

# 2019-2020 Diversity Assessment and Diversity and Inclusion Report



Assessment of School's Diversity Plan  
Results of Senior Diversity Engagement  
Results of Diversity Questions on Senior Exam  
Results of Diversity-related Items on Senior Survey  
D&I Faculty Activity Report

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**ELON**  
UNIVERSITY

School of  
Communications

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## School of Communications Diversity Plan

The School of Communications created its diversity plan in 2004 and most recently revised it in August 2016. Below is the current diversity plan.

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 individuals. 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 that have 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.
- 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.
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- 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.

## Assessment of the School of Communications Diversity Plan

To accomplish Elon's emphasis on diversity as an "essential component of the education experience," The School of Communications committed to the following priorities: A diverse faculty and staff, a diverse student body, an inclusive curriculum, and a supportive environment. This assessment tool provides a way to measure these efforts. The priorities and their accompanying strategies will be evaluated at the end of every year to determine if the tactics yielded the intended results.

The School's Diversity and Inclusion Committee developed a matrix to assess the school's performance on its diversity and inclusion plan.

- The **first column is a strategy** used to achieve the bolded priority.
  - The **second column is the process used to measure the strategy.**
  - The **third column reports the Diversity Committee's numeric score** for the measure using a scale of 1 to 4 with 1 being highly agree (A) through 4 being strongly disagree (D). N/A would be entered if there isn't enough information to make a determination. The team discussed how the strategies were implemented and created a consensus around the score being assigned.
  - Notes about the **efforts made to reach the goal should be entered into the fourth column.** In some cases, specific numbers such as invited guests, percentages of students, etc. will appear in the notes section. In other cases, a short narrative of the work done to achieve the goal will suffice.
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## A Diverse Faculty and Staff

DEI Plan Objective	KPI	2019-2020 Score 1 high agreement - 4 high disagreement	Notes
Recruit faculty members from diverse and underrepresented backgrounds	Number of diverse candidates in applicant pools, invited for remote and on-campus interviews, and offers	1	Efforts were made to recruit new full-time and part-time faculty. We also converted two contingent (adjunct) positions held by non-white faculty members into permanent full-time positions for them. The school had four faculty searches and two staff searches in 2019-2020. Each full-time applicant pool was diverse in terms of gender, ethnicity and race. Gender, ethnic and racial diversity were included in candidates invited for remote and on-campus interviews for all six positions. A queer Asian-American joined the Cinema & Television Arts Department (CTA) as a full-time faculty member. An African American woman was hired as the program assistant in McEwen Communications Building. Two Caucasian women were hired for the internship director role and full-time faculty member position in the Communication Design Department, respectively. The two finalists awaiting budget approval for the other two searches are women and one is African American. Two African American women were hired as adjuncts for CTA with one in Los Angeles. In the spring semester, the school also hired a new African American male for a part-time instructor position in strategic communications, and a non-white female part-time instructor in the interactive media graduate program.
Instruct search committee members on how to achieve best practices in building and diverse applicant pool.	Determine if protocol was delivered by member of HR or Dean's leadership team	2	In five of the searches, an HR representative discussed strategies to secure a diverse applicant pool and techniques for asking questions during the interview process. In other case, the dean and her assistant did the primer. Copies of the protocol were included in the materials for the search committee.  Each search committee included gender and ethnic diversity among its membership.
Partner with HBCUs with mass comm/journalism programs	Consider the number and the quality of faculty partnerships, student exchanges & other joint efforts	2	No faculty or student exchanges were conducted in 2019-2020. However, Elon's Interactive Media team hosted public relations agency HR leaders at NC Central University and NC A&T State University for a Diversity in Public Relations Day – more than 200 HBCU students were reached – which culminated in a panel and internship/job recruitment reception at Elon. Four NCCU and NC A&T students attended the evening event at Elon. Also, Elon's Sunshine Center hosted its Sunshine Day event at NC A&T.

Host faculty development sessions that promote diversity	Include CATL, brown bag lunches, professional organizations, seminars, formal conversations about best D&I pedagogy	1	Four faculty and staff professional development sessions were held in ElonComm focused on diversity, equity and inclusion. These included the faculty advance, two lunch sessions with speakers on campus for the Unity in Communications dinners and one remote learning session. Faculty also reported participating in industry and academic sessions off campus. ElonComm faculty participated in CATL training that focused on diversity and inclusion.
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### ***Domestic Diversity Professional Development***

Kim Hunter, managing partner of KLH & Associates and chairman of The LAGRANT Foundation, visited the school in the fall. Hunter spoke to faculty and students, including a Unity in Communications dinner, where he was the first keynote speaker of the semester. Unity in Communications is a school initiative to support students of color and LGBTQ students, promoting diversity and inclusion in the School of Communications. For LAGRANT, Hunter spearheads work to provide scholarships and support to ethnic minority students in advertising, marketing and public relations. In the last three years, the School of Communications has had six LAGRANT Scholars, including a two-time winner.

Mike Fernandez, the first U.S.-born Latino to serve as the chief communications officer of a Fortune 500 company and recently named CCO of energy company Enbridge, keynoted another Unity in Communications dinner in the spring. Fernandez has served for nearly three decades as the chief communications officer for a variety of U.S. corporations, including Kodak, Cigna, State Farm and Burson-Marsteller. He was inducted into the PRWeek Hall of Fame in 2015.

The final Unity in Communications dinner featured Cathy Renna, the first national news director of GLAAD, who visited with students via Webex in March to discuss her career path in the communications industry and her start in LGBTQ media and activism.

Randy Williams, vice president and associate provost for inclusive excellence, and Dean Rochelle Ford led a workshop about incorporating diversity, equity and inclusion topics into the school's curriculum at the fall advance.

Matthew Antonio Bosch, dean of student inclusive excellence, and Tyrone Jean, assistant dean of students/director of the Center for Race, Ethnicity, & Diversity Education, attended a school faculty meeting to discuss ways to partner with the school on various diversity and inclusion initiatives.

### ***Improvement Suggestions***

- When evaluating candidates for positions, search committees should think more broadly about qualifications because candidates may have non-traditional experiences that would have added value to the school. Search committees should not be looking for “fit,” but rather how the candidate’s diversity could compliment or fill in gaps of the current team, which may not look like a traditional “fit” and might require Elon to adjust to make the candidate feel more included versus the candidate automatically fitting into Elon’s culture. Candidates should be informed about the university’s ability to sponsor international candidates, possibly in the position description. Also ensure questions are the same for each candidate to the extent possible.
- The school should pursue faculty or staff exchange with NC A&T, NC Central or Winston-Salem State University. Also consider including significantly smaller programs such as Bennett College, Saint Augustine’s University and Shaw University.
- Annually, the school will complete a confidential census of the faculty to determine its racial, ethnic and gender composition.
- The school will continue to work with human resources to get anonymized self-reported racial, ethnic and gender identity data on applicants to faculty and staff positions in ElonComm.



## A Diverse Student Body

DEI Plan Objective	KPI	2019-2020 Score 1 high agreement - 4 high disagreement	Notes
Recruit a student body reflecting the diversity of the population the university serves	Compare diversity percentages of School with the University, and report on school initiatives, faculty participation in multicultural weekends, and other recruitment/promotional events connected to diverse students	3	<p>The School of Communications had less representation of Black, Asian, Hispanic/Latino, Native American and other students than the university. CTA and CDE had slightly more diversity than the university percentage overall. See Table 1.</p> <p>However, the 2020 cohort of interactive media program had 19 Black students and one other non-white student, thus comprising 63% of the 30 graduate students.</p> <p>Racially and ethnically diverse students and faculty attended a national high school journalism workshop in Washington, D.C., and the school hosted a special session at the Smithsonian Institution's National Museum of African American History and Culture – a panel about photojournalism featuring two Black photographers and one White alumnus photographer. One faculty member presented on the importance of diversity in student media teams and products. The school also sponsored the All-American High School Film Festival that attracts diverse students from around the nation.</p> <p>Associate Dean Kenn Gaither assists with football recruiting. Dean Ford assists with admissions events. Other faculty supported fall and spring recruitment events.</p>
Strengthen the school's relationship with the Elon Academy, a college-access program that serves high school students who are underrepresented on campus	Determine if faculty and staff have taught, presented, or had purposeful interactions with EA cohorts	4	Staci Saltz continues her strong relationship with the Elon Academy. No new relationships were established as far as the committee members knew.
Increase school scholarship funds designated to enhance the diversity of the student body	Assess funds raised and distributed toward this goal	2	ElonComm board members each donated funds to the school to support scholarships for internships and other programs. The school provided one-time scholarships to two African American female students based on financial need and academic merit. Previously, no promotion of available scholarships to attend diversity conferences existed. Today, ElonComm's Unity in Communications website provides a public application and racial and ethnic minority students received emails about available resources. In summer 2019, three students received funding to attend NABJ and NAHJ conferences. The school allocated funding to support WEEE, WINS and Unity for mentoring of women and minority students and other programming.

Encourage campus media organizations to have diverse staffs and reflect diverse opinions and perspectives	Review Student Media Board's and Communications Initiative groups' efforts, trainings and content across student media outlets. Also review senior exit survey about working with diverse teams within class projects.	2	<p>There are openly LGBTQ students and students of color who work in student media and hold leadership positions.</p> <p>Live Oak Communications had several diverse guest speakers in the organization's team meetings.</p> <p>ENN advisers participated in some NABJ training in summer 2020.</p> <p>More than 70% of sport management students reported working on projects with different races on their teams. Only 35% of students engaged in student media worked on racially and ethnically diverse teams, and 30% of communications students reported working on class projects with different race or ethnicities on their teams.</p>
Promote achievements in national programs by diverse students	Consider successes in Today at Elon, School online platforms	1	<p>A Communications Fellow earned an inaugural Legacy Scholarship from onePULSE Foundation, a nonprofit organization established to memorialize the victims of the 2016 PULSE nightclub shooting in Orlando. An international student from the Philippines joined 35 student journalists in the News21 reporting investigation to examine how the federal government has responded to natural disasters. Four students and one alumna attended the PRSA Foundation's signature event to celebrate the advancement of diversity and inclusion in the public relations sector. Elon students secured scholarships and internships from The LAGRANT Foundation and the T. Howard Foundation.</p>

Examples of student recognition and activity:

### **Student Awards**

Anton Delgado '20, who grew up in the Philippines capital city of Manila, joined 35 student journalists from across the country as part of the 2019 Carnegie-Knight News21 reporting initiative, examining how the federal government has responded to natural disasters ranging from hurricanes to wildfires. Delgado was also selected for a Pulitzer Center in Crisis Reporting Campus Consortium Reporting Fellowship to Brazil, where he developed a multimedia journalism project titled "The Resurgence of Leprosy in Brazil."

Junie Burke '20 received a Fulbright Award to teach English in Spain after majoring in human service studies and strategic communications at Elon.

Gayatri Chopra '23 earned one of the 49 inaugural scholarships created to honor the individuals who lost their lives in the PULSE nightclub shooting in Orlando in June 2016.

Victoria Traxler '20 has been named a 2020 Carnegie-Knight News21 Fellow, joining top journalism students from 16 universities across the country to examine youth violence and the juvenile justice system in America.

Mikayla L. Ford '22, a communication design major, earned a 2020 LAGRANT Foundation scholarship and a 2020 digital design co-op position at Procter and Gamble through the foundation.

Ariana Wilson '22, a strategic communications major, obtained a 2020 global communications internship – brand purpose and citizenship – at Lenova through The LAGRANT Foundation.

Natalie Green '21 won a National Association of Broadcasters 2020 Media Sales Fellowship.

Communications students published a number of articles in the Elon Journal pertaining to diversity and inclusion, including: "Representations of Women in Popular Film: A Study of Gender Inequality in 2018" (Ian Kunsey), "The Framing of Refugees and Refugee Status Through U.S. Presidential Discourse"

(Kimberly Asin Wilson), “Framing Muslims in the Era of the Trump Presidency: Examining the Perceived Impact Media has on College-Age Muslims in America” (Marjorie Anne Foster), “Haitians’ Response to U.S. Media Coverage of Haiti” (Katie Hooker), “Breaking Down the Wall: An Analysis of How Journalists Interview Children Impacted by Immigration Policies” (Perla Salazar-Rangel), “Leading Female Characters: Breaking Gender Roles Through *Broad City* and *Veep*” (Christina Mastrocola) and “From Angels to #Real Women: Comparing the Diversity of Models in Two Lingerie Brands” (Chloe Kennedy).

### ***Suggestions***

- The diversity plan should be altered to include partnering with Odyssey students and the program to recruit diverse students into all School of Communications majors.
  - The School of Communications should conduct additional targeted outreach to high schools with strong media programs in ethnically/racially diverse towns.
  - Student leaders in campus media, school Initiatives and professional organizations like the Sport Management Society should attend one national conference connected to diverse identities.
  - Student media and communications initiatives, including the Sport Management Society, should assertively recruit more diversity on their teams.
  - The school should reconsider revising the senior survey to reflect broader diversity demographics and understand students opinions and perspectives on diversity.
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## An Inclusive Curriculum

DEI Plan Objective	KPI	2019-2020 Score 1 high agreement - 4 high disagreement	Notes
Emphasize the importance of domestic and global diversity in courses	Consider course assignments, objectives and content.	1	Dean Ford referenced this focus at the fall faculty advance, after a professional development session co-led by Randy Williams, vice president and associate provost for inclusive excellence. Faculty conducted a gap analysis of their majors to determine where/if diversity is in their curriculum and recommended improvements, including the scaffolding approach taken by the Sport Management Department. Faculty were encouraged to discuss their contributions to D&E in their Unit Is. More than 50% mentioned activity in D&I and submitted an end-of-the-academic-year report to Associate Dean Gaither.
Support student conversations on campus climate and diversity topics	Review findings in senior survey and school events/programming for students	2	<p>This academic year, students were invited to three Unity in Communications dinners featuring communication executives Kim Hunter (African American), Mike Fernandez (Latino) and Cathy Renna (LGBTQIA), conversation with the dean, and a panel with human resource professionals in strategic communications. The Sport Management Society and Women Influencers in Sport had multiple diverse speakers, including those focused on sales, esports, NCAA and other specializations.</p> <p>The results of the undergraduate senior survey and exam are in this report under diversity engagement results. For sport management, more than 80% of the students agreed to strongly agreed that their sport management classes discussed gender and sexuality, and more than 50% agreed to strongly agreed that race, ethnicity and class were discussed. Only political perspectives had less than 35% reported agreeing that diverse political perspectives were included. For the five communications majors, only one measure had more than 50% of the respondents agree to strongly agree with the statement: "My School of Communication classes had discussions of race and ethnicity." Issues of class, gender, sexuality and political perspective had less than 41% engagement.</p> <p>At the graduate level, 87% of interactive media students' portfolios were evaluated to reflect content that shows awareness in serving diverse audiences, as appropriate for the profession.</p>
Promote experiential learning	Determine how students completed their ELRs to assess if learning focused on diverse/inclusive study, practice, service, research or leadership.	3	<p>100 percent of non-white graduating students completed internships as an ELR because it's a graduation requirement.</p> <p>Other ELRs had the following percentages of non-white graduating seniors complete them:</p> <ul style="list-style-type: none"> <li>• 17.5% global study</li> <li>• 25% service</li> <li>• 27% leadership</li> <li>• 8.6% undergraduate research</li> </ul>

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Invite a diverse group of professionals as guest speakers	Check demographics and identities of speakers/Skype guests.	1	Anecdotally, faculty invite guests of varying backgrounds to class room presentations in person or virtually.  Colin Donohue gathers a list of alumni guests.
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### **Suggestions**

- Increase targeted, discipline-specific, diversity issues-related representation and audiences. Consider offering an elective School of Communications diversity course in 2020-21 and propose a required course beginning in the 2021-22 academic year.
  - Increase attention toward ELRs other than study abroad.
  - Encourage student research/production projects focused on diverse issues in media representation and audiences.
  - Through academic advising, students should be encouraged to pursue leadership and research opportunities.
  - A comprehensive list of potential speakers with varying backgrounds should be made available on the school's Moodle site.
  - The school should help ensure students across all demographics and socio-economic levels have greater access to all ELRs.
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## A Supportive Environment

DEI Plan Objective	KPI	2019-2020 Score 1 high agreement - 4 high disagreement	Notes
Maintain a climate that is both respectful and supportive of diverse people and viewpoints	Consider where the school promotes/ discusses the value of diversity and inclusion in the school and related professions in its promotional materials, and faculty/staff/student onboarding and recruitment.	2	<p>Dean Ford presents the Elon 11 which includes global and domestic diversity to all students in COM 100 and SPT 212. The Elon 11 is posted in every ElonComm classroom.</p> <p>New faculty orientation incorporates information on how to create an inclusive classroom.</p> <p>Staff are evaluated annually on diversity and inclusion “<i>Advocates and embraces an inclusive and culturally competent workplace.</i>” All staff performed at meets or often exceeds expectations, according to supervisors scoring.</p> <p>An audit of ElonComm promotional materials illustrated diverse images being used.</p> <p>94% of ElonComm graduating seniors reported that domestic and global diversity played an important role in their professional development at Elon.</p>
Consider partnerships to offer programming and discussions related to diversity	Benchmark the number of sponsorships and co-sponsorships of D&I programs across the campus and community partners.	2	<p>The school co-sponsored the National Day of Reconciliation event with the Truitt Center, elCentro and CREDE, which included the “Walking While Black” documentary and community conversations with local advocacy groups and community law enforcement.</p> <p>The Unity in Communications program invited Odyssey scholars, CREDE and el Centro to its guest speaker dinners and T.Howard Foundation recruitment activities.</p> <p>Diversity in PR panel invitations were extended to students engaged with CREDE and el Centro.</p> <p>The school hosted international journalists from the Edward R. Murrow Program of the U.S. State Department.</p>
Participate in national organizations and events on the importance of D&I in the communication school’s disciplines.	Benchmark attendance, presentations, sponsorships with national organizations.	3	<p>The school hosted the Diversity in PR panel in partnership with the Council of PR Firms diversity consultant, which including leading agencies recruiting students. Women Influences in Sport hosted a daylong conference for alumni, faculty, staff and students. Elon hosted a fellow from the AEJMC/ASJMC Institute for Diversity Leadership Program and Vanessa Bravo became an institute fellow through Penn State University. In partnership with Pitney Bowes, Elon sponsored the national High School Journalism half-day, pre-conference session at the Smithsonian Institution’s National Museum of African American History and Culture.</p>

Support the university religious holiday observance policy and be sensitive to the observed and practiced holy days of different faiths.	Consider where the university's religious observance policy is shared in the school. Determine if students' complaints were heard.	1	An ElonComm faculty member served on the committee to discuss observance of Ramadan during final exam week.
Recruit women and professionals with diverse identities to serve on the SOC Advisory Board.	Benchmark diverse identities and gender on the board. Determine how professionals are nominated to the board to assess how wide a net is cast. In spring 2018, the national advisory board had two non-white professionals and six women, no alumni and two sport management professionals.	2	In spring 2020, the national advisory board had greater racial and gender diversity with four African Americans, and 11 women. The advisory board also includes three alumni and five sport management professionals.
Promote regular feedback from the school community into diverse teaching practices and informal meetings with students to discuss their experiences in the school.	Consider how consistently the importance of the assessment of this measure is delivered to all stakeholders.	1	There was a plan for the committee to host listening sessions with diverse students, but a truncated semester hampered the event. Additionally, data has been gathered via the senior survey that asks questions related to D&I engagement. The data is shared with department chairs who will discuss the results with the faculty.

## Suggestions

- Community discussion for first-year COM/SPT students about diversity in the professions.
- Each department should plan one diversity program (virtual or on-campus) per year with departmental coordination so event dates and content don't overlap.
- Messaging on school monitors should intentionally highlight significant events and contributions of diverse identity groups.
- School should recruit more ethnic diversity to its national advisory board.
- Create a new recruitment video showcasing more current diverse students.

**Table 1 Student Diversity Data**

	CTA	CDE	JOU	MEA	SPT	STC	ElonComm	Elon
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%
Asian	3.33%	1.65%	1.14%	1.52%	0.00%	0.22%	1.14%	2.28%
Black or African American	8.75%	3.30%	7.95%	7.58%	6.25%	3.51%	5.64%	5.64%
Hispanic/Latino	7.08%	6.04%	6.25%	3.03%	1.56%	4.82%	5.03%	6.46%
Non-Resident Alien	1.25%	0.00%	0.57%	1.52%	5.21%	0.66%	1.37%	2.03%
Two or More Races	4.17%	2.20%	5.68%	3.03%	4.17%	1.54%	3.13%	2.97%
Unknown	0.00%	0.00%	2.27%	0.00%	0.52%	0.44%	0.53%	0.87%
White	75.42%	86.81%	76.14%	83.33%	82.29%	88.82%	83.16%	79.58%

Data Source: Elon University Registrar July 7, 2020

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## Diversity Engagement Results

### ***Communications (CDE, CTA, JOU, MEA and STC)***

Questions related to students' engagement with diverse topics and identities while in class or extra- and co-curricular activities were piloted during the spring semester. This instrument, administered each year, provides data previously gathered from the National Survey of Student Experiences (NSSE).

Only one item on the instrument ("My School of Communication classes had discussions of race and ethnicity") saw more than 50% say they agreed or strongly agreed with the statement. On other measures, such as discussions of economic class, sexual identity, and interaction with those of different identities inside and outside of class, students had more tepid responses.

**Table 2: Communications Diversity Engagement Results**

My School of Communications classes had discussions:	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
About Race and/or ethnicity	5.9% 7	1.7% 2	5.9% 7	3.4% 4	16.1% 19	57.6% 68	0% 0
About class	5.1% 6	5.9% 7	14.4% 17	11% 13	30.5% 36	28% 33	0% 0
About gender and sexuality	6.7% 8	4.2% 5	10.1% 12	9.2% 11	22.7% 27	37.8% 45	0.8% 1
With a politically conservative perspective?	13.5% 16	16.8% 20	16% 19	15.1% 18	13.5% 16	18.5% 22	0.8% 1
With a politically liberal perspective?	4.2% 5	1.7% 2	4.2% 5	8.47% 10	23.7% 28	39% 46	2.5% 3
While doing class projects in the School of Communications, I was in groups with people of different races or ethnicities from my own	5.1% 6	3.39% 4	13.6% 16	7.6% 9	24.6% 29	29% 34	0.9% 1
While participating in campus media, I worked with people of different races and/or ethnicities from my own	6.2% 7	0.88% 1	7.1% 9	17.7% 	20.4% 20	30.1% 34	5.3% 6

Although the survey instrument had a flaw in its design ("slightly agree" appeared twice as a choice; the duplicate was removed below), the overarching pattern indicates that students perceived they were not having much engagement with people whose perceived identities different were from their own.



## Diversity Engagement

### Sport Management

Students perceived having strong diversity engagement within sport management major (rating somewhat agree to strongly agree). About 87% agreed that they discussed economic classification, 91% agreed that they discussed gender and sexuality; 82% agreed that they discussed race and/or ethnicity. And 87% agreed that different races or ethnicities from their own were included on their project teams. Note that this instrument asks similar questions to the other five communications majors. However, politically conservative and liberal perspectives had not been a strategic diversity objective of the department during the 2019-2020 academic year.

**Table 3: Sport Management Diversity Engagement**

My sport management classes had discussions:	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Don't know	Total
About economic class	9.1% 2	0	0	4.6% 1	22.7% 5	27.3% 6	36.4% 8	0	22
About gender and sexuality	9.1% 2	0	0	0	9.1% 2	45.5% 10	36.4% 8	0	22
About race and/or ethnicity	9.1% 2	0	4.6% 1	4.6% 1	13.6% 3	50% 11	18.2% 4	0	22
With a politically conservative perspective?	4.6% 1	9.1% 2	9.1% 2	45.5% 10	4.6% 1	22.7% 5	0	4.6% 1	22
With a politically liberal perspective?	0	4.6% 1	4.6% 1	36.4% 8	18.2% 4	27.3% 6	4.6% 1	4.6% 1	22
While doing class projects in my sport management classes, I was in groups with people of different races or ethnicities from my own	9.1% 2	0	0	4.6% 1	9.1% 2	36.4% 8	36.4% 8	4.6% 1	22

## Senior Exam

In their senior year, students majoring in CDE, CTA, JOU, MEA and STC are asked exam-style questions based on the School of Communications' learning outcomes. The results in the chart below indicate that students across the mass communication majors do not fare well in the questions related to diversity and inclusion.

**Table 4: Communications Senior Exam**

Elon 11* Categories	JOU	STC	CTA	MEA	CDE	Total
3. Ethical ways of thinking	80.0	85.4	75.7	85.7	80.9	82.9
1. Truth, accuracy & fairness	86.0	82.7	69.5	83.8	79.4	80.9
9. Research & critical evaluation	80.7	83.1	67.4	82.9	72.9	79.4
8. Apply theories ... images and info	78.7	80.4	70.5	81.9	79.4	78.9
6. Write clearly and accurately	84.2	78.5	65.1	71.4	62.5	74.8
4. History and roles of media	74.7	77.6	60.5	77.1	69.4	73.9
7. Use the tools of technology	71.3	66.1	73.7	81.0	78.2	70.3
5. Diversity of audiences	68.3	70.2	70.4	78.6	64.7	70.0
2. Freedom of Expression	72.7	66.8	55.8	77.1	63.5	66.3
10. Understand data and statistics	50.0	70.9	51.8	73.0	60.8	65.0
Total	74.6	76.2	66.0	79.3	71.2	74.2

\*Note the 11th outcome: Demonstrate creative and critical thinking is not included on the exam.

While there are only four questions on the exam measuring student knowledge of global and domestic diversity, the score indicates that there needs to be more focus on topics related to race, gender, and globalization in all communications courses. All department chairs have been charged with adding D&I content across their curricula.

## Senior Survey Results

These are key findings from the senior survey that is administered in the Senior Capstone class (COM 495). This survey reflects CDE, CTA, JOU, MEA and STC majors. The results indicate the percentage of students who marked the top two of four possible responses (“very much” and “quite a bit”). Seniors evaluated the School of Communications on the 11 student learning outcomes. As shown below, respondents indicated which learning outcomes (The Elon 11) contributed most to their development. Number five of the eleven is “Domestic and Global Diversity.”

**Table 5: Senior Survey Results for Five Communications Majors**

SLOs	Very Much	Quite a bit	Some	Very little	Total	VM + QaB
1.Truth, Fairness, Accuracy	69% 166	23% 56	7% 17	.8% 2	241	92%
2.Freedom Expression	72% 172	24% 58	3% 8	0	238	96%
3.Ethical Reasoning	70% 169	23% 57	5% 13	.4% 1	240	93%
4.History and Roles of Media	43.1% 104	41.7% 99	14.5% 35	1.2% 3	241	84.8%
5.Domestic and Global Diversity	70.4% 169	24.1% 58	5% 12	.4% 1	240	94.5%
6. Write Clearly & Accurately	61.2% 161	24.5% 59	7.9% 19	.4% 1	240	85.7%
7. Tools of Technology	61.5% 147	28.8% 69	8.7% 21	.8% 2	239	90.3%
8. Theories to Produce Media	41.3% 100	43.8% 106	12.5% 30	2.47% 6	242	85.1%
9. Research & Analysis	60% 146	28.3% 69	9.4% 23	2% 5	243	88.3%
10. Numerical Concepts	34.2% 83	29.3% 71	22.7% 55	13.6% 33	242	63.5%
11.Creative Thinking	74.6% 179	23.3% 56	1.3% 3	.08% 2	240	97.9%

## 2020 Cohort Interactive Media Graduate Student Digital Portfolio Assessment

**Table 6: Content Assessment of Interactive Media Portfolios**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know	Total	Weighted Avg.
Content conforms to legal principles and regulations that are consistent with professional expectations	0 0%	0 0%	0 0%	3 37.5%	5 62.5%	0 0%	8	4.63
Content conforms to ethical principles and practices of the profession	0 0%	0 0%	0 0%	3 37.5%	5 62.5%	0 0%	8	4.63
Content shows awareness in serving diverse audiences, as appropriate for the profession	0 0%	0 0%	0 0%	2 25%	5 62.5%	1 12.5%	8	4.71
Content elements show breadth of knowledge and incorporate information in a form consistent with professional requirements	0 0%	0 0%	1 12.5%	4 50%	3 37.5%	0 0%	8	4.25
Demonstrates an awareness of media practices within the historical context of the profession	0 0%	0 0%	0 0%	3 37.5%	4 50%	1 12.5%	8	4.57

## Assessment Examination

The following charts show results based on the iMedia mission statement: “The M.A. in Interactive Media program prepares students to think strategically across media platforms, plan and create interactive media content, and manage information in a digital age.” Thirty students took the exam in the fall; twenty-two, in the spring. Discrepancy in numbers results from the move to online instruction following spring break 2020 due to the COVID-19 pandemic, which necessitated the closing of the Elon University campus. Students were sent multiple notices of the spring assessment exam, including a link to it. Because many students reported difficulty in finishing all of their course work online, the assessment became secondary in importance to many who focused up completing their class assignments and their capstone projects. Still, the number of students who completed the spring assessment provides comparison data that is worthwhile to assessment.

Two test items were related to domestic and global diversity outcome. Students showed improvement significantly (43 points) in the outcome related to thinking strategically across media platforms and improvement on the outcome related to managing information in a digital age by 11 points. Nevertheless, these questions show improvement on the two diversity measures.

Note: Numbers in parentheses refer to specific objectives in the School of Communications’ professional values and competencies statement. Item 5 is related to the value of domestic and global diversity. All percents are rounded.

Outcome 1 questions think strategically across media platforms	Percent of correct answers fall 2018	Percent of correct answers spring 2019
Media experts suggest that many major world problems can be solved by applying collective intelligence through the process of gamification. What are some interactive design techniques that are associated with gamification? (1, 2, 5)	30	73

Outcome 3 questions manage information in a digital age	Percent of correct answers fall 2019	Percent of correct answers spring 2020
Which of the following can be tested in a usability test? (3, 5)	80	91

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## **Diversity Assessment Report Summary**

Department chairs have much of the information in this report aggregated for their majors. Still, the overarching pattern indicates that the School of Communications is making some effort to encourage diverse thought and contextualize the mass communication industries in terms of diverse representation and audiences. However, more work needs to be done.

Faculty and staff should be intentional as they make their plans and syllabi for the 2020-21 academic year. The school's administration should help faculty determine their knowledge and comfort level in addressing D&I topics and then set an expectations and provide resources to help faculty and staff grow in these areas.

The following sections include the school's diversity plan followed by a report that provides a more focused snapshot of how school faculty, staff and students engaged with diversity and inclusion in the 2019-2020 academic year.

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## Diversity & Inclusion Faculty Activity Report

Following is a partial list of School of Communications diversity and inclusion initiatives and achievements in the past academic year. This list is not exhaustive and does not wholly capture the ways in which diversity and inclusion are woven throughout the curriculum, nor does it reflect a complete overview of the pedagogical approaches by faculty to address diversity and inclusion. It does, however, capture the myriad ways school faculty, staff and students intersect with diversity in its many forms.

### ***Faculty International Outreach***

In the fall, a dozen African and Caribbean journalists visited the School of Communications to learn about journalistic practices in the United States. Associate Dean Kenn Gaither organized a panel discussion including faculty and students, producing a two-way conversation with real-time translation on issues including U.S. democracy, freedom of speech, new technology and the media industry. The visit was part of the International Visitor Leadership Program's Edward R. Murrow Program for Journalists. The visiting journalists hailed from countries including Benin, Botswana, Cameroon, Central African Republic, Guinea-Bissau, Haiti, Kenya, Senegal, Togo, Tunisia and Zimbabwe.

Alex Luschinger traveled with students to cover the 2019 Internet Governance Forum in Berlin, Germany and the Internet Society Hall of Fame induction in San Jose, Costa Rica, as part of the Imaging the Internet Center's programming.

Anthony Hatcher and Rich Landesberg taught the Gutenberg to the Web study abroad course in Poland, Germany and France.

During Winter Term, David Bockino and Tommy Kopetskie took 13 students to Buenos Aires, Argentina, as part of his GBL 205 course Through the Lens of ESPN. The next month, he hosted a visiting professor in sport management from Buenos Aires for meetings with students and two guest lectures at Elon. In addition, Bockino mentored a student for research conducted by the Imagining the Internet Center in Paris, France.

David Copeland traveled to Matanzas, Cuba, with his IME 670 Interactive Project for the Public Good course to work with the Afro-Atenas Project, better known in Matanzas as the Afro-Cuban Heritage Society. His students created videos, shot photos, and developed a website and social media content working with Afro-Cubans in a communist Spanish-speaking country.

Nicole Triche's COM 570 Interactive Project for the Public Good course traveled to Bermuda to work with the Bermuda Heart Foundation. Students learned about colonialism, the Black Power movement in the 1970s, and the recent repeal of marriage equality.

Amanda Sturgill and her IME 670 students created a website for an agrarian commune in Costa Rica that advocates for the dignity and rights of migrants and the poor.

Mark Cryan and his relationship with the Burlington Royals led to a program called "Breaking Barriers," where he led the fourth edition of a language and cultural exchange program in summer 2019 for Latin players on the Royals roster. This created cultural exchange opportunities for Elon students, bringing Dominican, Venezuelan and Cuban ballplayers to an off-campus outing with Elon students and faculty, and a campus tour and lunch with the Elon volleyball team. Additionally, the program visited the International Civil Rights Museum in Greensboro, with a pre-visit orientation talk, and a post-tour lunch that included small group discussions of the museum and issues of civil rights and discrimination.

## ***Faculty DEI Curricular Efforts***

### **Amanda Sturgill**

In COM 110, Sturgill had students cover diversity-related speeches, including TED talks by Pearl Arredondo, a principal in California who started a charter school that serves lower-income minority children; Zachary Wood, who gave the community engagement lecture on being open to diverse viewpoints; and Nikki Haley, who spoke at convocation about cross-cultural issues. In her upper-level courses such as COM 320, students write proposed new entries for a stylebook on topics like immigration and deafness. In COM 359/IME 672, students looked at ADA implications of website design and search engine algorithms. And in her IME 670 course, students made a website for an agrarian commune in Costa Rica that advocates for the dignity and rights of migrants and the poor.

### **Colin Donohue**

Students in his courses covered speakers including J. Yoshi, a scholar and author who talked about white Christian privilege in America; Alex Wagner, the author of the 2019 Common Reading “Futureface;” former South Carolina Gov. Nikki Haley; and Zachary Wood, the author of “Uncensored: My Life and Uncomfortable Conversations at the Intersection of Black and White America.”

### **Alex Luchsinger**

In his JOU 315 course, Luchsinger hosted a Latin American filmmaker to discuss a project in Venezuela. For research, Luchsinger has an article in press about ISIS (the Islamic State in Iraq and Syria) in *Journal of Media and Religion* and has three articles under review at journals all involving diverse topics, including Muslims, African Americans and veterans. He is faculty mentor for an honors thesis about ecofeminism and gender diversity.

### **Anthony Hatcher**

In his courses, Hatcher hosted Naomi Prioleau, an African American journalist at WUNC and Scott Huler, a journalist and author who writes about his Jewish identity. Hatcher is mentoring a part-time drag queen with socioeconomic struggles who is working on a long-form personal story.

### **Jessica Gisclair**

Her core capstone course addressed diversity by exploring topics including the role of women in crime fiction, how socioeconomic status contributes to issues in the criminal justice system, and the lack of gender identity in crime fiction and if that reflects societal impressions of diversity. The course participated in a beta test of Respondus, a Moodle-based testing service, to assure all students have equal access to online testing, considering students’ learning and testing needs as defined through disabilities resources.

### **Janna Anderson**

In her COM 100 course, diverse individuals from the Philippines (Maria Ressa and the Rappler team), India (the people of Jammu and Kashmir), and China (the Uyghurs and Hong Kong protesters) are exemplars for discussions woven throughout the term. Also in COM 100, Anderson asks each student to research and write a long information-curation piece specifying how all organizations can work to make their comprehensive hiring and strategic communications more effective for diversity, equity and inclusion.

### **Doug Kass**

He finished the first of a two-year CATL Scholar Project, “The High Impact Inclusive Classroom,” which pilots practices in CTA 336 International Cinema allowing for the diverse qualities of each student in the class to impact course content and learning outcomes.

### **Michael Skube**

A staple assignment for students in his COM 110 class is for each to write a profile of someone as different from themselves as possible, ranging from race, religion, ethnicity or economic background. In his COM 334 Politics & Media course, students study polling of various demographics, including African Americans and Latinx, and interview a cross-section of people in Burlington.

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### **Vanessa Bravo**

Her communications courses include modules about media representations of Latinx and African Americans in U.S. media. Her Global Experience course is entirely devoted to the topics of race relations and immigration in the United States. All her papers presented or accepted for presentation at major industry conferences during the academic year dealt with diversity topics, including how Puerto Ricans were framed on Twitter after Hurricane Maria; how El Salvador and Colombia empower their diaspora communities to support public diplomacy goals; how the Latinx community impacts the “browning of America” phenomenon; and how YouTube’s content influences Black female college students to transition to natural hair. For the latter, she presented with Elon alumna Cameron Jackson ‘17.

### **Tom Nelson**

In his COM 100 course, students study mass media ownership through a lens of diversity and African American press including the Chicago Defender. In his JOU 351 Television & News Reporting course, students are exposed to the work of Martha Gellhorn and women in journalism and diversity in journalism through the work of Katharine Graham. Nelson also teaches COR 110, which grapples with issues such as diversity and immigration in America.

### **Ray Johnson**

In his CTA 306 Development and Influence of Cinema course, he incorporates a study of several important African American directors, including Spike Lee. Johnson shares a number of personal conversations he had with Lee during the production of the film “He Got Game.” Johnson’s students also watch the films that inspired Lee, including “Sonder,” directed by Elon graduate Martin Ritt and the work of director Oscar Micheaux.

### **Bill Anderson**

Students in his COM 100 course prepared a presentation on diversity and inclusion, picking one of the “fault lines” discussed in class (age, race/ethnicity, gender/sexual orientation, class, or geography). Then, they had to find an example of a movie/TV show that accurately portrayed a group in that fault line, contrasting that positive example with previous patterns of negative media portrayals. In his STC 252 course, students prepared a public relations plan to help the city of Chicago deal with “food deserts” – areas where it is difficult to buy fresh, healthy food. One group of students created a program that worked with Black churches and other community leaders to promote healthy eating through a series of farmer’s markets in food deserts. Also in STC 252, students wrote a short bio on individuals who had an impact on public relations history, many of whom – Joseph Varney Baker, Frederick Douglass, Moss Kendrix and Patricia Tobin – were minorities and not traditionally found in public relations textbooks. For his winter term COM 654 course Global and Intercultural Communications, students conducted an analysis of the public relations profession in another country.

### **Naeemah Clark**

In her courses, she compares class and race on Netflix shows and examines Aaron Sorkin’s portrayal and treatment of women in some of his seminal works, including “A Few Good Men” and “West Wing.” She also frequently invites guest speakers with marginalized identities to her classes, including Elon alumni.

### **Jane O’Boyle**

In her COM 100 Communications in a Global Age course, students focus on international communication and examine ethnic stereotypes in American media.

### **Michele Lashley**

She includes a section that specifically focuses on diversity within the public relations industry in her STC 252 PR/Civic Responsibility course. She invites diverse speakers to class, including Robin Yontz, vice president and creative director at Trone Brand Energy and Sommer Ingram Dean, staff attorney at the Student Law Press Center.

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**Kathleen Stansberry**

In her MEA 460 course, students completed a capstone project to study the issue of school lunch debt in Alamance county. For the project, students researched economic disparity, shifting racial and ethnic demographics, and naturalization status to understand the challenges related to lunch debt in the ABSS school system. Upon learning about the extent of the project, students chose to do a collaborative final project and created a GoFundMe page that raised \$4,500 – slightly more than the total meal debt Elon Elementary had to pay at the end of the 2018-19 school year. Funds were presented to the Elon Elementary PTO as an unrestricted donation for student enrichment. Stansberry also co-led a Wikipedia edit-a-thon for social justice with Brandon Bell, former assistant director of CREDE, and Libby Coyner, archivist at Belk Library, as part of Elon 2020 Martin Luther King Jr. Commemorative Celebration.

**Carolyn Desalu**

She assigns students a three-part advertising campaign and creative brief focused on consumer products and services pertaining to Black Twitter with the goal of students learning how to research and identify ways to be racially and ethnically sensitive while promoting products and services that cater to Black consumers. In this project for her COM 110 course, students completed the campaign in groups with responsibilities such as designing a full-page, half-page and banner ad for a business specific to Black, and some Latino, audiences.

**Jooyun Hwang**

In her STC 362 Strategic Research Methods class, Hwang invited Randy Williams, vice president and associate provost for inclusive excellence, to discuss the efforts Elon has made to improve diversity and inclusion on campus. In the class, students also worked in groups and conducted both primary and secondary research to understand how diversity and inclusion is perceived by Elon students and made inferences based on research findings.

**Rich Landesberg**

He has an assignment called “getting comfortable with being uncomfortable” where students are required to go a location where they are in the company of people different from them. This could be a place where they are a racial, ethnic, sexual orientation, or religious minority. Students then are asked to find a story in the place they might not ordinarily visit with a person they might not ordinarily meet – in other words, everyone has a story. Landesberg’s courses also include frequent discussions about the importance of a newsroom reflecting the community it serves and how different backgrounds and viewpoints increase the richness of news coverage.

**Glenn Scott**

He led a unit on diversity and inclusion in his Reporting for the Public Good course, with targeted news reporting assignments using the Diversity Style Guide, a compilation of journalistic style advice generated by professional advocacy groups. His courses, such as Sports Information, examine how sports organizations interact with news media on issues such as race and gender. Guest speaker Mia Janae Watkins ’16 visited his reporting course to explain her work with PlayStation as a community outreach specialist and as diversity representative. Scott worked with honors student Amanda Gibson on her thesis focusing on news coverage mentioning human rights issues during the 1978 FIFA World Cup in Argentina, and he mentored senior Marjorie Anne Foster’s award-winning project that featured extensive interviews and news stories on young Muslim students in North Carolina.

**Kenn Gaither**

In his COM 100 course, Gaither teaches “fault lines” and assigns lenses for viewing mass communications based on perspectives of marginalized groups. In his STC 252 PR/Civic Responsibility course, students read in-depth public relations case studies from around the world and held a virtual poster session of their findings and observations.

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**Nicole Triche**

She requires students in her CTA 455 Directing the Documentary course to research and present on a diverse list of documentarians. For another documentary reviews assignment, each student watches and writes a review of five documentaries over the course of the semester. Each review has a specific category with the intention of introducing students to a diverse group of creators, including a person of color, an LGBTQ+ director or someone outside of the U.S. or Europe.

**Cara Lucia**

She and sport management colleague Young Do Kim taught SPT 226, Facility and Venue Management. Universal Design is one of the course goals and focuses on design features and events in sport facilities. Beginning with conversations about the Americans with Disabilities Act of 1990, students are introduced to inclusive design practices, “creating spaces that work for all people.” Lucia, Hal Walker, David Bockino and Shaina Dabbs spent several class periods discussing the importance of diversity, equity and inclusion in Contemporary Sport Management (SPT 212); Special attention this year was once again given to introducing current topics such as The Rooney Rule (organizational diversity), Title IX (gender equity), and athlete protest (social responsibility), to name a few.

**Shaina Dabbs**

While teaching the Research Methods course, she infused numerous studies about DEI in sport during both academic semesters. Dabbs is also working with a student on an undergraduate research project, specifically a case study, to determine if there are differences in the marketing and promotion of men’s and women’s basketball games at a university in the southeast. In recognition of National Girls & Women in Sports Day, Dabbs and the Women Influencers in Sport (WINS) initiative hosted a daylong event featuring an on-campus panel discussion, networking reception and classroom visits with female professionals in the sport industry. Panelists included Dana Seiden, Harris Blitzer Sports and Entertainment; Erinn Latta, Ecore; Felicia Tittle, Duke University Campus Recreation; Theresa Wenzel, Industry Executive; Monica McCoy, industry consultant.

**Bill Squadron**

His Sport Law (SPT 351) class focused on numerous issues regarding inclusion, discrimination and Constitutional rights. These issues included 1) the First Amendment rights of athletes, with detailed inquiry into the Colin Kaepernick and Black Lives Matter protests; 2) the 14th Amendment rights of sports journalists, including Melissa Ludtke’s groundbreaking suit against the New York Yankees and MLB to gain locker room access; 3) the history and controversy surrounding Title IX, including the recent changes in standards for addressing sexual assault claims on college campuses; 4) the longstanding, systemic racism in professional sports, Curt Flood’s attack on the reserve clause, and the Supreme Court decision in that case; and 5) the pending Connecticut transgender case regarding whether transgender female sprinters may compete in high school track meets. Donald Remy, chief legal officer at the NCAA and its highest-ranking African American official, spoke to the Sport Law class on a variety of matters. Also this year, Squadron and Tony Weaver both taught COM 342, Sports Information, addressing the coverage of women’s sports and political and social issues by the sports media, which has traditionally not devoted material time or space to these areas. That course also included a guest appearance by Arvind Pitchai, head of social media for SLAM (Squadron). In Weaver’s Winter Term COM 342, two guest speakers were also invited to address working in sport media as a woman: Sarah Leggett ’16, Duke University, assistant sports information director; and Serena Archer ’19, University of Kentucky, creative content producer/editor sports video. Justin Veldhaus, communications director of Atlanta FC, joined the class to discuss his challenges of working with international athletes in the US media market.

**Mark Cryan**

He co-taught two global experiences to the Dominican Republic this year. The first, which was originally designed to bring the Elon baseball team to Cuba during Thanksgiving Break, was changed to the DR in September. Cryan followed that course with a Winter Term class exploring the cultural and social impact of baseball on the Dominican Republic. He also infused DEI in his teaching in Sport Marketing (SPT 351) and Sport Sales (SPT 352) to discuss challenges associated with market segmentation and equity, and inclusion issues associated with marketing and sales campaigns.

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**Young Do Kim**

In addition to his work in facility management, he enforces DEI concerns in Sport Finance (SPT 412) through discussion around the commodification of sport and the DEI challenges that arise when society has to pay for participation in sport. Kim also mentored Provost Scholar Ashley LaPlaca '20 in undergraduate research, led a team of four sport management majors, including two females (Meagan Hanratty '20, and Sophia Tesselmyer '20) in the sixth annual Aspire Group Case Study Competition at the 2019 Sport Marketing Association conference in Chicago.

**Hal Walker**

Along with Tony Weaver, he taught the department's capstone seminar class, SPT 461 Sport Leadership, where discussions about leadership and decision-making styles and strategies are the course's foundation. Student driven conversations and projects often address DEI topics. Students were asked to apply critical thinking skills and take positions on DEI issues such as gender equity and college athletics, lack of diversity in leadership positions in sport, the role of politics in sport, the power and influence of sport in society, and the Great Sports Myth, to name a few.

**Tony Weaver**

He continued to teach COR 306: Current Issues in College Athletics, which received a Diversity theme designation in 2014, and has remained committed to teaching DEI through the college athletics lens. This year, discussion around NIL and the college athlete, student-athlete as social activists and leader, racial/gender disparities in coaching and administration and the exploitation of the student-athlete remained a focal point.

***Faculty DEI Professional Activities***

Amanda Sturgill edited and wrote five pieces for Religion Online, covering subjects such as different faiths, religion in diaspora and a chapter on cults and new religious movements that included perspectives on how marginalized groups use digital technology to build community and gain legitimacy.

Alex Luchsinger produced a documentary called "First Chances" that chronicles the life of a formerly incarcerated African American man's journey as an entrepreneur after serving nine years in prison. It won an Award of Excellence at the Broadcast Education Association's annual conference in Las Vegas, and won other awards and was accepted at film festivals.

Jessica Gisclair wrote the diversity section of an accreditation report for a university site visit for ACEJMC reaccreditation.

Janna Anderson transferred 700 of Imagining the Internet's 5,695 site pages into an ADA-compliant content management system.

Doug Kass teamed up with UNAIDS, the United Nations AIDS outreach program in Geneva, Switzerland, to produce a PSA promoting awareness of HIV/AIDS and the more than 37 million HIV-infected people around the globe.

Vanessa Bravo was selected as one of nine AEJMC's IDL (Institute for Diverse Leadership) Fellows. All her papers presented or accepted for presentation at major industry conferences during the academic year dealt with diversity topics, including how Puerto Ricans were framed on Twitter after Hurricane Maria; how El Salvador and Colombia empower their diaspora communities to support public diplomacy goals; how the Latinx community impacts the "browning of America" phenomenon; and how YouTube's content influences Black female college students to transition to natural hair. For the latter, she presented with Elon alumna Cameron Jackson '17. Regarding speaking engagements, she was the keynote speaker for the Diaspora Studies Series (organized by two Mexican universities), where she presented to Latin American scholars on how the state-diaspora relations of El Salvador, Costa Rica and Colombia compare to that of Mexico. She is working on a book under contract with Palgrave Macmillan tentative titled "Latin American Diasporas in Public Diplomacy."

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Kelly Furnas serves as global engagement director for the national Journalism Education Association, providing outreach, instruction and curricular resources in communications to international high schools. In 2019-2020, he developed exchange programs for students in Canada, mentored student journalists in Taiwan, and traveled to Shanghai to serve as the lead judge for the 2019 Youth Observation Contest, a journalism competition for Chinese high school students.

Qian Xu published a co-authored article entitled “Getting connected while aging: The effects of WeChat network characteristics on the well-being of mature Chinese adults” in the Chinese Journal of Communication. She also presented a co-authored article titled “Reception of and responses to discussion of genetically modified organism on social media: The context of China” at the annual conference of the International Communication Association in Washington, D.C.

David Bockino published an article in the Newspaper Research Journal on the framing of South American countries in The New York Times and in Hollywood and published a book chapter on ESPN’s international efforts over the last four decades. He co-authored a paper titled “Perpetual Dependency Syndrome” with a Pakistani doctoral student concerning research jointly conducted in Lahore, Pakistan. Bockino also served as a guest lecturer at the Global Institute of Sports Business in Mumbai, India.

Naeemah Clark’s scholarship for the year features the co-authored “Diversity-related resources for communications faculty and students” in Insights into Diversity and an entry with Vanessa Bravo titled “Diversity in Newsrooms” in the International Encyclopedia of Journalism Studies.

Jane O’Boyle co-authored or authored three publications/presentations on Twitter in international contexts: “How Twitter Drives the Global News Agenda: Tweets from Brazil, Russia, India, China, the U.K. and U.S. and Online Discourse about the 2016 U.S. Presidential Election” in Global Media and Communication; “Twitter diplomacy between India and the United States: Agenda-building analysis of tweets during presidential state visits” in Global Media and Communication; and “Twitter Images Across Boundaries: Comparing the Use of Images in Posts from Six Nations” at the International Communication Association (ICA) conference.

Kathleen Stansberry participated as an invited panelist in a workshop on transdisciplinary research on truth and incivility in STEM contexts at the Beckman Institute for Advanced Science & Technology at the University of Illinois.

Jooyun Hwang presented “I Quit Smoking but Started Vaping: A Content Analysis of E-Cigarettes Frames in Newspapers in the United States and S. Korea” and “A Cross-National Study of E-Cigarette News Coverage in the US, UK, and South Korea” at the Annual Association for Business Communication (ABC) conference and the 70th 2020 Annual International Communication Association (ICA) conference, respectively.

Glenn Scott also served on a peer-review panel judging applications for international study and teaching with the Fulbright Scholars program in Washington, D.C.

Kenn Gaither is an adviser to the Plank Center for Leadership in Public Relations Diversity and Inclusion Committee. In the past year, he served as a judge to select underrepresented students to attend the Plank Summit on Diversity and Inclusion. He also moderated a “Setting the Stage: D&I Research” panel at the Summit in Chicago.

Ahmed Fadaam participated in a virtual conference sponsored by the Iraqi Ministry of Higher Education and Scientific Research to share how Elon has shifted to online learning in spring 2020 in response to the COVID-19 pandemic. The conference was held in cooperation with the World Health Organization and sponsored by the Iraqi ministry and the University of Al-Qadisiya and drew participants from countries including Saudi Arabia, India, Egypt, Belarus, Sweden, Libya and Morocco.

Tony Weaver leads research projects on college athletic departments, including the significant disparities at Division I HBCUs and Division I PWIs. As the primary investigator of a Colonial Academic Alliance grant, Weaver also explores the access to high-impact practices for student-athletes across CAA campuses. Alyssa Zee ’21 began work with Weaver at SURE and continued throughout the academic year, exploring study abroad and student-athletes. SPT graduate Serena Archer ’19 and Weaver co-authored an accepted manuscript, titled “A Qualitative Analysis of the Intersectional Socialization of NCAA Division I Student-Athletes Across Diverse Identities.” Finally, Weaver presented as part of a 60-minute panel at AAC&U, titled “Changing Landscape of Inclusive Capstone Experiences: Influences, Impacts, and Design.”

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Cara Lucia presented components of NIRSA: Leaders in Collegiate Recreation's Equity, Diversity & Inclusion Resource Guide for Elon's Campus Recreation team leader student employees and at the North Carolina state campus recreation conference. Lucia discussed the importance of awareness, inclusion and advocacy. For each presentation, she led attendees through various case studies. Lucia also presented at this year's annual NIRSA Conference, "Passage through the Leadership Labyrinth: Women's Journey in the Collegiate Recreation Profession."

Rochelle Ford served as the co-chair of the Arthur W. Page Society's Diversity and Inclusion Committee and is the Standard 3: diversity and inclusion subcommittee chair for ACEJMC's standard review committee. She is also developing the Mosaic Inclusion Tracker with the American Advertising Federation. She is one of the advisory board members for the Diversity Action Alliance. Additionally, she was the site team chair for Hampton University's ACEJMC site visit.

## ***Faculty DEI Contributions to Campus***

Colin Donohue organized Muslimmedia, a dinner conversation with Elon University students, faculty, staff and local Muslims at the Burlington Masjid. The event asked participants to engage in conversations that included how the media cover Islam, the impact of 9/11, the role the Masjid plays in the community and the five pillars of Islam. He also organized a community dinner that brought Black political and civic leaders to campus to talk to students about their professional and leadership experiences. Students in his courses covered speakers including J. Yoshi, a scholar and author who talked about white Christian privilege in America; Alex Wagner, the author of the 2019 Common Reading "Futureface;" former South Carolina Governor Nikki Haley; and Zachary Wood, the author of "Uncensored: My Life and Uncomfortable Conversations at the Intersection of Black and White America."

Naeemah Clark serves on the Elon Inclusive Community Council and as coordinator of diversity initiatives in the Elon Core Curriculum, where she directs monthly core forums and other initiatives for more than 1,000 first-year students on issues such as global service, sustainability and global and domestic diversity and inclusion. She is also an adviser for Women of the Elon Entertainment Empire (WEEE).

Vanessa Bravo was the keynote speaker of CREDE's 2020 ALANAM Women's Institute Annual Conference, where she presented on the erosion of women rights, especially of women of color. On campus, she chaired the Latinx/Hispanic Implementation Team at Elon and was a panelist of the Race-Nicity Lecture Series (on the topic "Who Belongs in America?"), the Immigration Paradox Panel, the Perspectivas Forum on Latinx Research, the Mental Health Forum (presenting on Latinos in Alamance County) and the FR&D Faculty Presentations on Planning Week, where she presented on the role of diaspora communities in public relations and public diplomacy.

Carolyn Desalu and Brandon Booker co-advised the Unity in Communications group.

Kathleen Stansberry co-led a Wikipedia edit-a-thon for social justice with Brandon Bell, former assistant director of CREDE, and Libby Coyner, archivist at Belk Library, as part of Elon 2020 Martin Luther King Jr. Commemorative Celebration. She also formed a multidisciplinary faculty committee to plan and execute a campus-wide Wikipedia edit-a-thon event in conjunction with the canceled visit by Wikipedia founder Jimmy Wales. Committee materials were used in two of her classes by her students, who edited a total of 176 Wikipedia articles on individuals, events and programs from underrepresented communities.

Shaina Dabbs began her second year as director of Women Influencers in Sport (WINS). This year, the WINS program hosted the Promise of Possibility event which celebrated girls and women in sport. This daylong event featured a panel discussion, roundtables and classroom visits with female professionals working in the sport industry. Dabbs is also working with a student-athlete on an undergraduate research project focused on the career experiences of Division I collegiate athletic directors. Beyond exploring athletic director's experiences, the project aims to further understand reasons for the underrepresentation of females in the athletic director role.

Rochelle Ford and four School of Communications students and one alumna attended the Paladin Awards Ceremony in New York, PRSA Foundation's signature event to celebrate the advancement of diversity and inclusion in the public relations sector.