

STANDARD 3

DIVERSITY AND INCLUSIVENESS



A student presents at SURF (Student Undergraduate Research Forum)

HIGHLIGHTS

- ❖ Elon's School of Communications received AEJMC's national Equity & Diversity Award in 2010 for its commitment to gender equity and faculty diversity.
- ❖ The school's permanent faculty is 27 percent minority, and eight of the 13 who have joined the school in the past three years are women or minority faculty.
- ❖ A faculty team has received a diversity infusion grant to strengthen the curriculum.
- ❖ The school has improved its minority student enrollment from 8 percent six years ago to 12 percent in 2010-11, and this year's entering class is 17 percent minority, with another 6 percent international students.
- ❖ Elon's retention rate for African-American students (87 percent from first year to senior year in 2010-11) is higher than for white students (82 percent).

1. Complete and attach the following tables:

Table 4, "Area Population"

Table 5, "High School Population"

Table 6 and 6a, "Student Populations"

Table 7, "Faculty Populations"

Table 8, "Full-Time Faculty Recruitment"

Table 9, "Part-Time/Adjunct Faculty Recruitment"

Elon's student recruitment has become national in scope in the past decade, and the School of Communications defines its geographic service area as the nation at large. Elon attracts 25 percent of its students from North Carolina, and the second largest student population comes from Massachusetts (9 percent). In years past, Elon defined itself as an Eastern Seaboard institution, but admissions efforts now extend nationally. Today, Elon's student body comes from 48 states and 50 nations.

Table 4 shows the racial and gender percentages of the national population in the 2010 U.S. Census. The table totals more than 100 percent because the Census Bureau permits respondents to mark more than one category.

Table 5 shows the number of high school graduates in the nation by racial/ethnic group as reported by the National Center for Education Statistics.

Table 6 shows the undergraduate student population by race and gender both at Elon and in the School of Communications as of spring 2011. The school is 33 percent male and 67 percent female (the university ratio is 41/59). The racial/ethnic population at the university and in the school is about 12 percent, with another 6 percent other race/unknown, 2 percent international students, and the remaining 80 percent white. Elon classifies a student in only one category, therefore, unlike the Census Bureau data in Table 4, this table totals 100 percent. Table 6a shows that the racial/ethnic population of the 2010-11 class in the M.A. in Interactive Media program was 12.5 percent.

Table 7 shows the School of Communications faculty by race and gender in fall 2011. The full-time faculty in permanent positions is 27 percent minority (11 of 41) and 44 percent female (18 of 41). Both ratios have improved since the last accreditation visit when the school's faculty was 21 percent minority and 36 percent female. Like other JMC programs that began with mostly male faculty, the six longest-serving faculty members in the school are men.

Table 8 shows full-time faculty recruitment in the School of Communications for the past three years. Eight of the 13 full-time faculty members hired for permanent positions the past three years have been women and/or minority faculty.

Table 9 shows part-time and adjunct faculty recruitment for the past three years. Six of the 13 visiting professors and part-time adjuncts initially hired in the three-year period have been women and/or minority faculty.

Table 4. Area Population

Service Area: Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

Elon's School of Communications has designed its geographic service area as the nation at large.

North Carolina is the home state of 25 percent of Elon students. Other states are Massachusetts, 9 percent; Maryland and New Jersey, 8 percent each; Virginia, 7 percent; Connecticut, 6 percent; Pennsylvania and New York, 5 percent each; Florida, 4 percent; and Georgia and Ohio, each with 3 percent.

For the entering class in fall 2011, the North Carolina student population dropped to 19 percent of total enrollment.

Overall, Elon is home to students from 48 states, the District of Columbia, and 50 countries.

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

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

* This totals 110.1 percent because the U.S. Census Bureau permits respondents to mark more than one category. These data are from the 2010 Census.

Female	50.7%
--------	-------

Table 5. High School Population

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

Group	number graduated
<u>Black/African American</u>	<u>408,759 nationally</u>
<u>White</u>	<u>1,872,632 nationally</u>
<u>American Indian/Alaskan native</u>	<u>30,656 nationally</u>
<u>Asian/Pacific Islander</u>	<u>153,261 nationally</u>
<u>Hispanic/Latino (any race)</u>	<u>404,223 nationally</u>

Source of data: Digest of Education Statistics, National Center for Education Statistics
Year of data: 2006-07 (latest available)

Table 6. Undergraduate Student Populations

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

Academic year 2010–11

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	19	38	6.0%	6.4%
White	236	528	80.3%	79.3%
American Indian/Alaskan native	2	0	0.2%	0.2%
Asian	3	9	1.3%	1.4%
Hispanic/Latino (any race)	6	30	3.8%	3.2%
Native Hawaiian/other Pacific Islander	0	0	0.0%	0.0%
Two or more races	3	3	0.6%	1.2%
Other race/Unknown	41	18	6.2%	6.0%
International students (any race)	3	12	1.6%	2.3%

Table 6a. Graduate Student Populations

Academic year 2010–11

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	1	1	6.3%	6.6%
White	7	20	84.4%	80.2%
American Indian/Alaskan native	0	0	0.0%	0.4%
Asian	0	0	0.0%	2.5%
Hispanic/Latino (any race)	0	1	3.1%	1.2%
Native Hawaiian/other Pacific Islander	0	0	0.0%	0.0%
Two or more races	0	1	3.1%	0.1%
Other race/Unknown	0	1	3.1%	8.4%
International students (any race)	0	0	0.0%	0.4%

Table 7. Faculty Populations

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

Full-Time Permanent Positions, Fall 2011

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	4	9.8%	1	2.4%
Native American	1	2.4%	1	2.4%
Asian	1	2.4%	2	4.9%
Hispanic/Latino (any race)	1	2.4%		
White	11	26.8%	19	46.3%
International faculty (any race)				

Black / African American	Clark Ferrier Tonkins Ward-Johnson	Gaither	
Native American	Gisclair	Grady	
Asian	Xu	Lee Nam	
Hispanic/Latino	Bravo		
White	Anderson Austin Barnett Book Bush Gallagher Lellis Miller Saltz Sturgill Triche	Castro Copeland Costello Frontani Gibson Hatcher Haygood Johnson Lackaff Landesberg	Makemson Motley Negin Nelson Padgett Parsons Piland Scott Skube

Adjunct and Part-Time Positions, Fall 2011

Group	Female	% of total faculty	Male	% of total faculty
Black/African American			1	11%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
White	5	55%	3	33%
International faculty (any race)				

Black / African American

Carter

White

Eisner
Hondros
Howell
Roberts
Totten

Fox
Kass
Walsh

Table 8. Full-Time Faculty Recruitment

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

	2008 - 09	2009 - 10	2010 - 11
Openings	4	6	3
Total applicants in hiring pool	90	116	55
Females in hiring pool	26	42	34
Female finalists considered	3	6	5
Offers made to females	2	4	2
Offers accepted by females	1	4	2
Minorities in hiring pool	3	2	4
Minority finalists considered	2	1	3
Offers made to minorities	2	1	1
Offers accepted by minorities	2	1	1
International faculty in hiring pool	30	31	19
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

Those hired for permanent
faculty positions commencing in:

2009-10

Clark
Haygood
Motley
Nam

2010-11

Lackaff
Lellis
Negin
Sturgill
Triche
Xu

2011-12

Austin
Bravo
Castro

Table 9. Part-Time/Adjunct Faculty Recruitment

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

	2008 - 09	2009 - 10	2010 - 11
Openings	3	7	3
Total applicants in hiring pool	(no formal hiring pool for adjunct positions; see text in #12)		
Females in hiring pool			
Female finalists considered			
Offers made to females			
Offers accepted by females	1	3	1
Minorities in hiring pool			
Minority finalists considered			
Offers made to minorities			
Offers accepted by minorities	0	0	1
International faculty in hiring pool			
International faculty considered			
Offers made to international faculty			
Offers accepted by international faculty	0	0	0

Those hired for adjunct positions commencing in:	2009-10	2010-11	2011-12
	Kerr Negin Nix	Daquila Hondros Howell Luck Powell Sabo	Carter Totten
Those hired as full-time visiting professors:		Castro	Walsh

2. *Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision and any designated timelines for reaching goals.*

The School of Communications Diversity Plan is provided on the following page. The plan, first adopted in 2004, underwent revision during the self-study year in a process led by the faculty diversity committee.

Diversity Plan

School of Communications, Elon University

(adopted by the faculty on March 16, 2004; revised on Nov. 2, 2010)

To best serve the public good, those entrusted to communicate news, information, insight and entertainment in society should reflect the diverse audiences they seek to reach.

As a School of Communications, we are committed to having a diverse and inclusive program that serves and reflects a global society. We endeavor to do so in many ways, including the following:

A Diverse Faculty

- We will 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 visit.
- We will designate and train a faculty member on each search committee to be a "diversity advocate" to achieve best practices in building and considering a diverse applicant pool.
- We will partner with nearby historically black institutions with strong journalism and communications programs through faculty exchanges or other endeavors.

A Diverse Student Body

- To help recruit a student body reflecting the diversity of the population we serve, our faculty will participate in multicultural weekends on campus and work with Admissions on recruiting students from diverse backgrounds.
- We will strengthen our relationship with the Elon Academy, a college-access program that helps high school students often underrepresented on college campuses to pursue higher education.
- We will seek to increase scholarship funds designated to enhance the diversity of our student population.
- We will 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.

An Inclusive Curriculum

- Our students and faculty will discuss in class the importance of communicating with a diversity of audiences, as well as the historic and current contribution of diverse voices in society, as evidenced by course objectives on syllabi.
- We will work with the library to increase the amount of media-related resources that reflect diversity in opinions, perspectives and experiences to incorporate into our courses.
- We will promote experiential learning that better exposes students to the diverse domestic and international world in which they live.
- We will invite a diverse group of professionals as guest speakers in our classes to expose students to different perspectives and issues.

A Supportive Environment

- We will recruit women and professionals from diverse backgrounds to serve on the School of Communications Board of Advisors.
- We will partner with the Multicultural Center to offer programming and discussions related to diversity.
- We will support the university's religious holiday observance policy and be sensitive to the observed and practiced holy days of different faiths.
- The dean, leadership team, faculty and staff will provide a climate that is both respectful and supportive of diverse people and viewpoints, and will actively support the goals, initiatives and assessment measures outlined in this plan.

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

In 2010, the School of Communications received AEJMC's Equity & Diversity Award for its commitment to gender equity and racial diversity. AEJMC's news story on the award is on a following page.

The school appoints a faculty diversity committee each year to monitor progress and to consider new initiatives toward achieving diversity goals. As part of the self-study, the 2010-11 committee decided to revise and deepen the school's diversity plan.

Here is the most recent assessment, presented at the school's August 2011 retreat:

A Diverse Faculty

- ✓ The school demonstrates effective efforts to recruit women and minority faculty. The faculty today consists of 18 women and 11 minority colleagues. At the time of the ACEJMC visit six years ago, the school had 10 female and six minority faculty.
- ✓ When a faculty search committee is formed, the dean meets with the committee and asks that a faculty member be designated as the "diversity advocate" to keep prominent the potential value of expanding a candidate pool.
- ✓ The school is partnering a third time with historically black North Carolina A&T. A&T professor Roy Carter is teaching a section of Digital Media Convergence at Elon this fall, and Elon's Max Negin is teaching a course at A&T.

A Diverse Student Body

- ✓ Communications faculty and students participate in Multicultural Experiences Weekend and in GAME Day for high school students from diverse backgrounds. Communications professor Brooke Barnett is a Faculty Fellow in the president's office, focusing on building an even better campus climate for diverse students.
- ✓ Communications faculty and students are involved in the Elon Academy, a college access and success program for academically promising high school students in the area with financial need and/or no family history of college. Staci Saltz teaches a summer course, and Lee Bush led a workshop on ethnographic research methods.
- ✓ In 2009, the school secured a second \$100,000 Hearst Foundation grant to support endowed scholarships for under-represented students. The Triad Foundation and other sources also provide resources for need-based scholarships, with some of the recipients being minority students in their junior or senior years.

- ✓ Student media organizations have been tasked to prepare their own diversity plans that address how they will seek to increase diversity within their operations.

An Inclusive Curriculum

- ✓ In spring 2011, the school hosted professor Earnest Perry of the University of Missouri for conversations about how to better infuse diversity into the curriculum. Before fall classes, an associate dean reviews course syllabi to ensure that diversity is clearly designated in those courses where it is a primary assessment goal.
- ✓ Communications professors Lee Bush, Mandy Gallagher, Nagatha Tonkins and Qian Xu have received a diversity infusion grant from Elon's teaching center. The grant is to develop a catalog of resources (texts, films, websites) to help faculty teach communications from a broader multicultural perspective.
- ✓ The school was a co-sponsor of the "Journalism That Matters: Create or Die" event in Greensboro in summer 2011, organized by Communications professor Michelle Ferrier. It's called "the unconference by and for people of color to re-imagine the future of journalism."
- ✓ Dozens of women and minority professionals have been among the many guest speakers in classes. A master list is provided in #12 of this standard.

A Supportive Environment

- ✓ The school's national advisory board includes nine women or minority members. The board includes prominent women at *Fortune* magazine, *National Geographic* and *USA Today* and minority professionals at CBS News and the *News & Record* in Greensboro.
- ✓ The school's diversity committee sponsored a "Diversity in the Media" panel discussion that was well attended by students and faculty and earlier held a faculty workshop with the Multicultural Center director to help faculty prepare for and address diversity discussions in their classes.
- ✓ The school's faculty added support of the university's religious holiday observance policy to its professional standards document that addresses class attendance and discussed the need to be sensitive to students wanting to observe the holy days of different faiths.
- ✓ The school's faculty, staff and leadership are committed to providing a climate that is supportive of diverse people and viewpoints and that seeks to fulfill the goals of this diversity plan.

Elon Receives National Equity & Diversity Award from AEJMC



Elon's School of Communications has been named the 2010 recipient of the national Equity and Diversity Award by AEJMC.

The School of Communications will be honored twice, first at the AEJMC Denver Conference Keynote session on August 4 and then in a special presentation at Elon next fall by 2010-11 AEJMC President Jan Slater of the University of Illinois.

The award recognizes an academic unit for progress and innovation in racial, gender and ethnic equity and diversity in such areas as faculty hiring, school initiatives, the presence of a supportive climate for women and minorities, and institutionally embedded support.

Specifically, AEJMC praised the School of Communications for building a diverse faculty that is more than 25 percent minority, for its commitment to salary equity by gender, for its participation in national diversity programs, for securing \$200,000 from the Hearst Foundation to endow minority student scholarships, for twice engaging in an innovative teacher exchange with historically black North Carolina A&T, and for faculty scholarship in the realm of diversity

"I am thrilled on behalf of our school's faculty and staff that Elon is being nationally recognized for its commitment, efforts and success in advancing equity and diversity," Dean Paul Parsons said. "We talk all the time about the importance of building a school that reflects the society in which our students will live and work. We didn't embark on this mission to win an award, but we are happy to serve as a model for others of what can be accomplished with commitment and hard work."

The selection committee co-chair, Anita Fleming-Rife of the University of Northern Colorado, notified Parsons of the award on April 6. She said the selection committee used the metaphor of Elon as "the little engine that could" in citing the school's successes in equity and diversity

The Manship School of Mass Communication at Louisiana State University was the inaugural recipient of the national award in 2009

What is the state of the Black Community?

at institutions of higher education



Thursday, February 26

3:30 pm

KOBC 101

Join us for a panel discussion comprised of educators from NC Central, Winston-Salem State, Bennett College and NC A&T who will share their views on the significance of **Black History Month**, student retention, and student progress.

Sponsored by the Multicultural Center and the School of Communications Diversity Committee

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

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

The National Survey of Student Engagement asks students if their learning includes race, gender and other diverse perspectives in class discussions or assignments. Nationally, 63 percent of the 362,000 students in the 2009-10 survey said their learning "often" or "very often" includes diverse perspectives. Elon Communications students ($n=123$) responded slightly higher at 64 percent (NSSE data are described in fuller detail in Standard 9: Assessment, #3).

The school can do better. To expand faculty thinking, the school hosted journalism professor Earnest Perry of the University of Missouri for a series of conversations last spring about infusing diversity into the curriculum. Rather than having a stand-alone diversity course as some programs do, the school favors finding natural points of entry so that diversity is discussed in courses in organic, less self-conscious ways. Dr. Perry met with the school's leadership team about administrative challenges, spoke about curricular infusion at a faculty luncheon, and then led separate sessions for those who teach Communications in a Global Age and Media Writing.

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

In Media Writing, Janna Anderson's students all complete an out-of-class diversity writing assignment, often involving a campus speaker who addresses issues of gender, race, religion, sexual orientation or economic diversity.

In Digital Media Convergence, Max Negin's students researched the different ways that multiculturalism is defined and produced multicultural poster projects that became part of a traveling exhibit titled "Visualizing Multiculturalism."

In Reporting for the Public Good, Glenn Scott's students review style guides of minority journalist associations such as the Asian American Journalists Association and the LGBT Association to sensitize students to think about media portrayals.

In Writing for Broadcast and New Media, Tom Nelson's students use the Rosa Parks story as a building block for a video assignment.

In Television News Reporting, Rich Landesberg asks students to “get comfortable with being uncomfortable” by finding a story in a population group or geographic place outside their comfort zone.

In Environmental Communications, Barbara Miller’s students discussed environmental justice and sustainable development that includes the disproportionate distribution of environmental pollution in minority and poorer communities.

In Communications Research, Lee Bush’s students conducted focus groups with four groups of students in minority situations (African-Americans, international students, those with diverse religious backgrounds, and male Communications students) to determine how the school could better meet the needs of diverse students.

In Sport and Media, Glenn Scott’s students studied how female athletes are depicted in the media and how different waves of feminist thought have dealt with athletes and their bodies.

In Interactive Project for the Public Good, Amanda Sturgill’s graduate students worked with a Panama organization that serves the blind and created mirror websites in English and Spanish.

In Interactive Media Management and Economics, Naeemah Clark’s graduate students brought their MP3 players to class, explored the level of ethnic and gender diversity in their music choices, and assessed the music industry’s ethics regarding misogynistic, racist and homophobic content.

In Virtual Environments, Michelle Ferrier’s graduate students recreated the International Civil Rights Museum and Center in Greensboro in the online platform Second Life, exploring how to simulate the experience of racism.

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

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

Elon's Advising Center has a coordinator of disabilities services who arranges accommodations for students with disabilities, ranging from note-taking in classes to providing testing rooms and proctoring. The coordinator works with units on specific needs. For instance, a wheelchair-bound student with severe auditory disabilities enrolled in a School of Communications course. The school rearranged its main-floor computer lab for the semester to accommodate the student's instructional needs.

In the history of the School of Communications, only one case of inappropriate faculty behavior has been reported, and that faculty member no longer is at Elon.

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

The School of Communications has improved its minority student enrollment from 8 percent at the last accreditation visit to 12 percent in 2010-11, and the university reports a first-year class that is 17 percent minority (defined as African-American, Hispanic, Asian and Native American), plus another 6 percent International students.

Theme 1 of the university's strategic plan is titled "An unprecedented commitment to diversity and global engagement." A School of Communications faculty member, Brooke Barnett, serves in the president's office as the Faculty Administrative Fellow for Diversity and Global Engagement.

Elon's Admissions Office holds two on-campus recruitment events targeted toward diverse students, and School of Communications faculty and students participate.

One is G.A.M.E. Day (Gathering of Achievers: Multicultural Experience) that offers high school sophomores, juniors and seniors an opportunity in the fall to learn about the multicultural experience at Elon in a relaxed Saturday atmosphere that includes attending a home football game. In fall 2011, G.A.M.E. Day included a panel of School of Communications faculty, staff and students talking about the multicultural experience for communications majors and in student media.

The other event is the Multicultural Experience Weekend each spring when students from diverse backgrounds are invited to campus to learn about academic programs, student organizations and campus activities and to have an opportunity to participate in a diversity leadership conference.

The Admissions Office targets its travel to optimize exposure to diverse students populations, and Communications faculty and staff have participated. The university also attends college fairs targeted specifically to multicultural students, such as the National Hispanic Fair.

In the past six years, the School of Communications has doubled its scholarship support for diverse students by receiving a second \$100,000 endowment grant from the Hearst Foundation, and the Triad Foundation and other sources provide additional scholarship funding for diverse students. At the university level, the Watson and Odyssey scholarship programs are available to students majoring in Communications.

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

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

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

Because Elon students can freely move from major to major, student retention rates are maintained for the university rather than for schools.

Retention rates are calculated on a year-to-year basis. For example, 94.7 percent of African-American students who entered Elon in 2009-10 returned for their sophomore year (2010-11). The retention rate for African-American students from first year (2007-08) to senior year (2010-11) was 86.6 percent. This retention rate compares to 81.7 percent for white seniors. Asian student retention from first year to senior year was the highest at 87.5 percent. The Hispanic senior retention rate was 71.4 percent; the trend line for the two most recent classes of Hispanic students looks much better.

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

The school provides special scholarship assistance in emergency situations and also nominates and encourages minority students to apply for outside scholarships. As an example, an Elon junior was awarded the 2009 LIN Television Corporation Minority Scholarship that pays up to \$20,000 annually for tuition, fees, books, room and board during his junior and senior years, plus a paid internship each summer and an opportunity for a job upon graduation with one of the LIN TV stations. The school also supports the travel of students to professional conferences. Some of these travel grants are diversity-related, such as students attending the NABJ convention each year.

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

Efforts by the School of Communications to recruit women and minority faculty have proven successful. As Table 8 shows, seven of the 13 full-time faculty members hired into permanent positions the past three years are women (Austin, Bravo, Clark, Lellis, Sturgill, Triche and Xu), and four are minority colleagues (Bravo, Clark, Nam and Xu).

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

Four of the seven staff members in the School of Communications are female. Administrative assistant Phyllis Phillips began working at Elon in 1991 and joined the school in 2001. Departmental assistant Pam Baker began working at Elon in 1987 and also joined the school in 2001. Maggie Mullikin, coordinator of graduate outreach and special programs, entered a permanent staff position in the school in 2009.

In addition, Nagatha Tonkins, who holds faculty rank and teaches internship classes, is on a 12-month contract as the school's director of internships and external relations. She received the 2008 Educator of the Year award from the National Association of Black Journalists as a faculty member at A&T, just prior to joining Elon.

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

The School of Communications provides an environment for success of all faculty members, regardless of gender or race. Since the 2005 accreditation visit, 15 faculty members have gone through tenure, promotion or continuation reviews. Twelve of the 15 (80 percent) were successful, including five women and two minority faculty. Of those unsuccessful, one was a white male, one was a white female, and one was a minority male.

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

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

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

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

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

These efforts have resulted in a number of women and minorities being invited to teach in the school. In the last three years shown in Table 9, the 13 newly hired adjunct faculty have included five women (Nix, Hondros, Howell, Sabo, Totten) and one minority faculty member (Carter).

12. *List visiting professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.*

Claudia Arzola, bilingual recruiter, Sports Endeavors, Mebane, N.C.
Davishia Baldwin, intern coordinator, National MS Society, Greensboro
Heather Beard, executive director, EarthShare, Durham
Jock Brandis, founder, Full Belly Project, Wilmington
Binka le Breton, author and president, Iracambi Atlantic Rainforest Research Center, Brazil
Igal Bursztyn, filmmaker and adjunct professor, Tel Aviv University, Israel
Ann Camden, senior vice president, Gibbs & Soell Inc., Raleigh
Kelcey Carlson, reporter/anchor, WRAL-TV, Raleigh
Shannon Marshall Castro, actress, Los Angeles
Heather Chapin, promotions director, WKZL Rock 92, Greensboro
Nina Easton, Washington Editor, *Fortune Magazine*, Washington
Lisa Faulk, digital executive producer, WXII-TV Digital Media, Winston-Salem
Frances Fawcett, account executive, Fleishman-Hillard Inc., Raleigh
Sarah Fedele, director of communications and marketing, American Heart Association, Dallas
Sarah Findle, social media and Hispanic marketing, Howard, Merrell & Partners, Raleigh
Morgan Josey Glover, reporter, *News & Record*, Greensboro
Joyce Gorham-Worsley, vice president of marketing, Greensboro Chamber of Commerce
Gunnar Grimsson, co-founder, Citizens Foundation, Reykjavik, Iceland
Ellen Hartman, president, Weber Shandwick, Atlanta
Stavros Hilaris, vice president and CTO, National Geographic Global Media, Washington
Cecile Holmes, journalism professor, University of South Carolina
Olivia Hubert-Allen, online producer, *The Virginian-Pilot*, Norfolk
Lisa Jackson, documentary filmmaker, Jackson Films, New York
MJ Jacobsen, vice president of communications, National Geographic Society, Washington
Allen Johnson, editorial page editor, *News & Record*, Greensboro
Diane Kees, communications director, N.C. Dept. of Energy and Natural Resources, Raleigh
Samiha Khanna, reporter, *News & Observer*, Raleigh
Maria Kulp, director of marketing communications, Burt's Bees, Durham
Susan Ladd, feature editor, *News & Record*, Greensboro
Charisse McGhee Lazarou, former vice president, Lifetime Television, Los Angeles
Kathi Lester, president KLaity, Inc., Greensboro
Jeremiah Lewis, director of radio promotions, Yep Roc Music Group, Hillsborough, N.C.
Elizabeth MacNamara, president of the League of Women Voters, Dekalb County, Ga.
Smari McCarthy, co-founder, International Modern Media Institute, Reykjavik, Iceland
Nancy McMeekin, CEO, TCL Institute, Cary, N.C.
Sir Walter Mack, pastor, Union Baptist Church, Winston-Salem
Mary Beth Marklein, education reporter, *USA Today*, McLean, Va.
Camilla Meek, director of marketing communications, Guilford College, Greensboro
Sunshine Overkamp, CEO, Overkamp Overkamp-Smith, Atlanta
John Owen, author and former journalist with the Canadian Broadcasting Company, London
Katie Parker, attorney, ACLU of North Carolina, Raleigh
Earnest Perry, journalism professor, University of Missouri
Byron Pitts, correspondent, "60 Minutes," CBS News, New York
Christina Rentz, director of national and regional press, Merge Records, Durham
Rachel Rumsey, creative director, Media Two Interactive, Raleigh
Parvez Sharma, documentarian, New York

Yonat Shimron, reporter, *News & Observer*, Raleigh
Gayle Sierens, anchor, WFLA-TV, Tampa, Fla.
Melanie Sill, editor and senior vice president, *The Sacramento Bee*, Sacramento
Jan Slater, interim dean and AEJMC president, University of Illinois
Werner Sollor, professor of African-American Studies, Harvard University
Rebecca Solnit, journalist and essayist, San Francisco
Tim Taylor, vice president of creative services, WGHP-TV, High Point
Nhia Vang, account executive, RLF Communications, Greensboro
Anzio Williams, news director, KCRA-TV, Sacramento
Allison White, assistant account executive, Trone Advertising, Greensboro
Kathryn Williford, assistant account executive, RLF Communications, Greensboro
Debora Wilson, former president, The Weather Channel, Atlanta
Margaret Winslow, project manager, Triad InternNet, Greensboro