

Part II: Standard 3. Diversity and Inclusiveness

Executive Summary

- The Bellisario College’s diversity plan is embedded in its 2014-2019 Strategic Plan. The College’s diversity objectives are regularly reviewed and guide the College’s priorities. A Statement on Diversity, Equity and Inclusive Excellence, drafted by the College’s Committee for Diversity and Inclusion and adopted by all departments and programs, defines diversity and articulates the College’s values.
- The Bellisario College infuses diversity throughout its academic programs, with diversity-related material in many required courses and general-education courses that serve the University. Recent graduates indicate that their experience in the College has increased their understanding of the importance of diversity-related issues.
- The Bellisario College continues to diversify its faculty ranks; is led by a highly diverse executive team; and has launched innovative programs to encourage a more diverse culture among faculty and staff. The College also brings in a strong slate of diverse speakers and alumni each year to interact with and inspire students.
- The Bellisario College has an outstanding – and constantly improving – track record of recruiting, retaining and graduating students from underrepresented groups. It has one of the most diverse student populations at the University, served by a vibrant, visible Office of Diversity & Inclusion.
- The Bellisario College is an active, contributing part of a University committed to providing an “All In” environment that values inclusivity. Its Office of Diversity & Inclusion enjoys a strong reputation and has been noted for its student services and events that are open to the campus community.

Introduction

Diversity—of faculty, students and curricula—long has been a College priority. Faculty and staff members value the richness of diversity. The College’s [Office of Diversity & Inclusion](#) (previously named the Office of Multicultural Affairs) has actively engaged in the recruitment and retention of a diverse student body; academic, personal and career counseling for students; support for student organizations; and programming to raise awareness of multicultural issues.

The Office, prominently located in the Carnegie Building, provides a welcoming environment for all students, faculty, and staff.

The College's Office of Diversity & Inclusion, headed by an assistant dean and a full-time staff assistant, is unique in journalism-mass communication education. The annual budget for the Office's personnel and operating costs totals more than \$212,570. The Office of Diversity & Inclusion works closely with the University's [Office of the Vice Provost for Educational Equity](#) and the College's Office of Internships and Career Placement, the Office of Academic Services, the department heads and the Deans' office to encourage a strong culture of diversity.

The Office has been recognized over the past decade for its efforts. It was named "Most Outstanding Department" (2010) by the Penn State Chapter of the NAACP; in 2011, Assistant Dean Joseph Selden was honored with AEJMC's Robert P. Knight Multicultural Award. Since the last reaccreditation visit, Dean Selden was honored in 2014 as a faculty selection for Penn State's Homecoming Court, and also in April 2014, AEJMC President Paula Poindexter visited the College to present the association's Equity and Diversity Award.

In the same academic year, the University phased out its *Framework to Foster Diversity*, a rigorous, yet oftentimes cumbersome process of goal-setting and reporting by academic units on diversity initiatives. Instead, units were asked to fold diversity into their strategic plans (and to limit those plans, in their totality, to a total of 10 pages). The College's [strategic plan for 2014-19](#) includes the following goal: "Reflect and promote an appreciation of diversity in our classrooms and among our students, faculty and staff." That goal is supported by four objectives and supporting strategies for each. In 2016, the College's Diversity & Inclusion Committee drafted a "Statement on Diversity, Equity and Inclusive Excellence" that was adopted by the College.

In the summer of 2015, the College spent about \$350,000 to develop new space in Carnegie – adjacent to its upstairs lobby and near the Advising and Internships and Careers offices – for the Office of Multicultural Affairs. This location gave the office much higher visibility and easier access for all students.

Joseph Selden retired in June 2017, and was replaced by Gary Abdullah, a graduate of the College with experience in advising and multicultural affairs. The designation for the office was changed to "Diversity & Inclusion" to better reflect the intent of its programs and its role in the College. Assistant Dean Abdullah has made it his top priority to ensure that the faculty, staff and students of the College know that the office is dedicated to serving the academic and extracurricular needs of persons of all backgrounds and identities. The Office of Diversity and Inclusion offers and an expansive interpersonal and departmental network of support.

1. **Complete and attach the following tables:**

[Table 4, “Area Population”](#)

[Table 5, “Student Populations”](#)

[Table 6, “Faculty Populations”](#)

[Table 7, “Full-time Faculty Recruitment”](#)

[Table 8, “Part-time/Adjunct Faculty Recruitment”](#)

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

The College’s Diversity Plan is folded into its Strategic Plan, which is limited to 10 pages in its entirety. The plan was drafted and approved in 2014. The College’s Committee for Diversity and Inclusion regularly reviews the diversity-related portion of the strategic plan, designing [action items for the plan](#). This is a continuous process, and updates are made regularly by the committee. In 2016, the committee drafted a [Statement on Diversity, Equity and Inclusion](#) to represent the College’s values and provide a definition of diversity. The statement was adopted by faculty and staff.

The College’s progress toward meeting its diversity strategic goals is assessed both internally and externally. At the College level, recruitment and retention statistics are monitored and diversity programs are evaluated for their effectiveness. The Committee for Diversity and Inclusion, which includes faculty, staff and students, meets regularly to address issues and take ideas back to their departments or program areas for discussion.

In addition to these program assessments, the College also uses individual meetings with faculty and staff members during the annual reviews to identify climate issues. It is our plan to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps.

The assistant dean for diversity & inclusion conducts informal climate assessments during his regular meetings with the College’s Diversity Scholars and in his meetings with the general student body, at student club meetings and roundtable discussions with club officers.

The College must also report progress on its strategic plan, including its diversity-related goals, annually to the University.

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

The College builds diversity-related material and learning objectives into many of its courses, including required courses in every major. A [table generated from a review of syllabi](#) in the College indicates that three-quarters of required courses in the College have a component addressing diversity built into the syllabus. The analysis, which looked at 135 different course sections across the College, also [listed specific exercises detailed on syllabi](#) during the 2017-18 academic year. An exit survey of seniors in May 2018 indicates that students believe they leave the College with a stronger appreciation of diversity and inclusion. In response to a question that asked them to rate, on a 1-to-4 scale, whether they had grown in understanding “the importance of integrating diversity in communications,” the average score was 3.24 for all majors. The score for improvement in understanding “the importance of having a global perspective in communications” was a 3.3.

The College also offers several popular General Education courses that draw students from both inside and outside the College. Those include COMM 205 Gender, Diversity and the Media. Other General Education courses, which serve hundreds of students across the University each year, also address issues of diversity, both domestic and international.

In addition to the diversity modules that are built into its course sections, the College also participates in [World in Conversation](#), a University-wide initiative. Through the use of the Socratic Method in small-group discussions, “facilitators take an ideologically neutral position that allows participants from all groups to candidly excavate their personal stories, experiences, and views. This approach makes possible the meaningful and productive navigation of complex, contentious issues.” The College began participating in World in Conversation (formerly called the Race Relations Project) in Spring 2006. Instructors can opt into the program for their students. The College has invested more than \$45,000 and more than 700 Bellisario students have participated in World in Conversation since 2012.

The College also has worked with the LGBTA Student Resource Center to build a network of welcoming faculty and staff in the College, to promote our courses with LGBT content and to engender a civil, tolerant learning environment for all students.

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

The College builds material and learning objectives relating to diverse cultures in a global society into many of its courses, as an [analysis of syllabi](#) indicates. An analysis of syllabi in Spring 2018 indicates that entry-level courses for all majors address issues related to communications in a global society. Those courses include large, survey-style courses – such as COMM 180 Survey of Electronic Media and Telecommunications, required of all Telecommunications majors – and smaller, required skills courses, such as COMM 260W News Writing and Reporting, required of all Journalism and AD/PR majors. An exit survey of seniors in May 2018 indicates that students believe they leave the College with a stronger appreciation of diversity in a global society. In a survey that asked seniors to respond to a question that asked them to rate, on a 1-to-4 scale, whether they had grown in understanding “the importance of having a global perspective in communications” the average was a 3.3 for students across all majors.

The College also offers several popular International Cultures courses that draw students from both inside and outside the College. Those courses include COMM 410 International Mass Communications and COMM 419 World Media Systems. Under University policy, these 400-level courses may be used to satisfy General Education requirements. Other College courses, General Education courses which serve hundreds of students across the University each year, also address issues of international and domestic diversity.

The College’s participation in [World in Conversation](#), a University-wide initiative, has in recent years focused on understanding of international cultures (see #3, above, for more detail on WiC). Furthermore, the College has since 2015 offered embedded-travel courses in all majors, giving students the opportunity to study and then travel, usually during Spring Break, to an international destination to apply the skills in their majors. The most long-running of these courses is International Reporting, which has for more than a decade taken students to global destinations for reporting.

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.

The College strives to develop and maintain a welcoming climate in the following ways:

Increased visibility of resources for underrepresented groups. The College's Office of Diversity & Inclusion, an oak-trimmed suite complete with reception seating, staff assistance area and large office for the assistant dean to hold small-group meetings, was relocated to a high-traffic, high-visibility location in Carnegie Building, just off the upstairs lobby and steps away from other student-services areas, in 2015. The Office clearly provides a welcoming climate for students and it increases the visibility of resources dedicated to them—all within the context of the hub for all of the College's student services. The Office also has an updated page on the College's website to alert prospective and current students about its services.

Accommodate the needs of those with disabilities and the needs of a changing population of students. The College and University strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members. Penn State's Student Disability Resources personnel work individually with each student needing accommodation, beginning with the application process and continuing through graduation. The College's advising staff works in cooperation with this office to ensure that students with disabilities have full access to our classes and programs. Penn State's Affirmative Action Office provides accommodations for employees with disabilities.

The College is located in an ADA-compliant facility. In 2016-17 it added a gender-neutral restroom in the Carnegie Building.

Cultural heritage recognition events, lectures and other special programs. The College has been praised for its excellent work in offering events accessible to the campus that celebrate diversity and inclusion, and its events have been promoted on the University's ["All In"](#) website. Professionals and academics with varied backgrounds or expertise introduce students to diverse perspectives. The majority of these special events draw large groups of students and community members. See item No. 12 in this section for a listing of professionals who have participated in recent cultural heritage recognition events, endowed lectures and other special programs.

Open office hours. The College's assistant dean for diversity & inclusion is available each day from 9 a.m. to noon to meet with students, faculty and staff, alumni and families to discuss College updates, academic requirements, personal concerns, semester activities, internship and job opportunities, and more.

College Committee. The College has a diversity committee that meets to discuss general matters of inclusivity, address and assess goals in the strategic plan and provide input on the

climate in the program. The committee includes the dean, the assistant dean for diversity & inclusion, the College's strategic partner for human resources, and faculty, staff, and student representatives.

Executive Committee. The assistant dean for diversity & inclusion serves on the College's executive committee, along with department heads, various directors and the academic deans. The committee members discuss diversity and climate issues in the College.

Support of climate-related efforts by the University. The College has encouraged and supported faculty, staff and student participation on University-wide committees that foster diversity. Its students have been among the most active on campus with diversity groups. A number of our students are involved in various University student organizations. Faculty members have recently served in the leadership of Penn State's Commission for Women and Commission for Lesbian, Gay, Bisexual, Transgender & Queer Equity. One faculty member coordinates the Penn State Pow Wow, an annual weekend event that celebrates American Indians and draws support from across Penn State, including from the President's office.

Penn State also conducts surveys to assess the workplace climate at the University. The latest survey was conducted in 2017. The dean served on an advisory committee that designed the survey. Although [University results](#) have been released, results for the College have not yet been made available.

In addition to formal program assessments conducted by the University, the College also uses the individual meetings with faculty and staff during the annual reviews to identify climate issues. These are designed to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps. Also, members of the diversity committee are charged with informally assessing the climate of the College and reporting any concerns.

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 College is aggressive in its recruitment efforts. For five of the past six years, the Office of Diversity and Inclusion and its student diversity ambassadors regularly conducted phone-a-thons to reach out to prospective students from underrepresented minorities (URM) and used the assistance of alumni throughout the country to recruit prospective students. In 2017-18, the new assistant dean worked with the College's recruitment coordinator to instead design

personalized mailings for prospective students in lieu of the phone-a-thons, which had waned in their ability to reach prospects.

The assistant dean for diversity and inclusion regularly meets with prospective students and families who visit campus to tour our facilities and meet faculty, advisers, and current students. Additionally, the assistant dean works closely with offices across the University to ensure that the Bellisario College is represented at events that focus on the recruitment of under-represented populations. These events include: Spend A Summer Day, Spend A Fall Day, Let's R.I.D.E, For the Glory, the Philadelphia Honors Convocation, BOSS "Other Majors" Luncheon, and the Upward Bound College Fair.

The assistant dean for diversity & inclusion also works closely with the associate dean and the director of graduate programs to recruit, retain and graduate diverse students in the College's master's and Ph.D. programs. A key initiative is recruiting students from historically Black colleges and universities (HBCUs) to participate in the University's Summer Research Opportunity Program (SROP). The College selects a graduate student or faculty member to supervise a research project during the summer to give the student an opportunity to conduct research and explore the opportunities for a graduate degree in the College. Funding support also has been a key factor with the use of the University's Bunton-Waller Assistantships and Fellowships.

The College also has developed a sizable scholarship program for students from underrepresented groups. In 2017-2018, we were able to award \$461,344 in earmarked College scholarship funds to these students—more than double the \$203,414 in 2013-2014. The College's students from underrepresented groups also benefit from substantial scholarship funds awarded by the University. In 2017-2018, they received \$4,225,614 in scholarships controlled by the University—up from the \$2,862,924 in 2013-2014.

Since our last accreditation review in 2012, enrollment of URM students in the College has increased—from 498 in Fall 2012 to 528 in Fall 2017—even though our overall enrollment did not significantly increase.

The College's enrollment of URM students since 1995:

Year	Enrollment	% Increase/Decrease from Preceding Year
1995	177	11.0%
1996	187	5.6%
1997	212	13.4%
1998	269	26.9%
1999	291	8.2%
2000	303	4.1%
2001	332	9.6%
2002	383	15.4%
2003	376	-1.8%
2004	357	-5.1%
2005	365	2.2%
2006	387	6.0%
2007	386	-0.3%
2008	391	1.3%
2009	414	5.9%
2010	443	7.0%
2011	469	5.9%
2012	498	6.2%
2013	536	7.6%
2014	502	-6.3%
2015	553	10.2%
2016	519	-6.1%
2017	528	1.7%

Source: iTwo Official Fall Enrollment

Extracted: 7/7/18

In Fall 2017, 21.29 percent of undergraduate students in the Bellisario College were from underrepresented groups, exceeding the overall Penn State-University Park representation of 20.48 percent. The College's system-wide (including intended majors at the campuses) percentage of students of color in Fall 2017 was 20.1 percent—higher than the University's 17.2 percent. The College has also traditionally enrolled more women than men. In Fall 2017, it enrolled 2,065 females (62.1 percent), compared to 45.3 percent University wide.

- 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 College’s admission requirements do not vary from those of the University in ways that disadvantage URM students. On the contrary, these students enter the College at a higher proportion than they do other academic units.

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.

The College is particularly proud of its retention rates for underrepresented students, which consistently have exceeded campus-wide percentages. [Retention rates for URM students](#), including those from outside the U.S., between their freshman and sophomore years have averaged in the low-90 percent range (92.2% for the Fall 2016 cohort); retention rates between the sophomore and junior years at University Park have increased to 88.4 (Fall 2015 cohort) from 84.4 percent (Fall 2013 cohort).

The percent of students of color in the College’s various baccalaureate graduating classes has also increased. The last self-study reported that in 2010-2011, 135 URM students made up 14.4 percent of the graduating classes. The College’s baccalaureate degree student graduation profiles by ethnicity for 2017-2018, the latest year for which statistics are available, show an increase:

Baccalaureate Degrees Earned by Ethnicity 2017-2018

Ethnicity	Number of Graduates	% of Total
Hispanic/Latino	66	8.1%
American Indian/Alaska Native	1	0.1%
Asian	19	2.3%
Black/African American	49	6.0%
Two or more races	23	2.8%
Subtotal, Students of Color	158	19.5%
White	550	67.9%
Race/Ethnicity unknown	16	2.0%
International	86	10.6%
Total Degrees Earned	810	100.0%

Source: iTwo LP-Student Records

The College also takes pride in the recognition that many of these students have earned. The College consistently is among the nation’s leaders in students honored by the American

Advertising Federation’s “Most Promising Minority Students” Program. Since 2007-2008, 37 students from the College have been selected—second most in the nation.

The College traces its success in retaining and graduating students of color primarily to the hard work of its Office of Diversity & Inclusion and its academic advising operation.

Here is a summary of College programs, activities and initiatives that contribute to the high retention and graduation rates:

- **Academic Advising.** The College’s assistant dean for diversity & inclusion, a former academic adviser in the College, works closely with the Office of Academic Services to help students succeed academically and at Penn State. He refers students to that office but works closely with advisers to ensure students get help with issues such as time and stress management.
- **Peer Mentors.** Until the 2017-18 academic year, the Office of Diversity & Inclusion ran a peer mentor program that matched upperclassmen with entering students. The program has since been replaced with a University-wide program that serves all underrepresented first-year students: [BLUEPrint](#).
- **Academic Intervention Program.** The assistant dean and his staff assistant reach out to URM students who achieve lower than a 2.00 grade-point average, encouraging them to come in for additional advising. During these sessions, the College provides special study skills and time management instruction and develops a more manageable schedule for students to pursue while remaining on track for graduation. The assistant dean will also, depending on the students’ needs, address personal issues such as financial, test anxiety, depression and family deaths by referring students to the appropriate campus departments.
- **Student Club Advising.** The assistant dean facilitates and encourages new URM students in joining the array of student organizations across the College, and is also adviser to the multicultural student-run media site *The Underground*. The office of Diversity & Inclusion is also working with students to re-establish journalism organizations aimed at supporting diverse populations, such as NABJ and NAHJ.
- **Scholarships.** Increasing scholarship awards and opportunities afford the College the capability to recruit and retain many top students. With the addition of 15 new scholarships directed toward recruitment and retention in recent years, six were specific to

diversity. The value of those six awards is \$74,750.

- ***Diversity Meetings.*** The assistant dean routinely conducts meetings to discuss academic requirements; cultural heritage activities; meet faculty, student scholars and alums; discuss semester activities; recognize outstanding academic and leadership achievements and discuss personal concerns.
- ***Career Placement and Internships.*** The College is committed to matching students with potential employers through an aggressive in-house Office of Internships and Career Placement. The College's assistant dean for diversity & inclusion and its assistant dean for internships and placement work hand-in-hand to secure best-possible placements.
- ***Study-Abroad Opportunities.*** Underrepresented students are encouraged to participate in the study-abroad program and are often supported to participate in the College's embedded-travel courses across all majors. We have students of color each year who study in universities around the world. Students are encouraged to enhance their education by gaining an international perspective.

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

Diversity among faculty in the College has improved since the last accreditation review in 2012. In Fall 2018, the College has 28 full-time female faculty members (38.9 percent) and 10 faculty members of color (14.5 percent). Although its percentage of faculty from underrepresented groups is slightly lower than the University, the College has a higher percentage of Black faculty members than the University. The full-time staff of 45 includes 27 women (60 percent) and 9 persons of color (20 percent). Of all the academic colleges at University Park, the College's percentage of minority staff members tops the list. People of color and women occupy multiple leadership and management positions in the College:

- Marie Hardin, a White female, is dean.
- Gary Abdullah, a Black male, is assistant dean for diversity & inclusion.
- Anthony Olorunnisola, a Black male, is head of the Department of Film-Video and Media Studies.
- Maura Shea, a White female, is associate department head of the Department of Film-Video and Media Studies.
- Karen Mozley-Bryan, a Black female, is director of operations.
- Sandi Rockwell, a White female, is director of finance and administration.

- Shannon Kennan, a White female, is director of outreach and instructional design.
- Letitia Bullock, a Black female, is coordinator of graduate education.
- Julie Evak, a White female, is director of undergraduate education.
- Jose Lugaro, a Latino male, is director of development.
- Fuyan Shen, an Asian-American male, is head of the Department of Advertising/Public Relations.
- Yu-Tai Chung, an Asian-American male, is director of information technology.

The College strives to further diversify the staff by actively recruiting through personal contacts, networking and organizations. Search committee chairs and members attend an annual session, conducted by the University, aimed at raising awareness of diversity as a critical component in the search process and addressing such issues as “microaggressions” and the impact of implicit bias. It advertises faculty positions in publications and on websites directed toward diverse populations. It also submits the list of semifinalists for all faculty searches to the University’s [Affirmative Action Office](#), which determines whether there is sufficient diversity to move forward with the selection process.

The University’s location – in a region of Pennsylvania with an even higher Caucasian/White population (about 90 percent) than that of the state – provides a challenging environment in which to recruit faculty and staff of color. But the College understands and embraces its ongoing obligation to foster a diverse teaching and learning community. It has launched innovative programs to bring more diversity to the classroom, including:

Faculty exchange in partnership with HBCU Morgan State University. The College initiated and supports a faculty exchange program wherein at least one faculty member each year from the College spends a week at Morgan State’s [School of Global Journalism & Communication](#), and a faculty member from Morgan State visits the College, working with students and giving class lectures. The partnership has led to joint reporting projects between the two programs, including a [spring-break reporting project](#) for Morgan State and Penn State students on the gentrification of Baltimore neighborhoods. Morgan State students also joined an International Reporting class trip to Greece in 2017.

Donald P. Bellisario faculty-in-residence programs. Another initiative to help the College further promote diversity and expand its network for faculty candidates was launched soon after the Donald P. Bellisario endowment was created in 2017. A “Bellisario Professional in Residence” program is a semester-in-residency designed to attract the most accomplished professionals from the field who bring diversity to the College. [Walter Middlebrook](#), who brings decades of executive-level journalism experience to the Journalism program, is the inaugural Bellisario Professional-in-Residence. A “Bellisario Scholar-in-Residence,” to launch in Fall 2019, is designed to attract top academic scholars to spend a semester at Penn State.

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 College’s visible demonstration of support for diversity and its culture of inclusivity are the key strategies for retaining our employees. Creating a welcoming climate—where each individual feels valued—is the key to retaining employees. The College strives to accomplish this in the following ways, which are open to all faculty members, including women and those from underrepresented groups:

- The College provides resources to support scholarship and professional involvement. Faculty members are allotted a travel budget to enable them to participate in conferences, conduct research and develop a network of diverse colleagues. Staff members are encouraged to participate in College-funded training and development courses. Employee appreciation functions take place each year. Faculty and staff awards to recognize outstanding employees are presented annually.
- Advisory committees of faculty and staff both meet regularly to get College updates and to advise the dean on professional development initiatives, programs, events and issues that employees or students in the College may be facing.
- The College encourages respect for and celebration of intellectual diversity through cultural heritage celebrations, guest speakers and visitors from underrepresented groups, minority faculty visiting appointments, diversity-related outreach, and international projects that have resulted in establishing relationships with international universities and news organizations.
- Promotion and tenure workshops take place each year at the University level so all faculty members—majority and minority—are knowledgeable of the required

performance expectations. Promotion and tenure committee members participate in the workshops to provide guidance and proven strategies to achieve tenure. Department heads, deans, tenured faculty and committee members meet individually with untenured faculty members throughout the year to provide personalized assistance in preparing for tenure reviews.

- Faculty salaries are compared at the national level and internally to assure that they are equitable and competitive.

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 College is aggressive in casting the widest possible net for adjunct faculty members each year. However, given its location in central Pennsylvania (about 90 percent white population and very few media outlets), the pool is not deep. In spring 2018, the College had 78 part-time faculty members—of whom 21 were persons of color (26.9 percent) and 34 (43.6 percent) were women.

In total, the College had 144 faculty members in spring 2018 (full- and part-time); 30 were of color (20.83 percent) and 57 (39.6 percent) were women. Clearly and unambiguously, the College has a very diverse faculty and staff—particularly given its location in central Pennsylvania.

Persons of Color and Female Professionals – Spring 2018

Part-time Faculty

Stephanie Berberick
Michelle Bixby
Curtis Chan
Jennifer Cruden
Anne Danahy
Linda Feltman
Ralph Herrera
Vanessa McLaughlin
Brandie Nonnecke
Heather Robbins
Amit Schejter
Deepak Sethi
Stacie Shain
Audrey Snyder

Jenna Spinelle
Timeka Tounsel
Adrienne Waterston
Jaclyn Wechtenhiser

Of 46 professionals who are part-time in the College, six are from underrepresented domestic groups and 14 are women.

**Persons of Color and Female Graduate Students who are
Part-Time Faculty of Record – Spring 2018**

Adjunct Faculty

Yang Bai
Stefanie Davis
Arienne Ferchaud
Litzy Galarza
Elysia Maria Galindo-Ramirez
Andrew Gambino
Erica Hilton
Jin Kang
Jinyoung Kim
Sushma Kumble
Bingjie Liu
Lu Wei Rose Luqiu
Bumgi Min
Fatimata Wunpini Mohammed
Stephanie Orme
Lewen Wei
Anli Xiao

Of 19 graduate students who teach in the College, 15 are from domestic underrepresented groups or are from outside the U.S., and 14 are women.

12. List visiting professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years (prior to the self-study year) whose background or expertise served to introduce students to diverse perspectives.

- Mia Aquino, director of social media, VH1, served as a panelist, Panel: Digital Media Professionals (September 2015).
- Elise James-DeCruise, senior director, head of global training, New Marketing Institute lectured on “Key Trends in Digital Marketing” (September 2015).
- Nancy Armour, female pioneer in sports writing and sports columnist, USA Today, served on a panel of national sports writers and met with students in the Association for Women in Sports Media (AWSM), (October 2015).

- Ricardo Mendez Matta, producer/director, lectured on “Forging a Career in Hollywood: A Latino’s Story of Survival and Success” (October 2015).
- Clara Benice, director/producer, LuLuh LL, spoke to Comm students about women in broadcasting (October 2015).
- Eyal Sagui Bezawe, filmmaker, provided a screening of his film, “Arab Movie” (October 2015).
- Alumnus Joshua Grannell, drag performer, writer and director, held a screening of his film, “All About Evil” (October 2015).
- Karma Chavez, associate professor, University of Wisconsin, lectured on “Queer Politics of Coalition Building” (October 2015).
- Michael Bremer, director of student programs, and Mark Lindsay, independent producer, lectured on “Where Passion Becomes Opportunity” for the Office of Diversity and Inclusion (November 2015).
- Luzer Twersky, actor, spoke at a Q&A after the film screening of “Felix and Meira” about an Orthodox Jewish community (November 2015).
- Rebecca Traister, author and journalist, presented a lecture, “The Case For and Against Hillary Clinton” (November 2015).
- S. Revi Sterling, deputy chief of party for Global Broadband and Innovations Alliance, served as a Don Davis Program guest lecturer, “Why Do We Still Have to Talk about Gender in ICTD?” (November 2015).
- Lester Munson, senior writer and legal analyst, ESPN, spoke about Bronstein lecture: “Fair Play in Sports News” (November 2015).
- Alumna Riva Marker, producer, held a film screening of “Beasts of No Nation” (December 2015).
- Alumnus Reginald Walker, Emmy award winner and producer, ESPN, spoke to Comm students (February 2016).
- Marc Spears, NBA writer, Yahoo! Sports, presented a lecture, “Covering Sports, Covering Race” (February 2016).
- Alumna Kim Kingsley, co-founder, POLITICO, spoke to Comm students (March 2016).
- Alysia Burton Steele, professor, University of Mississippi, discussed her book, “*Delta Jewel’s: In Search of My Grandmother’s Wisdom*” (March 2016).

- David Smith, president, The Forage Center for Peacebuilding Studies, lectured on “COMM Jobs in Peacebuilding” (March 2016).
- Leezel Tanglao, CNN Money Multimedia Journalist, lectured on “Creating Your Metric Success: How to Navigate the Changing Digital World” for the Office of Diversity and Inclusion (March 2016).
- Charlene Teters, member of the Spokane Tribe, and Richie Plass, member of Menominee Tribal Nation, served on a panel discussion, “American Indians, The Media and Team Sports” (March 2016).
- Pamela Divinsky, founder of the Divinsky Group, served as a Davis Symposium in Advertising Ethics guest lecturer presenting “What Do You Stand For? And, Does It Really Matter?” (April 2016).
- Mandy Murphy, growth/strategy head, PeacePlayers, discussed women in sports with Comm students (April 2016).
- Vicki Fong, manager of public relations, Penn State, discussed “Not Fresh Off the Boat: Living Multiculturally” with Comm students (April 2016).
- Rob King, senior vice president, ESPN, was a guest who lectured on “The Future of Sports Television” for the John Curley Center for Sports Journalism (October 2016).
- Kevin Merida, editor at ESPN, was a guest lecturer as part of the Foster-Foreman Conference of Distinguished Writers (October 2016).
- Ivey DeJesus, reporter for PennLive/The Patriot-News, presented “The Brown Factor: The Importance of Being Brown and Being in the Newsroom” for the Office of Diversity and Inclusion as part of Hispanic Heritage Month (October 2016).
- Elisabeth Rosenthal, editor in chief at Kaiser Health News, was a guest lecturer as part of the Foster-Foreman Conference of Distinguished Writers (October 2016).
- Alumna Mary Meder, president, Harmelin Media, spoke to Comm students (October 2016).
- Dannagai Young, associate professor, University of Delaware, presented a lecture, “The Promise and Peril of Political Humor as a Rhetorical Device” as part of the Robert M. Pockrass Memorial Lecture (October 2016).
- Amanda Gifford, senior director, talent, ESPN, spoke to Comm students about women in broadcasting (November 2016).

- Sarah Spain, radio host and ESPN commentator, and Julie DiCaro, radio host, presented a lecture, “#MoreThanMean” about harassment of women in sports for the John Curley Center for Sports Journalism (November 2016).
- Sheila Shirazi, film editor, held a Q&A after a film screening of “Bright Lights” (February 2017).
- Liz Brown, communications director, Little League, spoke to Comm students about women in sports (February 2017).
- Alumnus Chenits Pettigrew, CEO, Rapport Studios, was a guest lecturer, “Plan for Paradise” as part of Black History Month (February 2017).
- Alumna Nina Jack, producer of Better Call Saul, spoke to a Comm classroom about broadcasting (March 2017).
- Alumnus Rob Boulware, communications director, Senenea Resources, spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Alyson Joyce, public relations director, Seneca Resources, spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Meredith Topalanchik, senior vice president, CooperKatz, spoke to a Comm classroom about women in the communications industry (March 2017).
- Alumna Natalie Buyny, senior AE, Tierney, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Pam Hervey, president, FUEL, spoke to a Comm classroom about women in the broadcast industry (March 2017).
- Alumna Bernadette Dunn, senior director, ARRIS, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Kathy Heasley, president, Heasley & Co., spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Brenna Thorpe, senior consultant, Booz Allen Hamilton, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Monica Miller, manager, Cox Media, spoke to a Comm classroom about women in media (March 2017).
- Alumna Lauren Raisl, CEO, Purple Ocean Ventures, spoke to a Comm classroom about women entrepreneurs (March 2017).

- Shannon Furman, producer/director, NFL Films, spoke to a Comm classroom about women in the broadcast industry (March 2017).
- Jose Anequera Guzman, award-winning Columbian activist, spoke to Comm students (April 2017).
- Marwan Kraidy, professor of Communication, University of Pennsylvania, presented as part of the Pockrass Memorial Lecture (September 2017).
- Christine Carrier, senior vice president, Affiliate Sales & Marketing, Starz was a Hearst Visiting Professional (October 2017).
- Alumna Arianna Davis, digital director, OprahMag.com, spoke to Comm students (October 2017).
- Alumna Jianghanhan Li, PhD student, Columbia University, spoke to Comm students (October 2017).
- Christine Carrier, senior VP, Affiliate Sales & Mktg, Starz, spoke to Comm students about the corporate tv industry (October 2017).
- Shalini Narayanan, communications consultant, spoke to Comm students (October 2017).
- Lynsey Addario, Pulitzer Prize winning photographer and author of *It's What I Do: A Photographer's Life of Love and War*, presented at Penn State Reads (October 2017).
- Wesley Lowery, Pulitzer Prize winning journalist, Washington Post, and Lisa Falkenberg, Pulitzer Prize winner, Houston Chronicle, were guest lecturers for the Foster-Foreman Conference of Distinguished Writers (October 2017).
- Sandy Gould, global head of talent acquisition and activation for Oath (Yahoo plus AOL), talked to Comm students about hiring LGBTQ talent (October 2017).
- Rebbie Ratner, filmmaker, held a Q&A after a screening of her film, "Borderline" about Borderline Personality Disorder (November 2017).
- Jenali Cobb, writer, presented a lecture about race and justice (November 2017).
- Barbara Freeman, founder of Freeman House, took part in a panel discussion after a sneak peak of "The Turn Out", a film by Pearl Gluck, assistant professor, film-video, Donald P. Bellisario College of Communications (November 2017).
- Roldy Leyva, vice president, global diversity, Sodexo, served as a Hearst Visiting Professional, his lecture was titled, "Diversity and Inclusion: A Critical Business Imperative" (December 2017).

- Louis Moore, associate professor at Grand Valley State University, spoke to Comm students for the John Curley Center for Sports Journalism (January 2018).
- Alumna Deb Gelman, producer/director, CBS, spoke to Comm students for the John Curley Center for Sports Journalism (February 2018).
- Jessica Luther, journalist and author of *“Unsportsmanlike Conduct: College Football and the Politics of Rape”* spoke to Comm students (February 2018).
- Michael Humphrey, author and faculty, Colorado State University held a lecture as part of the Don Davis Program in Ethical Leadership (March 2018).
- Kendra King, vice president of account planning for Razorfish, lectured on “You’ve Got the Power: Personal Accountability in the Advertising Industry” as part of the Don Davis Program in Ethical Leadership (March 2018).
- Mark Russell, executive editor, Memphis Commercial Appeal, lectured on “How Journalism Can Recapture It’s Mojo” as part of the Oweida Lecture in Journalism Ethics (March 2018).
- Alumnus Bjorn Trowery, public relations director, Heineken, spoke to Comm students (March 2018).
- Alumnas Ali Nicastro, sponsorships, MLS; Shannon Furman, NFL films; Karissa Maxwell, deputy editor, Sporting News and Hannah Biondi, promotions manager at Showtime, served on a panel discussion, “Comm Career Conversations: Breaking into the Sports Industry: A Woman’s Perspective” (March 2018).
- Tommie Smith, 1986 Olympian, Wyomia Tyus, athlete, and Harry Edwards, professor at UC Berkeley, held a Q&A on the 1968 Olympics (April 2018).
- Gayle Sierens, retired TV journalist, spoke to Comm students (April 2018).
- Alumnus John Urschel, writer and mathematician, held a lecture (April 2018).
- Judd Nelson, actor and film narrator, attended the screening of “Cojot”, a film by Donald P. Bellisario College of Communications faculty member, Boaz Dvir, about a Holocaust survivor (April 2018).
- Curley Center Alumni-Student Reunion dinner with included a dozen diverse professionals, including the following: Jim Buzinski, co-founder of Outsports and sports editor at The Los Angeles Times; Megan Flood, content associate, ESPN; and Jake Somerville, NBC Sports (April 2018).