Standard 3

Diversity and Inclusiveness

School of Communications students chat prior to the start of class in Dwight C. Schar Hall

Highlights

❖ After becoming the second school in the nation to receive AEJMC's Equity & Diversity Award, the School of Communications aspires to be a national exemplar for equity and diversity.

❖ The school's diversity plan emphasizes having a diverse faculty and student body, infusing diversity into core courses, and maintaining a supportive environment.

❖ The full-time faculty is 28 percent minority and 41 percent female. Nine of the 14 who joined the school in the past three years have been women or minority faculty.

❖ The school has improved its student diversity (domestic and international) from 10 percent in 2005 to 14 percent at the last site visit to almost 22 percent today.

❖ The graduate program attracts an even more diverse student body. The 2016-17 class had a minority population of 37 percent; the current class is above 50 percent.

Standard 3. Diversity and Inclusiveness

1. Complete and attach the following tables:

      Table 5, "Area Population"
      Table 6, "Student Populations"
      Table 7, "Faculty Populations"
      Table 8, "Full-time Faculty Recruitment"
      Table 9, "Part-time/Adjunct Faculty Recruitment"

The School of Communications defines its geographic service area as the nation at large since admission to Elon has become national in scope. Elon attracts 25 percent of its students from North Carolina, followed by Massachusetts (9%), New Jersey (8%), New York (7%), and Connecticut, Maryland and Virginia (6% each), and Elon now has based an admissions officer in California. Elon students are from 49 states (*where are you, North Dakota?*) and 50 nations.

Table 5 shows the racial and gender percentages of the national population in the 2010 U.S. Census. The table totals more than 100 percent because respondents can mark more than one category. Table 5a shows graduation rates from high schools in the nation, as reported by the National Center for Education Statistics.

Table 6 shows the racial/ethnic composition of the undergraduate student population both at Elon and in the School of Communications in 2016-17. The school is 72 percent female and 28 percent male (the university ratio is 59/41). The racial/ethnic population in the school is about 22 percent, with half of that representing African American and Hispanic students and the other half including Asian, multiracial and international students. Elon classifies a student in only one category so, unlike Census Bureau data in Table 5, this table totals 100 percent.

Table 6a shows the racial/ethnic population of the 2016-17 M.A. in Interactive Media class was 37 percent.

Table 7 shows the School of Communications faculty by race and gender in fall 2017. The full-time faculty this fall is 28 percent minority (16 of 58) and 41 percent female (24 of 58). Like other JMC programs that began with mostly male faculty, the six longest-serving faculty members are men who began teaching at Elon when the program was a department.

Table 8 shows full-time faculty recruitment in the School of Communications for the past three years. Eight of the 14 faculty members hired into full-time positions the past three years have been women, and five have added to the faculty's domestic and international diversity.

Table 9 shows part-time and adjunct faculty recruitment for the past three years. Seven of the 10 adjuncts hired in the three-year period have been women, and four of the 10 have added to the faculty's domestic and international diversity.

Table 5. Area population

Service Area

Elon's School of Communications has designated its geographic service area as the nation at large. The leading 10 states are North Carolina (home to 25.7% of Elon students), Massachusetts 9.1%, New Jersey 7.7%, New York 6.8%, Connecticut 6.4%, Maryland 6.2%, Virginia 5.8%, Pennsylvania 5.5%, Florida 3.5% and Georgia 3.3%. Overall, Elon has students from 49 states, the District of Columbia, and 50 countries.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?

<u>Group</u>	<u>% **of population**</u>
Black/African American	12.6%
American Indian/Alaskan native	0.9%
Native Hawaiian/other Pacific Islander	0.2%
Hispanic/Latino (any race)	16.3%
Asian	4.8%
Two or more races	2.9%
Other race	7.0%
White	72.4%
Female	50.8%

Source of data: United States Census Bureau, 2010 Census (latest available)

Table 5a. High school population

For the most recent year for which data are available, how many students in the following categories have been graduated from high schools in the unit's service area? *Please indicate source and year of data.*

<u>Group</u>	**number graduated**
Black/African American	467,419
American Indian/Alaskan native	32,423
Hispanic/Latino (any race)	605,674
Asian	173,762
White	1,807,104

Source of data: National Center for Education Statistics, 2011-12 (latest available)

Table 6. Student populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

Academic year 2016-17

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	22	32	5.1%	5.3%
Native American	0	2	0.2%	0.1%
Hispanic/Latino (any race)	12	51	5.9%	6.1%
Asian	14	6	1.9%	2.5%
Two or more races	8	27	3.3%	2.8%
International students (any race)	13	40	5.0%	2.2%
White	229	601	78.1%	80.6%
Unknown	1	4	0.5%	0.4%

Source: Elon Institutional Research and Assessment, Elon Fact Book, 2017

Table 6a. Graduate student populations

Academic year 2016-17

Group	Male	Female	% of total in unit	% of grad total in institution
Black/African American	3	6	33.3%	10.8%
Native American				0.8%
Hispanic/Latino (any race)		1	3.7%	4.0%
Asian				3.0%
Two or more races				1.5%
International students (any race)				0.2%
White	3	13	59.3%	75.1%
Unknown		1	3.7%	4.6%

Table 7. Faculty populations

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university does.)

Full-time Faculty, Fall 2017 *(total of 58)*

Group	Female	% of total	Male	% of total
Black/African American	5	8.6%	2	3.5%
Native American	1	1.7%	1	1.7%
Hispanic/Latino (any race)	1	1.7%		
Asian	2	3.5%	1	1.7%
International faculty (any race)	1	1.7%	2	3.5%
White	14	24.1%	28	48.2%

Black/African American	Clark		Booker	
	Desalu		Gaither	
	Hill			
	Tonkins			
	Ward-Johnson			
Native American	Gisclair		Grady	
Hispanic/Latino	Bravo			
Asian	Xu		Lee	
	Hwang			
International faculty	Haq		Fadaam	
			Osman	
White	Ahearn		B. Anderson	Luchsinger
	J. Anderson		Bockino	Makemson
	Barnett		Copeland	Moner
	Bush		Costello	Motley
	Lashley		Doorley	Negin
	Lellis		Furnas	Nelson
	Miller		Gibson	Padgett
	Rodenbough		Hannam	Parsons
	Sabo		Hatcher	Piland
	Saltz		Haygood	Scott
	Stansberry		Johnson	Skube
	Strauss		Kass	Vincent
	Sturgill		Lackaff	Walsh
	Triche		Landesberg	Witt

Part-time/adjunct faculty, Fall 2017

Group	Female	% of faculty	Male	% of faculty
White	2	33.3%	4	66.7%

	Eisner		Davis	Lavoie
	Hogan		Fox	Tosczak

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Table 8. Full-time faculty recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

Academic years:	2014 - 2015	2015 - 2016	2016 - 2017
Openings	3	5	6
Total applicants in hiring pool	66	117	73
Females in hiring pool	16	28	22
Female finalists considered	5	4	7
Offers made to females	2	2	4
Offers accepted by females	2	2	4
Minority finalists considered	2	2	2
Offers made to minorities	1	0	2
Offers accepted by minorities	1	0	2
International faculty in hiring pool	5	10	14
International faculty considered	3	2	3
Offers made to international faculty	1	1	0
Offers accepted by international faculty	1	1	0

began in 2015-16	*began in 2016-17*	*began in 2017-18*
B. Anderson	Furnas	Booker
Hwang	Goodwin	Desalu
* Hill	Haq	Luchsinger
	Kass	** O'Boyle
	Witt	Rodenbough
		Stansberry

* Denise Hill became an instructor at Elon in 2014 pending completion of her Ph.D. at the University of North Carolina. She became a tenure-track faculty member in 2015-16.

** Jane O'Boyle has accepted a tenure-track faculty position effective spring 2018 upon completion of her Ph.D. at the University of South Carolina. Because she is not on faculty this fall, she is not counted in the school's faculty tables but is listed here in the faculty recruitment data.

Table 9. Part-time/adjunct faculty recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

Academic years:	2014-2015	2015-2016	2016 - 2017
Openings	5	3	2
Total applicants in hiring pool	*no formal hiring pool for adjuncts; see text in item 11*		
Females in hiring pool	5	2	0
Female finalists considered	5	2	0
Offers made to females	5	2	0
Minorities in hiring pool	1	0	1
Minority finalists considered	1	0	1
Offers made to minorities	1	0	1
Offers accepted by minorities	1	0	1
International faculty in hiring pool	1	1	0
International faculty considered	1	1	0
Offers made to international faculty	1	1	0
Offers accepted by international faculty	1	1	0

Fairfield-Artman	Ahearn	Booker
Howell	Haq	Lavoie
Naidu	Kass	
Sabo		
Wiggins		

2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

The School of Communications Diversity Plan is provided on the following pages. The plan includes the university's definition of diversity and under-represented groups. First adopted in 2004, the plan underwent an updating and revision in 2010 and again in 2016.

Following the Diversity Plan is a description of the progress made toward achieving the plan's objectives, including milestones and achievements.

Diversity Plan

School of Communications, Elon University

initial plan, March 2004; revised in November 2010 and August 2016

The School of Communications at Elon University is committed to having a diverse and inclusive program that reflects domestic diversity and a global society. The school believes that those entrusted to communicate news, information, persuasion and entertainment in society should reflect the diverse audiences and participants they seek to reach in order to best serve the public good.

The university states it this way: "Diversity is an essential component of the educational experience of our students, a key aspect of academic excellence, and a crucial part of an inclusive community. Diversity refers to the wide range of differences that exist among people. Inclusion refers to proactive behaviors that make each person feel welcome and a part of the campus. At Elon University we seek a caring and inclusive environment wherein differences are valued and integrated into every aspect of campus in order to prepare future global citizens." Elon embraces a broad definition of diversity that includes gender, race, ethnicity, nationality, age, disability, religion, sexual orientation, gender identity, socioeconomic standing and intellectual viewpoint.

The School of Communications endeavors to accomplish this commitment in the following ways:

A Diverse Faculty and Staff

- ❖ Demonstrate effective efforts to recruit faculty members from diverse and underrepresented backgrounds, using as a benchmark the university's faculty composition and the school's composition during the preceding accreditation review.

- ❖ Formally instruct search committee members on how to achieve best practices in building and considering a diverse applicant pool.

- ❖ Partner with nearby historically black institutions with strong journalism and communications programs through faculty exchanges and joint endeavors.

A Diverse Student Body

- ❖ Recruit a student body reflecting the diversity of the population the university serves through school initiatives, faculty participation in multicultural weekends on campus, and working with Admissions on recruiting students from diverse backgrounds.

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- ❖ Strengthen the school's relationship with the Elon Academy, a college-access program that helps high school students who typically are underrepresented on college campuses.

- ❖ Increase the school's scholarship funds designated to enhance the diversity of the student body.

- ❖ Work with Student Media Board to encourage campus media organizations to have diverse staffs and to ensure that campus media content reflects diverse opinions and perspectives.

- ❖ Promote achievements in national programs by diverse students.

An Inclusive Curriculum

- ❖ Emphasize the importance of domestic and global diversity and the historic and current contribution of diverse voices in society, as evidenced by course objectives on syllabi.

- ❖ Encourage and support student conversations on campus climate and diversity topics, as evidenced by National Survey of Student Engagement data.

- ❖ Promote experiential learning that exposes students to the diverse domestic and international world in which they live.

- ❖ Invite a diverse group of professionals as guest speakers in classes to expose students to different perspectives and issues.

A Supportive Environment

- ❖ Maintain a climate that is both respectful and supportive of diverse people and viewpoints and that actively supports the goals, initiatives and assessment measures outlined in this plan.

- ❖ Partner with university groups to offer programming and discussions related to diversity.

- ❖ Participate in national organizations and events on the importance of diversity and inclusiveness in the communications discipline.

- ❖ Support the university's religious holiday observance policy and be sensitive to the observed and practiced holy days of different faiths.

- ❖ Recruit women and minority professionals to serve on the School of Communications Advisory Board.

Describe how the unit assesses its progress toward achieving the plan's objectives.

In 2010, the School of Communications received AEJMC's Equity & Diversity Award for its commitment to and success in achieving gender equity and racial/ethnic diversity. Today, the school's diversity committee is active in emphasizing diversity and inclusion in curriculum, programming and all aspects of the school.

The school names a faculty diversity committee each year to monitor progress and consider new initiatives toward diversity goals. To illustrate progress toward achieving the diversity plan, the following achievements were shared with faculty and staff at the school's August 2017 retreat:

A Diverse Faculty and Staff

√ The School of Communications faculty remains one of the most diverse at Elon. In fall 2017, the racial and ethnic composition of the school's 58 full-time faculty is 28 percent. The full-time faculty now consists of 24 women and 16 minority colleagues, compared to 18 women and 11 minority colleagues at the time of the ACEJMC review six years ago. Of course, the full-time faculty has grown in size from 41 six years ago to 58 in fall 2017. In the midst of the school's growth, the percentage of women and minority faculty remains significant.

√ Each search committee is briefed on best practices by the dean, department chair, associate director of human resources for employee relations, or associate provost for academic and inclusive excellence. This approach ensures the search committee recognizes the value of diversity throughout the applicant process.

√ The school participated in planning and programming the 2017 Global Communication Association international conference in Greensboro as a joint endeavor with two HBCUs, North Carolina A&T and Winston-Salem State University. Elon previously has participated with A&T on faculty exchanges.

A Diverse Student Body

√ The school has strengthened its presence at top industry events for recruitment, including the College Media Association and Associated Collegiate Press annual conferences. Staff in the school also have participated in sessions on creating diverse newsrooms and diversity sourcing in news stories.

√ School faculty have taught in the Elon Academy, which identifies high school students in Alamance County who are academically promising and who have financial need and/or no family history of college. Communications faculty produced an Elon Academy promotional video that won an Award of Excellence from the Broadcast Education Association.

√ Twice, the school has applied for and received $100,000 Hearst Foundation endowment gifts to support student scholarships for underrepresented students, often allocated through the Communications Fellows program.

√ Student Media Board discusses diversity issues on an ongoing basis. Student media advisers are trained to discuss diversity within their organizations and to cultivate students from underrepresented backgrounds to pursue leadership positions within student media. In recent years, student media organizations have been required to develop diversity plans.

√ A communications senior traveled to Rio de Janeiro to report on human rights issues in advance of the 2016 Summer Olympics and presented her research at the AEJMC Southeast Colloquium in 2016. Another senior spent a week in Ireland as part of a Pulitzer Center on Crisis Reporting fellowship, collecting insights and opinions while examining the country's once-devout Catholic population. In the past two years, the school has placed four Communications students in the American Advertising Federation Most Promising Multicultural Students program.

An Inclusive Curriculum

√ The *Elon Eleven* was revised to explicitly reflect both domestic and global diversity. Standardized learning outcomes across sections reflect this, and syllabi show this emphasis in designated courses.

√ Data from the National Survey of Student Engagement suggest the school actively encourages and supports student conversations on campus climate and diversity topics in and outside the classroom. In 2016, 71 percent of Communications students said their learning "often" or "very often" includes diverse perspectives – higher than the national average.

√ The school promotes experiential learning that exposes students to the diverse domestic and international world in which they live. In 2016, 19 faculty members taught domestic or study abroad courses. Examples include a trio of domestic-travel courses: Communications Fellows in Florida, Sundance in Utah, and a political caucus course in Iowa. Interactive Media graduate students and faculty participated in winter term courses for the public good in Belize, Costa Rica, Dominican Republic, Guatemala and Ireland. Other faculty taught or co-taught study abroad courses all over the world. In fall 2016, a group of Communications students, faculty and staff covered the Internet Governance Forum in Jalisco, Mexico, producing 125 interviews with global Internet leaders. A Communications faculty member led the Elon in Costa Rica program last spring, teaching an Elon Core Curriculum seminar.

√ In the past year, the school has sponsored visits, speeches or events featuring Ukrainian journalists, an Istanbul-based journalist who covers the Middle East, a noted author on online harassment, and a journalist who speaks out about the disproportionately high levels of animosity, sexual harassment and online stalking aimed at women.

A Supportive Environment

√ The diversity committee surveyed international students for suggestions to improve their experience in the School of Communications. Survey results indicate the international students felt welcomed and included in the community, and they feel comfortable in the classroom and enjoy sharing their stories. Respondents said the primary issue involves holidays and breaks when they felt isolated on campus.

√ A joint bid by Elon and UNC Chapel Hill titled "Diversity in PR: Embracing Culture and Change" was selected for a Public Relations Student Society of America regional conference in Chapel Hill in spring 2016.

√ School faculty and staff attend myriad national conferences on the important of diversity and inclusiveness in the communications discipline. These include the National Association of Black Journalists, National Association of Hispanic Journalists, and Asian American Journalists Association. School faculty and staff participated in the Scripps Howard Leadership Academy, which includes diversity programming. The dean mentored a Marquette faculty member in 2016 as part of the AEJMC leadership diversity program and mentored a North Carolina Central department chair in 2017 through the same program.

√ The school follows university policy that excuses students from class due to observance of a religious holiday. A Religious Observance Notification Form documents the request. The university's policy "… embraces the mission of an academic community that influences and transforms mind, body, and spirit… [The policy] for the observance of recognized holy days is consistent with and complementary to the University's mission."

√ More than a third of the members of the School of Communications Advisory Board are women or minority professionals, including African American and Asian American members.

The 2016-17 diversity committee developed a theme of unity and hosted an end-of-semester celebration for Communications students, faculty and staff to show "love, appreciation and support" in trying times. The event drew more than 200 attendees and included a video of school faculty and staff lip-syncing the Bruno Mars song "Count On Me" to the delight (and no doubt amusement) of students.

ELON PRSSA & CAROLINA PRSSA

DIVERSITY IN PR:

Embracing culture and change

FEBRUARY 19, 2016- FEBRUARY 20, 2016

ELON PRSSA & CAROLINA PRSSA
DIVERSITY IN PR:
Embracing culture and change

SCHEDULE-AT-A-GLANCE

FEBRUARY 19, 2016- FEBRUARY 20, 2016

FRIDAY, FEBRUARY 19

6:00PM - 9:00PM
MEET AND GREET
DRINKS AND APPETIZERS AT TOP OF THE HILL (100 E FRANKLIN ST. #3, CHAPEL HILL, NC 27514)

SATURDAY, FEBRUARY 20

8:00AM - 8:30AM
CHECK-IN AND BREAKFAST
SCHOOL OF MEDIA AND JOURNALISM ENTRANCE (CHECK-IN)
HALLS OF FAME ROOM (BUFFET STYLE BREAKFAST)

8:30AM - 9:45AM
OPENING INTRODUCTIONS AND KEY NOTE:
VICTORIA LEWIS (NATIONALS) AND NAEEMAH CLARK (ELON)
AUDITORIUM

10:00AM - 11:00AM
SESSION ONE:
KELLY WILLIAMSON & LEANNE HIGH (APCO WORLDWIDE- "DIVERSITY OF THOUGHT")
CARROLL 33
OR JOE CABOSKY & LIVIS FREEMAN (UNC CHAPEL HILL- ENTERTAINMENT & SPORTS PR)
CARROLL 143

SATURDAY, FEBRUARY 20 CONT.

11:15AM - 12:15PM
SESSION TWO:
JOSH YOUNG (CAPSTRAT- LGBT AND PR)
CARROLL 143
OR KATELYN DRAMIS (NEBO- DIGITAL MARKETING)
CARROLL 33

12:30PM - 1:00PM
LUNCH
HALLS OF FAME ROOM (BUFFET STYLE)- CATERED BY MEDITERRANEAN DELI

1:15PM - 2:30PM
DIVERSITY CAMPAIGN COMPETITION
CARROLL 141, 142, AND 33

2:45PM - 3:45PM
SESSION THREE:
WOMEN IN PR (HOLLY MILLET, DENISE HILL, LINDSAY PRIESTER, LATOYA EVANS & VALERIE FIELDS)
AUDITORIUM
OR TESTING THE WATERS (STEPHANIE LLORENTE OF PREP COMMUNICATIONS)
CARROLL 143

4:00PM - 5:00PM
NETWORKING/SNACK
HALLS OF FAME ROOM & SCHOOL OF MEDIA AND JOURNALISM ENTRANCE

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The best metric on the presence of diversity discussions in the classroom is the National Survey of Student Engagement (322,000 students from 560 institutions surveyed in 2016). Asked if diverse perspectives were included in course discussions and assignments, 71 percent of Elon Communications students said often or very often, compared to 66 percent nationally.

Courses that place special emphasis on diversity are identified in the *Elon Eleven* curriculum matrices. The school's opening course, Communications in a Global Age, prepares students to better understand and appreciate the diversity of people both domestically and globally. Students gain a deeper understanding of diversity issues in advanced courses in each major.

During the self-study process, the school invited faculty to consider how they foster an understanding of issues and perspectives related to diversity. Here are some responses:

In Communications in a Global Age, Lee Bush teaches how journalists should consider "fault lines" (race/ethnicity, sex/gender, economic class, age, geography) when developing and sourcing stories. In a subsequent assignment, students write three story ideas for covering a local snowstorm from diverse perspectives using the five fault lines.

In his section of Communications in a Global Age, Kenn Gaither's students do a full-semester team project on topics including LGBTQIA portrayals in the media and mass media in Africa.

In Visual Communication, Ben Hannam requires students to create a "self portrait of something they are not," which requires them to research and become empathetic with an audience they are unfamiliar with based on gender, age, race, sexual orientation, political views, and economic and social status.

In Strategic Writing, Vanessa Bravo has developed a module about writing with the diversity of U.S. audiences in mind: race, ethnicity, gender identity, religious preference, age bracket, and level of ability.

In Media Writing, Lorraine Ahearn assigns field work in underserved communities on and off campus, including LGBTQIA students, Latinos and international refugees. Among recent story titles are "In Greensboro, food makes immigrant stories come to life" and "Elon Latino students hope Heritage Month brings awareness of their cultures."

In Media Writing, Michael Skube assigns students to write a profile of someone as different from them as they can find – different in ethnicity, in socio-economic background, in religion, in political views or other identifying characteristics.

In Broadcast News Writing, Tom Nelson assigns students contemporary angles of historical topics, such as ragtime and the 100th anniversary of Scott Joplin's death.

In Rich Landesberg's *60 Minutes* Master Class, students develop broadcast news stories for a half-hour show titled "30 Minutes" and present their show in New York to *60 Minutes* staff such as executive producer Jeff Fager and senior producer Michael Radutzky (chair of the school's Communications Advisory Board). Recent stories included American-Muslim culture in the 21st century and transgender rights in North Carolina.

In his Writing for Television and Cinema course, Doug Kass has created modules to emphasize the increasing contributions and influence of women and black filmmakers.

To support class instruction, the school frequently hosts conferences and seminars on campus. In 2017, the school hosted the North Carolina College Media Association conference with sessions on bringing diversity into the newsroom and news coverage and improving coverage of LGBTQIA communities. The school also hosted a regional Society of Professional Journalists conference with a session titled "Muslims and Arabs through a Western Lens" and a keynote presentation by Elon's Ahmed Fadaam on his transition to being a journalist during the Iraq War. In 2017, Elon's Naeemah Clark provided the diversity-themed keynote address at the PRSSA conference "Diversity in PR: Embracing Culture and Change" in Chapel Hill. Associate Dean Kenn Gaither served as keynote speaker at the Intersect Conference, which focuses on diversity and leadership.

School faculty have collaborated to receive university Diversity Inclusion Grants. In 2017-18, Doug Kass, Max Negin, Nicole Triche and Youssef Osman are working on a project to update course materials to reflect diverse voices in the contemporary entertainment media environment. In 2012-13, Amanda Sturgill, Phillip Motley and Staci Saltz received a grant for a multi-class project to engage students with a diverse community to generate multimedia projects and structured reflection by students. Other faculty, including Julie Lellis (2013-14) and Vanessa Bravo (2012-13), have worked with colleagues across campus on other projects receiving grants.

4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Exposing students to diverse cultures in a global society is at the heart of an Elon education. By the time they graduate, 72 percent of Elon students study abroad at least once, ranking Elon first in global student participation among all master's-level universities in the nation.

Many faculty members in the School of Communications weave diverse cultures and global perspectives into their classes.

In International Communications, Glenn Scott's class surveys media systems in countries around the world. One unit deals with intercultural communication for the purpose of helping students discover the communicative strategies people use in various parts of the world.

In spring 2017, Denise Hill invited guest speakers to her classes to discuss international public relations programs implemented across Africa and in China, Germany, Russia and South Korea.

In Creating Multimedia Content, Nicole Triche's students do a short documentary about an international student on campus whose first language is not English, requiring students in the class to seek out and talk at length with an international student. The project has been adopted by other sections of the same course.

In Communications in a Global Age, Vanessa Bravo shows the documentary *Latinos Beyond Reel* to discuss ethnic representations. Students discuss the film and do a writing project to reflect on the ways in which Latinos are portrayed in the media.

Interactive Media master's students and faculty participate in winter term courses for the public good. In 2017, iMedia students conducted projects in Costa Rica, Iceland and the Dominican Republic. In addition, Communications faculty teach Elon courses abroad during winter term. In 2016, 16 school faculty members taught Elon courses abroad or guided iMedia projects in Ireland, Belize, Guatemala and the Dominican Republic.

The Elon commitment to engaged learning extends the classroom into the world.

Janna Anderson works with students to cover the Internet Governance Forums around the world. Student teams have conducted hundreds of interviews with Internet and technology leaders at IGF meetings such as in Jalisco, Mexico (2016) and João Pessoa, Brazil (2015). Their work appears on the IGF website and Imagining the Internet website.

Multimedia projects director Bryan Baker and students have provided video and social media coverage for the past three Global Action Summit meetings in Nashville. The summit brings together world leaders to discuss perspectives relating to food, health and prosperity.

School faculty advise and mentor students on undergraduate research projects that incorporate global perspectives and issues. Amanda Sturgill mentored two Elon students who were the youngest presenters at the 2017 AEJMC Midwinter Conference, with one student researching social media across borders. Glenn Scott is mentoring an Honors student whose thesis analyzes Europe's media coverage of the migration crisis.

Faculty and invited speakers also augment global perspectives in the classroom. Julie Lellis and Kenn Gaither facilitated recent winter term community seminars with diversity themes, and a Pulitzer Center speaker spoke at Elon on the deadly global war for sand.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

An academic community needs to be a place free of harassment and discrimination. Upon arriving at Elon, students sign an agreement to abide by the university's Honor Code that requires honesty, integrity, responsibility and respect.

The Advising Center's coordinator of disabilities services arranges accommodations for students with disabilities, ranging from note-taking in classes to providing testing rooms and proctoring. In 2016, the school hosted a session on accommodating students with special needs in the classroom. All four Communications buildings – McEwen, Schar Hall, Steers Pavilion and Long – are ADA compliant.

Several faculty have participated in LGBTQIA ally training at Elon, and the Gender and LGBTQIA Center director is a frequent speaker in communications classes.

In the 17-year history of the School of Communications, two cases of inappropriate faculty behavior have occurred that would fall into the categories of harassment and discrimination. Those faculty members are no longer at Elon.

6. **Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The School of Communications has improved its student-of-color enrollment (defined as African-American, Hispanic, Asian and multiracial) from 12 percent at the last accreditation visit to 16.5 percent in 2016-17, plus another 5 percent international students.

Theme 1 of the university's strategic plan is titled "An unprecedented commitment to diversity and global engagement." Communications faculty member and Associate Provost for Academic and Inclusive Excellence Brooke Barnett spearheads many of the university's efforts to address this theme. Since the last self-study, the university has made significant strides toward diversity and global engagement, including:

- Increased faculty of color from 12 percent to 18 percent, and staff of color from 18 percent to 24 percent
- Increased the number of students receiving Odyssey Scholarships (targeting under-represented and first generation college students) from 72 to 118
- Created a Gender and LGBTQIA Center, adopted university-wide strategic plan for LGBTQIA inclusion, and achieved a Top 10 campus ranking by Campus Pride
- Increased percentage of international students at Elon from 3 percent to 6 percent
- Hired two new international student recruiters in university admissions
- Enhanced the Winter Term diversity theme to create innovative course registration process for students to engage in multiple diversity-related events
- Launched Inclusive Community Conversations for first-year students and a series of intercultural competency-based seminars for students, faculty and staff

Elon's Admissions Office holds several recruitment events targeted toward diverse students, and School of Communications faculty and students participate. One is G.A.M.E. Day (Gathering of Achievers: Multicultural Experience) that offers high school sophomores, juniors and seniors an opportunity to learn about the multicultural experience at Elon in a relaxed Saturday atmosphere that includes attending a home football game. Another event is the Multicultural Experience Weekend when students from diverse backgrounds come to campus to learn about academic programs, student organizations and campus activities and can participate in a diversity leadership conference. Phoenix Fusion is a day for accepted students and their families to learn about Elon's inclusive campus community and programs. The event features a panel of senior leadership in each school to discuss their academic programs and diversity initiatives. The Admissions Office strategically plans its travel to optimize exposure to diverse student populations, and Communications faculty and staff have participated. The university attends multicultural fairs such as the National Hispanic Fair.

The school has increased its presence at industry conferences across the country, including attendance at the National Association of Black Journalists and National Association of Hispanic Journalists Annual Convention and Career Fair.

This fall, the school has its largest Communications Fellows cohort in the last six years. The Fellows class consists of 28 students — and 18 of them are receiving Fellows scholarships, compared to seven who received scholarships last year. Ten of the 28 fellows represent racial and ethnic diversity, the highest number for the school in program history.

The School of Communications has more than doubled its scholarship support for underrepresented students since the last accreditation report through a $200,000 endowment from Hearst Foundation grants. The Triad Foundation and other sources also provide additional scholarship funding for diverse students. At the university level, the Watson and Odyssey scholarship programs are available to students majoring in Communications.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The School of Communications does not have admission requirements. Once admitted to Elon, students can choose their major without additional academic requirements.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Retention rates are calculated on a year-to-year basis. For example, 89.4 percent of under-represented students who entered Elon in 2015 returned for their sophomore year (2016-17). The retention rate for under-represented students from first year (2012-13) to senior year (2016-17) was 86.4 percent, slightly higher than the 85.8 percent retention rate for white seniors.

The School of Communications recognizes the importance of good instruction, competent advising, meaningful experiences, and a supportive environment for student retention across the board. The school has deeply caring teachers who invest considerable time encouraging students to pursue their passions and overcome obstacles.

Faculty advising has helped students secure competitive awards and internships. School faculty nominated a student for the Phillips-Perry Black Excellence Elon Experience Award for financial support for an internship at Ogilvy & Mather. Faculty have advised and nominated students for the American Advertising Federation's Most Promising Multicultural Students program. The past two years, two Elon minority students apiece were selected to participate in this multicultural recruiting initiative in the advertising industry.

The school provides special scholarship assistance in emergency situations and nominates and encourages minority students to apply for outside scholarships. The school also supports the travel of students to professional conferences. Some of these travel grants are diversity related such as students attending the NABJ and NAHJ convention each year.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

Efforts by the School of Communications to recruit women and minority faculty have proven successful. As Table 8 shows, eight of the 14 full-time faculty members hired the past three years are women, and five are minority colleagues (three domestic, two international).

Whether the school is in search mode or not, the dean's office regularly invites prospects to campus for a tour and to meet with faculty. Women and minorities have been added to the faculty through this proactive effort. Others have joined Elon's faculty based on interviews at AEJMC conferences and other scholarly meetings.

The School of Communications has five female staff members on 12-month contracts (the internship director, also on a 12-month contract, has faculty rank). Graduate outreach coordinator Maggie Mullikin joined the school in 2009, administrative assistant Catherine (Happy) Kerns began in 2012, program assistant Alyssa Donohue became full time in 2012, Jane Walters joined the school as a program assistant in 2016, and Michelle Manzo entered the new position of coordinating producer of Maroon Sports in 2017.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The School of Communications provides an environment for success of all faculty members, regardless of gender or race. Since the 2011 accreditation visit, 18 faculty members have gone through tenure, promotion or continuation reviews. Sixteen of the 18 were successful, including eight women and five minority faculty.

The School of Communications has a formal peer-mentoring system for new faculty. The faculty mentor and the newcomer are provided funds to have lunch regularly to discuss academic life. In addition, the director of the Center for the Advancement of Teaching and Learning leads monthly sessions for all first-year faculty on topics ranging from classroom management to the tenure process, with veteran faculty members and deans as speakers.

The school equitably distributes committee assignments, course reassignments and travel funds. All faculty take advantage of professional development opportunities.

An infrastructure also is in place at Elon to support professional and clerical staff. The university has a full-time leadership development specialist who works with staff to provide training sessions and develop leadership skills.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The school's practice of regularly inviting teaching candidates to campus for a visit, regardless of whether a search is ongoing, has built a strong pool of adjunct prospects. Visitors tour the campus, meet with faculty and staff, often have lunch with the school's leadership, and have an opportunity to ask questions about the university.

These efforts have resulted in a number of women and minorities being invited to teach in the school. In the last three years, as shown in Table 9, the 10 adjunct faculty hired over the period included seven women, two domestic minority faculty and two international faculty.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year is sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context.)

Jackie Alexander, assistant director of student media at Clemson, incorporating diversity into media organizations, Clemson, S.C. (African American female)

Matthew Antonio Bosch, director of Gender and LGBTQIA Center, Elon University (white male)

Ann Camden, senior vice president, G&S Business Communications, public/media relations, Raleigh (white female)

Joie Chen, principal, Way Forward Media, television reporter/anchor, Washington (Asian female)

Adam Constantine, social media manager, Elon University (African American male)

Arthur Chu, writer, *The Daily Beast* and *Salon*, commentator on online harassment of women and gaming culture, Los Angeles (Asian male)

Angela Connor, executive vice president, Capstrat, Raleigh (African American female)

Emily Feldman, freelance journalist, humanitarian crises resulting from conflicts in Iraq and Syria with a special focus on women, Istanbul, Turkey (white female)

Mei-Ling Hopgood, associate professor at Northwestern, culture and identity, Chicago (Asian female)

M.J. Jacobsen, former vice president of communications, National Geographic Society, Washington (white female)

Allen Johnson, editorial page editor, *Greensboro News & Record* (African American male)

Laith Majali, filmmaker and documentarian, Amman, Jordan (Middle East male)

Cindy Abad-Mancheño, brand strategy director, MullenLowe/Frank About Women, Greensboro (white female)

Scott McCrary, senior producer, WUSA Television, television news and sexual orientation, Washington (white male)

Yana Paskova, photojournalist, Cuba in transition, New York (international female)

Leonard Pitts Jr., syndicated columnist, *Miami Herald*, race in America (African American male)

Mike Sales, senior manager of design, NASCAR Digital, Charlotte (African American male)

Alice Su, freelance journalist, Middle East refugees, Amman, Jordan (Asian female)

Alexa Sykes, manager of data and impact, Teach for America, Durham (African American female)

Jessica Torrez-Riley, email program manager, Prime Video International at Amazon, Seattle (Latino female)

Jasmine Turner, reporter, NBC 12, Richmond (African American female)

Professional master's program

13. Describe the curricular efforts in the master's program to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The M.A. in Interactive Media program seeks to create media professionals who are cognizant of the differences that exist among people. To that end, students research issues surrounding the use of digital media and its content in relation to issues of inclusiveness.

Students are made aware of the responsibility of making their web-based projects accessible to anyone online. This explicitly includes the handicapped, particularly the visually impaired, and international audiences. Students learn that providing information on the language and encoding of the site's content allows it to be translated. In addition, adding meta tags, image descriptors and other assets to a page make it legible to screen readers – the devices the visually impaired use to read content on the Internet. Some iMedia faculty are LGBTQIA trained allies, which means they have gone through extensive training.

14. Describe curricular instruction in the master's program in issues and perspectives relating to mass communications across diverse cultures in a global society.

The winter term fly-in course Interactive Project for the Public Good creates an environment where students are working with international partners. Those efforts have reached from Iceland to Ecuador and many countries in-between, particularly in Central America and the Caribbean. In nearly all cases, students first must deal with the communications barrier, since most clients are not native English speakers.

Clients are almost exclusively nonprofits or non-GMOs, which means clients are usually in a lower socio-economic category in their respective country. To prepare for this experience, students gather as much information about the country and culture before traveling there, and the program asks students to experience the food of the region and interact with locals who may have lived in that country before emigrating to the United States. Students learn as much about the economic and cultural situations of where they are going as is possible. Cultural sensitivity and understanding is the goal. On site, students work to be a part of the lives and culture of their clients as much as possible. If feasible, they live with the people with whom they are serving.

In this course, students create digital products for clients who could not afford to have these artifacts if they had to pay for them. But students must grasp how the people the clients wish to reach will use digital products. As a result, students must be sensitive to colors, images, wording, and overall presentation of information. This is done through pre-trip preparation and on-site through conversation and client review of the elements being created.

What graduate students have learned, for example, is that what might be culturally pleasing in southern Costa Rica among its indigenous peoples would not hold true for those in the capital of San Jose, and what is culturally acceptable in central Dominican Republic isn't necessarily what is acceptable in the mountains of Guatemala. When iMedia students return from these experiences, they share what they learned with the iMedia community and those who come to their public presentations.

15. **Describe the unit's efforts to recruit and retain professional master's students who reflect the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The interactive media program has been successful through the years in creating a diverse student body.

For almost all of its nine years of existence, the program has had 30 percent or more of its students from diverse student populations. For example, more than half of the 2017-18 class members classify themselves as either African American or Latino. Through the years, the program has enrolled students from the Middle East, eastern Europe, Asia and the Caribbean.

Even though the program draws students from across the nation and internationally, iMedia students often have connections with North Carolina. The iMedia program has created close ties with historically black universities in the area, especially North Carolina A&T in Greensboro and North Carolina Central in Durham. Maggie Mullikin, the school's coordinator of graduate outreach, regularly visits classes on both campuses, meets with career services personnel, and attends career fairs targeted at HBCU institutions. The iMedia program also takes its outreach programs to where the students are by holding open houses in downtown Greensboro and Raleigh. In these cities, iMedia alumni come and interact with prospective students, with many from HBCU institutions.

The iMedia program successfully advocated for Graduate Admissions to hire its first African American assistant director and for that person to work specifically with the iMedia program. That hire helped build the large yield of a diverse population in this year's class.

Next, the school hopes to find more ways to attract Latino students. The central part of North Carolina is home to a large Hispanic community that increasingly has its young people entering and completing undergraduate education at regional institutions. Knowing that many Latino students do not want to travel far from family for an education, the iMedia program wants to find ways to have more of those graduates look at and enroll in the iMedia program.