

Part II, Standard 3. Diversity and Inclusiveness

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Executive summary

FIU and the SJMC are committed to serve the diverse population of South Florida and make that commitment a cornerstone of their respective mission statements. More important, this commitment is an integral part of everything the SJMC does on a daily basis, from our outreach and engagement efforts to our curriculum; from our programs, events and activities to our faculty’s academic and creative scholarship; from our support and mentoring of a diverse faculty body to our support for student organizations that foster diversity and inclusiveness.

Over the past decade, the SJMC has consistently enrolled a higher percentage of students from ethnic and racial minorities than the university as a whole. The SJMC often exceeds 80 percent minority students in its enrollment (86 percent in fall 2013 vs. 85 percent at FIU).

The SJMC Diversity Plan below updates and revises the previously existing plan in significant ways. The most significant changes from the last accreditation review include the adoption of a Diversity Statement that also includes general guiding principles, as well as the formation of the SJMC Diversity Committee in summer 2013.

The committee, which has faculty, staff and community representatives, has been working closely with student organizations and the recently formed Dean’s Student Advisory Council, which is also highly diverse (100 percent of student council members are from minority groups).

Besides leading the discussion on the necessary updates for our Diversity Plan, the SJMC Diversity Committee is tasked with overseeing its implementation, conducting periodic student and faculty surveys, organizing events and programs related to diversity, and suggesting activities that can advance diversity and inclusiveness in the curriculum.

The Dean's Advisory Board, composed by distinguished alumni, community members and accomplished communication professionals, boasts an impressive array of diverse voices, helping SJMC fulfill its role as an educator and leader in diversity efforts in South Florida. Of the 18 board members, six are women and 10 are from minority groups. For names and affiliations of the individuals, see Standard 8, Response 3.

Please respond to each of the following instructions:

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

Table 5: Area Population

Category	Miami-Dade	Broward	Monroe	Totals
Black/African American	425,650 (17.1%)	449,677 (25.7%)	3,851 (5.3%)	879,178 (20.4%)
White	383,551 (15.4%)	760,817 (43.5%)	52,089 (71.3%)	1,196,457 (27.7%)
Am. Indian/Alaska Native	2,014 (0.1%)	3,394 (0.2%)	247 (0.3%)	5,655 (0.1%)
Asian	35,841 (1.4%)	55,692 (3.2%)	782 (1.1%)	92,315 (2.1%)
Hispanic/Latino	1,623,859 (65%)	438,247 (25.1%)	15,071 (20.6%)	2,077,177 (48.1%)
Native Hawaiian	468 (0%)	762 (0%)	60 (0.1%)	1,290 (0%)
Two or more races	20,099 (0.8%)	30,325 (1.7%)	914 (1.3%)	51,338 (1.2%)
Other race	4,953 (0.2%)	9,152 (0.5%)	76 (0.1%)	14,181 (0.3%)
Female	1,288,071 (51.6%)	901,495 (51.6%)	34,128 (46.7%)	2,223,694 (51.5%)

Source: Source: 2010 Census

Table 6: Student Population

Academic year 2013 – 2014

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	52 (12.5%)	124 (10.4%)	176 (10.9%)	4,726 (12.1%)
White	36 (8.7%)	101 (8.5%)	137 (8.5%)	3,911 (10.2%)
Am. Indian/Alaska Native	1 (0.2%)	7 (0.6%)	8 (0.5%)	32 (0.1%)
Asian	16 (3.9%)	25 (2.1%)	41 (2.5%)	1,058 (2.7%)

Hispanic/Latino	297 (71.6%)	877 (73.4%)	1,174 (72.9%)	26,031 (66.7%)
Native Hawaiian	0 (0.0%)	0 (0.0%)	--	54 (0.1%)
Two or more races	0 (0.0%)	0 (0.0%)	--	697 (1.8%)
Other race	7 (1.7%)	15 (1.3%)	22 (1.4%)	601 (1.5%)
International (any race)	6 (1.4%)	46 (3.8%)	52 (3.2%)	1,869 (5%)

Table 7: Full-time Faculty Population

Academic year 2013 – 2014

	Total Group	Female	% of total Faculty	Male	% of total Faculty
Black/African American					
White	18	10	33%	8	27%
Am. Indian/Alaskan native					
Asian	2	2	7%		
Hispanic/Latino (any race)	10	6	20%	4	13%
Native Hawaiian					
Two or more races					
Other race					
International (any race)					

Table 7a: Part-time Faculty Population

Academic year: spring and fall 2014 semesters

	Total Group	Female	% of total Faculty	Male	% of total Faculty
Black/African American					
White	14	6	26%	8	35%
Am. Indian/Alaskan native					
Asian					
Hispanic/Latino (any race)	9	4	17%	5	22%
Native Hawaiian					

Two or more races					
Other race					
International (any race)					

Table 8: Full-time Faculty Recruitment

	2011 – 2012	2012 - 2013	2013 – 2014
Openings	3	3	1
Total applicants in hiring pool	89	158	22**
Females in hiring pool	63	103	12
Female finalists considered	4	9	3
Offers made to females	3	3	No offers made to any applicants
Offers accepted by females	3	3	
Minorities in hiring pool	42	87	8
Minority finalists considered	N/A*	N/A*	N/A*
Offers made to minorities	1	1	No offers made to any applicants
Offers accepted by minorities	1	1	
International faculty in hiring pool	Not available	Not available	Not available
International faculty considered	N/A*	N/A*	N/A*
Offers made to international faculty	1	1	No offers made to any applicants
Offers accepted by international faculty	1	1	
Applicants declining to identify ethnicity	14	32	3

* no access to individual ethnicity/nationality available until after an individual is hired

** position open for recruitment – all data provided are as of 7/24/2104

Table 9: Part-time/Adjunct Faculty Recruitment

The school conducts searches for adjunct faculty by casting a wide net that reaches members of professional organizations, by communicating with contacts and partners in local industry, and by acting on faculty recommendations of individuals in the professional community.

Of the 23 adjunct faculty who taught in spring and fall 2014 semesters, 39 percent were Hispanic (compared with 43 percent of full-time faculty) and 43 percent were female (compared with 60 percent of full-time faculty).

Seven of the 23 hold undergraduate or graduate degrees from FIU. Of those, five have both degrees from the university. Another adjunct is working toward a PhD at FIU.

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.

The school's faculty adopted a Diversity Statement on March 6, 2014, and a revised diversity plan in August 2014 as follows:

SJMC DIVERSITY STATEMENT

(adopted March 6, 2014)

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion. The SJMC implements this by:

- Being proactive about its recruitment and retention of a diverse body of faculty, staff and students.
- Organizing and sponsoring programs, activities and events - including guest speakers - that reflect this mission and associated goals.
- Including in the curriculum of SJMC courses, content, modules and assignments that advance the understanding of diversity and the role of communicators in a multicultural society.

SJMC DIVERSITY PLAN

(revised and adopted August 2014)

Student Diversity*

- 1) **Goal:** Partner with high schools and community colleges in the surrounding communities in order to increase our recruitment of students from underrepresented groups, especially but not limited to African-American, Afro-Caribbean, Asian-American and Native American students.

Future outcome: Seek to maintain an ethnic diversity percentage breakdown that, at a minimum, reflects the ethnic diversity of South Florida. The numbers will be assessed on an annual basis.

- 2) **Goal:** Take better advantage of FIU and outside resources available for recruiting and retaining students from lower socio-economic strata and students who are the first in their families to attend college.

* Measurable outcomes for these goals will be found under questions #3, #4 and #5 for this standard.

Future outcome: Work closely with FIU's Office of Admissions, especially its Diversity Recruiter, to share university resources and efforts, and devise strategies for effective recruitment of students from traditionally underserved groups.

Faculty and Staff Diversity

- 1) **Goal:** Strengthen and expand our efforts to have a broad representation of minorities and women in the school's faculty and staff.

Future outcome: To increase our recruitment efforts so that the number of African-American/Afro-Caribbean faculty members better reflects our student population.

- 2) **Goal:** Partner with other institutions in Florida, such as historically Black colleges and universities, in order to offer our students and faculty a wider spectrum of activities, opportunities, ideas and experiences.

Future outcome: To establish research and teaching collaborations with Hampton University, Barry University and Florida Memorial University that include joint activities and a possible faculty and student exchange program by fall 2016.

Curriculum

Goal: Work within the appropriate shared governance channels (departments, faculty assembly, curriculum committee) to find the best ways to include content focused on diversity and inclusiveness in the school's curriculum.

Future outcomes: Finalize a thorough assessment of the current SJMC curriculum to identify content related to diversity and inclusiveness by spring 2016; identify possible gaps in the curriculum in those areas by summer 2016; propose solutions for better covering those areas in the curriculum (new courses and/or course modules) by fall 2016.

Student Support

Goal: Seek philanthropic partners, including local businesses, which are willing to support scholarships that provide financial assistance for students from historically underserved populations and underrepresented populations within the SJMC.

Future outcome: Develop by summer 2016 together with the SJMC's Director of Development funding proposals specifically aimed at providing scholarships and other opportunities for students from diversity and/or traditionally underserved groups.

Engagement with Professional Organizations

- 1) **Goal:** Strengthen our partnerships with professional organizations and their student chapters, such as the National Association of Black Journalists, the National Association of Hispanic Journalists, National Association of Black Journalists, National Black Public Relations Society, PRSA's Diversity Committee, the National Gay & Lesbian Journalists Association, and the Association for Women in Communications, among others, to offer students more resources and opportunities related to diversity and multiculturalism.

Future outcome: Seek to establish meaningful relationships with the national and local chapters of the above-mentioned organizations, in order to encourage and support the creation (or expansion) of their respective SJMC student chapters.

- 2) **Goal:** Recognize, acknowledge, and celebrate diversity by hosting multicultural events that will engage students, faculty and staff.

Future outcomes: Partner with students and student organizations to organize and sponsor those events; raise funds specifically to support those events; have at least one SJMC multicultural event per semester by fall 2016.

- 3) **Goal:** Actively participate and support university diversity initiatives that align with SJMCs goals.

Future outcome: Participate in, support, co-organize and co-sponsor university-wide events such as Dr. Martin Luther King Day and National Coming Out Day, among others.

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

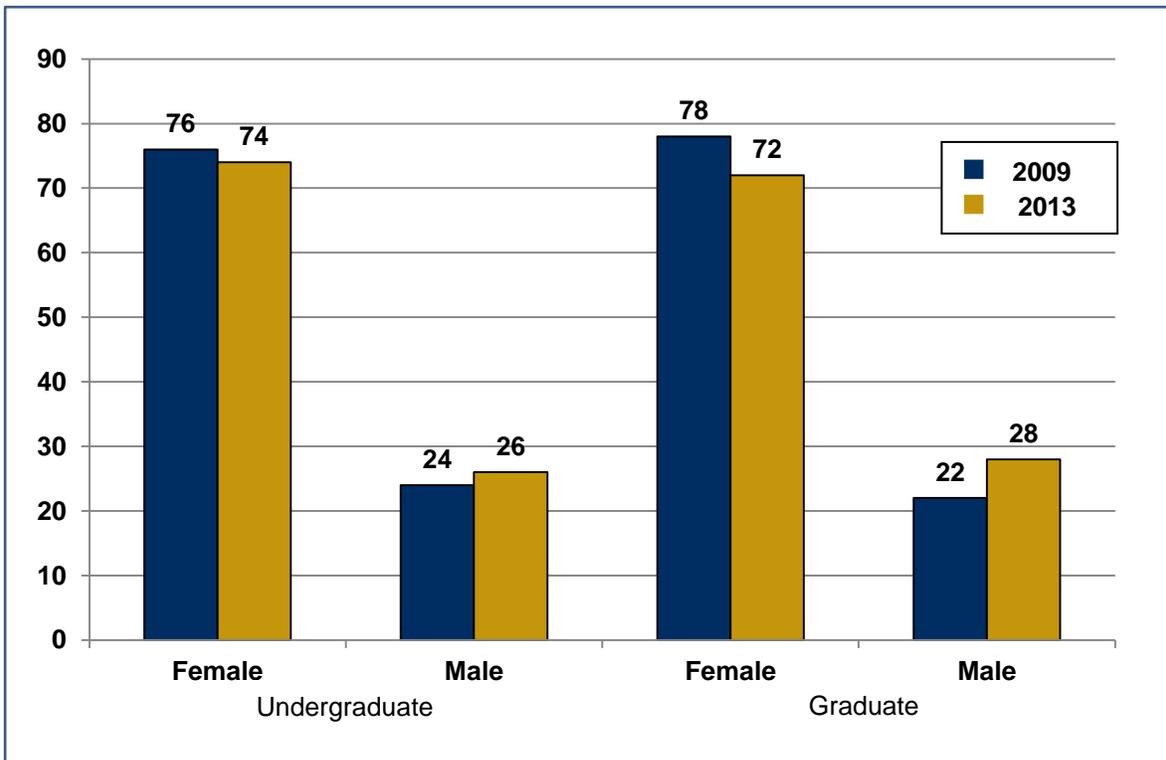
Before summer 2013, the SJMC administrative team (dean, associate deans and department chairs) had been in charge of assessing the school's progress in achieving the goals outlined in the previous Diversity Plan.

The SJMC Diversity Committee, formed in summer 2013, was created in part to take a more proactive and direct role in making sure the Diversity Plan is constantly assessed and revised, if necessary.

The school has assessed the Diversity Plan's outcomes primarily by:

- Working closely with the Office of Student Services to compile demographic information about our student body, with updates posted online every fall and spring semesters, as required by ACEJMC.
- Recording annual information on the diversity of our faculty and staff.
- Compiling and recording all efforts to publicize new staff and faculty positions to a diverse audience.
- Collecting information with the help of the FIU's Office of Equal Employment Opportunity on the diversity of our pool of applicants for all new positions.
- Working with department chairs to record information about all guest lecturers brought to campus (including international speakers), to make sure we invite guest speakers from a variety of professional, ethnic, and gender backgrounds.
- Helping to organize outreach activities with local high schools that ensure the participation of high school students from minority backgrounds, especially in our annual South Florida Journalism Day event.
- Measuring the percentage of minority and female students in the school, as illustrated in the tables below. African American and Hispanic students made up 84 percent of the undergraduate student population in 2013.

Ethnicity (%)	2009	2013
Undergraduate		
African American	10	11
Asian	2	3
White	14	9
American Indian	0.2	0.5
Hispanic	70	73
Other	4	5



Gender (%)	2009	2013
Undergraduate		
Female	76	74
Male	24	26

- The percentage of women faculty has increased to 60 percent in from 59.2 percent in 2007-2008 and 48 percent in 2001-02. The percentage of minority faculty rose to 40 percent from 37 percent and 35 percent, respectively, for those time periods.

- The school averages four to five guest speakers for the entire school each academic year at events open to the university and community, more than half of them women and minorities. In addition, individual courses bring in numerous guest speakers, in person and via Skype and other virtual means, at least half of whom are women and/or minorities.
- The SJMC's Hearst Distinguished Speaker Series has brought over 35 guest speakers to campus between 2009 and 2014. More than half were female or from Hispanic or other minority backgrounds. (See Standard 8, section 1.) Among these distinguished speakers have been José Antonio Vargas (former *Washington Post* journalist turned immigration activist), Dan Rather, Steve Wozniak, Chaz Bono, Daniel Ellsberg, Don Browne, Yoani Sanchez (Cuban dissident blogger) and Larry King,
- A new FIU chapter of the National Association of Black Journalists (NABJ) was formed in fall 2013 with the support and encouragement of the SJMC faculty and administration. The school co-sponsored two events with the NABJ chapter in two consecutive semesters.
- Faculty and administrators consistently provide one-on-one mentoring and encouragement of minority students interested in pursuing a graduate degree. As a result, some of our minority students have received full scholarships for top graduate programs at institutions such as the University of Southern California and Florida State University.
- The SJMC's Director of Development, who is of Haitian descent, created and presented a series of workshops guiding our students, especially our minority students, through the scholarship application process. Two versions of the workshop have been presented since spring 2014. We have already noticed an increase in the number of scholarship applications since the workshops started.
- According to *Diverse: Issues in Higher Education* magazine, FIU ranked third in the nation among universities awarding bachelor's degrees in communication and Journalism to Hispanic students in 2011 and 2012.
- According to *Hispanic Outlook* magazine, FIU ranked second in the nation in the number of bachelor's degrees (10,646) awarded to Hispanics in 2014.
- Between 2009 and 2014, the school strengthened its Liberty City Link program, through which SJMC students collaborate with a historically Black newspaper, the South Florida Times, to produce news stories covering the African-American community in Miami.
- In 2012 and 2013, the SJMC started partnerships with media organizations such as Discovery Latin America, WLRN (local NPR affiliate) and WPBT (local PBS affiliate) that provided internships and job placement opportunities to minority students, increasing the presence of diverse voices in public radio and public television.
- In 2012 and 2013, the SJMC organized a national Hispanic Communication Conference that brought to FIU some of the most distinguished Hispanic academics and professionals in the United States. Each conference had over 200 registered participants. (For details, see standard 8, section 1).
- In 2013-2014, the SJMC partnered with CSU Fullerton and the National Association of Hispanic Journalists (NAHJ) to produce the first national survey of Hispanic journalists. Results of the survey were presented at the Hispanicize conference in Miami in April 2014.
- The SJMC has initiated partnerships with media organizations, professional organizations and communications agencies that have resulted in a significant increase in the number of

jobs, internships and networking opportunities for minority students. They include programs with Telemundo, Univision, CNN, NBC, CNBC, El Nuevo Herald, Hispanicize, Turkel Brands, the Greater Miami Convention and Visitors Bureau, NAHJ, and PRSA.

- The Telemundo Hispanic Media Futures program (2011-2014) generated 57 internships for minorities, of which 13 became full-time employees at Telemundo after completion of the program.
- SJMC placed Hispanic and African-American interns at Knight Foundation headquarters in Miami in 2013 and 2014.
- The school has helped diversify the newsrooms of traditionally non-minority newspapers, such as the Naples Daily News and the Scripps Treasure Coast newspapers (The Stuart News, Indian River Press Journal and St Lucie News-Tribune), by developing programs in which SJMC interns have become successful new hires.
- Being one of only three schools on the Biscayne Bay Campus has allowed a great number of SJMC minority students to develop leadership skills through their involvement in campus organizations and student government. Besides holding office in the Student Government Association, minority students have been instrumental in groups such as Hillel, LBGTQ Student Association, and "Talk Mandarin" Asian student group.
- The Lillian Lodge Kopenhagen Center for the Advancement of Women in Communication, officially opened in 2013, has also helped the SJMC bring the diversity issue in mass communication to the forefront on a national level. The center has been instrumental in mentoring and preparing a new generation of female professionals for leadership positions in the mass communication industry as well as in the academy.

The center sponsored its initial workshop for young academics at the Washington convention of the Association for Education in Journalism and Mass Communication in 2013 and a second at the association's meeting in Montreal in August 2014. Those events encapsulated the center's mission and goal of fostering the next generation of women scholars and professionals. The workshops enable women to empower each other, to empower themselves, and to nurture the future women leaders of the communications fields.

In its first academic year, The Kopenhagen Center brought, in person or online, eight women in high positions in the communication professions and academia to make presentations and talk to our students. The Leadership Webinar Series features personal interviews with the nation's top female leaders in communication. In follow-up surveys and comments, students have been enthusiastic about these activities and the confidence boost they have felt as a result.

Along with workshops, the Kopenhagen Center offers opportunities for thought leadership and advancement through its Leadership Development Seminar Series, which brings speakers to the center to discuss topics of value to women professionals and scholars in the field of communication. The center is also compiling a database of articles through its Women and Mass Communication Research Forum to serve as a go-to destination for the latest research.

Programs in the planning stages include a Leadership Mentors Fellowship Program for young professionals in the fields of journalism, advertising, public relations and online and digital communications, and an annual conference highlighting issues facing women in communication and honoring rising young women scholars and female professionals in the communications industries.

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.

The school fosters understanding of issues and perspectives in a number of courses, as described below. Appendix E includes syllabi for each:

- **Hispanic Marketing Communication (MMC 4304).** This seminar focuses on understanding “the elements of effective communications in a multicultural environment, with a special focus on the Hispanic market: the impact of culture, socio-economic differences, trends within the Hispanic communities, etc. The course emphasizes cultural differences relative to developing effective communication messages, in particular, and conducting business, in general.”
- **Mass Media and Society (MMC 3602),** a required course, includes a major section on the importance of multicultural elements in communications at the local, national and international level.
- **Reporting in a Multi-ethnic Community (JOU 3188),** an optional course for Journalism students, challenges students to fairly and accurately represent the views of diverse communities in Miami. Part-sociological, part-journalistic, this course forces students to reexamine their stereotypes, prejudices and long-held views before becoming professional journalists. Full-time faculty members teach the course.
- **Media Management (MMC 3250)** focuses on South Florida, one of the most diverse metro areas in the United States. In class presentations and in a written market profile, students consider the ways that media can effectively communicate with a diverse population. They focus on specific Miami-Fort Lauderdale media in a second class presentation and paper on advertising sales; this assignment is also designed to increase student awareness of the diverse media in the market, particularly the substantial number of Spanish-language media. A third portion of the course is devoted to employment and personnel issues during which students are asked to explore legal issues relevant to employment discrimination and ways to accommodate the needs of diverse employees in the workplace.
- **Principles of Public Relations (PUR 3000),** a required course for Public Relations majors, addresses diversity themes throughout the semester. The textbook used in this course, *The Practice of Public Relations* by Fraser P. Seitel, includes a chapter on diversity but given that we have such a diverse student body, nearly all chapters in the book elicit a discussion on diversity issues. Important cases about diversity are examined in class, and students also must complete projects related to gender discrimination in the workplace. Examples of diversity themes also include corporate social responsibility and community relations in a diverse community, taking into consideration gender, race, age, ethnic and sexual orientation.
- **Principles of Advertising (ADV 3008),** a required course for Advertising majors, examines multicultural themes through class lectures as well as student presentations. The portrayal of visual and written images of women and minorities in advertising copy and communications campaigns is examined at length. Diversity is also discussed in the class section on segmenting and targeting audiences, particularly in terms of the ethical implications of targeting minorities with controversial products such as cigarettes and alcohol. In addition, the design and management of advertising campaigns at the international level, where a multitude of cultures need to be considered, are also discussed.

- **Senior Multimedia Project** (JOU 4341C), the capstone course in which students produce multimedia news projects, some of which have been published on the website [The Miami Desk](#). The video reports include:
 - Series on AIDS in South Florida
 - “Career Building in the Inner City” – about youths in economically depressed Liberty City
 - “National Black HIV/AIDS Awareness Day/Broward”
 - “Right to Live Free” – about Iranian couple who came to Miami
 - “Reflections of a Violent Love” – a first-person video about domestic violence

- **South Florida News Service: The Newsroom** (JOU 3405) Students report, write and publish articles [online](#) about the region, including about people of different backgrounds and sexual orientations. Here are headlines from some of the articles published in the past two years:
 - “As Cubans move on, face of Little Havana changes”
 - “Westchester tattoo parlor features all-female artists”
 - “Miami Gay Chorus performance to highlight bullying”
 - “Kings & Queens Steelband Panorama celebrates Caribbean heritage”
 - “We Have A Dream” -- stories of immigrants to South Florida

- **Women in Communication** (MMC4936), a special topics course, identifies the women pioneers in all fields of communication and track the progress of women in leadership in the field today. Topics will include the growth of multi-cultural opportunities and the impact of women communicators in the workplace and on history and society.” Learning outcomes include the ability to “recognizing sex-role stereotyping in media and advertising” and “the reasons for gender inequity in the professions historically and today.”

- **Multimedia Production II** (DIG4293) – this course has produced three documentaries and multimedia content that deal with cultural diversity in Miami-Dade county. All three documentaries were accepted into either the 2013 or 2014 FIU-MAFF
 - *Ride Out Miami* – a look at the burgeoning bicycle culture of Miami-Dade and the cultural diversity of its participants (2014)
 - *Freedom Tower* – a look at the history of immigration and the cultural assets of the museum housed in the Freedom Tower (2014)
 - *305 from the Roots Out* – an examination of the cultural diversity, yet similar traditional values, found in Miami-Dade County (2013)

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

All majors are required to take Global Media and Society (MMC 3303), which defines global media communication and builds a foundation of definitions of common elements found in media around the world. The course presents the global media industry as a homogenous phenomenon bound in similarities through the above stated elements and yet uniquely dressed by differing cultural influences.

The learning outcomes are:

- Students will be able to discuss prevailing world conditions associated with local, global, international, and intercultural issues, trends, and systems.
- Students will be able to demonstrate knowledge of international media characteristics as they manifest in various globalized content and localized content.
- Students will be able to demonstrate engagement in local, international, intercultural, and global problem

- Students will be able to demonstrate engagement in responding to a global issue presented from different perspectives in media from various parts of the world.
- Students will be able to detect the distinctive and common qualities between their own perspective and the perspectives of others.
- The course will analyze basic media and communication elements found in all or most international media formats and products.

SJMC offers Strategic Communications Seminar – Hispanic Marketing Communications (MMC 4304), a unique course on issues and perspectives relating to mass communications across diverse cultures in a global society. It is required for all Advertising majors and is open to other students.

The class is devoted to understanding Hispanic consumers in order to develop effective communications in a multicultural environment. It also covers the impact of culture, socio-economic differences, trends within the Hispanic communities and other issues central to understanding of this market segment. The course emphasizes cultural differences relative to developing effective communication messages, in particular, and conducting business, in general.

The goal of the course is to analyze and build generalizations about the ways in which these environments influence communication decisions. In addition, a final integrated marketing communications project will be required. The course will consist of readings, in-class discussions and group assignments, speakers as available, films, case studies, and individual papers.

For the final project, each student proposes a marketing communication campaign to promote brand and/or store loyalty among second-generation Hispanics. This project will be based on insights from a focus group assignment and report. Using those insights, students plan, strategize and execute a marketing communication campaign to promote consumer loyalty for a specific Hispanic brand or Hispanic store or both.

The journalism and broadcast department offers Multi-Ethnic Reporting (JOU 3188) as an elective. The course has three purposes:

- To help students understand how their own biases can influence the way they cover communities unlike themselves.
- To help them acquire the skills to cover those communities without bias.
- To give them experience covering such communities and, collaterally, to give them street-reporting experience.

The class has been offered nine times between fall 2008-2009 and spring 2014. The curriculum is based on class lecture and discussion along with finding and writing stories. The first half of the class focuses on helping students identify their biases based on readings of scholarly literature and news coverage.

Students look at ways diverse communities are traditionally covered, and discuss ways to do it better. We familiarize ourselves with diverse source development, ethnic and religious media and ways biases unintentionally find their ways into popular news coverage and advertising. They are required to post blogs on each week's class discussions.

At the beginning of the semester, the professor asks students to submit brief lists of places so far out of their comfort zones that they would never dream of going to them. Each student is then assigned to visit one of those places several times and, based on the Poynter Institute's "Listening Post" exercise learn to report by "hanging out." They blog on each of their visits and then identify and write three stories based on their experiences.

Outcomes are measured by the insights, both personal and professional, in their blogs and by the quality of the subsequent stories. Some articles have been published in *The South Florida Times*,

which serves the African American community. In a 2010 Editor & Publisher article, Robert Beatty, publisher and owner of the Times, said: "The opportunity to cover a community that we believe has not gotten the kind of attention it deserves is an equally exciting thing for our newspaper. This is one of those partnerships you dream about."

The other courses described in Section 6 of this standard all address diverse cultures in a global society as part of the school's mission and by virtue of FIU being the public university of Miami-Dade County, where 51 percent of the residents were born in a foreign country and 72 percent of them speak a language other than English at home, according to the Census.

6. 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.

As noted throughout the self-evaluation, FIU serves a diverse degree-seeking student body. In fall 2013, the population was 67 percent Hispanic, 12 percent black, and 10 percent white, with other minorities comprising the other 11 percent.

In this environment, interaction with and acceptance of people with diverse racial, ethnic and religious backgrounds is a norm, not a goal. SJMC reflects that diversity in its student body, academics, participation in university programs and its faculty, which at the same time was 60 percent female and 40 percent Hispanic.

As noted above, students learn about minorities in courses such as Global Media and Society and Multi-Ethnic Reporting. They can join the school's chapters of the National Association of Hispanic Journalists and National Association of Black Journalists.

Some faculty members belong to the National Association of Hispanic Journalists and participate in UNITY. To promote greater understanding of Hispanics, the school presented the Hispanic Communications Conference, a national gathering of academics, professions and students, in 2012 and 2013.

As a public university, FIU complies with state and federal laws on discrimination. The Division of Human Resources operates an Office of Equal Opportunity and Diversity, which serves employees and students. Every year, the university celebrates Diversity Week, a series of programs and events. In 2014, the keynote speaker was Judy Smith, the inspiration for the TV show "Scandal!" Seminar topics included:

- "The Future of Diversity in South Florida"
- "Jammin' for Jamaica"
- "Taste of the Middle East"
- "I am not my Stereotype"
- "Loving Without Limitation: When a Loved One Comes Out"
- "Teaching Sexual Orientation in Law: Doctrine, Theory and Identity"

FIU also operates a Students with Disabilities Program, which has the full cooperation of all SJMC faculty members. Numerous students with disabilities are accommodated with sensitivity and support every semester in SJMC classes.

7. 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 Journalism and Mass Communication remains committed to the goal of serving minority students who make up most of the student body. Overall, the percentage of minority students in SJMC is higher than at the university, as noted in Section 5 of this standard.

The school's commitment to maintain a high diversity level through engagement and recruitment is reflected in our efforts to reach out to local high schools -- most of which serve highly diverse majority minority populations. For example, Hispanics make up 67.5 percent of students in Miami-Dade County schools and 30 percent of students in Broward County schools. SJMC engages with students and teachers to make them aware of its programs and to see the school as a very concrete, viable and welcoming higher education choice:

- Department chair Ponte, Associate Dean Richards engaged with the journalism program with Miami Northwestern High School to develop a curriculum. This fell short due to a lack of school equipment, but the faculty members informed students of study opportunities at SJMC
- As noted below, Associate Professor Reisner has led the Liberty City Link program, which interacts with the black community in Miami.
- Richards and Adjunct Professor Hugo H. Ottolenghi guided the journalism class at MAST Academy, a magnet middle school on the Biscayne Bay campus, in the formation of its newsroom and launch of its news website.
- A Student Services representative and Richards have made presentations to students at Alonzo & Tracy Mourning Senior High School, which is adjacent to the Biscayne Bay campus.
- Participation in Career Day by advertising and public relations faculty in area schools, such as Natural Bridge Elementary School in North Miami, which is 2.6 miles from the Biscayne Bay campus.
- Onsite visits and presentations to high school-age children participating in summer cultural programs such as those at the Museum of Contemporary Art in North Miami, which is near the Biscayne Bay Campus.

Other programs include:

South Florida Journalism Day

The SJMC brought more than 500 middle and high school students from Miami-Dade and Monroe counties together in October 2013, for its 41st year of sponsoring South Florida Journalism Day, the last two decades in conjunction with the Florida Scholastic Press Association. This press day for students working on their scholastic media operations is as old a program as the university itself, having commenced the year after the university opened its doors.

The SJMC has always had a strong commitment to working with area middle and high schools, both public and private, and their student journalists to encourage that next generation of communicators to pursue careers in these fields. That is especially important in South Florida's majority minority community, which we serve, where many of these students who attended Journalism Day have gone on to hold high profile positions in the media here. In fact, many of the advisers who bring their students had attended as students themselves.

Each year we work closely with the journalism advisers to craft the one-day program which brings speakers from the media together with students in workshops and seminars designed to give the students new and exciting ideas to take home to their campuses. In addition, through the work of Dean Emerita and Professor Dr. Lillian Lodge Kopenhaver, who founded Journalism Day 42 years ago, we have constant contact throughout the year with these teachers and have hosted in-service workshops and coursework for certification for them. The SJMC provides solid support for the teachers throughout the year and faculty are frequently invited to visit journalism classrooms.

The day-long Saturday event also features on-the-spot writing contests and a video competition. SJMC faculty serve as judges. Prizes are awarded in the closing session. The journalism advisers and speakers have lunch in our Faculty Club and are afforded a rare chance at networking and conversations about freedom of the student press and advisers' rights and responsibilities.

Miami-Dade County is the fifth largest public school district in the United States, and the partnership between the SJMC and the teachers has had lasting ramifications. In fact, the county has the strongest student media guidelines in the nation, upholding students' rights to press freedom and stating that advisers will not be censors. The document which evolved into those guidelines was written as part of an FIU class of journalism teachers from the county taught by Kopenhaver. These guidelines have been a model for school districts across the country.

New York Times Institute

The *New York Times* selected the SJMC as its partner for the inaugural New York Times Hispanic Student Journalism Institute in January 2007. The SJMC hosted the program again in 2009 and 2011.

For the 2007 version, 20 students from various universities around the U.S., including Harvard, USC, Berkeley and Columbia, attended the institute. Four SJMC students – the most students from any one university – were selected in a nationwide competition to participate. An SJMC computer lab was used as a full-time newsroom for 10 days, with students reporting and writing stories under the supervision of editors from The New York Times and The Boston Globe, and one SJMC faculty member. The students produced a multimedia Web site and a newspaper edition of the Web site. This was the first-ever such institute run for Hispanic journalism students by The New York Times.

Subsequent versions in 2009 and 2011 attracted 24 students for 16 days. The SJMC was slated to host the NYT Institute once again in January 2013, but budget constraints at the newspaper allied with the fact that FIU's Biscayne Bay Campus had limited student housing options in January 2013, forced the paper to transfer the event to Tucson, Ariz.

During the spring of 2014, Assistant Professor Moses Shumow partnered with Tania Lopez, an instructor in the English department at FIU, for a digital media literacy project titled "Humans of Liberty City." Professor Lopez teaches "Writing as Social Action," a course that is part of the Education Effect at Miami Northwestern High School, in the community of Liberty City, Miami.

Shumow and Lopez had been in dialogue about ways to combine her work with his interests in digital media literacy. Together, the professors worked with the Miami Northwestern students to build a multimedia website called "Humans of Liberty City," (<http://humansoflibertycity.com>), taking inspiration from "Humans of New York," a hugely successful multimedia Facebook page, website and now a book that uses photography and interviews to create profiles of everyday New Yorkers.

High school students worked with FIU students to produce short profiles of people from their community, school, family, church, etc. Lopez's students helped with the interviewing and writing

portion of the profiles, while Shumow's students built the site, held a multimedia production workshop with the students, and oversaw content coordination and publication.

Liberty City Link

As noted in response 7, SJMC uses opportunities to interact with minority populations to raise awareness of the school in minority communities. Its students published articles in the *South Florida Times*. The dedicated coverage demonstrated the school's interest in the African America community and demonstrated that their opportunities in its journalism program.

8. 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.

SJMC has a higher undergraduate GPA minimum of 3.0 than other departments and schools; the university standard is 2.0. Students can apply for provisional acceptance if their GPA is below 3.0; if granted, they have one semester to raise their grades to the minimum.

The school also requires students to score a C or better in Writing Strategies (MMC 3104C) before taking certain required courses in their majors.

Neither standard has had an effect on minority enrollment in the school when compared to the student body as a whole, as evidenced in statistics presented in this standard. For example, SJMC's student population is 76 percent Hispanic versus 67 percent for FIU as a whole. The school's population is 11 percent African American versus 12 percent at the university. As a result, no special considerations have been given to minority students.

The screening process for writing begins with a computerized entrance test and writing sample for Writing Strategies (MMC 3104C) that measures the American English writing abilities of the students, many of whom come from households where English is not the primary language. The test guides the students to the appropriate course, as described below, and produces students who can be employed in media companies where proficient communication in English is a requirement.

The entrance exam is given at the start of the fall and spring semesters multiple times over several weeks so that every student has an opportunity to take the qualifying exam at a convenient date and time.

Associate Dean Allan Richards, who has 15-plus years of experience with our very particular minority student body, developed the exam to measure the American English language skills of students. After some experimentation, a grammar test was created that drew from three different test banks: basic, advanced and a blend of basic and advanced questions.

To help students prepare for the computerized exam, questions of similar difficulty are posted online. The school also conducts a Grammar Slammer, a three-hour crash course with Q&A period.

Students who score at least 70 and pass the writing sample enter Writing Strategies. Those who fail the one-time test must enroll in Grammar Workshop (MMC 3021), an online course that drills students in grammar, punctuation and other composition fundamentals. At the end of the semester, students who score at least 70 on the computerized test can enroll in Writing Strategies. Those who do not must repeat Grammar Workshop.

The test was created to draw a line between basic competence and students with ESL needs. Almost half the students pass the entrance exam and 99 percent of those also pass the required writing sample. Those who do not pass the exam are almost always students for whom English is a second language and have been in this country fewer than five years.

The school emphasizes the teaching of language skills to students because a large proportion – often a majority in a course section -- never received instruction in grammar, punctuation and other fundamental writing skills. Many students attended school outside the United States and others graduated from American high schools that fell short of writing skills standards in the communications industry.

An online course, Grammar Workshop (MMC 3021), was created in 2012 for SJMC majors and minors who failed the entrance exam, demonstrating their need to improve writing mechanics. That class draws students from engineering, business and other schools who are eager to improve their composition skills. They sometimes make up nearly one-half of the class.

9. 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.

SJMC undergraduate advisers play a key role in making sure our students are on track for graduation. They utilize the Graduation Success Initiative (GSI), which promotes a better advisor-to-student ratio in order to achieve the 300:1 national goal. The program is described in Standard 6.

The school has been on board with the GSI initiative since its launch in 2012. This has given SJMC advisers the ability to actively seek students who may be struggling academically, notifying them in a timely manner as a way to intervene with other options, and help to keep the student on a four-year path toward graduation.

FIU was an inaugural winner of the Most Visible Progress (MVP) award in 2013 by the Association of Public and Land-Grant Universities (APLU). This award recognizes the efforts of the university for successfully retaining and graduating students while promoting the school as a model for other institutions to follow. The award serves to further enhance APLU's "Project Degree Completion," which is a joint effort with the American Association of State Colleges and Universities (AASCU) to achieve a national goal of having 60 percent of U.S. adults possess a bachelor's degree by 2025.

At SJMC, each student is assigned an adviser, which helps to foster a nurturing relationship once he or she is admitted to the school. This eliminates the need for the student to explain repeatedly his or her situation to a new adviser at each meeting.

SJMC developed a MyMajorMap that is specific to each major. As part of the early alert system, professors teaching specific courses can make a note in the student electronic file (example: a student is not academically performing according to SJMC standards) that will be visible to the adviser. That note will also trigger an early alert, which notifies the student and the assigned adviser. This tool has been instrumental to raising the school's graduation rate, helping tackle underlying student issues, and, with time, enabling the adviser and student to create a new plan with which the student can succeed.

In addition, the director of development has taken a personal interest in making sure more students, especially minority students, apply and are successful securing scholarships. He has developed and presented a series of scholarship workshops mentoring students through the

scholarship application process. The workshops were first presented in spring 2013, and we know anecdotally that the students who took it have subsequently applied for scholarships. We plan to offer at least a couple of these workshops every year from now on.

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

The full-time faculty is 60 percent female and 40 percent minority. The professional staff consists of seven women and eight men. Of those 15, eight are minority members.

The school has been very successful in not only recruiting and retaining women and minorities to the full-time faculty and professional staff, but keeping pace with and reflecting demographic changes in South Florida.

SJMC works closely with FIU's Office of Equal Employment Opportunity to make sure that it is complying with all state and university requirements as they pertain to recruiting women and minorities. The school receives the office's guidance to make sure it is widely advertising and publicizing positions in order to guarantee a degree-seeking pool of applicants.

Department chairs and search committee chairs are trained on best practices in diversity recruiting and make every effort to attract qualified female and minority applicants to open positions. The latest journalism/broadcasting and digital media positions, for example, were posted in diverse professional sites with job banks. The school also posts openings with professional organizations such as the National Association of Hispanic Journalists and National Association of Black Journalists. Both organizations have strong South Florida chapters, and the school forwards to them any job announcements.

In years, when SJMC has conducted an open search and UNITY: Journalists for Diversity has had a convention (last time in 2011), the school has posted with that organization as well. The group is now a coalition of the Asian American Journalists Association (AAJA), the National Association of Hispanic Journalists (NAHJ), National Lesbian and Gay Journalists Association (NLGJA) and Native American Journalists Association (NAJA).

In searches for the advertising and public relations department, the school posts openings (and personally follows up) with organizations such as PRSA, AAF, AEJMC, and NCA, as well as with South Florida professional networks and chapters of those groups. These local networks are heavily Hispanic because of the nature of our community. The school also forwards all announcements to local representatives of organizations such as the Hispanic Public Relations Association (HPRA). In the latest two searches, SJMC paid for the positions to be posted in the diversity outreach listings of the Chronicle for Higher Education.

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

As described elsewhere, South Florida has experienced tremendous transformations in the past two decades, and the SJMC faculty and administration are proud to be part of that change.

Ten or 15 years ago, South Florida was known for having a strong Cuban-American community, by far the largest Hispanic ethnic group. In the last two decades, a large influx of Central American, Caribbean and South American immigrants has changed the demographic make-up of

the Hispanic and African American communities. In the cities near the SJMC campus, there has been a large influx of Israeli and Russian nationals, as well as of Asian immigrants, a population whose presence had not really been felt in the area in previous decades.

The school's faculty and staff reflect this diversity. Among the full-time faculty, SJMC has a broad range of nationalities that reflect the international diversity of the region:

- One Argentinian man
- Two Brazilians, male and female
- Two Chinese women
- One Colombian woman
- Two Cubans, one female native and one female of Cuban descent
- One Israeli woman
- Three women of Puerto Rican women
- One Spanish woman

Among the professional staff are individuals of Asian, Brazilian, Colombian, Cuban, Haitian, Jamaican, Puerto Rican, and traditional African American descent. This rich tapestry of nationalities, ethnicities and traditions enriches the SJMC and the students' educational experience. It is very important to our diverse student body that they see themselves represented and reflected in our faculty and staff.

While the school is proud of the diversity of its faculty and staff, it does not take it for granted. SJMC fosters a working environment in which women and minorities take an active role in daily life and feel recognized and included. They see and take advantage of opportunities for professional growth and development. In that regard, the school is particularly interested in seeing women and minority faculty taking advantage of academic and professional opportunities that will further their careers and encourage them to grow.

The dean and associate deans often publicize and encourage faculty, including female and minority faculty, to submit their work to conferences and journals, to attend professional development workshops, and to take advantage of opportunities to grow and enrich their careers. Often, that encouragement is accompanied by financial assistance that goes beyond the regular annual travel opportunities.

For example, in the past three years, the dean's office has encouraged and financially supported female and minority faculty members who attended workshops and successfully applied for fellowships with NATPE (National Association of Television Program Executives), the Scripps Howard Journalism Entrepreneurship Institute, the Entrepreneurial Journalism Summit in New York, and the Dow Jones Multimedia Training Academy, among others.

In addition, the dean meets for lunch with the tenure-track faculty at least a couple of times per semester to learn about their research projects and offer mentorship in the tenure process. The associate dean for graduate programs and research has started in 2013 a "Faculty Talks" monthly series to encourage faculty research and foster a climate of academic discussion and production within the SJMC.

It is important to note that the SJMC's seven-person administrative team includes a dean of Brazilian descent, one female associate dean, two female Hispanic department chairs, and a Haitian development officer.

Full-time faculty: 2009-2014

Group	Female	% of total faculty	Male	% of total faculty	Total percent
Black/African American	0	0	0	0	0
Hispanic/Latino (any race)	3	37.5	4	50.0	87.5
White	1	12.5	0	0	12.5
<u>International faculty (any race)</u>	0	0	0	0	0

12. 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.

South Florida boasts a very active and dynamic media and communications environment, with Hispanics heavily represented in the communications field. Those two factors, allied with the fact that women traditionally take up the majority of positions in communication professions, has made it relatively easy for the SJMC to attract qualified adjunct, part-time faculty members from diverse gender and ethnic backgrounds.

From summer 2011 and through summer 2014, females taught 41 percent of undergraduate classes taught by adjuncts. In the same period, individuals from minority backgrounds taught 45 percent of those classes. As noted elsewhere, adjuncts teach roughly one-quarter of all undergraduate courses.

In the advertising and public relations department, the adjunct faculty in the spring and fall 2014 semesters included:

- One Cuban woman
- One Cuban-Ecuadorian man
- One Haitian woman
- One Filipino woman
- Two Puerto Ricans, one female

The school keeps a close eye on the makeup of adjunct faculty to ensure that by circumstance the proportions of women and minorities on the adjunct faculty do not fall below desired minimums. SJMC continually recruits female and minority adjunct faculty through an ongoing networking relationships with professional organizations.

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

SJMC and its student organizations have presented speakers with diverse perspectives. As described in section 1 of standard 8, the school's Hispanic Media Futures program presented the Hispanic Communication Conference in 2012 and 2013, where almost every speaker was a member of a minority group and spoke on the largest minority population in the nation.

SJMC co-sponsored the 2014 Latin American and Caribbean Center 31st Annual Journalists & Editors Workshop was presented. The fall event brought together leaders from media, NGOs, and academia for discussions on freedom of expression in Latin America and the Caribbean.

The workshop featured a keynote address on freedom of expression in the Americas by Carlos Lauria, Senior Americas Program Coordinator, Committee to Protect Journalists. One session was a 20th anniversary retrospective of the impact of the Declaration of Chapultepec

Panelists included journalists from: El Faro (El Salvador), Nuestra Tele Noticias 24 (Colombia), Diario las Americas and Telemundo; Lynn Carrillo, NBC Universal & Telemundo; members of the legal profession; and academics from Universidad del Norte (Colombia), Universidad Iberoamericana (Mexico), and Universidade do Estado do Rio de Janeiro (Brazil).

In August 2014, SJMC and the Miami-Florida European Union Center of Excellence, a consortium of the University of Miami and FIU, organized a breakfast seminar about Latino and Latin American perspectives on the political and military crisis on the Ukraine. The title was "Caught between the E.U. and Russia: Media coverage of the Ukrainian crisis, A view from the Americas." Guest presenters were Sergio Gómez Maseri, Washington correspondent of the Colombian daily El Tiempo and Orlando López Selva, columnist of the Nicaraguan El Nuevo Diario.

Here are topics and speakers at other conferences:

- "Can Technologies and Social Media Accelerate Cuba's Democratization?" the SJMC Hearst Distinguished Lecture Series presentation of Cuban blogger and independent journalist Yoani Sánchez. She received the FIU Medallion of Courage at her event. (2014)
- "Navigating the Global Media Landscape," a keynote speech during Communications Week by SJMC alumnus Pierluigi Gazzolo '91, the chief operating officer of Viacom International Media Networks on reaching Hispanic audiences. (2012)
- "We Aren't One Anymore: Jews as a Wedge Issue in the 2012 Election," the SJMC Hearst Distinguished Lecture Series presentation of New York Times columnist Samuel G. Freedman on how Israel has been turned into a wedge issue and American Jews into a voting bloc to be fractured along partisan and ideological lines. (2012)
- "Women In Media," a roundtable presented by South Florida Black Journalists Association and Society of Professional Journalists Florida International University Chapter, featuring seven minority women sharing stories about their careers, successes and challenges in the media industry. (2014)
- "The New South American Landscape and the Media," a day-long conference of panels centered on the media and democracy. Andres Oppenheimer, an Argentine journalist and syndicated columnist with the Miami Herald, opened the sessions with a talk on booming economics, social protest and media practices in South America. Following that was

“Investigative Journalism and South America’s Unanswered Demands” with panelists: Rosental Alves journalism professor at the University of Texas-Austin; Daniel Coronell a Colombian journalist and vice president of news for Univision, Juan Forero, The Washington Post correspondent for Venezuela and Colombia; and Marcio Aith a former investigative journalist in Brazil (2012).

- “My Life as an Undocumented Immigrant” the SJMC Hearst Distinguished Lecture Series presentation of Jose Antonio Vargas, a Pulitzer Prize-winning journalist, filmmaker and the founder of Define American. (2012)
- “Leading Transformation in the Hispanic Media Landscape,” the SJMC Hearst Distinguished Lecture Series presentation of Monica Lozano, CEO of impreMedia and publisher of Spanish-language La Opinion and El Diario La Prensa newspapers, on the Hispanic population and the influence of Hispanic media in the 21st Century. She then joined a roundtable on the role Hispanics play in the media and social and political process with: Alex Stepick, director, Research Institute on Social and Economic Policy at FIU; Ramon Escobar, executive vice president of Telemundo; Raul Cisneros, chief of digital media, U.S. Census Bureau; and Rosanna Fiske, then a SJMC Associate Professor and CEO/chair, Public Relations Society of America. SJMC Assistant Professor Moses Shumow, chaired the roundtable. (2011)