consistent descriptions of the University's and the Colleges diversity objectives and initiatives through diversity strategy meetings. See Challenge 1, question No. 2.
- 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. Challenge 1, question No. 4.
- Strategy:** The assistant dean for multicultural affairs serves on College's executive committee along with department heads and academic deans. Challenge 1, question No. 5 and Challenge 7, question No. 2.

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 has made several important organizational realignments that 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; 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 2008-2009 totaled more than \$375,000, a significant commitment within the context of the unit’s overall budget:

**Table 7.1
Actual Expenditures for Diversity
A Comparison of 2005-2006 and 2008-2009**

	2005-2006	2008-2009
Salaries and Wages	\$116,280	119,419
Department Allotment	32,875	32,105
Graduate Assistantships	108,630	80,438
Scholarships	100,790	126,181
High School Multicultural Workshop	21,636	17,020
TOTAL	380,211	375,162

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 worked diligently to maintain diversity funding while our overall funding has decreased. Between 2005-2006 and 2008-2009, the College has managed to hold steady its expenditures for inclusivity-related work with a reduction of only 1.3 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 fundraising efforts that began more than 15 years ago, it has increased its annual

minority scholarship award totals from \$1,450 to \$126,181, 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. And in Fall 2008, the College raised from private sources \$50,000 to permanently endow a diversity scholarship fund, which Knight Foundation matched – thus creating the \$100,000 Knight Diversity Scholarship in Sports Journalism.

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 \$141,432. 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. See Appendix A and Appendix B.

Also see Challenge 2, question No. 5 for a listing of faculty who have been rewarded for their diversity-related scholarship

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 assistant dean for 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 our HBCU partners 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.

The Office of Multicultural Affairs increases its ability to advise minority students by teaming with the College's Office of Academic Services. In 2009, Academic Services added two new advisers experienced in advising students of color. By partnering with Academic Services, the Office of Multicultural Affairs has the potential to triple its advising capacity.

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 Academic 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 Academic 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 2008-2009 totaled more than \$375,000 – a significant sum for a program our size.

- 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 increased its spending for diversity initiatives by 38 percent since 2002-2003, although, in these challenging economic times, it had a slight dip of 1.3 percent in expenditures since the last *Framework* report:

**Table 7.2
Actual Expenditures for Diversity
2002-2003 to 2008-2009**

	2002-03	2004-05	2005-06	2008-09
Salaries and Wages	\$112,733	\$112,727	\$116,280	\$119,419
Department Allotment	25,466	27,379	32,875	32,105
Graduate Assistantships	45,205	63,135	108,630	80,438
Scholarships	64,063	94,288	100,790	126,182
High School Multicultural Workshop	<u>24,278</u>	<u>24,545</u>	<u>21,636</u>	<u>17,020</u>
TOTAL EXPENDITURES	\$271,745	\$322,074	\$380,211	\$375,164

Success also can be gauged by comparing scholarship expenditures to our minority students over the years. Since the last Framework report, scholarship funding has increased by 25 percent:

**Table 7.3
Actual Expenditures for Diversity Scholarships
1995-1996 to 2008-2009**

1995-96	1999-00	2002-03	2004-05	2005-06	2008-09
\$2,775	43,500	64,063	94,288	100,790	126,181
% Increase	147%	47%	47%	7%	25%

The number of courses in communications with a diversity component has increased by 95 percent since 2001 and 18 percent since the last Framework report -- clearly illustrating the commitment of faculty members to inclusivity. See Table 5.1.

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."

**DIVERSITY CONTENT OF THE CURRICULUM
COLLEGE OF COMMUNICATIONS
2009**

APPENDIX A

Comm 100 (Mass Media & Society)

Instructor: McAllister

Diversity Component: Minority ownership issues. Race and the development of popular music. Gender issues in media violence. Effects of globalization on diversity in films.

Comm 110 (Media and Democracy)

Instructor: Elavsky

Diversity Component: The relationships between class, identity politics, and the processes for enacting social justice, emphasizing the media's role in facilitating cultural sensitivity and fostering and sustaining democratic ideals, institutions and practices in society.

Comm 118 (Introduction to Media Effects)

Instructor: Oliver

Diversity Component: Effects of stereotypical portrayals of race/ethnicity/gender/sexual orientation on viewers' perceptions.

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 Telecommunications)

Instructor: Jackson

Diversity Component: Media coverage/programming and women and minorities, media regulation and minorities, global media and diverse ethnic groups, gender and racial stereotyping, minority access to communication technologies.

Comm 205 (Women, Minorities and Media)

Instructor: Dumas

Diversity Component: The entire course examines diversity issues of gender, ancestry, culture, sexual preference and conditions of ability in media portrayals, creative production and ownership with particular focus on underrepresented populations. Communications theory, critical cultural theory and analyses are used to research

historical and current environments of gender, ancestry, culture, sexual preference and conditions of ability in media representation.

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 including minorities in stories is stressed repeatedly on how to cover a Community. Dean Anderson's textbook covers these points well. Students also discuss the range of material in the chapter on multicultural reporting.

Comm 260W (News Writing and Reporting)

Instructor: Dillon

Diversity Component: Specific class devoted to reporter's obligation to learn about and report on a wide spectrum of the community; guest speaker from the Muslim Students Association; chapter in textbook was assigned reading and tested on the semester's last exam.

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 260W (News Writing and Reporting)

Instructor: Zeigler

Diversity Component: Diversity is covered in the textbook; we touch on it in class through discussions on the importance of using a diversity of sources. Sometimes I bring a former demographics writer in to discuss stories concerning race and ethnicity. Some semesters, on-campus speakers offer different perspectives as well, so the class is assigned to cover those speeches.

Comm 269 (Introduction to Photojournalism)

Instructor: Beale

Diversity Component: Ethical decision-making relative to minority issues involving the assigning and selection of photographs for publication.

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 337 (Alternative Film)

Instructor: McCormack

Diversity Component: Class screenings focus on productions by non-mainstream filmmakers creating stories from diverse, ethnic, economic and gender points of view and highlights issues of immigrant and outsider aesthetic production.

Comm 337 (Intermediate Documentary Production)

Instructor: Shea

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

Comm 337 (Experimental and Documentary Production)

Instructor: Sherman

Diversity Component: Screen and discuss films by and about people from different racial, sexual preference, and economic groups.

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 (Film and Video Producing)

Instructor: McCormack

Diversity Component: The entire course teaches the history and current practice of film production from an outsider angle, focusing on the production of minority and LGBT sexual preference in film content, financing, distribution and audience. Course text written by LGBT producer Christine Vachon.

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 347 (Narrative Production)

Instructor: Sherman

Diversity Component: Screen and discuss films by and about people from different racial, sexual preference, and economic groups.

Comm 360 (Broadcast Journalism I)

Instructor: Mannion

Diversity Component: Addressing diverse audiences in radio news reporting. Newsroom editorial policy in the coverage of specific issues and events where race and diversity are a focal point. Avoiding reporter and producer conflicts of interest when covering issues of race and diversity.

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, diversity of content.

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: Richards

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 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: Zhong

Diversity Component: Ethical perspectives, considerations and practices in reporting news involving those who are cultural, ethnic and racial minorities. How to report and recognize cultural influence and stereotypes on minorities in the news media. The importance of a diverse newsroom in fulfilling conception of journalistic imperative of "giving voice to the voiceless".

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 410 (International Mass Communication)

Instructor: Zhong

Diversity Component: The impact of political, social and cultural factors on media flow, content and ownership. How to identify and analyze social and cultural constraints on journalistic practice in an increasingly globalized world as it relates to representing class, race, gender and ethnicity in international information streams.

Comm 411 (Cultural Aspects of the Mass Media)

Instructor: McAllister

Diversity Component: Discussions of representations of race, gender and sexual orientation in different media forms, including advertising, movies and television. Effects of globalization on diversity in films.

Comm 412 (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 in sports journalism are discussed.

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 417 (Ethics and Regulation for Advertising and Public Relations)

Instructor: Strohm

Diversity Component: Using both historic and contemporary cases, students develop a professional framework for evaluating ethical dilemmas, including ethical dilemmas involving diversity issues. Perspectives of advertisers, public relations practitioners, agencies, government, media, clients and advocacy groups, including advocacy groups working in diversity issues, are examined.

Comm 419 (World Media Systems)

Instructor: Elavsky

Diversity Component: Fostering greater international understanding and cultural sensitivity by exploring and comparing how select media systems from various countries reflect and embody different cultural values and perspectives.

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 420 (Research in PR/ADV)

Instructor: Anghelcev

Diversity Component: Cultural diversity in the US: understanding ethnicity, culture, bicultural and multicultural consumer segments. The role of cultural values in consumer decision-making. Culture and ethnicity as segmentation and sampling criteria. Theoretical and methodological issues in cross-cultural survey design.

Comm 420 (Research in ADV/PR)

Instructor: Dardis

Diversity Component: Class chosen to participate in university-wide race relations project; discuss how shared meaning differs across ethnicities and cultures; explore sensitivities of researching audiences and groups that are unlike self (and document infamous studies that have failed to do so); discuss necessary respect and protocol for all human subjects regardless of background.

Comm 420 (Research in PR/ADV)

Instructor: DiStaso

Diversity Component: Discuss the importance of understanding your audience and conducting research with diverse groups.

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: Dardis

Diversity Component: Relay importance of understanding target audiences and groups that are unlike self; elucidate changing ethnic patterns in US population and impact thereof; discuss global/multicultural advertising issues; examine demographic and other people-driven trends indicating shifts in social and economic environment.

Comm 422 (Advertising Media Planning)

Instructor: Shen

Diversity Component: Discussing the need to understand different ethnic groups in marketing communications, and the benefits of using minority media to reach diverse 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 424 (Strategic Advertising Campaigns)

Instructor: Strohm

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 424 (Strategic Advertising Campaigns).

Instructor: Shen

Diversity component: Discuss the importance of understanding consumers from diverse backgrounds regarding race, gender and lifestyles. Discuss opportunities to reach target audience using a variety of media, including minority media.

Comm 437 (Narrative Film)**Instructors: Hetzel, Shea, Bingaman**

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 440 (Advanced Production Techniques)**Instructor: Sherman**

Diversity component: Discuss the work of 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 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)**Instructors: Hetzel, Shea, Bingaman**

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: Dillon

Diversity Component: Reporter's obligation to learn about and report on a wide spectrum of the community was stressed. Guest speakers on two occasions: one from the Muslim Students Association speaking on Islam and Muslim culture; one from Catholic Charities speaking about poverty and working with impoverished people.

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 460W (Reporting Methods)

Instructor: Maltz

Diversity Component: The need to approach issues pertaining to minorities with sensitivity as well as the importance of avoiding stereotyping. The importance of including a wide variety of voices in stories. Some course readings also relate to these topics.

Comm 461.4 (Specialty Reporting)

Instructor: Curley

Diversity Component: One class is primarily 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 have about a dozen topics for presentations and the list includes reporting on the civil rights movement.

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 465 (Broadcast Journalism II)

Instructor: Zhong

Diversity Component: Newsroom editorial policy on the coverage of specific issues and events where race, diversity and culture are a focal point. Addressing diverse audiences in news reporting. Reporting crime suspect and other descriptions based on various indicators. Fair hiring practices in the newsroom.

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: 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: Maltz

Diversity Component: Avoiding bias, stereotyping and charged language, especially when referring to people or groups of people who have been the victims of discrimination.

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: Bortree

Diversity Component: In class discussion and exercises on engaging with diverse audiences and avoiding stereotyping in communication.

Comm 471 (Public Relations Media and Methods)

Instructor: DiStaso

Diversity Component: Discuss communicating to a diverse audience. Students look at case studies that require them to think through all the different groups and how to communicate with each.

Comm 471 (Public Relations Media and Methods)

Instructor: Haigh

Diversity Component: Understanding diverse publics; being sensitive to diversity issues in public relations communications. How to use diverse media to target minority groups, how to segment publics, and how language can be interpreted differently.

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: Bortree

Diversity Component: Case studies of campaigns targeting diverse audiences. In class exercises on communicating with diverse audiences and avoiding stereotyping.

Comm 473 (Public Relations Problems)

Instructor: Haigh

Diversity Component: The history of campaigns (including the programs that promoted educating women, the suffrage movement, and the Underground Railroad). Social action campaign examples that targeted diverse groups.

Comm 473 (Public Relations Problems)

Instructor: Major

Diversity Component: Diversity is incorporated into all aspects of the course including the clients that are selected for the course; the examples of campaign materials included in the course; the audiences included in primary and secondary research in the course; the history of public relations in civil rights and social movements; and the application of EEOC, Affirmative Action, and ADA as they apply to public relations.

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 includes material based on the importance of covering diverse groups and other segments include material on attracting younger and diverse readers. Training material on diversity and women managers from ASNE and other organizations is used in class.

Comm 476 (Sports Writing)

Instructor: Poorman

Diversity Component: Assessing the difference in media coverage between women and men's sports. Gender and racial stereotyping in the reporting of sports. Sensitivity to geographic regions' interests in different sports.

Comm 479 (Telecommunication Networks)

Instructor: Jayakar

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

Comm 480 (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 484 (Emerging Telecommunications and Information Processing Technologies)

Instructor: Taylor

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 487 (Telecommunications Administration)

Instructor: Hoag

Students study international media management issues including specific cases of an African mobile phone company, the Keitai market in Japan, a videogame business in Vietnam, the international basketball industry and an Asian-American female executive at an American cable company.

Comm 489W (Media and Information Industries)

Instructor: Taylor

Diversity Component: Extensive consideration of the roles of gender and ethnicity in videogames (production, content and use).

Comm 490 (Issues in Electronic Commerce)

Instructor: Taylor

Diversity Component: The impacts of globalization and information technology on poverty, the digital divide, and development in the least developed countries, as well as economic impacts on underserved groups in the U.S.

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 497B (Ethnic Communications)

Instructor: Nichols-Nash

Diversity Component: The class focuses on understanding diverse audiences and crafting messages and PR campaigns to diverse (racial/ethnic groups as well as hard to reach publics such as seniors, LGBT and those living in rural communications). Case studies, speakers and developing a campaign for a diverse populations are required.

Comm 498D (Convergence Journalism)

Instructor: Chandler

Diversity Component: Discuss examples of cross-cultural reporting with specific focus on how multimedia tools can be used to give voice to under-represented communities.

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 498F (Public Scholarship and Communication Policy)

Instructor: Schejter

Diversity Component: Minority ownership and representation in media. Students are offered research opportunities in these areas among others.

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 518 (Media Effects)

Instructor: Schmierbach

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 520 (Seminar in Advertising Problems)

Instructor: Dardis

Diversity Component: Study cultural and normative effects on attitude development, persuasion, and belief/opinion change.

Comm 521 (Advertising Perspectives)

Instructor: Shen

Diversity Component: One week's readings focus on cultural 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.

**FACULTY RESEARCH THAT HAS ADVANCED PSU'S DIVERSITY
AGENDA
2009**

APPENDIX B

- Murali Balaji earned the "Best Article on Immigrant Issues, Racial or Social Justice" from the New York Independent Press for his article, "Desi Hip Hop." He also earned "honorable mention" for best paper on a minorities topic from the American Journalism Historians Association.
- Ron Bettig's international research activities include serving as opening plenary speaker at the "Advanced Forum on Global Education in Digital-Publishing and Publishing Industries," Fudan University, Shainghai, China, June 2009; serving as guest lecturer at the National Institute of Advanced Study (IAS), Fudan, University, Shainghai, June 2009; and giving guest lectures at the National Chaio Tung University, Hsinchu; National Taiwan University, Taipei; Shih Hsin University; Chaoyang University of Tech, Taipei; National Sun Yat-sen University, Kauishung; Auklund University of Technology, Taipei, Taiwan, May 2008.

Bettig also has written the following international political publications:

Translation: *Copyrighting Culture: The Political Economy of Intellectual Property* (Mandarin Chinese), Tsinghua University Press, 2009; and Anthology: "Copyright and the Commodification of Culture." *The Political Economy of Communication: A Reader*, Cao Jin and Zhao Yuenshi (eds.), Shanghai: Fudan University Press; 2007.

- Barbara Bird, Judy Maltz and Richie Sherman won a prestigious CINE Golden Eagle Award for the production of their documentary film, "No. 4 Street of Our Lady," which tells the remarkable, yet little-known, story of a Polish-Catholic woman who rescued 15 Jews during the Holocaust. The award was in the documentary feature category.

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.

- Denise Bortree's paper on gender and inclusion titled "New Dimensions in Relationship Management: Exploring Gender and Inclusion in the Nonprofit Organization-Volunteer Relationship," recently won the second-place faculty research paper award in the public relations division at the Association for Education in Journalism and Mass Communication conference.
- Jonathan Cavallero has presented conference papers on Bollywood film and teaches courses on Bollywood and Hong Kong cinema. He has also published and presented work on the relationship between Italian cinema and Italian American directors.
- 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."
- Dennis 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."

- 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."

- 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."
- 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."

- Marie Hardin has completed the following studies since the last reporting period, all of which deal with diversity issues. One study in particular, on parity in college newsrooms, was a direct result of her discussions with minority students in the College:

Hardin, M., & Whiteside, E. (2009). "Token Responses to Gendered Newsrooms: Factors in the Career-Related Decisions of Female Newspaper Sports Journalists." *Journalism* (Special, refereed issue on newswork, edited by Mark Deuze and Tim Marjkoribanks), Vol. 10, Issue 5, 627-646.

Hardin, M., Kuehn, K., Jones, H., Genovese, J., & Balaji, M. (2009). "'Have You Got Game?' Hegemonic Masculinity and Neo-Homophobia in U.S. Newspaper Sports Columns." *Communication, Culture and Critique*, Vol. 2, No. 2, 182-200.

Hardin, M., & Greer, J.D. (2009). "The influence of gender-role socialization, media use and sports participation on perceptions of sex-appropriate sports." *The Journal of Sport Behavior*, Vol. 32, No. 2, 207-226.

Hardin, M., & Whiteside, E. (2009). "The power of storytelling: Narratives and notions of gender equality in conversations about sports." *Sociology of Sport Journal*, Vol. 26, No. 2, 255-276.

Greer, J., Hardin, M., & Homan, C. (2009). "'Naturally' less exciting? Visual production of men's and women's track and field coverage during the 2004 Olympics." *Journal of Broadcasting and Electronic Media*. Vol. 53, No. 2, 173-189.

Kian, E., & Hardin, M. (2009). "Analyzing Content Based on the Sex of Sports Writers: Female Journalists Counter the Traditional Gendering of Media Coverage" in its current form for publication in the *International Journal of Sport Communication*. *International Journal of Sport Communication*. Vol. 2, No. 2, 185-204.

Hardin, M., Genovese, J., & Yu, N. (2009). "Privileged to Be on Camera: Sports Broadcasters Assess the Role of Social Identity in the Profession." *Electronic News*. Vol. 3, No. 2, 80-93.

Hardin, M., & Whiteside, E. (2009). "Sports Reporters Divided Over Concerns about Title IX." *Newspaper Research Journal*, Vol. 30, No. 1, 58-71.

Hardin, M., & Sims, A. (2008). College Newspaper Staffing Fails to Reach Parity. *Newspaper Research Journal*, Vol. 29, No. 4, 6-17.

Whiteside, E., & Hardin, M. (2008). "The rhetoric and ideology behind Title IX: An analysis of U.S. newspaper editorials, 2002-2005." *Women in Sport & Physical Activity Journal*, Vol. 17, No. 1, 54-67.

Hardin, M., Shain, S., & Poniatowski, K. (2008). "'There's No Sex Attached to Your Occupation': Feminism and the Revolving Door for Young Women in Sports Journalism." *Women in Sport & Physical Activity Journal*, Vol. 17, No. 1, 68-79.

Hardin, M. (2007). "'I Consider Myself an Empowered Woman': The Interaction of Sport, Gender and Disability in the Lives of Wheelchair Basketball Players." *Women in Sport & Physical Activity Journal*, Vol. 16, No. 1, 39-52.

Hardin, M., Simpson, S., Whiteside, E., & Garris, K. (2007). "The 'Gender War' in U.S. Sport: Winners and Losers in News Coverage of Title IX." *Mass Communication & Society*, Vol. 10, No. 2, 211-234.

- Jeanne Hall authored the refereed paper called "Black Girls can be Princesses Too: A Critical Analysis of Disney's Multicultural Cinderella."
- 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.
- Anne Hoag co-authored papers on the glass ceiling facing women as they progress toward the highest levels of television management. Hoag and Doug Anderson co-authored a book chapter, "Enhancing Diversity: It's the People, the System and the Infrastructure."
- 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.
- 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."
- Matt Jordon wrote the article "Recorded Jazz and *La Voix Nègre*: The Sound of Race in the Age of Mechanical Reproduction."
- Naomi McCormack directed and produced a documentary film on women and media research in America. Presented at the 2009 ICA, NCA , and UFVA conferences, "Out of the Question: Women, Media, and the Art of Inquiry" follows the careers and contributions of five women who did pioneering work on celebrity, media and politics, and social influence during 1940's and 50's. The women helped set the foundation for the field of media research as they investigated war propaganda in the U.S and Japan and the emerging media cultures of American life.
- Ann Marie Major was awarded an \$18,000 grant from Sam Houston State University in July 2009 to develop a pilot research project to survey risk perception and communication behavior about Type 2 diabetes onset among African Americans,

Hispanic Americans, and American Indians. The award was based in part on previous work where Major and Wanda Reyes Velasquez co-authored " Exploring Relationships among Gender, Ethnicity and Communication about Diabetes Risk among College Students."

Major also 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."

- Matthew McAllister is co-editor of *Film and comic books*. (2007). Jackson, MS: University Press of Mississippi. Chapters focus on such countries as Malaysia, Australia, Mexico, Germany and the UK; and co-editor of *The Advertising and Consumer Culture Reader*. (2009). New York; Routledge. Chapters focus on such issues as gender, race and globalization.

McAllister has also given these talks in international venues: "Consumer Culture and New Media: Commodity Fetishism in the Digital Era," for the invitation-only workshop, "Communication in the 21st Century," Hellenic Audiovisual Institute, Athens, Greece, October 31-November 1, 2008; "From Lard Lad to Butterfinger: Cultural Contradictions of *The Simpsons* in Commercial Culture," Department of Communication Studies Public Lecture Series, University of Otago, Dunedin, New Zealand, April 24, 2006; "Media conglomerate ownership," for Communication Studies 101, "Introduction to Communication Studies," Professor Chris Russill, University of Otago, Dunedin, New Zealand, April 24, 2006.

- Mary Beth Oliver was awarded a research Fulbright to study stereotyping of Maori populations in New Zealand. She continues to study media and social cognition, and is currently working on strategies to use media portrayals as a way of increasing empathy among different racial/ethnic groups. She collaborates with numerous international colleagues, most recently with a colleague in Germany who is a co-author of a forthcoming paper in *Human Communication Research*. In the last several years she has

been invited to deliver keynote addresses in Amsterdam, Spain, and Germany, and to serve as an invited speaker at a conference in Israel.

Oliver 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."

- 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.
- 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 edited three book volumes and guest-edited a special issue of an international journal: "Political Economy of Media Transformation in South Africa;" and "Media in South Africa after Apartheid: A Cross-Media Assessment;" and "Media and

Communications Industries in Nigeria: Impacts of Neoliberal Reforms between 2007 and 2009". He Guest-Edited a Special Issue on Media and Democracy in Africa.

Olorunnisola authored the following publications: "Democratization, Mass Media, and Civil Society: A Discourse of Interlocking Paradoxes"; "Neo-liberal Reforms, Media, and Communications in a Nation-in-Transit"; "GSM Telephones in Nigeria's Political, Socio-Economic and Geo-Cultural Landscapes"; "Neo-liberal Reform of Media and Communications as 'Adoption of Innovation': Is there Space for Policy Adaptation?"; "African Emigres in the U.S.: Negotiating Ethnic Identities, Majority-Minority Statuses, and Negative Media Co-Representation."

Olorunnisola also authored or coauthored "Political Economy, Representation and Transformation"; "A Continental Perspective on the Transformation of South Africa's Media and Communication Policies"; and "Political Economy of Media Transformation in South Africa and the Next Frontier"; He also authored "Community radio as participatory communication in post-apartheid South Africa"; "African media, information providers, and emigrants as collaborative nodes in virtual social networks"; "Radio, TV and Politics: Broadcast Media in Nigeria"; "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;" "Raradigm Lost: Local Press Coverage of Nigeria's Aborted Transition" and "When Tribal wars are mass mediated: Re-evaluating the policy of 'non-interference'".

- Ford Risley published *Abolition and the Press: The Moral Struggle Against Slavery* (Northwestern University Press, 2008). The book, which was named by the American Journalism Historians Association the best book published on media history in 2008, examines the important role that abolitionist newspapers played in opposing slavery in the United States.
- John Sanchez's research is focused at the intersection of News Media and American Indian cultures and how this intersection shapes and helps to identify American Indian cultures in the 21st century. He co-authored several book chapters including "Has the

Dream Stalled? -- an assessment of the centrality of diversity in journalism and mass communication education" and "Why Can't They Just Get Over It?" a co-authored chapter about labels that are given to American Indians in the 21st Century. In addition he has authored the book chapters including, "From Public Occurrences to HBO, The News Framing of American Indians." In press, Oklahoma Press, "An American Indian in Journalism: A dream maker for others." and Diversity in America: Visions of the Future: *Real Issues of Real People*; "Teaching Media Ethics for the New Millennium: A View from Indian Country;" and "Diversifying America's Classroom: A Perspective from Indian Country."

Sanchez has also authored or co-authored the following peer reviewed journal manuscripts: "The Rhetoric of Indian Activism in the 1960's and 1970's," "How American Public Schools Using Down-Linked News Media Shape American Indian Identity," "Communicating Culture Through Leadership: One Perspective from Indian Country," "From Boarding Schools to the Multi-cultural Classroom: The Intercultural Politics of Education, Assimilation, and American Indians," "The Government's Case Against American Indian Activists, The American Indian Movement, Leonard Peltier," "Distance Learning in Indian Country: Becoming the Spider on the Web," "E Pluribus Unum: American: Education and Native American Values," "Transformations: A Resource for Curriculum Transformation and Scholarship." In addition, Sanchez has published numerous op-ed newspaper articles related to American Indians in the 21st century.

Sanchez also served as keynote speaker at the annual campus Achievements Conference that serves to further enhance diversity and personal connections among students on February 8, 2008.

- Amit Schejter conducts comparative international research of communications policies, and has published studies discussing policies in Israel, Korea, the European Union and across wide comparative settings. He also has developed and taught courses on comparative media systems on both the undergraduate and graduate levels. His work on media and telecommunications policy has specifically focused on its application to the everyday challenges created by the unequal distribution of resources and the

silencing of the public's voice, creating a research agenda that highlights the need to consider diversity as a major policy goal. The policies studied under this umbrella discuss radio, television, cable, satellite and the Internet and are incorporated into teaching courses on telecommunications regulation and media activism.

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."

- S. Shyam Sundar serves as senior personnel on a World Class University Project funded by Korea Science and Engineering Foundation, Ministry of Education, Science and Technology, South Korea. As part of this effort, he helped launch a new discipline and Department of Interaction Science at Sungkyunkwan University in Seoul, South Korea, where he holds a visiting appointment as World Class University (WCU) Professor. He is working on establishing an exchange program between the College of Communications at Penn State and the Interaction Science department at Sungkyunkwan University.

Sundar visited the following universities, research centers, and conferences, and delivered presentations on psychological aspects of communication technology and media education: Seoul National University, Seoul, South Korea; the First Annual Symposium on Interaction Science, Sungkyunkwan University, Seoul, South Korea; the international conference on "Internet Communication in Intelligent Societies," Chinese University of Hong Kong, Shatin, Hong Kong; the Institut für Kommunikationswissenschaft, Ludwig Maximilians Universität, Munich, Germany; the

Amsterdam School for Communication Research (ASCoR), Universiteit van, Amsterdam, Netherlands; Christ College, Bangalore, India; the Sri Sri Centre for Media Studies, Bangalore, India.

Sundar was an invited panelist to deliver presentation on “Social Psychology of Communication Technologies: Implications for Development” at a conference on “Communication and Development in the Information Age: Extending the Benefits of Technology for All” organized by the Global Communication Research Association in January, 2003 in Banaras Hindu University, Varanasi, India.

Sundar collaborated with Dr. Eun-Ju Lee of the Department of Communication, Seoul National University in Seoul, South Korea, on the book chapter “Human-Computer Interaction.”

Sundar collaborated with Dr. Matthias R. Hastall of the Department of Communication, University of Erfurt, Germany, on the article: “News cues: Information scent and cognitive heuristics.”

Sundar also co-authored the following publications regarding perception of race: “Perceptual effects of race and weight of models in magazine advertisements on the body-self concept of Afro-American women.” “Race and perception of film characters.”

Sundar published the following articles about international news: “Status of small newspapers in developing societies...A case study of Shimoga district.” “Watchdog or lapdog? The effect of US foreign policy on The New York Times’ coverage of Central America.” “The ‘shrinking foreign newshole’ of the New York Times.”

Sundar served as site visitor and Reviewer of the Education Abroad programs offered by the Institute for the International Education of Students (IES), Barcelona, Spain, in 2006.

Sundar served as Independent Technical Reviewer of Online Course on Media and Society for Knowledge Solutions – NIIT Ltd., New Delhi, India, during 2004-2005.

Sundar served as Chair of Experts Committee on Multimedia Arts, New Initiatives Fund, a large-scale grant competition for establishing centers coordinated by the Canada Foundation of Innovation in Ottawa, Canada.

Sundar is a regular member of grant-proposal review panel for University Grants Committee, Research Grants Council of Hong Kong, Wan Chai, Hong Kong, China.

- Richard 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.

- Doctoral candidate Nathaniel Frederick II studied 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."
- Doctoral candidate Erin Whiteside, was selected as the recipient of the Mary Gardner Award for Graduate Student Research by the AEJMC's Commission on the Status of Women. Whiteside's work, titled "Power Relations Under the Glass Ceiling: Gender, Sexuality and Identity in Sports Information," earned praise from judges as well as a monetary award. Specifically, judges cited the paper for its focus as "a great new area of research."
- Master's student Erin Ash received a top-paper award from the Minorities and Communication Division of AEJMC for her co-authored research on news coverage of former Big Ten Conference football player Maurice Clarett.

Letter from Dean Anderson to all employees summarizing the 2008 Faculty/Staff Survey

APPENDIX C

Colleagues:

As you may recall, during the Fall semester, Penn State conducted its 2008 faculty/staff survey, an exercise commissioned by the Office of the President.

The first such survey was conducted in 1988, with follow-ups in 1996, 2000 and 2004. The 2008 survey was similar in overall structure to previous surveys, with major sections titled: attitudes and practices; diversity; administrative practices and activities; and overall impressions.

The total population of 16,508 full-time faculty and staff was invited to participate in the survey. On September 17, 2008, faculty and staff were sent an e-mail invitation from Diagnostic Plus, a company external to Penn State. Two reminder e-mails were sent on September 24 and October 1. Data were collected online until the closing date of October 3.

The overall University response rate was 51 percent. Our College's response rate was 61 percent.

The thick-as-the-New York City-telephone-directory bound results are in Sharon Symanovich's office for anyone who would like to review them. It's a massive data set.

I think it is terrific that the University undertakes this exercise regularly – and like all of you, I take the results seriously and to heart.

As I am fond of saying to just about anyone who will listen: "We're about 50 percent short of perfect here in the College, but this still is, I think, on a day-to-day basis, a good place to come to work."

As was the case in the 2004 survey, the 2008 results show that we generally feel very good about Penn State, the College, ourselves and our work environment.

Of the College's respondents, 26 percent have worked here three or fewer years; 29 percent have worked here three to seven years; 27 percent have worked here eight to 15

years; 11 percent have worked here 16 to 25 years; and 7 percent have worked here more than 25 years.

A tidbit: Feel-good evidence that Penn State is an excellent place to work – 67 percent of the College’s faculty and staff who responded reported that they have used the tuition remission program.

As I said, anyone is welcome to review the entire data set in Sharon’s office, but here are some results I’d like to highlight:

IN GENERAL, THERE IS A SENSE OF MUTUAL RESPECT BETWEEN FACULTY AND STAFF.

College - 51% strongly agree; 33% agree for 84%.
PSU - 24% strongly agree; 44% agree for 68%.

IN GENERAL THERE IS A SENSE OF MUTUAL RESPECT BETWEEN ADMINISTRATION AND STAFF.

College - 38% strongly agree; 40% agree for 78%.
PSU - 18% strongly agree; 47% agree for 65%.

AT WORK, MY OPINION SEEMS TO COUNT.

College - 46% strongly agree; 36% agree for 82%.
PSU - 20% strongly agree; 49% agree for 69%.

MY UNIT IS A SUPPORTIVE COMMUNITY WITH GOOD EMPLOYEE MORALE (STAFF ONLY).

College - 50% strongly agree; 25% agree for 75%.
PSU - 20% strongly agree; 41% agree for 61%.

MY UNIT IS A COLLEGIAL COMMUNITY WITH GOOD MORALE (FACULTY ONLY).

College - 55% strongly agree; 28% agree for 83%.
PSU - 24% strongly agree; 41% agree for 65%.

THE WORKPLACE CLIMATE IN MY UNIT IS WELCOMING FOR EMPLOYEES FROM UNDERREPRESENTED GROUPS.

College - 47% strongly agree; 39% agree for 86%.
PSU - 27% strongly agree; 50% agree for 77%.

As I said at the outset, we’re well short of perfect. But the bottom line is clear: In general, faculty and staff members at Penn State feel very, very good about their University, their units and the environment in which they work.

And on virtually each of the dozens of questions in the survey – particularly on “strong” agreement – the College’s “positive” perceptions far outstrip the University’s mean. And in several cases, the College’s means are at the very top of all administrative units at the University.

Thanks again to all of you for making Penn State and this College an exceptionally warm and civil place to work.

--doug
(Douglas Anderson, Dean)