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PENNSTATE



COLLEGE OF COMMUNICATIONS

PROGRESS ASSESSMENT

of

**A FRAMEWORK TO FOSTER DIVERSITY
AT PENN STATE: 1998-2003**

November 2001

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Progress Assessment of A Framework to Foster Diversity at Penn State: 1998-2003

COLLEGE OF COMMUNICATIONS

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CHALLENGE 1. DEVELOPING A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY

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

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

- Reasonable representation from different minority groups
- Representation from different countries and cultures
- Reasonable balance of gender
- Diversity in curriculum content
- Climate supportive of different minority groups and cultures

Many of the following sections in this report make clear and provide specifics on how the College is measuring up to those descriptors: its 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 recent 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."

It should be mentioned also that the accreditation site-visit team included academics and professionals from across the country, including an assistant business editor of *The Washington Post* who represents the National Association of Black Journalists on the national accrediting council.

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 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 refers students to the College 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, students recommended 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) this year were recommended by our undergraduate students and faculty members. As another example, our undergraduate students recommended a field trip to meet alumni members and corporate executives in the telecommunications industry. So, we planned a bus trip to

New York City that took place earlier this fall. 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 was planned and took place in October. It was an overwhelming success. 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.

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 new hire orientation where the assistant dean for multicultural affairs is a speaker. The College also has a diversity website that is maintained by the Office of Multicultural Affairs. 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 diversity reports are made available to colleagues and to graduates through our once-a-semester diversity updates to the Alumni Society Board of Directors and the Distinguished Visitors Board.

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.

The office is headed by Joseph M. Selden, who joined the program in 1994. Teaming with Selden is a full-time staff assistant and student workers. The Office spends approximately \$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). NAMIC received the 1998 Friends of NAMIC award.
- 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. *Does your college have a diversity committee? What is its role?*

Yes. The College of Communications has a diversity committee that meets to discuss general matters of inclusivity, provide oversight for diversity initiatives, informally monitor the overall climate for diversity, and support the Office of Multicultural Affairs. For example, the diversity committee will have final review and approval of this report; 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.

CHALLENGE 2. CREATING A WELCOMING CAMPUS CLIMATE

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

The College and Department leadership demonstrates visible support for diversity in the following ways:

Cultural heritage recognition events, endowed lectures and other special programs.

The College makes every effort to bring professionals and academics of color to campus for its various special events. Each year, cultural heritage recognition events are held. In 2000-2001, for example, the College brought to campus Charlene Teeters, interim dean of the Institute of American Indian Arts in Santa Fe, N.M., as part of the College's American Indian Heritage Month celebration. She spoke on "American Indians in the American Mass Media: We are more than beads and feathers—We are the new faces of an ancient people." The College also brought in James Turner, director of the Africana Studies and Research Center at Cornell University, who spoke on "African-American History in the Context of the New Millennium: Challenges for African Americans." As part of its Foster Conference of Distinguished Writers Series, the College brought in James McBride, veteran journalist and author of *The Color of Water: A Black Man's Tribute to His White Mother*. And Edward D. Young III, senior vice president and deputy general counsel, Bell Atlantic, delivered the Palmer Chair Lecture.

The majority of these special events draw overflow crowds that, depending on the venue, draw 110 to 400 people. The College is striving to further diversify the audience.

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

- Alison Bethel, Washington bureau chief, *The Detroit News*, who was the keynote luncheon speaker at the Multicultural High School Journalism Workshop in July 2001.
- Isaiah Poole, opinion page editor, *Centre Daily Times*, who provided a presentation to the participants in the Multicultural High School Journalism Workshop on his career as a senior editor for the *Gazette* in Prince George's County in July 2001.

- Reggie Sheffield, reporter, *The Harrisburg Patriot News*, who 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, who shared his experiences and discussed NASA’s relationship with the media and the participants in the Multicultural High School Journalism Workshop in July 2001.
- Annette John-Hall, reporter, *The Philadelphia Inquirer*, who shared her experience as a sports and entertainment reporter with the participants in the Workshop in July 2001.
- Jackie Jones, assistant business editor, *The Washington Post*, who made a presentation to the Multicultural High School Journalism Workshop about her journalism career in July 2001.
- Irma Simpson, Gannett Foundation, who provided the Workshop students an opportunity to tour *USA Today* newsroom and meet a number of journalists that shared their journalism experience in July 2001.
- Angel Rivera, consultant and diversity trainer for True North Communications, who met with diversity seniors and graduate students to discuss career opportunities in advertising on April 7, 2000.
- Anglos Roxas, manager, Ernst and Young in Philadelphia, a 1998 graduate, who was keynote speaker for the College’s Asian American Heritage Month activity on April 14, 2000.
- Abraham Amoros, deputy director of information at the Democratic Information Office in Harrisburg, and Ivelisse DeJesus, reporter from the *York Daily Record*, who participated on a panel that discussed diversity in the media on Feb. 26, 2000 during a co-sponsored Minority Job Fair with the Pennsylvania Newspaper Association (PNA).
- Professor Bernard Bell, English Department, who met with diversity scholars to discuss opportunities to minor in English and African Studies on Sept. 15, 1999.
- William Sutton, president of the National Association of Black Journalists (NABJ), who visited the College on Oct. 1, 1999, spoke to classes and had lunch with students.
- James McBride, author, who spoke at the Oct. 21-22, 1999, Foster Conference of Distinguished Writers series.
- Edward D. Young, III, senior vice president and deputy general counsel, Bell Atlantic, who delivered the 1999 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), who was keynote speaker for the College's African-American Heritage Month program on Feb. 19, 1999.
- Earl Caldwell, journalist, author and commentator, who was featured at the Fifteenth 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*, who was the College's keynote speaker for Hispanic Heritage Month on Nov. 3, 1998.
- Susan Yee, president of Regional Network Communications Inc., who was part of the College's celebration of Asian-American Heritage Month on April 8, 1998.
- Debra L. Lee, COO of Black Entertainment Television, who 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., who 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, who 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 have been videotaped and are aired locally on C-Net.

The College always is on the look out to bring diversity to its special programs. Indeed, the College in Fall 2000 co-hosted, with *The New York Times*, a panel discussion, "How Race is Lived in America: Dialogue, Reflection and Action," which featured four *Times* reporters who wrote installments of the massive Pulitzer Prize-winning series published in the newspaper. The session drew a standing-room-only crowd of more than 400.

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 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, which was presented at Unity’99 in Seattle. 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 recently through three processes:

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

The College's diversity efforts also were evaluated in 2000-2001 by the ACEJMC national accrediting council as, "a strength of our 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."

In April 2001, the Gye'Nyame curriculum committee, a subcommittee of the Black Caucus, provided its views on diversity in the College and its departments. That largely critical memo will be reviewed by the College's Office of Multicultural Affairs, the Curriculum Task Force and the diversity committee.

The College also uses the individual meetings with faculty and staff during the annual reviews to identify climate issues. In addition, 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 in our community. 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 awarded annually and faculty/staff appreciation functions are hosted regularly by the College. Informal events like "Tailgate Friday," our United Way "Chili Cook Off," auctions and hoagie sales, Toys for Tots gift wrapping night, and birthday celebrations also make the College a friendly place to work.

5. *On a scale of 1 to 10, how do you rate the climate for diversity in your college at present.*

N.A.

CHALLENGE 3. RECRUITING AND RETAINING A DIVERSE STUDENT BODY

1. Does your college contribute to locating and recruiting undergraduate students from underrepresented groups? If so, how?

Yes. 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. Each fall, the assistant dean for multicultural affairs visits two predominately-black Philadelphia high schools: William Penn High School and the John Bartrum Communications Academy. 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. This year, the assistant dean plans also to recruit in 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 thirteenth year. During the past seven years, at least ten of the students who participated in the workshop later enrolled at Penn State.

- The College has a sizable scholarship program for students of color. Each year, the College awards more than \$65,000 in earmarked scholarship funds to students of color. The major reason the College is able to provide that much support 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.
- The College 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.

The College systematically and consistently has increased its number of undergraduate students of color on the University Park campus:

TABLE 1

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

For several years, the College's minority enrollment has exceeded the University's and that of the state of Pennsylvania.

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 2001, 370 (59 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. The deans also 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. During the past two years, fourteen minority students have been recruited through the program, with each being awarded Penn State Graduate School Fellowships.

These annual visits by Richard Barton, associate dean for graduate studies, and Joseph Selden, 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 masters programs. They also studied the design of one of our new technology labs so they can duplicate it at Clark Atlanta.

The fall 2001 cadre of 35 entering graduate students is the College’s most diverse ever. Of the 35, 14 are international students; of the remaining 21, 10 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 spring 2001, 56 percent were females.

Minority graduate student enrollment in the College of Communications:

TABLE 2

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

International students also enhance the diversity of the College's graduate cohort.

International graduate student enrollment in the College:

TABLE 3

<u>Year</u>	<u>International Grad Students Enrolled at U.P.</u>	<u>Percent of Increase From the Preceding Year</u>
1997	13	
1998	16	23.1%
1999	20	25%
2000	24	20%
2001	29	20.1%

The College also participates in the Summer Research Opportunity Program (SROP), which brings talented minority undergraduate students to campus who are then matched with "research mentors" from our faculty. The two students participating in this program in summer 2001 were from Howard University and Dillard University. The College and University share the funding. Of the four participants in 1999 and 2000, two went on to enroll in the College.

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% range; retention rates between the sophomore and junior years at University Park have hovered in the low- to mid-80% range; retention rates between the junior and senior years have averaged in the mid-80% range.

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

TABLE 4

Admit Semester	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
# of Students	18	14	25	31	38	33	51	35
% Retained								
After 1 Year	100	93	100	90	95	94	76	89
After 2 Years	89	86	88	81	82	97	69	
After 3 years	89	86	92	74	74	88		
% Graduated								
After 4 Years	61	64	80	55	68			
After 5 Years	78	71	88	71				
After 6 years	78	71	88					
*Retention data for students admitted for fall 2000 are not available until December 2001; graduation data are only available through fall 1996. "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 is on the increase. For example, 30 students of color (7 percent) were in the graduating class. In Spring 2001, 83 students of color (13 percent) were in the graduating class.

Baccalaureate degree student graduation profiles by ethnicity for 1998 and 2001:

TABLE 5

Ethnicity	Spring 1998 % (N)	Spring 2001 % (N)
Asian American	3 (12)	3 (19)
Black American	3 (12)	7 (43)
Hispanic/Latino	1 (6)	3 (21)
Native American	0 (0)	0 (0)
---- Total	7 (30)	13 (83)
International	1 (3)	1 (5)
White	93 (428)	86 (543)
----- TOTAL	100 (461)	100 (631)

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 mails 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 assistant dean's 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 assistant dean 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 assistant dean 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 assistant dean 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 \$127,591.86, and the John R. Jr., John R. III, and Jayne E. Miller Minority Journalism Scholarship, which has a current market

value of \$37,885, the College will continue to recruit top diversity students. In addition, the Knight Scholars fund provides \$40,000 a year in scholarship support for minority students. Two of five student marshals during the May 2001 commencement exercises were students of color. 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 – enroll more Bunton-Waller Scholars than does Communications.

- ***Monthly Diversity Strategy Meetings.*** The assistant dean 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.
- ***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 of 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. 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:

- Dean Selden conducts 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 2001, the percentage was 50 percent.

Graduate degree student graduation profiles by ethnicity for 1998 and 2001:

TABLE 6

Ethnicity	Spring 1998 % (N)	Spring 2001 % (N)
Asian American	17 (1)	6 (1)
Black American	0 (0)	6 (1)
Hispanic/Latino	0 (0)	0 (0)
Native American	0 (0)	0 (0)
---- Total	17 (1)	12 (2)
International	0 (0)	38 (6)
White	83 (5)	50 (8)
----- TOTAL	100 (6)	100 (16)

5. *What recruitment and retention strategies have been most successful?*

Without doubt, our most effective recruitment strategy has been the personal visits to historically black universities and colleges 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. HBU's are "partners" in these annual visits. Colleagues at HBU's realize fully that these efforts will be systematic and on-going. Indeed, an associate dean from one of the HBU's 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.

Also contributing significantly to our success in recruiting and retaining graduate students of color is 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 to simply bring individuals to the program on a piecemeal basis.

The increase in funding that enables us to offer fellowships or assistantships to most of our graduate student applicants from underrepresented groups certainly contributes to the College's upward trend in recruitment.

Our most effective retention strategies have been the student peer mentoring program and the personal and group advising and networking sessions held by the assistant dean for multicultural affairs.

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 of Communications has had 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 55 full-time faculty members, 10 are people of color (18.2 percent). Of the 10, 4 are Asian, 3 are black, 2 are Latino and 1 is American Indian. Of the 55 full-time faculty members, 18 (33 percent) are women. The College advertises widely and its faculty members make a large number of personal contacts in our efforts to achieve diverse pools for openings. 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.

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, whereby 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.

Recruiting a diversified staff has been a challenge. Four of the College's 40 staff members are minorities. Twenty-three of the College's 40 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.

In the past year, we were successful in recruiting one additional minority staff member through the Minority Professional Entry Program. We also have participated in the Staff Assistant Training Program, but it has not resulted in a permanent addition to our staff.

2. *What 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.

Advertisements mailed to the homes of the members of the Association of Education in Journalism and Mass Communications (AEJMC) continually produces the most minority candidates.

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

The College of Communications' 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:

- Faculty members are allotted a travel budget (\$2,000 this year) to enable them to attend conferences 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.

- Collegiality is facilitated 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.
- Promotion and tenure workshops are held regularly so all faculty – majority and minority – know full well performance expectations they will have to meet and proven strategies to meet them.
- 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. *What retention strategies have been most successful?*

A *combination* of 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 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 faculty members, tenure.

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?

The College of Communications has 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.

Beyond that, though, we weave diversity modules into more than 60 course sections, providing a vast array of courses that prepare students to understand and relate to a diverse society. The faculty members in this College go to great means to ensure that a curriculum is offered that helps to prepare students to work in a multicultural society. There is 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.

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

The diversity values of the College of Communications and Penn State are strongly articulated in the content of the communications curriculum. More than 60 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.

A critical ingredient in 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. The faculty members in the College of Communications have been particularly effective in bringing an international and multicultural orientation into the classroom because of their research.

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

- 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.
- Heather Hartley's recent projects include the documentary *Struggles in Steel: A Story of African-American Steelworkers*.
- R. Thomas Berner has published a book, *The Literature of Journalism: Text and Context*, in which issues such as race, sexual identity and counter-culture figures, both as subjects and writers, are discussed.
- Anita Fleming-Rife examines how minority cultures and women are portrayed in the Western press.
- Ann Marie Major recently published a study exploring gender differences in risk perception and communication behavior.

- Eve Munson’s research interests include media coverage of Indian casino gambling and depictions of gambling in contemporary Hollywood narratives.
- Mary Beth Oliver studies media portrayals of racial groups and the effects of such portrayals on viewers' racial attitudes.
- 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. His diversity initiatives have been supported by the Walter Kaitz Foundation, the Rainbow Coalition and the Ford Foundation.
- 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.
- Ann Marie Major has published research examining the impact of colonial ties and news coverage of Africa.
- R. Thomas Berner was a 1994 Fulbright lecturer in China and has published op-ed pieces on China in the Christian Science Monitor and the Los Angeles Times. He has returned to China four times since 1994, twice invited by Chinese universities and twice as the resource person for U.S.-based groups touring China.
- Krishna Jayakar conducts research on mass media policy for the Indian government.
- 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.

- Robert M. Frieden studies the impact of the Internet on international telecommunications technology and technological and marketplace convergence.
- Brad Thompson researches media law issues in Bulgaria. He spent last year at the American University in Bulgaria as a Fulbright Scholar.
- Richard Taylor 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.
- Richard Barton's work involves the role of the press in Canadian/American/ British international relations.
- Dennis Davis is co-director of a U.S./German research 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.
- Ann Marie Major is the co-author of the book Good-Bye Gweilo: Public Opinion and the 1997 Problem in Hong Kong.
- 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.
- Dennis Davis 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.
- Dennis Davis serves as co-director of a newly appointed 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.
- Dennis Davis and Brad Thompson are 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, modules in more than 60 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.

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 College of Communications' women and minorities have equal access to the new 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. One African-American male has been nominated to attend the upcoming 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, last year, the College was one of the few units at Penn State that had 100 percent staff participation 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 every employee in their areas to review their achievements and offer advice in assisting employees to plan for success.

The College is also supporting Joseph Selden, assistant dean for multicultural affairs, in his pursuit of his Ph.D. in counseling education. This degree is directly applicable to Mr. Selden's position and it will aid him in attaining promotional opportunities, hopefully at Penn State.

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 of Communications' most important organizational realignment to support our diversity goals took place on July 1, 2001, when Joseph Selden, who has served a director of multicultural affairs since 1994, was named assistant dean for multicultural affairs. The College's percentages of students of color exceed that of the university; we have exceptionally high retention rates; and we have achieved another record enrollment of minority students this fall. Our success in recruiting, retaining, graduating and placing students of color can be traced to the work of Mr. Selden and his Office of Multicultural Affairs. Mr. Selden's promotion to the dean's executive staff is in recognition of his effective leadership and is supportive of the College's commitment to diversity,

A female African-American staff member was promoted to our management staff in 1998 to the position of 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 three women (one immediate tenure), and one minority male since 1998.

Allocation strategies: Successful implementation of the College's diversity plans has required a solid fiscal resource base.

The College's Office of Multicultural Affairs includes as assistant dean, a full-time staff assistant and student workers.

The Office of Multicultural Affairs stretches its annual budget by working closely and effectively with the College's dean for graduate studies, the College's director of career placement and internships and the College's professional academic advisors – thus making the maximum use of the College's budget allocations.

Making funds available to support diversity initiatives is a difficult challenge in an environment in which inadequate levels of public support have become the norm. Nevertheless, the College has used creative strategies to ensure that critical needs do not go unmet due to resource limitations. Through the College's fund raising efforts, we have managed to increase our yearly minority scholarships awards from \$1,450 in 1992-1993 to \$65,000 in 2001-2002.

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 Penn State College of Communications' 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 of Communications 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 \$127,591.86. 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 next two years:

Priority 1. The College of Communications 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 was 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 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.

Priority 2. Institute systematic climate improvement initiatives and assessment processes. The College of Communications has a long-standing and serious commitment to provide the best feasible 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 of Communications has made a diligent recruitment effort. Minority undergraduate enrollment in the College surged from 144 in 1992-1993 to 334 in Fall 2001. (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.

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 each year 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 two years, eleven of the sixteen incoming minority students were recruited through the program, with each being awarded a Penn State teaching assistantship or Graduate School minority fellowship.

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 of Communications diversity advisory 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 132 percent from 1992-1993 to 2001-2002 – from 144 to 334. The College’s minority enrollment exceeds the University Park campus enrollment.
- 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 \$65,000 in 2001-2002.
- The number of full-time minority faculty members has increased 150% (from 4 to 10) since the last accreditation review in 1994.

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

- 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 all appropriate courses in the curriculum. (See the listing for descriptions of 60 course sections that incorporate diversity components.)

List of Appendices

Appendix A

Diversity Content of the College of Communications Curriculum