

*A Framework to Foster Diversity at Penn State: 1998-2003*  
COLLEGE OF COMMUNICATIONS  
FINAL ASSESSMENT  
February 2004

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

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

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

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

Since its November 2001 progress assessment report, the College has added sexual orientations to the last descriptor to broaden its definition of diversity to include lesbian, gay, bisexual and transgender students, faculty and staff. Allison Subasic, director of the LGBTA Student Resource Center, accepted the College's invitation and subsequently met with our Executive Committee to assist us in developing an understanding of how to build a supportive climate for people with different sexual orientations.

The College also adheres to the basic principle set by its national accrediting process: "Programs should be committed to diversity and inclusiveness. To inform and enlighten, the professionals of journalism and mass communications should understand and reflect the diversity

and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.”

The following sections in this report provide clear specifics on how the College continues to measure up to those descriptors: its increasing percentages of minority students and faculty that exceed University averages; its curricular emphasis on international mass communications and study-abroad program; its percentages of women in the student body and faculty 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.

Two occurrences - - one institutional and one individual - - illustrate clearly the national regard for the College’s diversity efforts.

During the College’s six-year national review in 2000-2001 by the Accrediting Council on Education in Journalism and Mass Communications, the site-visit team noted: “The message is loud and clear: inclusion is the goal for faculty, staff, student body and curriculum.” The review singled out for praise the College’s Office of Multicultural Affairs, the dramatic increase in scholarships earmarked for minority students, the cultural heritage activities and the curriculum, through which it said, “The discussion of diversity issues is evident in more than 60 different course sections.” The report cited “the exceptional job the College has done in its diversity initiatives.”

Then, in September 2001, Assistant Dean for Multicultural Affairs Joseph Selden was selected by the National Conference of Editorial Writers (who work at the country’s 1,500 daily newspapers) to receive the Barry Bingham Sr. Award at that organization’s national meeting. The Bingham Award is presented each year to a journalism educator who has contributed significantly to the diversification of the country’s newsrooms.

## ***2. How has your college distributed and discussed information to students about the University’s diversity initiatives?***

The College’s method for communicating the University’s diversity initiatives to students is effective and has remained constant since the 2001 progress assessment report. The assistant dean for multicultural affairs discusses the University and College diversity initiatives during his

monthly meetings with the College's university scholars and the general student body. He also presents this information at student club meetings and roundtable discussions with club officers, and he refers students to the College's Web site that includes this information. During these sessions, Mr. Selden works with the students to brainstorm ideas on how the diversity initiatives can be put into action to improve the College. He has taken many of the students' suggestions and implemented them into our program.

For example, Mr. Selden continues to listen to student and faculty recommendations in selecting keynote speakers to enhance our cultural heritage month activities. All of the keynote speakers (Doreen Yellow Bird, journalist for Native American Heritage Month; Marie Arana, journalist for Hispanic Heritage Month; Thulani Davis, journalist for African-American Heritage Month) in 2002-2003 were recommended by our undergraduate students and faculty members. As another example, our diversity ambassadors suggested adding less formal functions to their planned activities with their mentees. As a result, a bowling party and a video night are in the planning stages. Our associate dean for graduate studies and the assistant dean for multicultural affairs also hold occasional breakfasts with our minority graduate students so that they have the opportunity to discuss academic issues in an informal setting. In addition, our graduate students of color requested that a potluck get together be organized to provide an opportunity for all new diversity graduate students to meet each other. This activity has turned into a popular annual event. We continue to network and receive excellent ideas from our student body and faculty members.

Diversity initiatives also are discussed at the College's diversity committee meetings, which include student representatives. The College's home page also has a diversity link that is used to inform students and community members of the many multicultural programs available to them.

**3. *How has your college distributed and discussed information to faculty and staff about the University's diversity initiatives?***

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

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

As a member of the dean's executive staff, the assistant dean for multicultural affairs provides leadership to the College of Communications in the initiation, development and implementation of programs and policies to enhance the College's 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.

Joseph M. Selden, who joined the program in 1994, heads the office. Teaming with Selden is a full-time staff assistant and student workers. The Office spends more than \$30,000 a year in operating funds to cover costs for undergraduate recruitment and retention, graduate student recruitment, student clubs, job-fair expenses, community outreach, cultural activities, supplies and printing services.

Specifically, the assistant dean for multicultural affairs:

- Actively leads the College in the recruitment and retention of a diverse student body.
- Provides extensive academic, personal and career counseling.

- Helps coordinate a full array of student organizations (African/Hispanic/Asian/Native American (AHANA), National Association of Minorities in Communications (NAMIC), Women in Cable and Telecommunications (WICT), and the Association of Journalists of Diversity (AJD), which in 1999 was named by the National Association of Black Journalists as the country's outstanding student chapter).
- Oversees a two-week summer workshop for high-school students of color interested in journalism with the support of Dow Jones, Inc. and The Gannett Foundation.
- Regularly coordinates trips to minority student job fairs.
- Plays a leadership role in activities of the National Association of Minorities in Cable (NAMIC).
- 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.

***5. What is the role of your college's diversity committee?***

The College of Communications' diversity 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 the recent climate survey. The committee includes the dean, the assistant dean for multicultural affairs, the director of human resources, and faculty, staff and student representatives.

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

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

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

- The assistant dean for multicultural affairs meets each month one-on-one with the dean to discuss diversity, including student recruitment and retention initiatives, budget and staff management, and critical issues that affect or could affect the College.
- The assistant dean for multicultural affairs has developed an early academic intervention initiative in which he contacts each student with a 2.0 or lower grade point average by letter and telephone. Follow-up is conducted by an individualized appointment to discuss study skills, time management and scheduling issues.
- The assistant dean for multicultural affairs budgets time for open office walk-ins so he can meet students who have academic, personal or financial aid assistance issues that develop suddenly.

***Efforts that have proved less successful or useful:***

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

## CHALLENGE 2: CREATING A WELCOMING CAMPUS CLIMATE

### *1. How does your college and department leadership demonstrate visible support for diversity?*

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

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

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

**Cultural heritage recognition events, lectures and other special programs.** The College was lauded in the mid-point Framework feedback report for its excellent work in offering University-wide events. We continue to make every effort to bring professionals and academics of color to campus for our many diversity special events. Most recently, in November 2003, for example, the College brought to campus Abraham Amoros, director of communications and press for the Department of State, as part of our Hispanic Heritage Month celebration. Amoros spoke to a full audience on: "Latinos: Power and Presence in the United States." On March 20, 2002, as part of its Foster Conference of Distinguished Writers Series, the College played host to Leonard Pitts, Jr., of *The Miami Herald*. And Anne M. Mulcahy, chairman and chief executive officer of the Xerox Corporation, presented the Palmer Chair

Lecture in Telecommunications Studies -- a free public lecture -- titled, "Communications and Technology: Building Bridges," held on April 16, 2003.

The majority of these special events draw overflow crowds that, depending on the venue, draw 100 to 400 people. The College widely advertises the events as it continues to strive to further diversify the audience.

Other accomplished professionals who have participated in recent cultural heritage recognition events, endowed lectures and other special programs or who soon will include:

- Ivelisse de Jesus, assistant city editor of the *Patriot News* in Harrisburg, was keynote awards luncheon speaker at the 2003 Multicultural Journalism High School Workshop on July 6, 2003.
- Cindy M. del Rosario, associate editor, *Fashion O*, The Oprah Magazine, New York, and alumnae of the College, will be a guest speaker on April 10, 2004. She will present, "How to Enter the Magazine Publishing Industry."
- Jinx Broussard, professor at Dillard University in New Orleans, will speak on February 9, 2004 as part of our African-American Heritage Program.
- Murali (Mo) Balaji shared his experiences as general assignment/education reporter at *The Wilmington News Journal* with students of the Multicultural Journalism High School Workshop in July 2003. He will return to make a presentation to the university and the public as part of the College's Asian Heritage Program in April 2004.
- Annette John-Hall, reporter, *The Philadelphia Inquirer*, shared her experience as a sports and entertainment reporter with the participants in the Multicultural Journalism High School workshops in 2002 and 2003.
- Jackie Jones, assistant business editor, *The Washington Post*, made a presentation to the 2002 Multicultural High School Journalism Workshop about her journalism career - - and then joined the College's full-time faculty in January 2003.
- Jannette L. Dates, dean, College of Communications, Howard University, presented, "Black Images in the Media," during African-American Heritage Month on February 1, 2002.

- In celebration of 2002 Hispanic Heritage Month, Hernán Guaracao, publisher, *Al Día Newspaper, Inc.*, Philadelphia, spoke on the subject, “Emergence of the Latino Press in the United States,” on November 15, 2002.
- Dr. Bernard Bell, Penn State professor of English, gave a presentation and met with our diversity scholars and diversity students during their meeting on March 28, 2002 to discuss opportunities to minor in English and African Studies.
- Thulani Davis, editor of the *Village Voice*, New York, presented, “Gathering News When All the News is Hard -- Being a City Editor Before and After September 11, 2001.” Davis was the guest speaker of the College in recognition of African American Heritage Month on February 1, 2002.
- Angel L. Rivera, who is Corporate Global Diversity Director of True North Communications Inc., New York, met with students and gave a presentation on April 3, 2002.
- John Fisher, interactive media director for the *Bucks County Courier Times*, was keynote awards luncheon speaker at the 2002 Multicultural High School Journalism Workshop on July 9.
- Isaiah Poole, opinion page editor, *Centre Daily Times*, provided a presentation to the participants in the July 2002 Multicultural High School Journalism Workshop on his career as a senior editor for the *Gazette* in Prince George’s County.
- Dorreen Yellow Bird, columnist and community journalist for the *Grand Forks Herald*, spoke to students and the community on, “Writing from a Native American Perspective in a Community where few American Indians are Present,” on November 1, 2002.
- Dean Gloria Thomas of Clark-Atlanta University and Dr. Eddy Gaffney, vice provost of students at Morehouse College, who are members of the Historically Black Colleges and Universities (HBCU), met with the College of Communications faculty and students from September 6-9, 2001.

- Marie Arana, editor of *The Washington Post Book World*, Washington, spoke to members of Penn State and the community as part of our celebration of Hispanic Heritage Month on November 16, 2001. The title of her presentation was, “AMERICAN CHICA: Two Worlds, One Childhood.”
- Alison Bethel, Washington bureau chief, *The Detroit News*, was the keynote luncheon speaker at the Multicultural High School Journalism Workshop in July 2001.
- Reggie Sheffield, reporter, the *Patriot News* in Harrisburg, gave a presentation to our high school students about his career as the Dauphin County legal reporter in July 2001.
- Guion (Guy) Bluford, Ph.D., first African-American astronaut, shared his experiences and discussed NASA’s relationship with the media and the participants in the Multicultural High School Journalism Workshop in July 2001.
- Irma Simpson, Gannett Foundation, provided our high school workshop students an opportunity to tour the *USA Today* newsroom and meet a number of journalists who shared their journalism experience in July 2001.
- Angel Rivera, consultant and diversity trainer for True North Communications, met with diversity seniors and graduate students to discuss career opportunities in advertising on April 7, 2000.
- Anglos Roxas, manager, Ernst & Young, Philadelphia, a 1998 graduate, was keynote speaker for the College’s Asian American Heritage Month activity on April 14, 2000.
- William Sutton, president of the National Association of Black Journalists (NABJ), visited the College on Oct. 1, 1999, spoke to classes and had lunch with students.
- James McBride, author, delivered the keynote at the Oct. 21-22, 1999, Foster Conference of Distinguished Writers. He focused on his best-selling book, *The Color of Water*.
- Edward D. Young, III, senior vice president and deputy general counsel, Bell Atlantic, delivered the Palmer Chair Lecture on Nov. 4, 1999.

- Michael D. McKinley, director of human resource development/broadcast resource program for the National Association of Broadcasters (NAB), was keynote speaker for the College's African-American Heritage Month program on Feb. 19, 1999.
- Earl Caldwell, journalist, author and commentator, was featured at the 15th annual Martin Luther King, Jr. Memorial lecture series on April 1, 1999, which the College co-sponsored.
- Ivelisse DeJesus, feature writer at the *York Daily Record*, was the College's keynote speaker for Hispanic Heritage Month on Nov. 3, 1998.
- Susan Yee, president of Regional Network Communications Inc., was part of the College's celebration of Asian-American Heritage Month on April 8, 1998.
- Debra L. Lee, COO of Black Entertainment Television, was the College's keynote speaker for African-American Heritage Month on Feb. 3, 1998.
- Charles B. Fancher, vice president for communications and public affairs of the Philadelphia Newspapers, Inc., was the College's featured speaker for African-American Heritage Month on Feb. 18, 1997.
- Albert E. Fitzpatrick, assistant vice president of minority affairs at Knight-Ridder in Miami, was the College's diversity facilitator during its June 3, 1997 staff retreat for a seminar entitled, "Diversity and Effective Communications."

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

**Monthly diversity strategy meetings.** The College's assistant dean for multicultural affairs routinely conducts monthly diversity scholar, ambassador and general student meetings to discuss academic requirements, cultural heritage activities, meet faculty, student scholars and alums, discuss semester activities, recognize outstanding academic and leadership achievements, and discuss personal concerns.

**College diversity committee.** The College has a diversity committee that meets to discuss general matters of inclusivity, address and assess goals in the "Framework" and to provide input on issues such as the faculty, staff and student survey to determine perceptions of

climate in the program. The committee includes the dean, the assistant dean for multicultural affairs, the director of human resources and faculty, staff and student representatives.

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

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

**Diversity-related outreach.** Diversity-related outreach on campus as well as in the broader community beyond our campus visibly demonstrates the College's support for diversity. 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. Largely through the efforts of our Palmer Chair for Telecommunication Studies and funding from that Chair, the College has provided research reports to the Walter Kaitz Foundation (which seeks to recruit young minority executives from other industries into the cable industry); played host from 1997 to 1999 to the annual leadership conference of the National Association of Minorities in Cable (NAMIC), which brought some 50 minority cable executives to campus each year; supported attendance of NAMIC students in Urban Markets conferences; supported student officers of the Penn State Chapter of Women in Cable and Telecommunications (WICT) who attended the organization's annual meeting and development conference; supported attendance of WICT and NAMIC students at the annual National Show of the cable television industry and related events; and facilitated scholarships for WICT and NAMIC student members to attend the Pennsylvania Cable and Telecommunications Association's annual Cable Academy at Penn State.

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

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

The climate of the College of Communications has been assessed through several processes – internal and external:

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

The College's diversity efforts also were evaluated in 2000-2001 by the national Accrediting Council on Education in Journalism and Mass Communications as, "a strength" of the program. The site-team noted the College's "exemplary commitment, practices and accomplishments on all aspects of diversity—student recruitment and retention, faculty recruitment and retention, and curricular development."

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

The *2001 Feedback of Progress Implementing A Framework to Foster Diversity at Penn State* reported that the College had made "significant progress" in meeting its diversity goals. The College was praised for "successfully increasing (its) numbers of students and faculty from underrepresented groups and for contributing in thoughtful ways to the diversity agenda for the University community." The feedback report also noted that the College had "made a clear and public commitment to diversity as boldly evidenced by the promotion of the multicultural coordinator to Assistant Dean for Multicultural Affairs." The faculty's efforts to diversify the curriculum were recognized: "Clearly, much time and energy has been devoted to diversifying the curriculum." The faculty's research was also lauded: "There was an impressive list of the

faculty's research interests related to diversity." Our special events were noted: "Seminars and speakers supported by the College are inclusive and diverse." And our fundraising efforts were congratulated: "Tremendous progress has been made in developing scholarship funds."

In addition to these program assessments, the College also uses the individual meetings with faculty and staff during the annual reviews to identify climate issues. It is our plan to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps. Also, members of the diversity committee are charged to informally assess the climate of the College and to report any concerns to the committee.

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

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

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

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

The College's culture of inclusivity is woven into its everyday fabric. The assistant dean for multicultural affairs is included in all faculty searches. He monitors the search pool for diversity and meets with each candidate. He is an active participant in new employee orientations and meets individually with each incoming faculty member. The fall 2001 promotion of our diversity director to the position of assistant dean clearly speaks of the importance the College places on providing a welcoming environment to its students, staff and faculty. The dean also nominated Mr. Selden for the Barry Bingham Sr. Fellowship award that is presented by the National Conference of Editorial Writers annually to a journalism educator who has contributed significantly to enhancing diversity in the nation's newsrooms. Mr. Selden was selected to receive the award in 2001.

Through the deans' open-door policy and our ongoing assessment of climate, both employees and students know the College values each individual's opinions and is intent on making everyone feel at home while at work and school. A rich selection of cultural programs is hosted on a frequent basis. Staff members are encouraged to take full advantage of College-funded development opportunities to improve their skills. Several staff and faculty excellence awards are presented annually and the College plays host to faculty/staff appreciation functions regularly. Informal events like "Tailgate Friday," the United Way pie and cookie baking contests and "Chili Cook Off," craft auctions and hoagie sales, softball games and picnics, Toys for Tots gift wrapping night, and birthday celebrations also make the College a friendly place to work.

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

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

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

***Efforts that have proved less successful or useful:***

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

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

### ***1. How does your college contribute to locating and recruiting undergraduate students from underrepresented groups?***

The College of Communications is aggressive in its recruitment efforts. Ten to fifteen 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 120 applicants to speak about the merits of the College of Communications and Penn State. The long-distance calls are made several evenings a week from mid-November through February in the College's administrative offices under the auspices of the Office of Multicultural Affairs. The assistant dean trains the ambassadors to represent the College well through role-playing exercises and instruction in using scripts to answer commonly asked questions. This has been highly successful.

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

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

- Conducts a two-week summer high-school minority journalism workshop. With funding from Dow Jones, Gannett and several newspapers, 18 to 20 students of color are brought to campus each summer for a program now in its fifteenth year. During the past seven years, at least 10 of the students who participated in the workshop later enrolled at Penn State.
- Has developed a sizable scholarship program for students of color. The College recently has been able to award more than \$82,000 in earmarked scholarship funds to students of color. The major reason the College is able to provide that much support (the figure is about 30 percent of the total scholarship funds we are able to award annually) is because it recently received a \$250,000 grant from the John S. and James L. Knight Foundation to fund “Knight Scholars” of color. Indeed, since the creation of the Knight Minority Scholars Program, the Knight Foundation has awarded more than \$470,000. Some \$40,000 is awarded each year through that program to top-flight students. In May 2001, the journalism student marshal was a Knight Scholar.
- Has effectively recruited outstanding students to its program through its annual allotment of three Bunton-Waller Scholarships. At the end of the spring 2001 semester, the College of Communications held the distinction of having the highest cumulative grade-point-average on campus for its 21 Bunton-Waller Scholars.

Since our mid-point report in 2001, our enrollment of students of color, spurred by a huge surge in fall 2002, has increased by 15 percent. The College continues to systematically and steadily increase its number of undergraduate students of color on the University Park campus. During the 1998 –2003 Framework period, the College has increased its undergraduate minority student body by 40 percent - - and by a whopping 156 percent in the past 10 years, easily one of the largest increases on campus.

**TABLE 1: Yearly Enrollment of Undergraduates of Color**

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

The College’s minority enrollment of 13 percent exceeds the University’s minority enrollment of 12.3 percent and that of the state of Pennsylvania. The College is one of a very few of the country’s accredited communications programs whose percentage of minority undergraduates exceeds the state’s percentage.

The College traditionally has enrolled and graduated more women than men. In spring 1998, for example, 259 (56 percent) of all students earning undergraduate degrees were females. In spring 2003, 493 (60 percent) were females.

***2. How has your college contributed to locating and recruiting graduate students from underrepresented groups?***

At the graduate level, the associate dean for graduate studies and the assistant dean for multicultural affairs actively encourage minority candidates to apply to the M.A. and Ph.D. programs. These administrators make regular recruiting trips to Atlanta to visit potential graduate students at Spelman College, Morehouse College and Clark Atlanta and to New Orleans to meet with potential graduate students at Dillard and Xavier. The College established this “network” to aid in recruiting top students of color. As a result, the deans from three of the HBCUs frequently contact Penn State with recommendations for admissions into its graduate programs. During the past four years, 22 minority students have been recruited through the program. Two students recruited from HBCUs completed their M.A.s in 2003 and have entered our doctoral program - - and at least two more are likely to make the transition in 2004.

These annual visits by the associate dean for graduate studies and the assistant dean for multicultural affairs – which have been conducted each year since 1999 -- illustrate clearly the importance of systematic, consistent personalized networking efforts.

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

The fall 2003 cadre of 75 graduate students is the College’s most diverse ever. Of the 75, 34 are international students; of the remaining 41, 37 percent are students of color.

The College also traditionally enrolls and graduates more female graduate students than males. In spring 1998, for example, 67 percent of all College students who earned graduate degrees were females; in fall 2003, 57 percent were females.

Minority graduate student enrollment in the College of Communications:

**TABLE 2: Yearly Enrollment of Graduate Students of Color**

<b><u>Year</u></b>	<b><u>Grad Students of Color Enrolled at U.P.</u></b>	<b><u>Percent of Increase From the Preceding Year</u></b>
<b>1997</b>	7	
<b>1998</b>	10	42.8%
<b>1999</b>	11	10%
<b>2000</b>	12	9%
<b>2001</b>	18	50%
<b>2002</b>	18	0%
<b>2003</b>	15	-16.7%

International students also enhance the diversity of the College's graduate cohort. International graduate student enrollment in the College has increased 17.2% since our mid-point report in 2001:

**TABLE 3: Yearly Enrollment of International Graduate Students**

<b><u>Year</u></b>	<b><u>International Grad Students Enrolled at U.P.</u></b>	<b><u>Percent of Increase From the Preceding Year</u></b>
<b>1997</b>	13	
<b>1998</b>	16	23.1%
<b>1999</b>	20	25%
<b>2000</b>	24	20%
<b>2001</b>	29	20.8%
<b>2002</b>	26	-10.3%
<b>2003</b>	34	+30.8%

The College also participates in the Summer Research Opportunity Program (SROP), where we select talented minority undergraduate students to study at Penn State each summer. We match each student with a faculty member who serves as

the participant's "research mentor." The College and University share the funding. The two students participating in this program in summer 2001 were from Howard University and Dillard University. In summer 2002, we had two students participating, one from Clark Atlanta University and one from Louisiana State University. One of those students entered our M.A. program in Fall 2003. In summer 2003, two students were selected for the SROP, both from Atlanta. One of these students has applied for 2004 admission to our M.A. program. Of the 10 participants from 1999 to 2003, five went on to enroll in the College of Communications.

In summer 2003, we began recruiting McNair Scholars attending the summer convention at Penn State. Our faculty members attend the communications students' presentations and pursue those who show promise. As a result of this aggressive recruiting, we already have received one application for fall 2004.

***3. What strategies have you implemented to retain undergraduate students from underrepresented groups?***

The College of Communications is particularly proud of its retention rates for students of color, which consistently have exceeded campus-wide percentages. Since 1992, retention rates for students of color between their freshman and sophomore years have averaged in the low-90 percent range; retention rates between the sophomore and junior years at University Park have hovered in the low- to mid-80 percent range; retention rates between the junior and senior years have averaged in the mid-80 percent range.

The year-by-year retention figures of minority undergraduate students in the College:

**TABLE 4\*: Yearly Retention of Undergraduate Students of Color**

Admit Semester	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02
<b># of Students</b>	18	14	25	31	38	33	51	35	43	64	44
<b>% Retained</b>											
<b>After 1 Year</b>	100	93	100	91	95	94	76	88	91	89	
<b>After 2 Years</b>	89	86	88	81	82	97	69	85	88		
<b>After 3 years</b>	89	86	92	75	74	88	65	76			
<b>% Graduated</b>											
<b>After 4 Years</b>	61	64	80	56	68	70	55	53			
<b>After 5 Years</b>	78	71	88	72	74	76	63				
<b>After 6 years</b>	78	71	88	72	74	79					

*\*These data are taken from the University database using the Integrated Student Information system (ISIS) AIDAE-RPM data extraction tool in January 2004. Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.*

The percent of students of color in the College's various baccalaureate graduating classes also increasing. For example, 30 students of color (6.6 percent) were in the 1997-98 graduating classes. In 2002-2003, 90 students of color (11 percent) were in the graduating classes. Significantly, the number of students of color who were graduated with undergraduate degrees in the College of Communications from 1997-1998 to 2002-2003 tripled - - surging from 30 to 90.

Baccalaureate degree student graduation profiles by ethnicity for 1998 and 2003:

**TABLE 5: Baccalaureate Degrees Earned by Students of Color**

<b>Ethnicity</b>	<b>1997-1998 % (N)</b>	<b>2002-2003 % (N)</b>
<b>Asian American</b>	3 (12)	3 (24)
<b>African American</b>	3 (12)	5 (42)
<b>Hispanic/Latino</b>	1 (6)	3 (22)
<b>Native American</b>	0 (0)	.3 (2)
<b>---- Total</b>	<b>7 (30)</b>	<b>11.3 (90)</b>
<b>International</b>	1 (3)	.8 (7)
<b>White</b>	<u>93 (428)</u>	<u>87.9 (729)</u>
<b>----- TOTAL</b>	<b>100 (461)</b>	<b>100 (826)</b>

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 of Communications' programs, activities and initiatives that contribute to the high retention and graduation rates:

- **Academic Advising.** The College's assistant dean for multicultural affairs provides approximately 30 hours each week of academic advising to all diversity students, with special attention given to first- and second-year students. The initiative is a key component to the College's impressive retention and graduate rates. The assistant dean also provides study-skill and time-management workshops.
- **Peer Mentors.** The assistant dean developed a student peer-mentoring program. 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. This program has developed from a 35-member organization to as many as 350 student-peer mentors. Because of the success of this program with

diversity students, it has been expanded to include all first-year students enrolled in the College. The program has received campus-wide praise.

- ***Academic Intervention Program.*** The assistant dean and his staff assistant mail letters to all diversity students who achieved lower than a 2.00 grade-point average, encouraging them to come in for additional advising. In the event that 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 designed and developed student clubs for telecommunications and journalism majors to link with corporate members on the national level. Our students have achieved national recognition by receiving the “Friends of NAMIC” award from the National Association of Minorities in Communications (NAMIC) and in 1999 the College’s journalism student chapter received the “Outstanding Student Chapter” award from the National Association of Black Journalists (NABJ). The students decided to rename their journalism club the Penn State Association of Journalists for Diversity (PSAJD). A special club was formed to design cultural heritage programs centered on communications. Students from diverse backgrounds assist the Office of Multicultural Affairs in designing and implementing cultural heritage activities. The club is called the African, Hispanic, Asian and Native Americans (AHANA) Student Association.
- ***Scholarships.*** With the increase in scholarship opportunities, the assistant dean has been able to recruit and retain many top students. With the addition of the Isadore and Anna Krasnansky Minority Scholarship Endowment, which has a current market value of approximately \$138,300, and the John R. Jr., John R. III, and Jayne E. Miller Minority Journalism Scholarship, which has a current market value of about \$33,500, the College will continue to recruit top diversity students. In addition, the Knight

Scholars fund provides \$50,000 a year in scholarship support for minority students. Two of five student marshals during the May 2001 commencement exercises were students of color. One student of color was student marshal during the Fall 2002 commencement. At the end of the spring 2001 semester, the College of Communications held the distinction of having the highest cumulative grade-point-average on campus for its cadre of Bunton-Waller Scholars. The average of the College's 21 students: 3.57, well above the 3.2 average of the 174 Bunton-Waller Scholars on campus. Only three Colleges – Engineering with 35, Business with 29 and Eberly with 25 – at that time enrolled more Bunton-Waller Scholars than does Communications.

- ***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 of Communications is committed to matching students with potential employers through an aggressive in-house Office of Career Placement and Internships. The College's assistant dean for multicultural affairs and director of career placement and internships work hand in hand to secure best-possible placements—thus letting students know the College's commitment to their preparation for and placement in internships and, ultimately, jobs. In summer 2003, for example, one of the College's African-American males earned a prestigious Dow Jones Newspaper Fund copy-editing internship and was placed at the *New York Times*. The College's assistant dean for multicultural affairs is an active member of the Diversity Committee of the Pennsylvania Newspaper Association. Penn State plays a lead role in assisting PNA each year with its efforts to bring students from both business and communications programs on the East Coast to attend regional job fairs. Penn State always is over-represented at job fairs, with many of our students assisting with registration and performing other tasks.

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

***4. What strategies have you implemented to retain graduate students from underrepresented groups?***

The College of Communications has been successful in retaining its minority graduate students. Since 1999, only one student has left the program and that was due to medical reasons. Our success is credited to a combination of efforts:

- The College's associate dean for graduate studies and its assistant dean for multicultural affairs regularly conduct group and one-on-one advising sessions. During the group sessions, students have the opportunity to form relationships and learn from the academic experiences of their colleagues from underrepresented groups.
- Regular dinners and social activities are held where there are opportunities to discuss, in a relaxed atmosphere, climate issues, studies, and personal, family and community concerns.
- Each incoming student is matched with an upperclass mentor for her or his first year. In the following years, the students benefiting from this program become mentors themselves.
- In most instances, graduate students from underrepresented groups are awarded fellowships or assistantships.
- The College and its Institute for Information Policy provide financial support, whenever possible, to minority graduate students to attend conferences.

- The deans' open door policy helps ensure that students feel free to express their concerns to the administration at any time.

Students of color and international students also make up an increasing percentage of those who receive graduate degrees in the College. In spring 1998, for example, 17 percent of the students who received graduate degrees were students of color or international students. In spring 2003, the percentage rose to 69 percent. In spring 1998, there were no African Americans in the graduating class. In spring 2003, 38 percent of the graduating class was African American.

Our cohort of students earning graduate degrees in 2003 was our most diverse group ever: students of color comprised 44 percent of the graduating class; 31 percent were white; and 25 percent were international. Graduate degree student graduation profiles by ethnicity for 1998 and 2003:

**TABLE 6: Graduate Degrees Earned by Students of Color**

<b>Ethnicity</b>	<b>Spring 1998 % (N)</b>	<b>Spring 2003 % (N)</b>
<b>Asian American</b>	17 (1)	6 (1)
<b>African American</b>	0 (0)	38 (6)
<b>Hispanic/Latino</b>	0 (0)	0 (0)
<b>Native American</b>	0 (0)	0 (0)
<b>---- Total</b>	<b>17 (1)</b>	<b>44 (7)</b>
<b>International</b>	0 (0)	25 (4)
<b>White</b>	83 (5)	31 (5)
<b>----- TOTAL</b>	<b>100 (6)</b>	<b>100 (16)</b>

**5. 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 be termed “best practices,” are:*

- The personal visits to historically black colleges and universities made - - in tandem - - by the assistant dean for multicultural affairs and the associate dean for graduate studies. The relationships formed through these meetings have greatly enhanced our ability to recruit top scholars. The key to the success of the visits stems from the tradition that has been developed. HBCUs are “partners” in these annual visits. Colleagues at HBCUs realize fully that these efforts will be systematic and on-going. Indeed, an associate dean from one of the HBCUs that we have partnered with recently said our long-term commitment to working with her institution to foster mutually agreeable diversity goals sets us apart from representatives of these universities who merely parachute in on an irregular basis. In addition, in the June 2001 assessment by the Graduate School of the diversity efforts of the College’s graduate program, Dr. Eva Pell, vice president of research and dean of the Graduate School, concluded: “Your College’s emphasis on and success in enhancing diversity in graduate education provides a role model for other colleges.” [\*Because of the significant recruiting success of the College’s systematic visits to HBCUs, it intends, in future years, to make similar arrangements with institutions that enroll large numbers of undergraduates from other protected classes.]
- Our strategy to bring in *cohorts* - - rather than individuals who can feel isolated. Our long-term goal is to build a culture of diversity – rather than simply to bring individuals to the program on a piecemeal basis. This approach has been very successful, evidenced by the fact that 38 percent of the spring 2003 graduating class was African American.
- The increase in funding that enables us to offer scholarships or assistantships to most of our graduate-student applicants from underrepresented groups certainly contributes to the College’s upward trend in recruitment.
- The student peer-mentoring program and the personal and group advising and networking sessions held by the assistant dean for multicultural affairs positively impacts retention.

- The systematic efforts by the College's Office of Internships and Career Placement to constantly make students of color aware of opportunities, combined with the efforts of the Office of Multicultural Affairs to assemble resume' booklets for our students of color, which are available to potential employers.

*Efforts that have proved less successful or useful:*

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

## **CHALLENGE 4: RECRUITING AND RETAINING A DIVERSE WORKFORCE**

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

The College has enjoyed notable success in attracting full-time faculty members to a non-metropolitan location and a state whose diversity is only about 12 percent. Of the College's 53 full-time faculty members, 11 (20.8 percent) are people of color. Of the 11, 5 are Asian, 3 are African American, 2 are Latino and 1 is American Indian. Of the 53 full-time faculty members, 35.8 percent (19) are women. Plus, an African-American female has accepted an offer to join the full-time faculty in fall 2004.

At the beginning of each search, the College brings in Dr. Kenneth Lehrman, director of Affirmative Action, to conduct a workshop for search chairs, department heads and deans about effective procedures for locating and recruiting a diverse workforce. The College advertises widely and its faculty members are aggressive in making personal contacts to create diverse pools. All faculty members in the College are eligible to participate in the searches, and they are empowered and encouraged to invite their colleagues from underrepresented groups to apply. The assistant dean for multicultural affairs is also a member of each search committee.

In 2003, Jackie Jones, an African-American female who was an assistant business editor at *The Washington Post*, joined our standing faculty as a senior lecturer of journalism. Before coming to Penn State, Ms. Jones already had been involved in the College as a guest speaker in our Multicultural High School Journalism Workshop. She also has long served with Dean Anderson on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Ms. Jones also served as a member of the 2000–2001 ACEJMC team that recommended reaccreditation to the College of Communications. Partially because of the close ties, she accepted our offer of a faculty position.

Although it is early in our search for new faculty for 2004-2005, we already have recruited two female assistant professors, one of African-American descent. As was the case with Ms. Jones, our African-American new hire first became aware of and interested in our opening because of professional interactions she had had with a member of our faculty.

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

In the planning stage is a faculty exchange with the historically black colleges and universities that the College has formed relationships with during its graduate-student recruitment visits.

We have increased our efforts to actively recruit staff members of color through personal contacts, networking and appropriate organizations; however, recruiting a diversified staff has been a challenge. Three (8 percent) of the College's 39 staff members are minorities - - a percentage, however, that exceeds Centre County's percentage of minority residents. Twenty-four (62 percent) of the College's staff members are women. The majority of the staff grades in the College are at the lower to mid levels (21 and below) and employees are hired from the local labor market. Typically, the search pool contains an insufficient number of minority candidates. We have been successful in recruiting two minority staff members through the Minority Professional Entry Program in 2000 and 2002. We also have participated in the Staff Assistant Training Program, but it has not resulted in a permanent addition to our staff.

## ***2. What recruitment strategies have been most successful?***

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; two of them did graduate work here. 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 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.

Of all the print and electronic advertisements we place, job announcements mailed to the homes of the members of the Association of Education in Journalism and Mass Communications (AEJMC) and advertisements placed in the Chronicle of Higher Education consistently produce the most minority candidates. 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.

***3. What retention strategies have you implemented in your college to retain members of underrepresented groups?***

The College's visible demonstration of support for diversity and its culture of inclusivity are the key strategies for retaining our employees --minority and majority. As was described in Challenge 2, creating a welcoming climate -- where each individual feels valued -- is the key to retaining employees. The College strives to accomplish this in the following ways, which are open to all faculty members, including those from underrepresented groups:

- The College provides resources to support scholarship in diversity. Faculty members are allotted a travel budget (\$2,000 in 2003) to enable them to participate in conferences, conduct research and develop a network of diverse colleagues. Staff members are encouraged to participate in College-funded training and development courses. Employee appreciation functions are held. Faculty and staff awards to recognize outstanding employees are presented annually.
- The College encourages respect for and celebration of intellectual diversity through faculty colloquia, cultural heritage celebrations, guest speakers and visitors from underrepresented groups, minority faculty visiting appointments, diversity-related outreach, and international projects that have resulted in establishing relationships in countries such as South Africa, China, India and Bulgaria.
- Multicultural teaching and research are valued appropriately in tenure and promotion decisions. The College's promotion and guidelines are written to ensure that research and creative activities 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, tenured faculty and committee members meet individually with untenured faculty members throughout the year to provide personalized assistance in preparing for tenure reviews.
- Faculty salaries are compared at the national level and internally to assure that they are equitable and competitive.

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

***4. Which 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:*

- A combination of all the strategies listed in No. 3 above has served the College well. All faculty and staff members, of course, are subject to performance reviews. That invariably leads to situations where not all employees – majority and minority – are retained. It is accurate to say, however, that our efforts to retain faculty and staff from underrepresented groups are at least equal to the efforts extended to majority faculty and staff members. In other words, we recognize the investment we have made in *all* hires – and we realize fully our obligation to provide a supportive environment that will enable as many candidates as possible to meet the clearly articulated criteria for retention, promotion and, in the case of tenure-track faculty members, tenure. Through the years, the success rates of faculty members of color to be retained, promoted or tenured has been at least equal of the rates for all hires.

*Efforts that have proved less successful or useful:*

- Recruiting faculty through minority mailing lists and publications. These venues, which are often expensive, are not without value, but they have not consistently produced viable candidates for our positions.

## **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 course. Our faculty members have incorporated diversity modules into more than 85 course sections, providing a curriculum that will prepare students to understand and relate to a diverse society. Faculty members in the College go to great means to ensure that a curriculum is offered that helps to prepare students to live and work in a multicultural society. There has emerged a genuine desire on the part of faculty to incorporate, whenever appropriate, diversity issues into their courses. It does not require prodding; it is imbedded in the culture of the program. As a testament to this fact, since our last *Framework to Foster Diversity* report in 2001, instructors have incorporated diversity components into 30 additional course sections, bringing the total number of sections that incorporate diversity issues to 85.

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

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

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

The diversity values of the College and Penn State are strongly evidenced in the content of the communications curriculum. More than 85 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 examining the experiences of underrepresented groups in the United States, as well as the impact of international media coverage. Faculty members in the College have been particularly effective in bringing an international and multicultural orientation into the classroom because of their research. Faculty and students have the further opportunity to explore cultural, social and policy issues through cutting-edge research conducted by the Jimirro Center for the Study of Media Influence, the Pennsylvania Center for the First Amendment, the Media Effects Research Laboratory, the Center for Sports Journalism and the Institute for Information Policy.

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

- Marie Hardin recently published “Conformity and Conflict: Wheelchair Athletes Discuss Sport Media.”
- Hardin also published “Running a Different Race: The Rhetoric of ‘Women’s Only’ Content in *Runner’s World*.”
- Hardin also published “Into the Mainstream: Practical Strategies for Teaching in Inclusive Environments.”
- Heather Hartley’s new film, “LINCIATI: Lynchings of Italians in America,” challenges the “welcoming of immigrants” mythology of the United States by revealing the racial and criminal stereotyping of Italian immigrants.

- Hartley's film projects also include the documentary "Struggles in Steel: A Story of African-American Steelworkers." The film reveals divisions and discriminations not only between labor and management, but within the ranks of labor as well.
- Mary Beth Oliver recently conducted two studies pertaining to sexual attitudes. This research has provided important information concerning how attitudes and beliefs moderate what is learned from media messages.
- Oliver also studies media portrayals of racial groups and the effects of such portrayals on viewers' racial attitudes.
- Anne Hoag is conducting an international study of the role of public policy in the diffusion and integration of information and communication technologies in businesses and higher education.
- John Sanchez focuses on how some ethnocentric perceptions of American Indian cultures by the news media are reinforced in the daily instruction by in-service public school teachers and the effects this has on shaping American Indian cultures.
- Barbara Bird's recent work includes "Handmaidens," her award-winning examination of exploitation of women in the nursing profession; and the experimental narrative, "Change of Life," a reflection on female identity and the necessary losses of aging.
- Ann Marie Major recently published a study exploring gender differences in risk perception and communication behavior.
- Major has also published research examining the impact of colonial ties and news coverage of Africa.
- Major is the co-author of the book, *Good-Bye Gweilo: Public Opinion and the 1997 Problem in Hong Kong*.
- Jeanne Hall authored the refereed paper called "'Black Girls can be Princesses Too': A Critical Analysis of Disney's Multicultural Cinderella."
- Jorge Schement's research interests focus on the social and policy consequences of the production and consumption of information. He has a special interest in policy as it relates to ethnic minorities and is author of the telecommunications policy agenda

for the Congressional Hispanic Caucus. As information technology plays an ever-increasing role in Americans' economic and social lives, the prospect that minorities and the poor will be left behind in the information age can have serious repercussions. Dr. Schement studies how the digital divide threatens to impede the health of our communities, development of a skilled workforce, and the economic welfare of our nation. The Walter Kaitz Foundation, the Rainbow Coalition and the Ford Foundation have supported his diversity initiatives.

- John Nichols' research is on U.S.-Cuban telecommunications disputes, Television Marti (the U.S. government propaganda station directed at Cuba), and the right to international travel, including to embargoed countries like Cuba.
- Anthony Olorunnisola's research focuses on media roles in conflict situations in Africa as well as the cultural aspects of international and development communication. Presently, his work tracks the emerging patterns in Africa's post-Cold War democratization processes and examines the role of the media.
- Krishna Jayakar conducts research on mass media policy for the Indian government.
- Jayakar also authored the book chapter "The Global Dynamics of News: Studies in International News Coverage and News Agenda."
- Robert M. Frieden and Richard D. Taylor research 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.
- Frieden studies the impact of the Internet on international telecommunications technology and technological and marketplace convergence. He recently authored the paper "Balancing Equity and Efficiency Issues in the Management of Shared Global Radiocommunication Resources."
- Taylor currently is on 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 1995-96 visiting fellow at the East-West Center in Hawaii, as a USIS "expert speaker" in India, and as a guest of the Indian international telecommunications carrier VSNL. His most recent scholarly work has been in the areas of international telecommunications investment and economic development.
- Dorn Hetzel and Dennis Davis held discussions at the University of Cape Town in South Africa concerning the formation of a film school at UCT. These discussions could lead to a long-term linkage between our film program and the school at UCT.
- Davis is co-director of a U.S.-German team that is conducting research on how college students use new media. The team is collaborating with a research team in Tokyo, Japan at Tokyo Technological University. Both teams are exploring how cultural differences affect new media use. As a result of this research, Davis recently co-authored the refereed presentation "New Media Use in the US and Germany: Gender and Cultural Differences."
- Davis recently visited Marburg University to discuss ways that the Communications College 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 also 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.
- Matt Jackson conducts research on the international copyright law and global regulation of the Internet.

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

As mentioned previously, components in more than 85 sections help prepare students to live and work in a diverse society. A list of communications course sections, with a brief summary of their diversity components, is included in Appendix A. [The College will continue to strive to enhance the sophistication, effectiveness and seamlessness of the diversity components in its various courses, working to ensure that students fully engage in the concepts being presented and discussed.]

### ***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 85 course sections that contain a diversity module, a 42 percent increase over the past two years.
- The recruitment and retention of faculty who are engaged in research examining the experiences of underrepresented groups in the United States, as well as the impact of international media coverage. The extensive list of our faculty members’ multicultural research activities presented in this section clearly indicates that faculty members not only are productive scholars but that they use their research findings to inform their teaching of diversity topics and issues.

***Efforts that have proved less successful or useful:***

- Actually, virtually all of our efforts to incorporate diversity into the curriculum have provided some results – but we will continue to strive to ensure that teachers present effectively and students grasp fully the concepts being presented and discussed, as well as their relevance to the course. For example, the appropriate diversity lessons

in a course such as News Editing and Evaluation – which would focus on fairness in news copy, avoiding stereotypes, proper word choice, taste and sensitivity – would be different from the lessons woven into a conceptual course, such as News Media Ethics, which would focus on broader problems of fairness in the treatment and depiction of ethnic and racial minorities, gays and lesbians by the press.

## **CHALLENGE 6: DIVERSIFYING UNIVERSITY LEADERSHIP AND MANAGEMENT**

### ***1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?***

The promotion of Joseph Selden to assistant dean for multicultural affairs after serving several years as director for multicultural affairs continues to provide him with unique on-the-job training opportunities. The promotion has given him opportunities to address diversity initiatives at a higher level. Subsequently, Mr. Selden has been gaining the skills and expertise to have a greater impact in achieving the College's diversity initiatives. This experience will undoubtedly qualify him for higher-ranking leadership positions at the university level.

The College is also supporting Mr. Selden in his pursuit of his Ph.D. in counseling education. This degree is directly applicable to Mr. Selden's position and it, along with his on-the-job experience, will make him a sought-after candidate for promotional opportunities, hopefully at Penn State.

The College also supports Mr. Selden's development through his participation in numerous conferences and programs that enhance his qualifications, such as the Race and Ethnicity Conference in Higher Education and other relevant national conferences in the field of diversity and communications. He is currently working on a conference presentation derived from his Ph.D. research, which is a new aspect of his development.

The College of Communications' women and minorities have equal access to the Leadership and Management curriculum and all other training and development courses offered at Penn State. To date, seven females (one an African American) have successfully completed one of the courses in this series. Two females (one Hispanic) have earned staff-assistant certification. One white male is attending the SuperVision series and one African-American male has been nominated to attend the Penn State Management Institute for managers and directors. All faculty and staff are encouraged to enroll in development courses offered at Penn State, which are funded by the College. Each year, the human resources representative and supervisors work with each staff member to form a development plan for the following year.

Indeed, the College is one of the few units at Penn State that has had nearly all of its staff participate in development and training.

The College is committed to conducting constructive annual reviews and to providing sound mentoring to facilitate the development of all faculty and staff members—whites and those of color. Each year, supervisors or department heads meet with each employee in their areas to review their achievements and offer advice to help them plan for success. The College has had 100 percent participation in the SRDP staff annual reviews each year.

***2. When 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:***

- The promotion of the director of multicultural affairs to assistant dean for multicultural affairs. This unique on-the-job training opportunity has given the assistant dean opportunities to address diversity initiatives at a higher level, and subsequently, gain the skills and expertise to have an even more powerful impact in achieving the College’s diversity initiatives.
- Encouraging all faculty and staff, particularly those from underrepresented groups, to enroll in appropriate development courses offered by the university.

***Efforts that have proved less successful or useful:***

- We have considered requiring that the College’s staff participate in university diversity training. After discussing this proposal with supervisors and employees, it was determined that *encouraging* attendance in the program and recognizing completion of the course through the annual review program would be a more positive approach to support diversity training.

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

*1. 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?*

**Organizational realignments:** The College's most important organizational realignment to support its diversity goals took place on July 1, 2001, when Joseph Selden, who had served a director for multicultural affairs since 1994, was named assistant dean for multicultural affairs. The College's percentages of students of color exceed that of the university and we have exceptionally high retention rates; and we have increased the number of minority students by nearly 156 percent over the past 10 years. Our success in recruiting, retaining, graduating and placing students of color can be traced largely to the work the Office of Multicultural Affairs.

A female African-American staff member also was promoted to our management staff in 1998 as facilities manager. This staff member previously was a laboratory coordinator who showed the ability to assume responsibilities in a leadership role. The College also has tenured five women (one immediate tenure), and three minority males since 1998. Since the mid-point review in 2001, two women and one American Indian male have been tenured.

**Allocation strategies:** Successful implementation of the College's diversity plans has required a solid fiscal resource base. Indeed, the College's actual expenditures to support diversity in fiscal year 2002-2003 totaled nearly a quarter-million dollars, a significant commitment within the context of the unit's overall budget.

**TABLE 6: Actual Expenditures for Diversity in 2002 - 2003**

Salaries and Wages	\$112,733
Department Allotment	25,466
Endowments & Scholarships	64,063
High School Multicultural Workshop	<u>24,278</u>
	<b>\$226,520</b>

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

Making funds available to support diversity initiatives is difficult in an environment in which increasingly inadequate levels of public support have become the norm. Nevertheless, the College has risen to the challenge. Since our mid-point report in 2001, we have reallocated funds to increase the expenditures of the Office of Multicultural Affairs by 13 percent.

The College has used creative strategies to ensure that our needs are met in spite of resource limitations. Through the College's fund raising efforts, over the past 10 years we have increased our annual minority scholarships award totals from \$1,450 to \$82,000. Much of our success can be attributed to The John S. and James L. Knight Foundation, which in spring 2001 provided a grant of \$250,000 to continue support of the College's successful Knight Diversity Scholars Program. Since it was established with an initial grant of \$100,000 in 1993 and an additional grant of \$120,000 in 1998, the Knight Diversity Scholars Program has enabled the College to recruit, retain, graduate and place gifted minority students from throughout the country.

In 1999, in an effort to encourage diversity at Penn State and in the field of journalism, Marvin and Josie Krasnansky endowed the Isadore and Anna Krasnansky Minority Scholarship, which has a current market value of \$138,300. This scholarship is awarded each year to provide recognition and assistance to financially needy outstanding students enrolled 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 minority scholars to its program.

**Long-term planning strategies:** The College's efforts to recruit and retain women and minority faculty members and minority students are part of an overall program that recognizes the contributions of all underrepresented groups, which clearly is spelled out in the "Framework."

In its strategic plan update in 1999-2000, the College outlined four priorities for the immediate future:

**Priority 1.** The College will actively recruit women, international and minority faculty through professional contacts and outreach, personal networking, and appropriate minority media and academic organizations. The College also will actively work to *retain* international, minority and women faculty members by fostering a supportive environment that enhances the appreciation and understanding of the many ways in which their presence and perspective may enrich the intellectual and cultural perspectives of the academy. The College has been successful.

During the 2000-2001 and 2001-2002 school years, three new teachers of color (one female and two males) joined the College's full-time faculty along with four white females. During the same period, one white female faculty member, while undergoing a third-year review, decided to accept a position at another university. A second white female faculty member, who had been on leave for two years, resigned in order to continue teaching overseas, where her husband also had employment. A third female faculty member resigned to accompany her husband, who was offered employment at another university. During the same period, no faculty members of color left the College.

During the 2002-2003 and 2003-2004 school years, two new teachers of color (one female and one male) joined the full-time faculty along with three white females. During the same period, one white male and one black female accepted an offer at other universities after undergoing unsuccessful provisional tenure reviews. A white female faculty member resigned to accompany her husband who did not earn tenure. One African American, a graduate of our Ph.D. program, accepted an offer at another university after successfully completing four years of full-time practical training as a lecturer in the College.

To date, one new female African-American faculty member has accepted our offer to join the full-time faculty in fall 2004.

This year, one female faculty member is being reviewed for promotion to full professor.

**Priority 2.** Institute systematic climate improvement initiatives and assessment processes. The College has a long-standing and serious commitment to provide the best possible working environment for all of its family: faculty, staff and students. In 2000, the assistant dean for multicultural affairs contacted Ms. Susan Rankin of the Office of Vice Provost for Educational Equity to undertake a diversity assessment survey for the College of Communications, using a university-wide standard assessment instrument. As outlined in Challenge 2, the College has undertaken several initiatives to enhance climate.

**Priority 3.** The College will focus on linking recruitment and retention of international and minority students. Indeed, the most vital aspect of any effort to recruit minority students is to then retain those students who enter the program. In the area of minority student recruitment, the College has made a diligent recruitment effort. Minority undergraduate enrollment in the College surged 167 percent from 144 in 1992-1993 to 384 in Fall 2003. (See year-by-year progress summarized in Challenge 3, Table 1.)

Special consideration is given to identify top minority high school seniors, with a focus on students in Pennsylvania schools. The College has not actively recruited international undergraduate students, even though its numbers have increased dramatically.

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 travel most years to Atlanta to visit potential graduate students from Spelman College, Morehouse College and Clark Atlanta and to New Orleans to meet with potential graduate students from Dillard and Xavier. The College established this “network” to aid in recruiting top students of color. During the past four years, 22 minority students have been recruited through the program, with each being awarded Penn State Graduate School Fellowships.

With more than one-third of our graduate students coming from outside the United States, recruiting top international students is a strength of the program. Because the reputation of the graduate program attracts a substantial number of excellent international applicants each year, the associate dean for graduate studies has been able to primarily focus recruitment efforts on minority candidates. (See year-by-year increases in minority graduate students and international graduate students summarized in Challenge 3, Tables 2 and 3.)

**Priority 4.** Coordination of organizational goals to support diversity. The College’s diversity committee, which consists of the dean, the assistant dean for multicultural affairs, a graduate student representative, an undergraduate student representative, two faculty representatives, a staff representative and the director of human resources, meet to address and assess goals in the “Framework.” In addition, the assistant dean for multicultural affairs sits on the College’s executive committee with the academic deans and department heads; meets regularly one-on-one with the dean (to whom he reports directly); coordinates recruitment and placement efforts with the College’s director of career placement and internships and the associate dean for graduate studies.

Clearly, College diversity efforts are coordinated. The assistant dean for multicultural affairs does not operate in a vacuum.

**The *cumulative* College efforts are producing results:**

- Minority student enrollment increased by 167 percent from 1992-1993 to 2003-2004 – from 144 to 384. Since our last assessment in 2001, enrollment has increased 15 percent from 334 students of color to 384. The College’s percentage of minority enrollment exceeds the University Park campus enrollment.
- The number of students of color graduating from our baccalaureate program increased 8.4 percent (from 83 to 90 graduates) since our last diversity progress assessment in 2001. From 1998 to 2003, minority students earning baccalaureate degrees increased 200 percent (from 30 graduates per year to 90 per year).
- College retention and graduation rates for students of color consistently have been above UP averages. (See Challenge 3, Table 4.)
- The level of annual College-generated scholarship support for minority students has increased from \$1,450 in 1992-1993 to \$82,000 in 2002-2003.
- The number of full-time minority faculty members has increased 175 percent (from 4 to 11) since 1994 and by 10 percent since our midpoint update report in 2001.
- This year, 37 percent of our American graduate students are students of color. Minority graduate enrollment has increased 114 percent since 1997. International enrollment at the graduate level has increased 161 percent since 1997 and 17.2 percent since our last diversity progress assessment in 2001.
- Our cohort of students earning graduate degrees in 2003 was our most diverse group ever: 44 percent of the class were students of color, 31 percent were white; and 25 percent were international.

**The *comparative* numbers are good:**

- From Fall 1993 to Fall 2003, Penn State's minority enrollment increased by 64 percent, from 5,672 to 9,275.
- From Fall 1993 to Fall 2003, minority enrollment in the College of Communications increased by 156 percent, from 150 to 384.
- In Fall 2003, 12.3 percent of University Park's student body was minority; 13.1 percent of the College of Communications' student body was minority.
- When compared to the other 10 free-standing academic colleges or schools at University Park, the College of Communications in Fall 2003:
  - Tied for third with 13.1 percent of its total undergraduate and graduate student body being minority.
  - Stood second with 5.8 percent of its total undergraduate and graduate student body being African American.
  - Had the highest percentage of African-American graduate students, 13.5 percent.
  - Had the highest percentage of total minority graduate students, 20.3 percent.
  - Had the third highest percentage of full-time faculty members who are minorities, 20.8 percent.
  - Had the highest percentage of full-time faculty members who are African American, Hispanic and American Indian, 11.3 percent.

In addition, propelled by the Office of Multicultural Affairs and dedicated individual faculty and staff members, the College:

- Provides extensive academic, personal and career counseling.
- Offers a full array of student organizations (African/Hispanic/Asian/Native American, National Association of Minorities in Communications, Women in Cable and

Telecommunications, and the Association of Journalists of Diversity, which in 1999 was named by the National Association of Black Journalists as the country's outstanding student chapter.)

- Offers a two-week summer workshop for high-school students of color interested in journalism.
- Regularly coordinates trips to minority student job fairs.
- Plays a leadership role in activities of the National Association of Minorities in Cable (NAMIC).
- Builds diversity modules into some 85 course sections in the curriculum, providing a vast array of courses that prepare students to understand and relate to a diverse society. Since our last *Framework to Foster Diversity* report in 2001, instructors have incorporated diversity modules into 30 additional course sections. (See Appendix A for descriptions of 85 course sections that incorporate diversity components.)

***2. 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 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 a 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 students of color can be traced to the organized and systematic work of the Office of Multicultural Affairs, which includes not only the assistant dean but also a full-time staff assistant and student workers.
- 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 tandem with staff members in the Office of Student Services, our academic advisers, and our Office of Internships and Career Placement - - all critical components to serving students.

- Successful implementation of the College's diversity plan has required a solid fiscal resource base. Indeed, the College's actual expenditures to support diversity in fiscal year 2002-2003 totaled nearly a quarter-million dollars.
- Coordinating recruiting efforts for graduate students by involving, in tandem, the Office of Multicultural Affairs and the Office of the Associate Dean for Graduate Studies, thus maximizing the impact of both operations.

*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 *coordination* 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.

## **Table of Appendices**

Appendix A

Diversity Content Of The College Of Communications Curriculum