2020-2021 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

Compiled by Associate Professor Amanda Sturgill
and Assistant Professors Michele Lashley and Rebecca Bagley

ELON UNIVERSITY | School of Communications

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.

- 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). A 9 represents that the evidence doesn't sufficiently support a judgement. 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.

A Diverse Faculty and Staff

DEI Plan Objective	Evidence	2020-2021 Score 1 - underachieved, 2 = minimally achieved, 3 = fully achieved, 4 = above and beyond A 9 represents that the evidence doesn't sufficiently support a judgement	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	3 (Diversity was only in race, ethnicity, gender)	The school held three successful searches in 2020-21 academic year resulting in one Latino (male) as an assistant professor tenure track in the journalism department, one African-American female tenure-track assistant professor in the strategic communications department, and one African-American female lecturer in the cinema, television arts department. In addition, Elon in LA hired an academic affairs director who is a Latina (female) and holds the rank of associate professor in the cinema and television arts department. Each of the pools for the full-time faculty positions had diverse candidates. The multimedia lecturer position had two Black females and three White males in the pool. The journalism search pool had seven females, 12 males, two people identifying as Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race), 13 identifying as White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa); three Black or African American (Not Hispanic or Latino: A person having origins in any of the black racial groups of Africa); and three Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). The strategic communications candidate pool included: 30 females, 21 males, five people identifying as Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race), 22 identifying as White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa); six Black or African American (Not Hispanic or Latino: A person having origins in any of the black racial groups of Africa); 21 Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam); and two who chose not to report. Information regarding other dimensions of diversity were not included in the response from candidates.

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	3	In the three searches, an HR representative and the dean discussed strategies to secure a diverse applicant pool and techniques for asking questions during the interview process. Copies of the protocol were included in the materials for the search committee. Each search committee had gender diversity. The STC and multimedia searches had racial diversity among its membership. By the time the multi-media lecturer search committee met, all of the faculty members on it had completed the university's bias and harassment virtual training.
Partner with HBCUs with mass comm/ journalism programs	Consider the number and the quality of faculty partnerships, student exchanges & other joint efforts	9	No faculty or student exchanges were conducted in 2020-2021. However, Elon hosted a virtual 's Diversity in Public Relations Day and HBCU students were invited, and students from NC A&T and NC Central participated. The NC Local News Workshop held several listening sessions with the African-American news and information providers and all of the state's HBCUs were invited to participate, with three (NC A&T, Shaw and NC Central) participating. While, the School has evidence from "other joint efforts" A workshop invitation is not the same as workshop impactful participation.
Host faculty development sessions that promote diversity	Include CATL, brown bag lunches, professional organizations, seminars, formal conversations about best D&I pedagogy	4 (Multiple opportunities, well attended)	The School of Communications opening advance focused on DEI and nearly all faculty and staff participated. Additionally, all faculty and staff completed the required university bias and harassment training by July 1. Departments hosted speakers, shared best practices for teaching DEI, and developed recommendations for curricular revision. The School of Communications also purchased "Becoming an Inclusive Leader" for all faculty and staff and provided four summer book discussion opportunities with 20 faculty colleagues and three staff members participating in the discussions. CATL and the Center for Design Thinking hosted additional pedagogy sessions. Unity in Communications hosted nine virtual professional development sessions in which faculty could attend. The Internship office hosted a session for all summer internship faculty/instructors and for site supervisors to help make internship work environments more inclusive.

Domestic Diversity Professional Development
Actions in 2020-21 Related to 2019-2020 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. **2020-21 Actions: The dean instructed search committees to create uniform questions and look more broadly for candidates; she would not permit a committee to start interviewing candidates on campus until a diverse pool of talent was secured.**

- 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. **2020-21 Actions:: This was put on hold formally due to the COIVD-19 Pandemic. However, ElonCOMM's NC Local News Workshop is creating programming to support HBCUs in North Carolina, and the new Scripps-Howard Emerging Journalism Program in ElonCOMM is partnering with NC HBCUs to host a 2021-2022 college fair and recruit high school students into the free learning components of the program.**

- Annually, the school will complete a confidential census of the faculty to determine its racial, ethnic and gender composition. **2020-21 Actions: The university conducted a census and produced a dashboard to report racial, ethnic and gender composition of the School based on HR records; however the numbers of non-white faculty are so small, the data can't be released at the School level. The confidential census for other reporting purposes must be reimagined based on the work developed by Dr. Naeemah Clark in 2020. Note that this dashboard and HR reporting doesn't include all types of diversity in the plan.**

- 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. **2020-21 Actions: The School successfully worked with Elon's HR department to obtain anonymized self-reported racial, ethnic and gender identity data on applicants.**

A Diverse Student Body

DEI Plan Objective	KPI	2020-2021 Score The 1-4 being agree/disagree doesn't make sense to me as worded. Are we agreeing that it was completed? It seems like a 1 - underachieved, 2 = minimally achieved, 3 = fully achieved, 4 = above and beyond A 9 represents that the evidence doesn't sufficiently support a judgement	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	9	Overall, the School of Communications had less representation of Black, Asian, Hispanic/Latino, Native American and other students than the university by 4.54%. This percentage of White students remained relatively constant between last academic year; thus, no significant progress in recruiting a diverse student body. However, CTA and JOU had slightly more diversity than the university percentage overall. See Table 1. However, the 2021 cohort of interactive media program was smaller than previous years. Lack of funding and COVID-19 Pandemic were often cited as reason for not attending in 2020-21. Graduate Admissions reports that 68% of the entering 2021 cohort were racial or ethnic minorities, which was slightly higher than the 66% reported in the 2020 cohort. The IME program has maintained this campus-leading student diversity for many years. While, the School of Communications knows who is here, but we don't know why. We would have to look at freshmen to know effects of last year The School of Communications supported the high school journalism conference virtually, hosted a NC high school journalism workshop and won a grant to begin the Scripps Howard Emerging Journalist program which aims to recruit primarily junior BIPOC students to participate in virtual and on-campus training. Associate Dean Kenn Gaither continues to assist with football recruiting. Dean Ford assists with admissions events. Other faculty supported fall and spring recruitment events.

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	2		The Elon Academy cancelled its summer 2020 program and condensed its 2021 program; therefore, the communications courses were not offered. The school partnered with Elon Academy to secure the Scripps-Howard Emerging Journalist grant which aims to recruit primarily junior BIPOC students to participate in virtual and on-campus training, beginning in fall 2021. To help strengthen ElonCOMM's relationship with Elon's college access programs, a Public Relations and Civic Responsibility class conducted a service-learning project to help recruit volunteers for the Village Project, which funnels students into the Elon Academy. Additionally, while the Village Project, while laudable, it isn't the Elon Academy.
Increase school scholarship funds designated to enhance the diversity of the student body	Assess funds raised and distributed toward this goal	9		Often the students who can't afford to complete off-campus internships or who need emergency loans receive support from the office of the dean. To help increase this scholarship fund, ElonComm board members each donated funds. This year the school provided emergency 10 scholarships based on financial need and academic merit. The racial/gender of the recipients include: four white male, two white females, two black males, one black female and one bi-racial female. This scholarship recipient group is more diverse than the School's population. While these scholarships represents a potential contribution to recruiting diverse students, they are not designated for new students. The School continued to publicize scholarships available to students to attend diversity conferences via the Unity in Communications website. In summer 2021 one student received funding to attend National Association of Black Journalists; although all ALANAM students were invited to apply for funding to attend the virtual Native American Journalists Association, National Association of Hispanic Journalists and NABJ 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 senior exit survey about working with diverse teams within student media. To understand if the media organizations were proactive in their diversity efforts, review Student Media Board's and Communications Initiative groups' efforts, trainings and content across student media outlets.	3	Student media and organizations had students of color and members of the LGBTQIA community in leadership positions. Live Oak Communications had several diverse guest speakers in the organization's team meetings. Elon's Media Board had a DEI workshop hosted by a faculty expert from LSU for faculty advisors and their top media student leaders focused primarily on organizational culture and how media groups could fashion strong and measurable diversity initiatives in their end-of-year reports. Groups were told they would have to assess their progress toward those initiatives in the next year. More than 85% of sport management students reported working on projects with different races on their teams. About 70% of CDE, CTA, JOU, MEA and STC reported that they worked on projects with different races or ethnicities on their teams About 69% of seniors who were engaged in student media agreed that they had worked with people of different races and/or ethnicities from my own.

Actions in 2020-21 Related to 2019-2020 Improvement 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. **2020-21 Actions: The DEI committee agreed to propose this recommendation in 2021-2022 academic year when the School will revise its DEI plan and its five-year strategic plan.**

- The School of Communications should conduct additional targeted outreach to high schools with strong media programs in ethnically/racially diverse towns. **2020-21 Actions: The School acquired a $300,000 from the Scripps Howard Foundation grant to begin a high school journalism program to support racially and ethnically diverse students and communities. In 2021-2022, the School will use that funding to offer a free virtual journalism program, a summer immersive experience and a mentoring program for diverse high school students.**

- Student leaders in campus media, school initiatives and professional organizations like the Sport Management Society should attend one national conference connected to diverse identities. **2020-21 Actions: Faculty shared multiple conferences with student leaders; however, Zoom fatigue inhibited participation at levels hoped.**

- Student media and communications initiatives, including the Sport Management Society, should assertively recruit more diversity on their teams. **2020-21 Actions: Covid-19 made recruitment into all student media additionally difficulty; all organizations experienced a decline in new members and participants.**

- The school should reconsider revising the senior survey to reflect broader diversity demographics and understand students' opinions and perspectives on diversity. **2020-21 Actions: The Senior Survey did include new gender categories of gender: female, male, gender fluid, gender non-conforming, transgendered and prefer not to respond. The survey also included White/Caucasian, African American/Black, Hispanic/Latino, Asian/Asian American, Native American/Indigenous, Pacific Islander or Native Hawaiian, or Prefer Not To Respond.**

An Inclusive Curriculum

DEI Plan Objective	KPI	2020-2021 Score 1 - underachieved, 2 = minimally achieved, 3 = fully achieved, 4 = above and beyond A 9 represents that the evidence doesn't sufficiently support a judgement	Notes
Emphasize the importance of domestic and global diversity in courses	Consider course assignments, objectives and content.	2	Examples of how faculty incorporated domestic and global diversity into courses are included in the following Diversity and Inclusion Faculty Activity Report compiled from faculty self-reports in December and supplemental information submitted to Associate Dean Kenn Gaither. More than half of the faculty submitted specific examples. The goal is for all faculty to include DEI within their courses. The DEI committee created an inclusive leadership course to help address the gaps in the school's curriculum particularly as relates to the new ACEJMC standards. The university is considering creating a new course requirement to address systems and structures of inequity.

Support student conversations on campus climate and diversity topics	Review findings in senior survey and school events/ programming for students	3 (4 possibly, but we don't have info on who attended the events and if it was always the same students)	For sport management, students perceived having strong diversity engagement within sport management major (rating somewhat agree to strongly agree). About 84% agreed that they discussed economic classification, 83% agreed that they discussed gender and sexuality; 82% agreed that they discussed race and/or ethnicity. And 85% agreed that different races or ethnicities from their own were included on their project teams.
			For the five communications majors, 76% agreed that their SOC classes had discussions about the multicultural history of communications professions (a new question on the survey). Discussions of economic classes had a 20 increase to 62.4% of students reporting they agreed such economic-class discussions occurred in SOC classes. Agreement that discussion of gender and sexuality discussions occurred jumped 20% to 67.2% seniors agreeing. About 81% reported having discussions with a politically liberal perspective; however, only 33.6% had SOC class discussions with politically conservative perspectives. About 71% of the five communications majors' seniors agreed that while doing class projects in the SOC, they were in groups with people of different races or ethnicities from their own.
			At the graduate level, faculty evaluated interactive media graduate students eportfolios, finding that 87% of interactive media students' portfolios reflected content that shows awareness in serving diverse audiences, as appropriate for the profession.

			Unity in Communications, created in 2019 to provide a place for discussions on diversity and inclusion, hosted nine events that engaged between three and 15 students in each. Unity in Communications Programs included:
			1. Tuesday, September 15, 2021, Unity in Communications Meet and Greet (Virtual event). Unity in Communications held its first virtual event of the semester, introducing students to Elon alumna Kari Taylor '09, who serves as her alma mater's deputy chief of staff. She spoke to students about her experience as a woman of color in the television and film industries.
			2. Tuesday, October 20, 2020, Unity in Communications Dinner (Virtual event). Elon alumnus, Cornelius Muller '93, joined us virtually to discuss his background in cinema and television, as well as his North Carolina-based film company. Cornelius Muller has made his own path in the film industry between writing, producing, and acting.
			3. Thursday, October 22, 2020, Unity in Communications Conversation (Virtual event) partnership event with Elon Sports Vision. The guest speaker, Adam Giardino, who serves as the Scranton/Wilkes Barre Rail Riders broadcaster, provided information on the Black Play-by-Play Broadcaster Grant & Scholarship Fund, which provides scholarship money to Black college undergraduates and graduate students interested in pursuing a career in a play-by-play sports broadcasting.

			The fund, which has grown from its initial $3,000 goal to more than $25,000, provides scholarship money to Black college undergraduate and graduate students interested in pursuing a career in play-by-play sports broadcasting.
			4. Tuesday, January 19, 2021, Unity in Communications Conversation (Virtual event) with Ross Wade, who serves as the senior associate director of career services, spoke to students about making the best of virtual internships during the pandemic, especially for students who identify as BIPOC (Black Indigenous or People of Color).
			5. Thursday, March 4, 2021, Unity in Communications Conversation with Adam Pawlus (Virtual event). Adam Pawlus, who serves in the top staff post of the National Lesbian & Gay Journalists Association, addressed the history of LGBTQ news coverage, intersectionality in newsrooms, and how the organization can support student journalists.
			6. Tuesday, March 9, 2021, Unity in Communications East Coast Alumni Panel (Virtual event) Fletcher Rowe '17 (Manager of Content Strategy at Plural), Kaylin Skipwith '18 (Digital Marketing Coordinator with American Red Cross), Devon Gailey '15 (Digital Content Producer and Photographer/Videographer at EcoWatch), Bree Statesman '19 (Publisher Development Coordinator at TripleLift), and Kanree Wright '14 (International Media and Real Estate Professional) joined Unity on a well-rounded discussion to discuss their lived experiences as former Elon students and shared current career endeavors.

			7. Tuesday, March 16, 2021, Unity in Communications West Coast Alumni Panel (Virtual event). Raj Rawal '12 (Content Lead for Tastemade, Instagram Food), Anton Delgado '20 (Environmental Reporter for The Arizona Republic), Mia Ginaé Watkins '16 (Community Outreach Specialist for PlayStation) joined Unity on a well-rounded discussion to discuss their lived experiences as former BIPOC Elon students and shared their current career endeavors. 8. Thursday, April 8, 2021, Unity in Communications Conversation with Nysah Warren (Virtual event). Nysah Warren has worked extensively in managing multiple prominent branding and marketing organizations such as Comcast, Mercedes-Benz, DIAGEO, and much more. Additionally, she is the co-founder of "Hold the Press," which calls for the movement, responsibility, and transparency in the Public Relations and Communications fields for BIPOC. 9. Tuesday, May 4, 2021, Unity in Communications End-Of-The-Year Celebration recognizing Maggie Cornejo and Natalie Green (In-person event) Unity celebrated BIPOC senior leaders for their incredible work toward the school. Additionally, the faculty and staff pinned the graduating seniors and current students with the Unity in Communications pin. The goal is to give it to all Unity in Communications student participants to wear.

Promote experiential learning	Determine how students completed their ELRs to assess if learning focused on diverse/ inclusive study, practice, service, research or leadership.	9	100 percent of non-white graduating students completed internships as an ELR because it's a graduation requirement. Non-white students participated in the other ELRs as well. Comparison data between White and non-White students was not available.
Invite a diverse group of professionals as guest speakers	Check demographics and identities of ElonComm speakers (on campus and virtual)	3 (this could be reported better; demographic identity doesn't reflect what was said, which seems to get better to the heart of what is wanted here)	Anecdotally, faculty invite guests of varying backgrounds to classroom presentations in person or virtually. Some of the guests are detailed in the faculty self-report section at the end of this report. Colin Donohue gathers a list of alumni guests.

Actions in 2020-21 Related to 2019-2020 Improvement 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. **2020-21 Actions: The DEI committee created a course proposal as a required COM Core course that could also be required for SPT. However, the proposal was only approved as an elective by the School-wide curriculum committee and the School will create a comprehensive proposal for school-wide core curriculum in the fall of 2021.**

- Increase attention toward ELRs other than study abroad. **2020-21 Actions: Other ELR options were emphasized by the university because of the COVID-19 restrictions. Additional attention to Elon Experiences is necessary in the new strategic plan slated to launch in 2023, after being designed in 2021-2022, and should ensure equity among diverse ElonComm students.**

- Encourage student research/production projects focusing on diverse issues in media representation and audiences. **2020-21 Actions: Students in Vic Costello's production course won national BEA awards for their social justice/diversity and inclusion PSAs. Interactive Media students under the direction of J. McMerty produced the live-streaming of "The Moment," Elon's first all-Black cabaret. Under the direction of Sowj Kudva, a group within Unity in Communications is creating a production arm to help support ALANAM/BIPOC themed videos, documentaries and narrative films. The spring 2021 and fall 2020 edition of the Elon Journal included several scholarly articles related to DEI issues, including "Corporate Commitment to Diversity, Equity & Inclusion: Analyzing the Responses of PR Agencies and Other Companies after 2020 Black Lives Matter Events" (Amanda Willingham), "Representing Sexuality: An Analysis of Coming Out in Contemporary Film" (Sydney Dye), and "The Portrayal of Dissociative Identity Disorder in Films" (Valerie Sampson).**

- Through academic advising, students should be encouraged to pursue leadership and research opportunities. **2020-21 Actions: ElonComm allowed for students to complete undergraduate research as an alternative to internship credit; one student completed that option; however, it was not tied to a DEI issue.**

- A comprehensive list of potential speakers with varying backgrounds should be made available on the school's Moodle site. **In Fall 2021, faculty will be asked to share guest speaker information with the Academic Affairs program assistant who will load their information and demographics to the school's Moodle. Also, we will try to collect recorded lecturers that can be dropped into classes as well.**

- The school should help ensure students across all demographics and socio-economic levels have greater access to all ELRs. **2020-21 Actions: The school continued to support internships for students who can't afford to work in expensive areas and to support student research and creative productions through grants, ElonComm gave two internships grants.**

A Supportive Environment

DEI Plan Objective	KPI	2020-2021 Score 1 - underachieved, 2 = minimally achieved, 3 = fully achieved, 4 = above and beyond A 9 represents that the evidence doesn't sufficiently support a judgement	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.	9	No formal climate study was conducted. The School has evidence of efforts, but not evidence of the actual quality of the climate. Evidence should include faculty viewpoint as well.

Here are some actions in attempt to have a respectful and supportive environment.

Dean Ford continued to present the Elon 11, which includes global and domestic diversity, to all students in COM 100 and SPT 212. The Elon 11, which states that School of Communications values domestic and global diversity, is posted in every classroom in Long, Schar, Steers and McEwen.

Unity in Communications leaders reached out to BIPOC first-year students to help answer questions and welcome them to Elon.

Seniors reported more classroom discussions on diversity issues, except for conservative perspectives, than in 2019-2020.

New faculty orientation incorporates information on how to create an inclusive classroom.

Staff are evaluated annually on diversity and inclusion "*Advocates and embraces an inclusive and culturally competent workplace.*" All staff performed at meets or often exceeds expectations, according to supervisors' scoring.

An audit of ElonComm promotional materials illustrated diverse images being used.

94% of ElonComm graduating seniors reported that domestic and global diversity played an important role in their professional development at Elon.

The interactive media program incorporated Inclusive Excellence resources into the orientation program and held multiple discussions with the dean regarding current events particular as relates to identity, safety and inclusion. This specific theme does not appear in the exit interview data for interactive media 2021 graduates. |

			However, DEI related topics were featured prominently in the required proseminar classes in the spring and fall semesters. The class featured sessions with the Dean, alumni and other professionals on DEI topics related to campus climate, professional development, and the workplace. All classes were intentional with readings and assignments focused on different aspects of diversity. As part of their preparation for the Interactive Project for the Public Good class, students delved deep into intercultural communication topics, including reading and discussion of the book *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* by Jennifer Eberhardt and touring the Charlotte Hawkins Brown Museum in Gibsonville.
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.	4	Especially in a pandemic year, faculty and students participated in and sponsored multiple programs as are reported under faculty and staff activities. In Summer 2019, the School did not host or co-sponsor any DEI related programs. However, in summer 2020, the school sponsored summer community discussions related to the Black Lives Matter and the death of George Floyd by showing the "Walking While Black" documentary and on-campus and virtual discussions.

			The Unity in Communications program hosted more events than in 2019-2020 and invited Gender and LGBTQIA Center (GLC), Odyssey scholars, CREDE and el Centro to some of its programming. Unity in Communications was approved as an official School-sponsored university-recognized student organization.

Multiple faculty and staff participated in university, school, community and national panels discussing DEI issues, some of these are included in the faculty Activity Report section of this report.

The Sport Management Department co-sponsored a DEI session with the Student Professional Development Center.

The School co-sponsor CREDE conferences and events.

Diversity in PR panel invitations were extended to students engaged with CREDE and El Centro. |

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	The school hosted the following virtual DEI-themed events: AEJMC SE Colloquium, a high school journalism event for North Carolina, a NC News Summit through the NC Local News Workshop, and Sunshine Day though the NC Open Government Coalition. Attendance at the SE Colloquium as the largest ever. The NC Open Government Coalition attendance was comparable to previous years. The NC Local News Summit hosted 110 people. School sponsored the National Scholastic Journalism virtual conference. The interactive media program co-sponsored the Museum of Public Relations' *Women Who Changed History* virtual event, one of the largest attended virtual events of the museum.
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.	3	No complaints were received related to observance of religious holidays. Some holidays were explained through the Truitt Center and through the office of the dean to help faculty understand faith traditions.

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 nonwhite professionals and six women, no alumni and two sport management professionals.	3	One former advisory board member Joie Chen has agreed to rejoin the National Advisory Board beginning in Fall 2021. She is now working with the Poynter Institute. Melanie Sill joined the National Advisory Board as an ex-officio member. In 2020-21, the 25-member advisory board had: 13 white males, eight white females, three black females, and one black male. The board has three alumni and five sport management/ sport communications 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.	3	The dean's office hosted two alumni listening sessions, one with Elon in LA alumni and one general session that focused on DEI.

The interactive media program hosted student listening sessions each semester related to DEI.

Some departments reached out to their students, but no formal listening sessions were conducted.

The student advisory board and national advisory board did discuss DEI at their meetings.

DEI and assessment were discussed at the December faculty call and the curriculum committee led a discussion on the inclusive leadership course proposal.

In the interactive media program, DEI efforts, topics, and planning were on the agenda of every program meeting. The chair of the school's diversity committee attends program meetings and helps translate DEI insights and goals from across the School into our program context. |

Actions in 2020-21 Related to 2019-2020 Improvement Suggestions

- Community discussion for first-year COM/SPT students about diversity in the professions. **2020-21 Actions: Faculty teaching "Communications in a Global Age" and "Contemporary Sport Management" incorporated discussions about diversity in the profession. Many faculty teaching Elon 101 incorporated the book Biased into their curriculum.**

- Each department should plan one diversity program (virtual or on-campus) per year with departmental coordination so event dates and content don't overlap. **2020-21 Actions: Each department/academic program in the School of Communications highlighted at least one virtual diversity program in which its faculty and/or students were encouraged to participate; the School's support staff help to reduce scheduling conflicts. Zoom fatigue resulted in lower participation toward the end of the semester.**

- Messaging on school monitors should intentionally highlight significant events and contributions of diverse identity groups. **2020-21 Actions: Students, regardless of demographic group, who won awards and participated in highly selective internships were featured on school monitors.**

- School should recruit more ethnic diversity to its national advisory board. **2020-21 Actions: A former national advisory board member, Joie Chen, consultant with the Poynter Institute, has agreed to rejoin the national advisory board beginning in 2021-22 academic year.**

- Create a new recruitment video showcasing more current diverse students. **2020-21 Actions: A new recruitment video is in production but will not be completed until end of Fall 2021 to incorporate non-masked students in videos.**

Table 1 Student Diversity Data

	CTA		CDE		JOU		MEA		SPT		STC		ElonComm		Elon	
	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%	0.12%
Asian	1.21%	3.33%	3.13%	1.65%	1.30%	1.14%	1.47%	1.52%	0.00%	0.00%	1.21%	0.22%	1.40%	1.14%	2.46%	2.28%
Black or African American	4.24%	8.75%	9.38%	3.30%	9.09%	7.95%	8.82%	7.58%	6.86%	6.25%	3.02%	3.51%	5.85%	5.64%	6.10%	5.64%
Hispanic/ Latino	6.06%	7.08%	7.59%	6.04%	8.44%	6.25%	4.41%	3.03%	2.29%	1.56%	4.44%	4.82%	5.38%	5.03%	6.56%	6.46%
Non-Resident Alien	0.00%	1.25%	0.89%	0.00%	0.65%	0.57%	1.47%	1.52%	3.43%	5.21%	0.60%	0.66%	1.01%	1.37%	2.27%	2.03%
Two or More Races	2.42%	4.17%	4.02%	2.20%	3.90%	5.68%	2.94%	3.03%	5.14%	4.17%	1.01%	1.54%	2.73%	3.13%	2.91%	2.97%
Unknown	0.61%	0.00%	0.45%	0.00%	1.30%	2.27%	0.00%	0.00%	0.57%	0.52%	0.00%	0.44%	0.39%	0.53%	0.92%	0.87%
White	85.45%	75.42%	74.55%	86.81%	75.32%	76.14%	80.88%	83.33%	81.71%	82.29%	89.72%	88.82%	83.23%	83.16%	78.68%	79.58%

Data Sources: Elon University Registrar July 23, 2021 & Elon University Registrar July 7, 2020

Diversity Engagement Results

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

Diversity, equity, and inclusion have long been a priority for the School of Communications. The ACEJMC's increased standards not only gave us a chance to be more intentional in how we measure our commitment, but they also energized us to innovate and do more to offer our students an excellent experiential education.

In general, majority of students slightly to strongly agreed that they had course content about race/ethnicity (87.7%), gender (67.2%), and economic class (61.8%) in their School of Communication courses. More than three-fourths of our seniors (76%) indicate that they had some course content related to the multicultural history of the communication professions. Still, more work needs to be done to strengthen these results.

Most seniors (88%) seniors stated they've developed tools to advocate for others to some degree. Approximately 70%, responded that they worked in racially or ethnically diverse teams inside the classroom or in student media organizations. The school also will seek to expand opportunities for students to work in and advocate for those in diverse teams. A new course focused on intercultural communication in the communication workplace will help to expand DEI offerings in the school.

Table 2: CTA, CDE, JOU, MEA, STC Senior Survey

My School of Communications classes had discussions:	Strongly Agree	Agree	Slightly Agree	Neither Agree or Disagree	Slightly Disagree	Disagree	Strongly Disagree	N/A	Total
About race and/or ethnicity	23.5% 59	38.3% 96	25.9% 65	2% 5	3.98% 10	4% 10	2.4% 6	0	251
About the multicultural history of com professions	17.2% 43	30.4% 76	28.4% 71	8% 20	9.2% 23	4.4% 11	2.4% 6	0	250
About economic class	11.6% 29	26.4% 66	24.4% 61	10.4% 26	12.8% 32	12% 30	2 % 5	.4% 1	250
My SOC classes had discussions about gender and sexuality	14.40% 36	30.8% 77	22% 55	12% 30	13.2% 33	6.4% 16	0.8% 2	.4% 1	250
With a politically conservative perspective	8.8% 22	12.4% 31	12.4% 31	19.6% 49	21.2% 53	12% 30	12% 30	1.6% 4	250
With a politically liberal perspective?	24.90% 62	30.92% 77	25.70% 64	13.25% 33	2.81% 7	0.40% 1	0.80% 2	1.2% 3	249

While doing class projects in the School of Communications, I was in groups with people of different races or ethnicities from my own	14.80% 37	30.40% 76	24.80% 62	8.40% 21	10.00% 25	8.80%	2.40% 6	0.40% 1	250
While participating in campus media, I worked with people of different races and/or ethnicities from my own	17.55% 43	33.06% 81	18.37% 45	12.65% 31	5.71% 14	4.49% 11	1.63% 4	6.53% 16	245
Over my time at Elon, I've gained the tools I need to advocate for team members with identities (race, ethnicities, abilities, sexual orientation, gender) different from my own?	30.52% 76	36.55% 91	16.06% 40	9.24% 23	2.81% 7	3.21% 8	1.20% 3		

Diversity Engagement

Sport Management

Students perceived having strong diversity engagement within sport management major (rating somewhat agree to strongly agree). About 84% agreed that they discussed economic classification, 83% agreed that they discussed gender and sexuality; 82% agreed that they discussed race and/or ethnicity. And 85% agreed that different races or ethnicities from their own were included on their project teams.

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 race and/or ethnicity	7.69% 1	0% 0	0% 0	7.69% 1	15.38% 2	38.46% 5	30.77% 4	0% 0	13
About economic class	7.69% 1	0% 0	0% 0	7.69% 1	30.77% 4	30.77% 4	23.08% 3	0% 0	13
About gender and sexuality	7.69% 1	0% 0	7.69% 1	0% 0	7.69% 1	38.46% 5	38.46% 5	0% 0	13
With a politically conservative perspective?	0% 0	7.69% 1	23.08% 3	46.15% 6	7.69% 1	0% 0	7.69% 1	7.69% 1	13
With a politically liberal perspective?	0% 0	0% 0	7.69% 1	61.54% 8	7.69% 1	7.69% 1	7.69% 1	7.69% 1	13
While doing class projects in my sport management classes, I was in groups with people of different races or ethnicities from my own	0% 0	7.69% 1	0% 0	0% 0	15.38% 2	30.77% 4	38.46% 5	7.69% 1	13
While participating in campus media, I worked with people of different races and/or ethnicities from my own	0% 0	7.69% 1	0% 0	15.38% 2	23.08% 3	23.08% 3	30.77% 4	0% 0	13

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

The senior assessment exam is based on the Elon Eleven, the School of Communications' distinctive approach for assessing the ACEJMC values and competencies. These values and competencies were reframed and elaborated as student learning outcomes, as summarized by the Elon Eleven and described in the School's assessment plan. All student-learning outcomes are assessed by the senior examination. 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. The table compares the scores from 2019-20 academic year with the results from 2020-21 for the diversity of audiences question.

Elon Categories	Journalism	Strategic Com	Cinema & Television Arts	Media Analytics	Comm Design	Row Total
2021 Diversity of audiences	74.2	66.7	71.9	58.3	65.8	67.8
2020 Diversity of audiences	68.3	70.2	70.4	78.6	64.7	70.0

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%

Table 6: Sport Management Senior Survey Spring 2021

	Very Much	Quite a bit	Some	Very Little	Total	Weighted average
Valuing ethical ways of thinking	61.54% 8	23.08% 3	15.38% 2	0.00% 0	13	1.54
Valuing history and profession of sport/event management	38.46% 5	38.46% 5	23.08% 3	0.00% 0	13	1.85
Valuing domestic and global diversity	38.46% 5	53.85% 7	7.69% 1	0.00% 0	13	1.69
Valuing truth, accuracy and fairness in your work	76.92% 10	15.38% 2	7.69% 1	0.00% 0	13	1.31

2021 Cohort Interactive Media
The Interactive Project for the Public Good

The Interactive Project for the Public Good class is a signature experience of the IME program, and is designed to help students develop authentic professional competencies working with domestic and global diversity.

Some quotes from 2021 students:

"[My work in the class] makes me greatly consider my interactions. For me the project becomes personal in that manner as I can see a reflection of my own self as one of those who would have benefitted from these experiences. It makes me consider what this particular community wants, needs, doesn't need, and what they aren't aware of. It affects how we interact with these people we are working with; knowing that we come from a more privileged position, and how we can use that position to further provide advancement towards equity. I think that this affects the final project by shifting our thinking from this just being a short term assignment and accomplishment to being a social impact that has longevity."

"[My work in the class] taught me to examine my conscious and unconscious biases in my daily interactions with others. Having gone to a PWI, there are communities that I have not interacted with much in my time in college. Especially when creating a project for someone else, it is even more so important to consider all perspectives and lenses in this work."

"[G]oing into a predominantly African American/Black community and having a group coming from Elon, a Predominantly White Institution, we need to be aware of our privilege and not looking at this project as the white savior project and really making sure we are correctly [supporting the organization's] missions and goals. As someone who identifies as a Black woman I believe I have been put in places where I am privileged, being in a masters program is one of those examples. I think as a group so far we have done a good job of being mindful and realizing that we are guests in someone else's community."

Assessment Interactive Media Examination and ePortfolio

ePortfolio assessments are done every other year, so data is not available for 2020-21.

Outcome 1 questions think strategically across media platforms	Percent of correct answers fall 2020	Percent of correct answers spring 2021
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)		67

Outcome 3 questions manage information in a digital age	Percent of correct answers fall 2020	Percent of correct answers spring 2021
Which of the following can be tested in a usability test? (3, 5)		69

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? (4)

Fall 2020: 45% correct
Spring 2021: 63% correct

Which of the following can be tested in a usability test? (3, 5)
Fall 2020: 80% correct
Spring 2021: 88% correct

2020-21 Diversity & Inclusion Faculty Activity Report

The following is a partial list of School of Communications diversity, equity and inclusion (DEI) initiatives and achievements in the past academic year. The school began the year with a DEI professional development seminar at its annual advance, and many faculty read and participated in discussions for the university's common reading, "Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do," by Jennifer L. Eberhardt.

This is 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 of ways school faculty, staff and students intersect with diversity in its many forms.

Teaching

Qian Xu repurposed examples demonstrated at the Diversity, Equity, and Inclusion (DEI) workshop offered at the School of Communication advance for her COM 100 class to explain the importance of DEI in media and how DEI can be integrated into professional practices. She also participated in both undergraduate research mentor gatherings in 2020, including one involving DEI in mentoring undergraduate research.

For Live Oak Communications, **Shannon Zenner** invited Cynthia Osborn, a Mexican American copywriter at Anomaly NY, to speak on issues of diversity in the advertising workplace and her experience as a participant in the MADE Internship, which focuses on providing students with diverse backgrounds opportunities at major ad agencies.

Brian Walsh assisted in creating a program-wide plan for implementing DEI initiatives in every Media Analytics class, led by a mission statement and learning objectives that better define the aim of the Media Analytics program and help distinguish the major from the others in the School of Communications. The Media Analytics faculty assembled a list of DEI initiatives related to analytics and possible classes where these ideas could be applied. Examples include adding a module on the history of diversity in audience analysis and how to segment a multicultural audience in MEA 260; Examining unintentional bias in survey creation and Artificial Intelligence in MEA 319; Exploring bias in media in MEA 329; and making the "business case" for diversity, and exploring how the industry is responding to it in MEA 359.

In his Great Ideas Capstone course, **David Copeland** initiated diversity discussions considering hiring practices, salaries and minority representation within media, incorporating issues of race, ethnicity and inclusion. Copeland also discussed LGBTQIA issues and gender issues.

Colin Donohue required students in his Media Writing course to cover speeches from Alex Wagner, author of the 2019 Common Reading "Futureface"; Ibram X. Kendi, the author of "How to Be an Antiracist"; Bryan Terrell Clark, a Broadway actor who starred in "Hamilton"; Jennifer Eberhardt, the author of "Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think and Do"; and Robert P. Jones, the author of "White Too Long: The Legacy of White Supremacy in Christian America." In his Elon 101 Communications Fellows section, Donohue devoted class sections to DEI, including a featured conversation led by Dean Rochelle Ford and asking students to research and present on topics related to Alamance County.

Kelly Furnas surveyed students in all sections of courses in 2020-2021 to gauge the efficacy of DEI classroom instruction.

Jessica Gisclair designed a new Elon Core Capstone course that addresses DEI issues in American crime fiction, facilitating discussion around the "Biased" book. In her Media Law & Ethics course, she spent two weeks discussing the *State vs. Derek Chauvin's* trial and course content connected the 1st and 6th amendment rights, media coverage, witnesses, sources, subpoenas and search warrants. Her class also discussed the SPJ Code of Ethics guidance on media coverage of high-profile cases and the ethics of trial-by-public opinion as part of a DEI dissection of the trial.

Jenny Jiang integrated a case study of #BlackLivesMatter into assignments on social media influencers for MEA 260 and social network analysis for MEA 329. Jiang will use more case studies to demonstrate the use of social media analytics to understand social movements related to diversity and inclusion for MEA 260, 329, and 359.

In **Ray Johnson's** cinema production class, students produced a documentary about a woman of color who owns a clothing store in Graham, NC, that looks over the courthouse square and a Confederate memorial. The woman discussed the impact of the memorial on her everyday life. He revised his CTA 306, Development of the Cinema course, dedicating the entire second half of the course to women filmmakers and filmmakers of color. The class also considered early filmmakers of color like Oscar Micheaux. Johnson shared his memories of Spike Lee visiting Elon to shoot his film *He Got Game* and Lee citing Elon graduate Martin Ritt as an influence. Students viewed and analyzed Ritt's film *Sounder* about a Black family living in the American south during the Great Depression. Johnson also highlighted Elon graduate Kenneth Utt, who produced the first major motion picture about gays in the American, *The Boys in the Band* (1970), and the first film about the AIDS crisis, *Philadelphia* (1993).

In **Anthony Hatcher's** courses, he hosted diverse speakers, including Kennedy Studdard, DEI human resources manager and university relations liaison for Ogilvy Marketing & Advertising, and Venita Jenkins, content and communications specialist and diversity liaison (DEI) Office of University Relations at UNC-Wilmington.

Doug Kass applied the concept of DEI to his CTA 355 The Documentary and CTA 336 International Cinema courses.

Cara Lucia has helped lead conversations about DEI and Antiracism in the Sport Management Department and has included numerous diverse speakers in her courses, including Michael Howard, managing director of facilities Duke recreation & physical education at Duke; Grace Hanlon, assistant director of athletic facilities, game operations & championships at Duke Athletics; and Kim Martin, director at Brailsford & Dunlevy. In her SPT 226 Facility and Venue Management course, she discusses Universal Design (Americans with Disabilities Act) and designing facilities with equity in mind.

Harlen Makemson piloted a session on "Unconscious Bias" in the design profession for his CDE 318 course in fall 2020.

William Moner invited three guest speakers plus a fourth from a prior semester and built course content around their appearances. Speakers included Kristian Ravn, head of Zevio, an online hub for public speakers (similar to TED talks), to discuss operating internationally, social media, and data tracking; and Carol Cunningham, vice president of consumer insights and business strategy at BET Networks, on diversity, equity, and inclusion and the role of data-driven insights to amplify marginalized voices in brand communication. Moner included Siva Vaidhyanathan by video to discuss how Facebook represents a threat to democracy worldwide.

Phillip Motley planned and created an assignment that asks students to investigate women and non-white practitioners and share that information with classmates through a designed project presented to the class. The assignments help educate students about the power of graphic design as a social protest tool and share the history of how designers have used their talents to create positive change in the world.

Max Negin incorporated guest speakers from diverse backgrounds and infused class discussions with DEI. A specific example is working with an Elon Sports Vision Scholar to develop a plan to help foster involvement and peer-mentorship for women and people of color with ESV.

Tom Nelson is a member of the German Studies Committee, and he focuses on DEI for several papers in his COM 100 course, including a final assignment that asks students to consider the role of the media during the American civil rights movement to draw parallels with social media use today to spur movements.

Jane O'Boyle focused on systemic racism and ramped up the inclusion of diversity and equity topics in her classes. In January 2020, she submitted a letter and a list of her international research publications and prior Indian guest lecturers in her classes to supplement the university's application to join the American Institute of Indian Studies (AIIS). This effort successfully showed that Elon commits course offerings, study abroad, and faculty research in India. Immediately invited to join, Elon is now one of only 90 American universities in this organization. In her teaching for COR 110 and working with an Honors Fellows cohort, students spent time one-on-one discussing the common reading "Biased."

Youssef Osman screened many short movies in CTA456 Producing for the Screen written and directed by minority and international filmmakers. Examples are the short films: "Emergency 2017" directed by Carey Williams, "Money Cat" directed by Courtney Loo, "After Tomorrow," directed by Emma Sullivan, and many more. Assigned full movies produced by minority filmmakers as class projects. Many of the movies deal with the theme of Race and Diversity. Invited minority alumni filmmakers to the class to speak to the students, share their experiences, and offer advice. Discussed the career of many successful minority filmmakers and how they broke into the industry. Examples included Spike Lee, Kogonada, and Shonda Rhimes. Screen interviews were conducted with these filmmakers and invited a diverse panel of post-production producers from Netflix to share their insight and offer advice to the students. The first draft panel was with minority female filmmakers and their advice on breaking into the industry. Introduced online competitions with diversity to the students as class projects.

Randy Piland invited diverse speakers to his classes, including Shaban Athuman, who was born in a refugee camp in Tanzania and is now a photojournalist interested in refugee and race issues; Anna Louie Sussman, a Pulitzer Center honoree covering local and international human rights and social justice issues, politics and policy, gender, culture, and reproduction; Skyler Ballard, a visual journalist in Colorado who produced a documentary film about deportation of illegal immigrants called "En Muerto En Vida: Stuck in limbo," a family fights their father's deportation; and Adam Wolffbrandt, a video journalist based in New York City who discussed and shared his work "Inside the Network of Mormon Moms Fighting for Their LGBTQ Children." In Piland's Corporate Publishing class, students worked on projects showcasing events and supporting topics surrounding Black Lives Matter, Seacoast March for Justice, NYC Pride Celebration 2020, and Tri Sigma Diversity & Inclusion Zoom Discussions.

Elma Sabo encouraged her media writing students to attend the virtual presentation in Julie Lellis' strategic writing class featuring Kelly Ruoff, chief brand officer at Root Insurance, who spoke about the company's social justice initiative with NASCAR driver Bubba Wallace. She introduced media writing students to the work of Hip Hop Public Health during the public service announcements unit. Students in her class wrote on a range of topics, including news stories after the mass shooting in Atlanta that killed six Asian women, women's safety through the news peg of the slaying of Londoner Sarah Everard, and disparities in the treatment of men and women such as differences in NCAA's men's and women's weight rooms. Other topics her students covered include state legislation affecting the transgender community and "Superstore," a TV show known for tackling social issues.

Michael Skube incorporated DEI conversations into his lectures in class and assigned a profile of someone as different from a student as possible – different in background, life experiences, expectations of the future, views about society, relationships, and life in general. The point of the assignment is to compel students to recognize how another person's life might be in every way different from their own. Skube wanted students to look deeper beyond the view that "We're all just people."

Bill Squadron devoted several modules in both his Sports Law and Sports and Media courses to DEI-focused topics, including transgender athletes legislation and litigation (Law), the Curt Flood challenge to baseball's reserve clause (Law), reporting on social justice and political issues by sports media organizations (Media), continuing challenges under Title IX (Law), coverage of women's sports online, on TV and in newspapers (Media), and diversity in sports journalism (Media). His courses also hosted two diverse guest speakers to address these issues.

Hal Vincent recruited and selected client-partners for his Campaigns class to be more deliberate about offering student experiences with BIPOC-identified owned/run or otherwise primary business-purpose clients. As faculty adviser to Live Oak, Vincent encouraged the organization to become a signatory of the Diversity Action Alliance pledge. He also began training and dialogue with professionals developing plans and implementing DEI efforts across the business, communications firms, and academia to implement in the future at Live Oak. The student-run agency welcomed Cynthia Osborn, a first-generation Mexican American, as part of its mission to explore and engage with DEI in the workplace and offer students networking and exposure to professionals. Vincent also oversaw the planning and execution of "Embracing Diversity and Inclusion Across the Advertising Curriculum: Learning from the Pros," the annual AEJMC Advertising Division's full-day pre-conference teaching boot camp. Finally, Vincent mentored a first-year COM Fellow through the Florida course and Live Oak to win one of the PULSE Nightclub Foundation's 49 inaugural Legacy Scholarships.

Carolyn Desalu's classes covered writing for diverse audiences and ethics, and included reading and audio assignments from African Americans that offered non-white perspectives. Students completed a three-part advertising campaign and creative brief that focused on consumer products and services pertaining to Black Twitter. Students researched target audiences ranging from Black ballerinas to readers of Black women's magazines. This experience was meant to challenge students to work on assignments outside of their knowledge/culture and mimic a real-world situation requiring them to learn about another race and/or culture. The goal of the lesson was for students to learn how to research and identify ways to be racially and ethnically sensitive while promoting products and services that cater to Black consumers. Added a lesson called economic disparities, which focused on the opportunities and hardships created via wealth by race; white privilege as accumulated power; and the racial divide pertaining to freelancers in media and creative industries. Additional information was provided to address how economic disparities can be generational, impact who can launch into their own business, and only be an entrepreneur as a side hustle.

In Vic Costello's spring CTA 456 Producing for the Screen course, six student production teams participated in the BEA 2021 PSA Competition challenge for the first of their two capstone projects. Five of the teams chose the Racial Justice and Social Change theme for their project. Costello also made a deliberate effort to include more diverse examples of media content and to highlight DEI through the active lens of content creation and design. For example, in a webpage mock-up assignment this year, he selected three corporate DEI websites from Amazon, Coca-Cola and Wayfair as the design template choices for the project, challenging students to find image content with a DEI focus that opened up the door to discussing how non-diversified many stock image and media libraries currently are—a contributing factor to the lack of diverse representation in digital content. He also had an audio editing assignment requiring students to create a 2:00 audio tribute containing music and sound bites from Dr. Martin Luther King Jr. using the "I Have a Dream" speech in 1963 as source material. Costello incorporates resources and best practices from Equity, Diversity, and Inclusion in Teaching Media (EDITMedia), such as discussing the career and filmography of actor Chadwick Boseman of *42*, including a website design assignment around the Jackie Robinson Foundation and a subsequent discussion of Robinson's life and historical contributions.

Rachel Raimist piloted a Winter Term course in Los Angeles titled "The Push for Diversity, Equity, and Inclusion in Hollywood."

David Bockino hosted Juan Franchini, a sports management professor from Buenos Aires, Argentina, on campus. Franchini spoke in two classes, met with the Communications Fellows, and provided an important perspective concerning the sport management industry in Latin America.

One of **Lee Bush's** Campaigns course clients was a social justice organization – The Bail Project (TBP), a national nonprofit that works to combat racial and economic disparities in the bail system. One of her former students is the social media content creator for TBP.

Rochelle Ford infused DEI into her Public Relations and Civic Responsibility course through requiring Diverse Voices, assigning a service-learning project proposing a basic public relations campaign for a local non-profit serving primarily first-generation, US-educated and BIPOC students, as well as students who qualify for free and reduced lunches, and discussions about microaggressions, bias, audience segmentation, corporate culture, and DEI recruit and retention strategies.

Barbara Gaither primarily focuses on corporate social advocacy, examining how corporations engage with important social issues.

In **Jooyun Hwang's** STC 362 Strategic Research Methods class, students worked on a project titled "How to improve DEI at Elon." For this project, students first discussed their takeaways from articles on DEI in higher education and provided recommendations on how to improve DEI at Elon.

Glenn Scott recruited diverse guest speakers such as Simone Jasper, Nadia Lopez, and Melanie Sill to bring various perspectives and speak to their field experiences. Jasper is an Elon alumna at Raleigh N&O; Lopez covers Latinx issues at the Fresno Bee, and Sill was the first female executive editor at the N&O. She speaks eloquently on journalism's need to promote DEI and to exercise its values to push for social justice. Scott also read works by prominent advocates advancing DEI principles, including Eberhardt's "Biased," "Why White Should be Capitalized, Too," by Nell Irwin Painter and "Race in the Newsroom: What Seven Studies Say," by the Nieman Lab's Clark Merrefield, who covers economic inequality.

In **Sowjanya Kudva's** CTA 316 Writing for Cinema & Television course, they instruct from the book "Craft in the Real World," which brings DEI consciousness and competence into writing practice and pedagogy. COR 350 Analyzing the Graphic Novel course is taught through a DEI lens. Kudva has mentored a screenwriter who is part of a trans women of color organization centered on writing and publishing.

In **Amanda Sturgill's** IME 672 course, she added DEI content in her discussion about understanding audiences, including the moral and business imperatives to understand audiences' diverse needs and potentials and how algorithms for search and social media can carry hidden bias.

In his teaching, **Kenn Gaither** assigned analysis of media materials through fault lines to foster different ways of seeing through different eyes and has sought to decenter the United States and dominant narratives to consider mass media in his pedagogy.

Contributions to Campus

Colin Donohue organized two virtual DEI Town Halls and helped with the Collective, a joint Black History Month program from the Oaks and East neighborhood, and the CREDE.

Jessica Gisclair contributed to the discussion and development of the "Advanced Studies in Structural Inequity" model to meet the university's DEI priority through the Elon Core Curriculum Council work.

Doug Kass served on a committee focusing on curriculum adjustments for DEI.

Rachel Raimist – a television director, producer, and scholar – was named the academic director of the Elon in Los Angeles program. In her role, Raimist served in a leadership position with the Women of Elon Entertainment Empire and helped establish a new program for underrepresented communities in entertainment.

Shaina Dabbs leads school's Women Influencers in Sport (WINS) program to emphasize the importance of gender diversity in the sport industry and spent much of fall 2020 working toward creating a proposal for implementing DEI into the curriculum.

Naeemah Clark wrote a proposal to address diversity, equity, and inclusion in the Core and successfully presented it to the university faculty for a required course focused on dismantling structural racism. This change in the COR curriculum creates room in a student's four-year plan where students are required to delve into the systems of prejudice, privilege, and/or oppression in the United States and how they can work to dismantle them. The goal is that this curricular change with a Studies in Systemic Inequity (SSI) prefix begins in the fall 2022. Clark also served as a consultant to Academic Council's DEI subcommittee focused on faculty training, increasing diverse voices on Council, and planning the early annual agenda of the DEI subcommittee.

During Fellows Weekend, **David Bockino** coordinated diverse candidates to ask current Fellows and faculty members specific questions. Also, he provided incoming Black Fellows with Black mentors and helped recruit a highly diverse Fellows class. The 2020 Communications Fellows class was 28.6% non-white and 71.4% white, significantly higher than the university as a whole.

Lee Bush convened a summer working group to address DEI issues at Elon. In June, the group hosted a joint webinar with the Staff Advisory Council titled "The Effects of Police Brutality and Racism on Students and Professionals in Higher Education." Bush worked with several faculty and staff across campus to host DEI training sessions for AC members, discuss DEI training needs for the P&T committee, and identify faculty DEI experts to serve as consultants on each AC Working Group. She also helped coordinate a Campus Conversation on the DEI curriculum, developed DEI guidelines for Unit 1s, and presented them to the deans. She spoke with Black students who had sent a letter to President Book outlining demands for anti-racist policies at Elon, leading to productive discussions with the students, agreeing on many areas, and providing input back to the DEI committee for action. Bush also encouraged the provost to convene a steering committee to address President Book's commitment to anti-racism in the curriculum to ensure a DEI curriculum touches every Elon student and becomes an integral part of an Elon education. In addition, Lee developed a matrix outlining shared definitions for Diversity, Equity, Inclusion, and Anti-racism and worked with Deandra Little to provide examples for how each could be carried out in the classroom. She is chair of the DEI Curriculum Working Group that held a campus conversation to gather faculty input on a proposal for a required course and completed DEI assessments of all schools and divisions and the five Elon experiences.

Barbara Gaither co-hosted an Honors Teaching Workshop with many communications faculty in attendance that focused on issues of identity, acknowledgment of power and positionality, and values and commitment for teaching related to DEI (and how to communicate those with students), among other topics. The workshop will also include an equity-syllabus review of Honors courses.

Denise Hill served on the Elon University Committee on History and Memory, formed at the behest of President Book to explore questions related to historical memory and collective identity at Elon University. The outcome of the committee work was a list of detailed recommendations presented to university leadership and compiled into an extensive 58-page report that includes historical vignettes of the Black experience at Elon.

Jooyun Hwang served on the Asian and Pacific Islander Working Group created in March 2020. The AAPI working group, consisting of Elon students, faculty and staff, will identify strategies and organize support for Asian and Pacific Islander (API) members of the Elon community.

The Scripps Howard Foundation awarded the School of Communications and partner organization the LAGRANT Foundation a grant to establish a free, educational initiative to inspire high school students to embark on journalism careers. The program, set to launch in fall 2021, features an immersion experience specifically for students of diverse socioeconomic, racial and ethnic backgrounds.

The School of Communications hosted the 2021 AEJMC (Association for Education in Journalism and Mass Communication) Southeast Colloquium featuring Pulitzer Prize-winning New York Times Magazine reporter and 1619 Project founder Nikole Hannah-Jones as keynote speaker. Hannah-Jones spoke to participants about mentorship, the colloquium's theme, as well as her journalistic career covering race, politics, and launching the 1619 Project.

Brandon Booker chaired the school's diversity committee, charged with examining how the school can infuse DEI into its curriculum. The committee developed a COM Core course on DEI that will soon be piloted as an elective before transitioning into a required course for all School of Communications majors.

Daniel Haygood chaired the search committee for a new faculty member in strategic communications with expertise in DEI. Under his leadership, Elon hired a faculty member from a diverse background.

Young Do Kim recruited students from diverse backgrounds to participate in the Annual Sport Marketing Case Study competitions.

Staci Saltz initiated conversations about increasing diversity initiatives within the ESTV organization. She also completed work on a Diversity Infusion Grant Phase II to develop and implement strategies to infuse the curriculum and pedagogies of the university with the best practices related to human diversity, broadly defined.

Coordinated by **Amber Moser,** the school hosted a DEI session with the School of Communications internship supervisors and internship co-instructors. At the workshop Carolyn Desalu presented on hair/race in the workplace, and Rochelle Ford talked about her background in DEI and the new Inclusive Communications Leadership course to let employers know how Elon is giving students these skills.

Professional Activities: Research and Creative Productions

Colin Donohue helped secure a Scripps Howard Diversity in High School Journalism grant to give under-represented students an opportunity to learn about and immerse themselves in journalism through virtual workshops and an on-campus summer experience. He will serve as the program's director when it launches in the fall as the Emerging Journalists Program. Donohue also attended several virtual workshops dedicated to diversity, equity and inclusion, including "Reporting while Black" (hosted by Howard University) and spearheaded a DEI conversation with Meghan Sanders, an associate professor and director of the Media Effects Lab at LSU, for student media organizations in the spring.

Rochelle Ford appeared on the "Women in PR" PRWeek podcast to discuss myriad topics related to the public relations industry, concentrating on its need to embrace and champion diversity, equity, and inclusion. The dean also served on a panel discussing race, policing, and justice in the spring and issued several statements regarding national diversity issues, including a #stopAsianhate message. Ford offered insights in a December Ragan's PR Daily on the diversity of boards of directors for companies listed on the Nasdaq.

Kelly Furnas served as director of global engagement for the national Journalism Education Association, working alongside high school students and teachers from other countries, including Taiwan, China and Canada.

Anthony Hatcher was a principal author and editor of a textbook tailored to the COM 110 Media Writing course at Elon and media writing courses at other universities. Hatcher wrote all journalism chapters, including a section titled, "Interviewing people with physical disabilities."

Doug Kass successfully completed his CATL Scholar project in the spring, titled "True Inclusivity Means A Deeper Learning Experience: The High Impact Inclusive Classroom," which proposes to take the experiences of every student in a class and use that diversity of upbringing, nationality, race, ethnicity, gender identification, major, minor, disability accommodation, or any other area of individual uniqueness, to infuse the classroom with a deeper, more personal and more passionate experience of the material.

Cara Lucia, a committee member for NIRSA: Leaders in Collegiate Recreation, helped shape its strategic plan, striving for inclusive excellence through an anti-racist and equity lens. As 2021-2022 President of NIRSA, Lucia will work with a consultant to assess NIRSA's culture, climate, and structures and determine areas in which the association supports inclusion and where there are barriers that prevent true equity. In February, she participated in a virtual panel at Duke on Anti-Racism in Recreation and Sport. She co-authored a paper accepted for publication in Recreational Sports Journal titled "Passage through the leadership labyrinth: A woman's journey in the collegiate recreation profession" and an entry in the Encyclopedia of Sport on sexism.

Harlen Makemson published a book chapter on poster propaganda in "Communication and the First World War" (Routledge, 2020). The book chapter uncovers numerous negative critiques of American war posters during the conflict. It situates those criticisms within the context of "highbrow" vs. "lowbrow" culture prevalent at the war's outset.

Bill Squadron is a Coro New York Leadership Center member that has aggressively pursued reform to make the overall organization much more inclusive – even at the board level. Coro launched an anti-racism curriculum for the entire organization (including the Board) and engaged a third party to institute DEI training.

Amanda Sturgill used lessons from her co-edited book, "Mind the Gap," to guide two reading groups, one with multi-national participation. Some lessons from her chapter in the book on intercultural learning at home was used as a portion of an AAC&U Global presentation dealing with student intercultural learning from an intrapersonal, developmental perspective. This work is part of her continued participation in a Colonial Academic Association grant on intercultural competence skills for students.

Naeemah Clark co-published a post for the Arthur Page Society's Page-Turner blog, "The tension between free speech and hate speech." The root of the piece turned into an op-ed published in some regional papers.

Shaina Dabbs' research line centers on why fewer women pursue careers in sport, particularly in college coaching. This research and growing expertise in the area has provided the chance to work with a student on undergraduate research focused on the lack of diversity of Division I athletic directors.

Bill Anderson had a paper, titled "Can public relations overcome anti-Semitism?: A case study of War Refugee Board public relations during World War II," accepted for presentation at the 2020 International History of Public Relations Conference. The conference, planned for Boston, was canceled due to the pandemic.

Rebecca Bagley serves as a mentor for diverse designers from all over the country through the "Where are all the Black Designers?" website. In this role, she reviews portfolios and supports students and young professionals.

David Bockino served as a reviewer for two Pakistan-based academic journals: Journal of Media Studies and Journal of Media and Communication and Communication Studies. He also served as a reviewer for AEJMC's International Communications Division and for The Elon Journal of Undergraduate Research in Communications.

John Doorley infuses diversity into his research. For his latest book, he recruited 36 diverse communications leaders to write sidebar articles or co-author chapters, including heads of some of the largest PR associations: ICCO (Nitin Mantri), PR Council (Kim Sample), and Arthur W. Page (Roger Bolton). Doorley and his co-author also added a section on diversity and inclusion to the fourth edition of their book, including a broad and diverse range of contributors.

Ahmed Fadaam presented in the first international virtual scientific conference organized by Al Qadisiya University in Iraq titled, "Our scientific research will not stop despite all challenges." He also participated as a panel member in a forum also organized by Al Qadisiya University titled, "The development of scientific research in the field of Fine Arts." In the fall, he gave a joint lecture with Tom Arcaro about online violence against women as part of countering violence against women forum, organized by the Ministry of Culture in Kurdistan/Iraq. He organized an online art festival at the end of the event.

Brooks Fuller started writing a quarterly column about teaching media law and ethics. One column reflected on teaching difficult topics such as hate speech to diverse groups of students.

Barbara Gaither presented papers at ICA and IPRRC in the spring that incorporate case studies related to corporate engagement on issues related to race and gender, including Nike's ad campaign featuring Colin Kaepernick as leader of the Take a Knee movement to protest police brutality and social inequality, and Gillette's campaign opposing the culture of toxic masculinity, which references bullying, the #metoo movement, and men holding other men accountable.

Denise Hill was named chair of the Board of Directors of the Diversity Action Alliance, a coalition of public relations and communications organizations joining forces to accelerate progress in achieving meaningful and tangible results in DEI across the profession. As a member of the Arthur W. Page Society, she is a mentor in the Diverse Futures Program. Hill reviewed two diversity-related articles for professional journals: "Reconstructing the PR history time machine: Missing women and people of color in introductory textbooks" for the Journal of Public Relations Education and "Diversity and Inclusion in the Collegiate Sports Information Field" for the Public Relations Journal. She gave numerous presentations: "Diversity, Equity, and Inclusion in the Communications Industry and the Diversity Action Alliance," interviewed along with the DAA president for The Crux Podcast; "Decolonizing the History Chapter: Teaching and Researching Inclusive PR History" as a panelist for an AEJMC Public Relations division webinar; "The History of Black History Month: Celebrating Culture and Heritage for Nearly a Century," presented at the Black PR History event -- Celebrating Black PR History: Ushering a New Era of History Makers, The Museum of Public Relations; "Black History Month and Public Relations," presented to the Temple University PRSSA chapter; and "Linking the Past to the Present," panel organizer and panelist, Race in the PR Classroom webinar series, Institute for Public Relations Research and PRSA Educators Academy. Finally, Hill facilitated "Diversity, Equity, and Inclusion: Accelerating Change and Delivering Real Results" at the Page Society Spring Seminar.

Derek Lackaff led a panel presentation, titled "Global learning close to home: Adaptations during COVID-19 and implications beyond," at the 2020 AAC&U Virtual Conference on Global Learning. Lackaff also designed and published an educational video game on the App Store and Google Play playable in more than 25 languages, including Lakota, Irish and Hausa. His goal with the game was to support his collaborators in Lakota country with a new educational product for their schools. Insights from this project helped write "Framing the landscape of digital product development in minoritized languages," a co-authored paper he presented virtually at the 18th International Conference for Minority Languages in Bilbao, Spain.

Kai Swanson's film "Freytag's Pyramid of Climactic Light" focuses on critiquing the MPAA rating system's censorship of LGBTQIA+ characters and plot. Her goal for the film is to bring attention to the erasure of LGBTQIA+ characters in mainstream cinema and help bring more representation to the screen. The film screened at dozens of domestic and international film festivals in the past year. Swanson also presented "Nostalgia in Mainstream Cinema: A Narrative Tool for Tracing the Socioeconomic Impact of Late Capitalism on the American Middle Class" at the 2020 Intersect Conference.

Amanda Sturgill highlighted diversity, equity and inclusion as the head of the Standing Committee on Teaching for AEJMC. She did this in several ways. First, the committee had the cornerstone (formerly plenary) panel session at the conference this year, which she organized on the theme of pedagogy in a pandemic. She invited panelists from a diverse group of institutions. In preparations for the panel, they discussed the need to address how different students might have unique issues with pandemic learning. Second, as the head of the committee, Sturgill took a leadership role for issues about teaching on AEJMC's social media to highlight issues and start discussions about diversity in education.

Kenn Gaither serves on the D&I committee of the Plank Center and was tapped to join the Plank Center for Leadership in Public Relations Board of Advisors in spring 2021. In the fall, he participated in the inaugural Inez Kaiser Panel hosted by the AEJMC Public Relations Division to champion the legacy of Inez

Kaiser and the work of Black PR Division members. In spring 2021, he joined the Diversity Action Alliance (DAA) to "…accelerate progress in the achievement of meaningful and tangible results in diversity, equity, and inclusion across [the public relations] profession." Gaither also participated in a panel at the virtual NCA national conference titled, "Diversity and Inclusion as a Matter of Survival for the PR profession: What is PR Education's Role?"

Alex Luchsinger's film *First Chances* unpacks the existential disparities in the American prison system and tells the story of a Black man's journey from a nine-year prison sentence to becoming a successful entrepreneur. The film was seen by thousands at various film festivals, shedding light on systemic racism and judicial problems in the U.S. He spoke at Columbia University and the Harlem International Film Festival about the film and the disproportionate incarceration of people of color. Luchsinger's research involving Muslims in America was published in the Journal of Media and Religion. He also produced a documentary short for NBC about the border crisis in Tijuana, telling the story of two migrant women—a mother and her teenage daughter—trying to gain humanitarian asylum because of serious health needs and political persecution.

Professional Development

Jessica Gisclair participated in several DEI trainings in the School of Communications and across the university, including a preventing harassment and discrimination session. Gisclair participated in Title IX training and attended the Festival of Legal Learning: Protest and Assembly Session that highlighted the conflict between local police and BLM protesters' rights.

Randy Piland attended virtual sessions on Applying Inclusion Principles in Teaching via CATL, and a DEI training via Academic Council. He attended a Campus Conversation titled, "Teaching through the Lens of Diversity, Equity, Inclusion, and Anti-Racism."

Alex Luchsinger completed pre-and post-semester training initiatives and read and re-read authors, including Ta-Nehisi Coates, James Baldwin, Jennifer Eberhardt, and Hilton Als, among others.

Sowjanya Kudva became a member of the National Center for Faculty Development and Diversity (NCFDD) and attended its 12-week Faculty Success Program. They are an adviser for Unity, specifically working with a new, student-organized media production group for students of color and advising a new film appreciation club organized by a student interested in film analysis with a DEIA lens. The club will watch and discuss both domestic and international films and situate discussions within several relevant areas: queer theory, critical race theory, gender studies, disability studies, political economy, and environmental studies.

Amanda Sturgill completed a second LinkedIn learning course on reducing bias in hiring in campus interviews for the Media Law faculty position and did bystander intervention training with Hollaback! Program.

Ben Hannam participated in a Black Lives Matter rally in Raleigh and in professional development through a three-part series of videos on the American Institute of Graphic Arts (AIGA) website featuring a Diversity & Inclusion Webcast Series.

Mark Cryan began preparations in fall 2020 for the 2021 "Elon Sport Careers Diversity Forum," envisioning a panel of successful sport professionals representing organizations such as the NFL, MLB, and the NBA. The diverse panel included Elon alumni from historically underrepresented groups and former student-athletes. The Sport Management Department partnered with the SPDC and the CREDE for the forum.

Nicole Triche engaged in numerous professional development conversations and activities related to race, equity, class, power, diversity, and inclusion, including "Inclusive Teaching in STEM Disciplines" by CATL; "Establishing a Critical Conscious Mentoring Framework: Facilitating Equity and Inclusion for Historically Underrepresented Minority Students in UR" with Dr. Buffie Longmire-Avital; and "The Effects of Police Brutality and Racism on Black Students and Professionals in Education" hosted by the African American Affairs Department at Minnesota State University.

Hal Walker engaged extensively in DEI initiatives and workshops at Elon and expanded his efforts to address these initiatives in his classes. He seeks ways to engage students in conversations and enhance their awareness of issues that impact many who are disenfranchised, underrepresented, or marginalized while recognizing his status as a white male.

Janna Anderson completed two formal DEI training opportunities: 1) "Facing Inequality: Multi-dimensional Poverty in the U.S.," offered via WebEx by the Oxford University Poverty and Human Development Initiative and the Institute for International Economic Policy at George Washington University and 2) "Preventing Harassment and Discrimination," an online course offered by Elon University. Anderson also received briefings and updates from the National Diversity Council.

Vanessa Bravo has participated in Racial Equity Institute training. She attended numerous seminars and training related to DEI, including an online session organized by the LGBTQIA Center at Elon with former NBA player Jason Collins. She earned a Diversity, Equity, and Inclusion in the Workplace Certificate, a seven-week, 14-hour online Certificate Program in DEI offered by the University of South Florida School of Business. She presented three papers related to DEI, including "Twitter messaging by the 'hardliners' versus the 'new Cuban diaspora'" at the AEJMC Southeast Colloquium and *"State-diaspora relations in El Salvador and Colombia from 2010 to 2020: Building legitimacy at home while trying to protect and 'court' citizens abroad"* and the "The Latinx factor in the 'browning of America': The higher-education context" at *the* International Studies Association (ISA) annual convention. As chair of the Strategic Communications Department, she incorporated DEI into her teaching and worked with the STC faculty to develop or update student learning outcomes (SLOs) focused on better understanding issues of Diversity, Equity, and Inclusion in the Strategic Communications field. Bravo is active in the community and serves as a board member of Alamance County's Women Resource Center.

Julie Lellis attended numerous DEI-related events, including a PRSA-led webinar on racism and social injustice in professional sports; a session at INBOUND 2020 with a DEI focus including a session on maintaining momentum behind social change with actor and activist and entrepreneur Jesse Williams and principal at Black Futures Lab Alicia Garza; a session on intersectionality with transgender rights activist Janet Mock; a session on democratizing design with the co-founder of Canva; and a keynote given by the CEO of Reform Alliance Van Jones. In addition, Lellis attended Elon's conversation with Ibram Kendi and viewed his TEDx talk in preparation for two workshops for all Academic Council members. Workshops included discussion around institutional priorities and the race and racism work of the history committee.

In September, **Kathleen Stansberry** attended several sessions hosted by global strategic communications giant Edelman on DEI issues in the public relations profession. The discussions and workshops offered through this event provided valuable insights into ways communications faculty can support and champion BIPOC students interested in pursuing careers in public relations.

Student Programs, Awards and Recognition related to DEI

Daija Rion '23 and **Ariana Wilson '23** were named recipients of 2021 LAGRANT Foundation scholarships, which support ethnically diverse college and university students interested in the fields of advertising, marketing, and public relations. In the past five years, School of Communications students has secured nine such scholarships.

The School of Communications **Unity in Communications** initiative hosted Adam Pawlus, the executive director of the National Lesbian & Gay Journalists Association (NLGJA). Pawlus oversees the organization's mission to assure fair coverage of LGBTQ issues in the media. In the fall, Unity in Communications and Elon Sports Vision virtually hosted Adam Giardino, a broadcaster for the Scranton/Wilkes-Barre RailRiders, and founder and president of the Black Play-by-Play Broadcaster Grant and Scholarship Fund. Unity in Communications also hosted Elon graduate Cornelius Muller '93 about how he started in the film industry and his experience running his own film company.

The **Women of the Elon Entertainment Empire** kicked off the 2021 academic year with a virtual discussion for Elon students, alumnae, and faculty on how the Elon community can demonstrate authentic allyship in the media industry. At its first meeting for the year, WEEE welcomed new members and discussed the film "Black Is King," written, directed and executive produced by singer Beyoncé.

Amanda Willingham '21 was selected as one of 50 students for the American Advertising Federation's Most Promising Multicultural Students Program, the advertising industry's premier multicultural recruiting initiative.

Interactive Media master's students conducted three projects for the public good in spring 2021, supporting North Carolina organizations with strong diversity ties – HeARToscope, Terra Cotta Heritage Foundation, and the African American Cultural Arts and History Center.

Anton Delgado '20 spent 27 days in Brazil as a Pulitzer Center Reporting Fellow examining Brazil's ongoing fight against the resurgence of leprosy. The Pulitzer Center on Crisis Reporting, which focuses on underreported topics, published Delgado's long-form piece, "Shorthanded Specialists Struggle to Address the Resurgence of Leprosy in Brazil," and five field notes compiled during his investigation. Delgado also finished fourth in the national Hearst Feature Writing Competition for his in-depth feature, "Life after registration," which centered on the reality low-risk sex offenders face after registration.

The spring 2021 and fall 2020 edition of the Elon Journal included several scholarly articles related to DEI issues, including "Corporate Commitment to Diversity, Equity & Inclusion: Analyzing the Responses of PR Agencies and Other Companies after 2020 Black Lives Matter Events" (Amanda Willingham), "Representing Sexuality: An Analysis of Coming Out in Contemporary Film" (Sydney Dye), and "The Portrayal of Dissociative Identity Disorder in Films" (Valerie Sampson).

In its CSR & Diversity Awards, **Natalie Green '21** was named undergraduate student of the year by PRWeek. PRWeek commended her work to launch the Unity in Communications initiative at Elon and her internship at Warner Media. She focused on improving CNN's relationship with Black-owned businesses.

The Scripps Howard Foundation awarded the School of Communications and partner organization the LAGRANT Foundation a grant to establish a free, educational initiative to inspire high school students to embark on journalism careers. The program, which will launch in 2022, features an immersion experience specifically for students of diverse socio-economic, racial and ethnic backgrounds.

Diversity Assessment Report Summary

Diverse Faculty and Staff

Overall, the School of Communications has done an excellent job of recruiting, hiring and retaining a diverse faculty and staff. It was determined that search committees receive adequate training regarding best practices for building a diverse candidate pool. Additionally, there are ongoing opportunities for professional development that focus on DEI. Faculty and staff within the School of Communications are active and enthusiastic participants in these various workshops, discussions and activities. The following are suggested areas of focus for continuing to ensure a diverse faculty and staff within the school:

- Although the school has had success building pools of candidates that reflect racial, ethnic and gender diversity, there appears to be a lack of representation in other areas included in the school's definition of diversity. It describes diversity in terms of "gender, race, ethnicity, nationality, age, disability, religion, sexual orientation, gender identity, socioeconomic standing and intellectual viewpoint." While some of these demographics might be difficult to determine due to a candidate's reluctance to disclose such personal information during a job search, the school should still strive to adhere to its own definition of what it constitutes diversity.

- While the role of faculty in the search process is well-defined, the role of the administration should also be fully described. This step would help clarify roles and expectations, as well as help facilitate a more efficient and effective search process.

- The school's partnership with HBCUs is an important topic to consider. The school has a history of successful collaboration with schools such as N.C A&T, including faculty exchange programs. The value these types of partnerships bring to each institution and its students has been proven time and again. However, there has been a lull in Elon's participation with these types of programs for several years. COVID-19 certainly played a significant role in that during 2020 and into 2021. While evidence was presented for this objective, it focused on invitations the school sent to HBCUs to participate in a variety of events. But invitations aren't the same as participation. As a result, the school doesn't have the data needed to determine whether this objective was met. It might be fruitful to have a discussion regarding whether the school should reconsider how its partnering with HBCUs is represented in future ElonComm Diversity Plans.

Diverse Student Body

This is an area that requires significant growth by the School of Communications. There is little evidence that the efforts the school has made thus far have been effective in creating a more diverse student body. A review of the existing Diversity Plan objectives and evidence resulted in the following observations/suggestions:

- A much higher level of transparency is needed in the recruiting process, including how the school's efforts are connected with those of the university. An individual can look out at the school's student body and see that there is a significant lack of diversity. And, while the school does have some students who add to the diversity of its student body, faculty and staff don't know why they decided attend Elon and become part of the School of Communications. Without that type of information, the school lacks the data necessary to be successful in its efforts to recruit a more diverse student body.

- The goals of student recruiting for the School of Communications need to be more clearly defined. For example, when the school says, "Recruit a student body reflecting the diversity of the population the university serves," what does that actually mean? As a school, perhaps the faculty and staff need to determine who the school's ideal target audience is versus that of the university. Is the school serving those who it wants to be serving and who should the school be serving? This is a discussion worth having. Additionally, faculty and staff suggest determining whether benchmarking the diversity of the school's student population based on the larger university population is the best decision.

- The school's relationship with the Elon Academy is lagging. It is recommended that the school looks at how the relationship can be strengthened.

- Although it was noted that the school has received scholarship funding from board members and others, there needs to be more accountability regarding how scholarship funds are used to help the school achieve its diversity goals. Who are these scholarship funds given to and for what diversity-related purpose?

- When it comes to the school's focus on DEI, its student media organizations represent a bright spot. They have provided dedicated diversity training and support that has led to positive results. However, efforts to recruit and include diverse students could be amplified, including training student media ambassadors who are members of underrepresented populations and who can reach out to others to participate in student media. Additionally, the school should continue to look for opportunities to develop the capacity of diverse students to expand their media education through conferences and grants, particularly moving beyond those in student media leadership positions. Presently, the student media budget is used to provide opportunities. A funding mechanism outside of that could serve more students. The school needs a method of gathering evidence about work with diverse groups during classroom projects, that is more than looking at student media, as that is co-curricular for many participants. It is suggested that it be removed from this section.

- Regarding student awards and competitions, the school needs to establish clearer goals. How can news of these awards and competitions effectively and ethically be used to promote the success of the school's diverse students and the inclusion of diverse ideas?

Inclusive curriculum:

Creating a more inclusive curriculum is an objective that the School of Communications has worked toward, with strong evidence of these efforts, but more work is needed. The following is a summary of suggested areas of focus for continuing to ensure an inclusive curriculum within the School of Communications:

- Evidence regarding curriculum needs to reflect things that happen in the courses – for example: learning objectives, example assignments on DEI, and a list of guest speakers. In addition, if the new course requirement is approved, the school will address structures of inequity—although this course is not certain.

- The efforts to support student conversations are reasonable (many steps in the co-curriculum), with evidence provided of impact in courses. However, the school needs documentation of who attended the events and if it was the same group of students to truly assess impact. The notes state that 87 percent of the Interactive Media student portfolios reflect content that shows awareness in serving diverse audiences, as appropriate for the profession. More information is needed about the evaluation process.

- Experiential learning needs to be considered beyond ELRs (including in the classroom). The school needs the link between ELR activities and diversity, as experiential learning also happens during regular class hours. Plus, a way to document this needs to be developed. Faculty should discuss diversity goals related to Elon experiences, and advisers should have a clear sense of this as well.

- There was strong representation through the lineup of guest speakers, but it would be helpful to report what was presented/discussed. Demographic identity doesn't reflect what was said, which seems to get better to the heart of what is needed. Also, should this include speakers from other campus contexts, such as Common Reading speakers? Maybe some guest speakers can be recorded and archived to reach a wider audience?

Supportive Environment:

There is strong evidence that the School of Communications has worked to create a supportive environment. The following is a summary of suggested areas of focus for strengthening a supportive environment in the School of Communications:

- There is evidence that the school has maintained a climate that is both respective and supportive of diverse people and viewpoints, but no evidence of the actual quality of the environment. This evidence should include faculty and staff viewpoints as well.
- The school needs to be more specific about the role of DEI in the Elon 11.
- Partnerships in national organizations and events of the importance of DEI worked well, but everything should be better tracked to show impacts. It would be beneficial to see who was in attendance.
- It is recommended to continue communication and support for the university religious holiday observance policy. Understanding of faith traditions could be a part of the formal curriculum in some majors as well.
- Progress on advisory board composition is encouraging. Having faculty participation with the advisory board would be useful.
- The School of Communications did a great job promoting regular feedback from the school community into diverse teaching practices through informal meetings and assessments. Continue formal listening discussions in all departments and track the attendance and topics.
- The school could consider improving its recruiting materials, particular those targeted at high school students and potential Interactive Media students. It is recommended that the Diversity Committee review recruiting videos, scripts for tours, displays and other materials to ensure that they represent the diversity the school has as well as inclusive appeals.

Other ideas:

The Teacher-Scholar-Mentor Committee and the Diversity Committee could work together on faculty development opportunities focused on training faculty in strategies for supportive classroom environment for ALL types of diversity. Programs to attend can be useful, but also problematic with faculty schedules, but creative use of time such as College Coffee could be considered, as could developing an inclusive teaching/mentoring program or buddy program for faculty.

One can see from the list in this report that the ways faculty choose to report DEI efforts vary widely. As this is used in continuation and salary decisions, it makes sense to standardize these efforts in some way. It might be possibly to develop Unit 1 adjunctive form or something to report these efforts.

Conversations about diversity efforts seem siloed within the school and vary significantly by department and program. Because of emotional issues attached to DEI issues for faculty, staff and students, it's important to share information out and accept information in on these topics. For example, it may be that students from diverse populations experience microaggressions in the classroom that they feel comfortable getting advice with faculty and staff from the same background. However, issues will keep happening, even if unintentionally, if the perpetrators remain ignorant. It's not fair for faculty and staff from diverse groups to have the extra work from this or to expect them to educate their colleagues. The school should work toward an environment where faculty and staff can talk openly when issues like this arise, but in the meantime, perhaps a deindividualized way to bring forward issues could be developed. There needs to be opportunities for no-threat feedback on DEI matters from all persons (not just exceptional advisory board types, de-identified for non-tenured/continued faculty, etc.). The school needs to think about how to provide incentives and structures for faculty to understand the diversity situation and efforts in the school and on campus. This can inform future discussion.