



## DIVERSITY AND INCLUSIVENESS

### HIGHLIGHTS

- The percentage of minority undergraduates in the School has increased since the last accreditation team visit.
- The percentages of female and minority faculty members in the School have also increased since the last accreditation team visit.
- The School has obtained a multi-year financial commitment to run its Chuck Stone program, which introduces minority high school students to media careers.
- The School is home to the Durham VOICE, a digital and print news publication that reports on Durham's inner-city community, and The Irina Project, a web-based resource for journalists covering sex-trafficking.

Above: Members of the J-school Ambassadors program meet with CNN's Brooke Baldwin (JOMC '01) at a reception following a Women in Media Leadership Series event.



## Introduction

The School has a strong history of providing a diverse and inclusive education for its undergraduate and graduate students through its curriculum and through numerous programs and activities. These programs and activities have also provided excellent educational experiences regarding diversity for many professionals in mass communication throughout the years, and to the public as well through speeches and other appearances by top minority journalists and big names in an array of fields.

As to minority students, for many years we have attempted to recruit and retain a diverse student body through School-wide efforts and through work by individual faculty members. A key program is the N. C. Scholastic Media Association (NCSMA), which has existed for more than 50 years and has involved thousands of high school students from North Carolina and beyond.

**Undergraduate minority students.** Figures from the university registrar’s office for spring 2014 show that the School had a lower percentage of Asian undergraduates than the university did. Most Asian students who come to UNC-CH major in the sciences or in health. The percentages for black-African-American and Latino undergraduates for the same semester were slightly lower than the university’s percentages. But when the overall number of minority students in the School is totaled, it comes to 172 out of the 781 undergraduate students enrolled in spring 2014. **That amounts to 22 percent, which is up considerably from the 16 percent of minority students at the time of the last accreditation in 2009.**

**Graduate minority students.** At the graduate level, we had 33 students in the residential master’s program in spring 2014. None of the students were African-American in that semester, but 8 of the 33 students were minorities. That comes to 24.2 percent, which is up significantly from the 12.5 percent of graduate students at the last accreditation. The percentage of minority students in the online master’s program (the MATC) in spring 2014 was slightly higher: 26.2 percent.

In the Ph.D. program, which is not up for review, the proportion of minority students was even higher. Six of the 25 students enrolled in the Ph.D. program in spring 2014 were minorities, for 24 percent. Incidentally, the incoming Ph.D. class of 10 students in fall 2014 is 60 percent minority

(three African-Americans and three Asians.)

**Minority faculty members.** For many years the School has attempted to recruit, retain and nurture minority faculty members. Most of the efforts have been quite successful, and the minority faculty members have helped pave the way for the creation of courses and many activities in diversity. Although we lost three minority faculty members in June 2014 (two African-Americans retired, and one Asian left for a higher position at the University of Florida), we hired two new minority faculty members as of July 1, 2014. Of the current total of 47 full-time faculty members, 11 are minorities. **That comes to 23.4 percent, which is up from the total of 19 percent in the last accreditation.**

**Female faculty members.** Of the 47 full-time faculty members, 21 are female, or **44.7 percent, which is up from the figure of 40 percent in the last accreditation.**

In summary, the School has experienced the following increases since the last accreditation visit in 2009:

Group	Percentage change
Minority undergraduate students	+37.5%
Minority residential graduate students	+93.6%
Minority full-time faculty members	+23.1%
Female full-time faculty members	+11.5%

Throughout the years, the School has held scores of one-time programs on diversity and has created several important ongoing activities. They are described below. It should be noted that virtually all faculty members, black and white, Latino and Asian, have worked willingly in the programs. A number of staff members have as well.

# 1. Complete and attach the following tables: Table 5, “Area Population;” Tables 6 and 6a, “Student Populations;” Table 7, “Faculty Populations;” Table 8, “Full-time Faculty Recruitment;” Table 9, “Part-time/Adjunct Faculty Recruitment”

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

North Carolina state law requires that 82 percent of each entering first-year class at UNC-CH be residents of North Carolina. This is part of the UNC System’s mission of serving the state and its peoples. Not incidentally, this means that out-of-state students who do get admitted as first-year students have extraordinarily high qualifications. The demand to enter our university from around the country and world, even at the undergraduate level, is strong. Each year thousands of out-of-state applicants are turned down at the first-year level.

Junior transfers coming into UNC-CH need not meet that 82 percent requirement, so a higher percentage of them come from out of state and from other countries. At the graduate level and especially in Ph.D. programs, the university and our School draw many international students. We also have more and more international exchange students at the undergraduate level in our School.

**So the School’s service area is mainly North Carolina at the undergraduate level, but we also have students from all across the country and from other countries.** Our study-abroad relationships with six universities mean we have a steady group of international undergraduates arriving most semesters. More information about the study-abroad program is provided later in this Standard.

The School’s service area for the **professional master’s program is mainly the United States as a whole, and we have a sprinkling of international students at that level as well.**

**Table 5**

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

Group	% of N.C. population	% of U.S. population
Black – African-American	22.0%	13.1%
White	64.7%	63.0%
American Indian – Alaskan native	1.5%	1.2%
Asian	2.5%	5.1%
Hispanic – Latino (any race)	8.7%	16.9%
Native Hawaiian – other Pacific Islander	0.1%	0.2%
Two or more races	2.0%	2.4%
Other races	N/A	N/A
<b>Total</b>	<b>101.5%</b>	<b>101.9%</b>
Female	51.3%	50.8%

**Minority Presence in the School’s Undergraduates.**

The percentage of African-American undergraduate students in the School is lower than the percentage of the African-American population of North Carolina because the latter figure is African-Americans of all ages and includes people not in college. Another factor in comparing the percentages of African-American students in our School with the population of North Carolina should be considered. Our state has a number of historically black colleges and universities (HBCUs) that draw a large number of African-American students. At least six are close by geographically, no more than an hour or 90 minutes from Chapel Hill by car. They are N.C. Central University in Durham, N.C. Agricultural & Technical State University in Greensboro, Shaw University and St. Augustine’s in Raleigh, Fayetteville State in Fayetteville, and Winston-Salem State in Winston-Salem. The South has many other HBCUs as well, of course.

## Table 6

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

The data come from the UNC-CH registrar data warehouse for spring 2014.

Group	Male	Female	% of Total in Unit	% of Total in Institution
Asian	5	29	4.4%	10.1%
Black – African-American	8	42	6.4%	8.5%
White	148	451	76.7%	65.7%
Hispanic – Latino	14	42	7.2%	7.4%
Multiple	3	28	4.0%	5.9%
Other	1	0	0.1%	0.6%
Not specified – Chose not to respond	2	8	1.3%	1.9%
<b>Totals</b>	<b>181</b>	<b>600</b>	<b>100.1%</b>	<b>100.1%</b>

**Please note:** The total number of undergraduate majors (juniors and seniors) was 781 in spring 2014. **The total number of minorities self-identified in the above table comes to 172, or 22 percent of the School's undergraduates.**

**Table 6a****Graduate Student Populations**

The data come from the UNC-CH registrar data warehouse for spring 2014.

Group	Residential M.A.			Online MATC			Ph.D.			Totals			% of Total at UNC-CH
	Male	Female	% in program	Male	Female	% in program	Male	Female	% in program	Male	Female	% in program	
Asian	0	0	0.0%	0	1	2.4%	0	1	4.0%	0	2	2.0%	11.8%
Black - African-American	0	0	0.0%	1	1	4.8%	0	3	12.0%	1	4	5.0%	7.2%
White	6	18	72.7%	7	22	69.0%	6	11	68.0%	19	51	70.0%	61.0%
Hispanic-Latino	0	3	9.1%	0	0	0.0%	1	0	4.0%	1	3	4.0%	5.7%
Multiple	2	2	12.1%	6	2	19.0%	0	1	4.0%	8	5	13.0%	8.2%
Other	1	0	3.0%	0	0	0.0%	0	0	0.0%	1	0	1.0%	1.1%
Not specified - Chose not to respond	0	1	3.0%	0	2	4.8%	1	1	8.0%	1	4	5.0%	4.9%
<b>Totals</b>	<b>9</b>	<b>24</b>	<b>99.9%</b>	<b>14</b>	<b>28</b>	<b>100.0%</b>	<b>8</b>	<b>17</b>	<b>100.0%</b>	<b>31</b>	<b>69</b>	<b>100.0%</b>	<b>99.9%</b>

**Please note:** The total number of residential M.A. students in the School in the above table is 33; eight of them, or 24.2 percent, were minorities. The total number of online MATC students in the table is 42; 11 of them, or 26.2 percent, were minorities. The total number of Ph.D. students in the table is 25; six of them, or 24 percent, were minorities. Overall, the total number of graduate students in the table is 100; 25 of them, or 25 percent, were minorities.

**Table 7**

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

**Academic year: 2014-15 Full-time Faculty Members (Total of 47)**

Group	Male	% of Total Faculty	Female	% of Total Faculty
Asian	2	4.3%	1	2.1%
Black–African-American	2	4.3%	2	4.3%
White	21	44.7%	15	31.9%
Hispanic–Latino	1	2.1%	3	6.4%
Multiple	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%
<b>Total</b>	<b>26</b>	<b>55.3%</b>	<b>21</b>	<b>44.7%</b>

**Please note:** Of the 47 full-time faculty members, 11 are minorities. That is 23.4 percent.

**Spring 2014 and Fall 2014 Part-Time – Adjunct Faculty Members (Total of 36)**

Group	Male	% of Total Faculty	Female	% of Total Faculty
Asian	0	0.0%	0	0.0%
Black–African-American	1	2.77%	1	2.77%
White	20	55.56%	13	36.11%
Hispanic–Latino	0	0.0%	1	2.77%
Multiple	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%
<b>Total</b>	<b>21</b>	<b>58.33%</b>	<b>15</b>	<b>41.67%</b>

**Please note:** Of the 36 part-time faculty members in the table, three are minorities. That is 8.3 percent.

Until the 2013-14 academic year, we had not had a black male adjunct in quite a few years. The senior associate dean for undergraduate studies is now actively recruiting minority adjuncts.

**Table 8**

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

	2011-12	2012-13	2013-14
Openings	2	1	3
Total applicants in hiring pool	151	44	66
Females in hiring pool	50	19	31
Female finalists considered	0	2	7
Offers made to females	0	1	1
Offers accepted to females	0	1	1
Minorities in hiring pool	53	12	24
Minority finalists considered	2	1	4
Offers made to minorities	0	0	2
Offers accepted by minorities	0	0	2
International faculty in hiring pool	N/A	N/A	N/A
International faculty considered	N/A	N/A	N/A
Offers made to international faculty	N/A	N/A	1
Offers accepted by international faculty	N/A	N/A	1

**Table 9**

**Part-Time – Adjunct Faculty Recruitment.** Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

	2011-12	2012-13	2013-14
<b>Openings</b>	10	14	8
<b>Total applicants in hiring pool</b>	No official application process		
<b>Females in hiring pool</b>	N/A	N/A	N/A
<b>Female finalists considered</b>	N/A	N/A	N/A
<b>Offers made to females</b>	4	7	4
<b>Offers accepted to females</b>	4	7	4
<b>Minorities in hiring pool</b>	N/A	N/A	N/A
<b>Minority finalists considered</b>	N/A	N/A	N/A
<b>Offers made to minorities</b>	2	2	1
<b>Offers accepted by minorities</b>	2	2	1
<b>International faculty in hiring pool</b>	N/A	N/A	N/A
<b>International faculty considered</b>	N/A	N/A	N/A
<b>Offers made to international faculty</b>	N/A	N/A	N/A
<b>Offers accepted by international faculty</b>	N/A	N/A	N/A

**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.**

Going back at least to the 1990s, the School has had its own diversity plan. That plan states:

**Action Plan for Recruiting and Retaining Minority Students to Increase the Number of Minority Students in the School**

- Continue to use current minority students to help recruit high school seniors.
- Continue participation by the School in university-

- sponsored programs such as Project Uplift and Summer Bridge.
- Consider development of a mentor program especially for undergraduate minority students.
- Continue to support and encourage efforts of the Carolina Association of Black Journalists, a student organization affiliated with the National Association of Black Journalists.
- Maintain or increase the level of financial support for minority student attendance at job fairs.
- Continue efforts to find job fair and internship opportunities for minority students in all fields of mass communication.

**Action Plan to Increase Minority and Female Faculty Members**

**We must continue to strive to make the School’s faculty more diverse and representative of national and state populations and enrollments in the university and School. To that end, we are committed to the following efforts:**

- Maintain strategies used in the past to advertise available faculty positions and find ways to reach an even wider pool of female and minority applicants.
- Maintain active networking with colleagues at other universities to ascertain the potential candidate pool.
- Continue to gather information about potential faculty candidates coming out of doctoral programs at other institutions.
- Continue to pursue opportunities to hire minority faculty members through the university’s targeted minority hiring program.
- Expand efforts to bring female and minority professionals to the School as visitors. Recruit candidates through professional channels.
- Increase the number of minority and female guest speakers to classes in the School.

**The university mandated a campus-wide diversity plan in fall 2006.** The plan is designed to strengthen UNC-CH’s commitment to diversity by establishing a common set of goals for university leaders and an avenue for sharing related strategies and outcomes. **The School has also adopted the university’s plan as its own.**

The diversity plan requires that schools and units develop goals and objectives based on five diversity goals (explained below), identify action steps to accomplish these objectives, and conduct evaluations of the unit’s accomplishments of the goals or objectives.

The necessity of an institutional diversity plan emerged from the findings and recommendations of the 2005 Chancellor’s Task Force on Diversity. The task

force assessment concluded that while diversity clearly resonated as an important value for UNC-CH, the university community did not actually share a common understanding of diversity across the campus or of diversity priorities. To address this concern, the task force recommended that the university adopt common diversity goals and develop a plan to ensure accountability for achieving these goals campus-wide. The Office of Diversity and Multicultural Affairs was given the responsibility, in consultation with the campus community, of formulating a diversity plan that includes annual benchmarks and evaluation methods for implementation and review. This plan also established an annual reporting process for sharing campus-wide efforts to address common diversity goals.

For a copy of the 2006-10 university diversity plan baseline report, please refer to the appendices provided in the site team's workroom.

For a copy of the current university diversity plan report, please refer to the appendices provided in the site team's workroom.

**The five UNC-CH diversity goals are listed below, along with our School's most recent response to each goal:**

### **Goal 1: Clearly define and publicize the university's commitment to diversity.**

**School response:** The School's **website** has a special section (<http://jomc.unc.edu/about-jomc/diversity>) that covers the topic of diversity and how the School specifically addresses diversity issues as well as diversity programs in the School. For example, the website contains a section about **Latijam**, a School-wide initiative aiming to improve journalism and strategic communication about Latino life in North Carolina.

Students who participate in Latijam also produce a local radio program that airs weekly. They develop the content for the radio program and serve as its announcers and producers. Latijam is affiliated with other programs on campus, including Latina/o Studies and the Carolina Hispanic Association.

New information related to the greater topic of diversity is posted on the School's website on a regular basis.

Other student organizations in the School that are diversity-focused include the **Carolina Association of Black Journalists**, which is affiliated with the national organization. The student chapter has been named the best campus chapter of the National Association of Black Journalists in 2001, 2002 and 2007. The chapter was a finalist for the award in 2005 and 2012. Each fall the School has an informational session for new students. Representatives from student organizations in the School have the

opportunity to talk about their organizations and recruit new members at various events.

### **Goal 2: Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative and managerial positions.**

**School response:** The number of students who graduated from the School and who are classified as Hispanic, African-American or Asian has increased in recent years. For example, the number of graduating seniors classified as Hispanic went from 17 students in 2008-09 to 25 in 2013-14. The number of Asian graduating seniors in 2008-09 was 2; the number in 2013-14 was 17. The number of black graduating seniors went up slightly, from 21 in 2008-09 to 23 in 2013-14. Conversely, the number of white students who graduated went from 309 in 2008-09 down to 269 in 2013-14.

In terms of minority faculty members, we examine each year the number of full-time, tenure-track faculty members who are minorities.

We strongly believe in the importance of having minority-international faculty members as a vital part of our School. It should be noted here that we lost two excellent full-time African-American faculty members at the end of June 2014 when they retired. They served and were a vital part of the School during the past six years between our last self-study and this self-study. They were inspired teachers who were each awarded both the School's David Brinkley Teaching Award and the School's Ed Vick Innovation in Teaching Award. One of the retirees also was associate dean for undergraduate studies during the self-study period.

The School is working with the UNC-CH Office of Diversity and Multicultural Affairs to improve our diversity efforts for students and faculty members. For the 2014-15 academic year, this includes training-educational programs for our faculty and staff, particularly in terms of recruiting minority faculty members. The School has no separate retention programs or efforts to retain diverse students or faculty or staff members apart from the School's overall retention efforts and to work with the university's recruitment and retention programs to assure excellence during this difficult financial period.

### Goal 3: Make high-quality diversity education, orientation and training available to all members of the university community.

Diversity orientation and trainings are coordinated by the university's Office of Diversity and Multicultural Affairs (DMA.) For example, the DMA office just launched a set of workshops in spring 2013 that includes "Diversity in the Classroom," "Diversity in the Workplace" and "Diversity in Hiring." The School's response to Goal 3 focuses on its curriculum-based opportunities and special programs.

**School response:** In 2012, a joint project sponsored by the School and Capitol Broadcasting Company's WRAL-TV in Raleigh, N.C., began the **CBC-UNC Diversity Fellowship Program**, which aims to increase diversity in the broadcasting industry. The program takes 12 college seniors or graduate students who are finishing their university studies and want to pursue a career in broadcasting as reporters, videographers, editors, producers or directors. The intensive workshop is open to students from any college or university. The workshop was held in spring 2013 and again in spring 2014. A third class is being recruited for the spring of 2015.

While diversity and audience sensitivity are covered in many courses in the School, there are a number of courses that specifically focus on the topic of diversity:

**JOMC 342, "The Black Press and United States History."** A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical periods in the African-American experience. This course has been taught in the School for many years. This course is cross-listed with the Department of African, African American and Diaspora Studies at UNC-CH.

**JOMC 441, "Diversity and Communication."** An examination of racial stereotypes and minority portrayals in U.S. culture and communication. Emphasis is on the portrayal of Native-Americans, African-Americans, Hispanics and Asian-Americans in the mass media.

**JOMC 442, "Gender, Class, Race and Mass Media."** The media play a critical role in the construction and contestation of ideas about gender, class and race. Using a range of methods, students analyze media messages past and present to understand how gender, race and class influence media production and consumption. This course is cross-listed with Women's Studies at UNC-CH.

**JOMC 443, "Latino Media Studies."** An introductory course on U.S. Latina/os and the media. It analyzes the media portrayal of Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available

to them.

**JOMC 446, "Global Communication and Comparative Journalism."** This course covers theories that explain the working of global and local communication systems, the transnational flow of news, and opportunities and challenges that social and other new platforms pose to the production and distribution of news. It also familiarizes students with the media communication systems of key countries.

**JOMC 447, "International Media Studies: Mexico."** This course, offered in the spring, provides students with an intensive look at mass communication in Mexico in light of that country's culture. It includes a trip to Mexico City over spring break.

**JOMC 490, "Sexual Minorities and the Media."** This course examines the portrayal of sexual minorities in the news, entertainment media, advertising, marketing and social media. Students trace historical treatment of sexual minorities in the media, in addition to the roles that sexual minorities have played in content creation. The course aims to stimulate critical thinking about gay, lesbian, bisexual and transgender issues and their relation to the mass media.

**JOMC 491, "Poverty and Plurality and the Media."** This special-topics class considers social conflicts that stem from racial, ethnic and cultural differences through migration and immigration and how those conflicts are covered in the media. It attempts to identify conditions that most expeditiously promote social reconciliation and equitable access to higher education.

In addition, the School developed the **Chuck Stone Symposium on Democracy in a Multicultural Society**, a program surrounding the work of pioneer minority journalist and former faculty member Chuck Stone and the issues he felt were important. He died in 2014. We feel that this program will raise concerns about many minority-related issues that are not covered that well in the media and in political conversations. Five faculty members organizing the program to involve experts across the campus on issues such as immigration, voter reform and media. The program for the symposium is on the following page.



**CHUCK STONE SYMPOSIUM**  
ON DEMOCRACY IN A MULTICULTURAL SOCIETY

jomc.unc.edu/stonesymposium



**Friday, Oct. 24, 2014**

**11 a.m.**

**Welcome**

Dean Susan King  
UNC School of Journalism and Mass Communication

**Contemporary Democracy in a Multicultural Society**

Frank Baumgartner, UNC Department of Political Science  
Charles Price, UNC Department of Anthropology  
Andrea Benjamin, UNC Department of Political Science  
Paul Cuadros, UNC School of Journalism and Mass Communication

**Moderator:**

Assistant professor Daniel Kreiss, UNC School of Journalism and Mass Communication

**12:30 p.m.**

**Lunch**

Barry Saunders, columnist for The News & Observer

**1:45 p.m.**

**Civil Rights Then and Now**

Charmaine McKissick-Melton, N.C. Central University Dept. of Mass Communication  
Jarvis Hall, N.C. Central University Department of Political Science  
Anita Brown-Graham, N.C. State University Institute for Emerging Issues  
Paul Delaney, veteran N.Y. Times editor and correspondent who covered civil rights issues

**Moderator:**

Assistant professor Trevy McDonald, UNC School of Journalism and Mass Communication



**CHUCK STONE SYMPOSIUM**  
ON DEMOCRACY IN A MULTICULTURAL SOCIETY

jomc.unc.edu/stonesymposium



The Chuck Stone Symposium on Democracy in a Multicultural Society brings together scholars and journalists to discuss the issues of race, inequality, justice and democracy in America, which were central to Chuck Stone's work over a 60-year career.

Stone was a Tuskegee Airman, a leader in the black and metropolitan press, founding president of the National Association of Black Journalists, and assistant to one of the first African-American U.S. congressmen. Through his columns and books, he was an important voice in the Civil Rights and Black Power movements as well as a leading advocate of social justice.

In 1958, he joined the New York Age, first as a reporter and then as its editor. From 1960 to 1963, he was editor and White House correspondent for the Washington Afro-American. He induced discomfort among readership at that time by his diligent pressure towards the Kennedy administration to move forward with its Civil Rights agenda.

He briefly became the editor-in-chief of the Chicago Daily Defender in 1963, but was fired in 1964 for refusing to decrease his continued attacks on the powerful Chicago mayor.

In 1972, the Philadelphia Daily News recruited him as its first black columnist. Over the next 19 years, he developed a reputation for being outspoken about tough political and social views. He denounced discrimination, racism, police brutality and ignorance. In addition, he provided commentary on local television and radio.

In 1991, he became the Walter Spearman Professor at the UNC School of Journalism and Mass Communication where he taught censorship and magazine writing and encouraged his students to examine how journalists can engage with issues of race, inequality, justice and democracy.

## Goal 4: Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.

**School response:** The senior associate dean for undergraduate studies began meeting with the School's minority faculty members in spring 2014 to hear their issues. In addition, he organized two lunches with the School's minority faculty members to discuss ways in which the School could improve its diversity efforts. Improving diversity retention is one of the School's senior leadership goals. The senior associate dean for undergraduate studies presented the minority faculty's list of suggestions to the dean. Those suggestions are listed below.

1. Create a better mentoring program -- one in which the mentors are trained and can give good advice on the tenure and promotion process.
2. Ensure that minority faculty members do not feel as if they are being hazed during the tenure and promotion process. (This is a feeling that nonminority faculty members have also expressed.)
3. Provide better advice on CVs. The messages received are inconsistent.
4. Institute a better policy regarding diversity efforts within the requirements of tenure, perhaps making diversity a more involved part of service and creative work.
5. Demonstrate that minority voices are being heard by the School's administration.
6. Appoint a minority faculty member to lead a search committee.
7. Develop some sort of "post-doc" program for diverse faculty members joining our faculty as a way for them to learn about academia.
8. Encourage regular meetings of minority faculty members to discuss issues as a group.
9. Establish relationships with diversity mentors outside the School to connect faculty members with minority colleagues across the university.

The first minority faculty member was appointed to chair a search committee at the School at the start of the summer of 2014 – prior to the dean's receipt of these suggestions. It will be the first time a minority faculty member has chaired a search in the School (minority faculty

members have been members of many search committees in the past.)

Since 2013 the School has partnered with AT&T of the Carolinas and the NC Department of Public Instruction (DPI) to produce "**The Heritage Calendar: Celebrating the NC African American Experience.**" The calendar highlights North Carolinians who have contributed significantly to the lives and experiences of African Americans in our state. It features monthly profiles of inspiring Tar Heels as well as dates of significance in North Carolina and nationally. In October 2014, four School undergraduates were honored at the Governor's Mansion for their leading roles in producing the 2015 Heritage Calendar. In addition to paper calendars distributed statewide (and available in common areas of Carroll Hall), longer versions of the profiles are archived at [ncheritagecalendar.com](http://ncheritagecalendar.com). In addition, DPI is converting our students' work into lesson plans for every public school teacher in North Carolina. A copy of the 2015 calendar will be available in the site team's workroom.

A new television series based on the book by associate professor Paul Cuadros, *A Home on the Field* has offered the School a number of opportunities to emphasize the changing demographics of North Carolina. "**Los Jets**" is a documentary television series produced by Jennifer Lopez for NUVOtv. In June 2014, the School hosted a reception for the North Carolina premiere of "Los Jets" that attracted the Siler City soccer team featured in the documentary and local political and academic leaders. Chancellor Carol Folt and Provost Jim Dean both attended along with many other UNC faculty and staff members and others from the community.

The inaugural **Chuck Stone Symposium on Democracy in a Multicultural Society** (mentioned earlier in this Standard) was held in October, 2014. The event brought together scholars and journalists to discuss the issues of race, inequality, justice and democracy in America, all of which were central to Chuck Stone's career. The 2014 symposium featured two panels: "Contemporary Democracy in a Multicultural Society" and "Civil Rights: Then and Now." The School hosted a pre-symposium showing of "Los Jets" that was followed by a conversation with Paul Cuadros, Professor María De Guzmán of the UNC-CH Latin America Studies department and one of the featured soccer players who is now a first year student at UNC-CH.

## Goal 5: Support further research to advance the university's commitment to diversity and to assess the ways in which diversity advances the university's mission.

**School response:** Several of our faculty members have completed research in diversity. Below are some examples of work by full- and part-time faculty members

and students. The citations follow the individual faculty member's style of listing:

- **Comello, M. L. G.,** & Kelly, K. J. (2012). Picturing Biculturalism of Mexican-American Youth: Implications for Prevention Message Design. *Hispanic Health Care International*, 10(3), 118-126.
- Kelly, K. J., **Comello, M. L. G.,** Stanley, L. R., & Gonzalez, G. R. (2010). The power of theme and language in multi-cultural communities: Which tobacco prevention messages are most persuasive to Mexican-American youth? *Journal of Advertising Research*, 50(3), 265-278.
- **Anne Johnston, Barbara Friedman,** Autumn Shafer (graduate student), "Framing the Problem of Sex Trafficking: Whose Problem? What Remedy?" *Feminist Media Studies* 14:3 (2014).
- **Barbara Friedman** and Patrick Merle (graduate student), "Veiled Threats: Decentering and Unification in Transnational News Coverage of the French Veil Ban." Harris, T.M. and **McDonald, T.A.** (2013). "Television." In P.L. Mason (Ed.) *Encyclopedia of Race and Racism*, 2nd e. (pp. 1667-1675), Detroit, MI: Macmillan Reference.
- **Gates, Joan,** Diehl, S. Crandall, J., & Coyne Beasley, J. (In press). "Intervention Effects from a Social Marketing Campaign to Promote HPV Vaccination in preteen boys."
- **Cuadros, Paul.** (August 2011.) *27 Views of Chapel Hill*, Eno Publishers.
- **Kreiss, Daniel,** & Meadows, L. (co-authors). (In press). Intra-movement Agenda Setting: Strategic New Media Messaging During a LGBT Ballot Campaign. In J. Girouard & C. Sirianni, *Varieties of Civic Innovation: Deliberative, Collaborative, Network, and Narrative Approaches*. (pp. TBD). Nashville, TN: Vanderbilt University Press.

In addition, **Assistant Professor Trevy McDonald** was the videographer, editor and narrator of "Our Land, Our Lives: The North Carolina Black Farmer's Experience," a 23-minute documentary. The video was commissioned by the Land Loss Prevention Project in 2011.

McDonald also won a School seed grant to continue her oral histories on African-American journalists who covered the civil rights movement for the black press. This ongoing work also won a \$7,500 university junior faculty award.

**Associate Professor Paul Cuadros'** book, "A Home on the Field," (HarperCollins), which chronicles the arrival and struggle of Latino immigrants to a rural poultry-processing town in the South as told through the stories of an all-Latino high school soccer team, was made into a documentary TV series in 2014. The documentary, which features undocumented Latino youth, was produced by Jennifer Lopez's production company and had a North Carolina premiere in June 2014 with the School's support. The UNC-CH chancellor and provost and Dean King attended the

premiere.

The production company and cable channel airing the project celebrated in New York City at the convention of the League of United Latin American Citizens. At the premier, Jennifer Lopez, who was executive producer of the documentary series, introduced First Lady Michelle Obama and screened the series to a special audience. Cuadros raised considerable private funding for the documentary series as well as worked with the filmmakers over three years on the project. School alumni participated in the filming of the series, and **Professor Pat Davison** helped to promote the show through his photography.

The series, "Los Jets," has garnered national reviews and attention in such publications and television shows as "The Washington Post," "Los Angeles Times," Associated Press national, MSNBC, the "Huffington Post," NPR's "LatinoUSA" and other media. Cuadros is currently working with the filmmakers on a feature film about the book.

**Professor Charlie Tuggle** has produced a documentary, "Las Abuelas de Plaza de Mayo and the Search for Identity," that focuses on a period in Argentina's history referred to as the Dirty War, during which tens of thousands of individuals were arrested, tortured and killed in 1976-83. It was shown at the Carter Center in Atlanta in July 2014 with President Jimmy Carter in attendance. President Carter joined Dr. Tuggle and two individuals in the documentary for a public discussion after the film.

**Professor Lucila Vargas** launched *Latina/o Journalism and Media (Latijam)* in 2010. It is a School-wide cultural competence initiative that seeks to improve journalism and strategic communication about Latino life in North Carolina and the Southeast. She also continues her research on young Latina women and the media.

**Professor Francesca Dillman Carpentier** won a competitive university grant in summer 2014 to pursue a research proposal on the accessibility of concepts of sexual risk and responsibility when shown media depictions of lust or love. It follows earlier work she has done on the issue.

It should also be noted that many of the School's current graduate students have also conducted research in diversity and minority issues. Among them are Ph.D. students April Raphiou (Africa), Joe Cabosky (African-American and LGBT issues), Diane Francis (African-American), and Meghan Sobel (Asia, Africa, sex -trafficking issues). Current and recent master's students conducting research this year include Ligaiya Romero (Philippines and biracial), Ivan Weiss (African-American), and Marshele Carter Wadell (combat veterans with PTSD and traumatic brain injury).

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

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The School must complete a Diversity Goals Plan Outcomes Reporting Form for the UNC-CH Office of Diversity and Multicultural Affairs each year. That form examines how well the School is performing against the goals set by the university. Those goals and our performance against those goals for the 2013-14 academic year are listed above.

One example of a School diversity program that has been very successful is the **Chuck Stone Program for Diversity in Education and Media**, developed and sponsored by the School. Now in its eighth year, the program admits 12 diverse students to the summer program each year. The participants are high school students. They receive intensive training in interviewing, writing news stories and other journalistic skills.

During the 2014 Chuck Stone program, students were able to engage with dynamic speakers on many topics including the importance of one's name, social media use, personal branding, alternative storytelling and media law. In addition, students got a feel for college life through their dining and residence hall experiences, and they worked under time restraints and deadlines to complete assignments.

Students were able to bond with their peers and program staff members, creating a diverse community of learners. After discussing alternative storytelling methods, some students came out of their comfort zones and created infographics and a website in lieu of writing a traditional story. Students especially enjoyed the photography, motion graphics and broadcast sessions.

A number of students who have been in the Chuck Stone program have gone on to college and performed well. Some of them have come to UNC-CH and majored in our School and are having successful careers in the mass media. Of the 12 Chuck Stone students from 2012, five enrolled in UNC-CH. In the 2011 Chuck Stone class, seven of 12 students enrolled in UNC-CH. The best Chuck Stone class in terms of recruitment was 2009, when six of 12 students enrolled in UNC-CH and all six became students in the School.

A grant by the Gannett Foundation allows us to track the Chuck Stone students, their college progress and industry success. Each year the graduates are invited to Chapel Hill to network and to meet with the mentors; this is also funded by the Gannett Foundation grant. The program took a leap forward in 2014 by securing multiple-year funding from an anonymous donor who has until now supported the program on a year-to-year basis.

The School believes that recent recognition for its diversity efforts among its faculty members and students also shows that it is achieving its diversity goals.

Associate Professor **Paul Cuadros** received the faculty diversity award from the UNC-CH Office of Diversity and Multicultural Affairs in 2013. He was recognized for his work with diverse groups and students at UNC-CH including helping to found the Carolina Latina/o Collaborative Center and the Carolina Latina/o Caucus, and chairing the Scholars' Latino Initiative mentoring and bridge program for Latino students. In 2012, a School doctoral student and a student organization led by an undergraduate journalism major were recognized with university-wide diversity awards given by the UNC-CH Office of Diversity and Multicultural Affairs.

Joseph Erba, then a third-year doctoral student and Roy H. Park Fellow, received the UNC-CH graduate student diversity award for his commitment to diversity in his research, teaching and public service. Erba specializes in strategic and intercultural communication, focusing on the relationship between media portrayals of racial minorities and racial minority students' college experiences. His dissertation examines the experiences of Latino male undergraduate students at a predominantly white public university.

Viviana Bonilla Lopez, then a junior in the School, accepted a diversity award on behalf of Rethink: Psychiatric Illness, a student organization dedicated to raising awareness and educating others about mental health issues. The group also designed a skills-training event — much like UNC-CH's Safe Zone — that will prepare students to become Rethink Ambassadors and work to make the university a safer place for students and community members with mental illnesses. Lopez co-founded and leads the group with fellow undergraduate Stephanie Nieves Rios. Lopez is an alumna of the School's Chuck Stone Program.

### 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.

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The School offers a number of courses and programs that deal with diversity. They are listed above. In addition, here are three other programs tied to the School's curriculum:

#### **The Irina Project**

The Irina Project is a form of engaged scholarship,

with research as its foundation that translates to service to the journalism profession and community. Its aim is to improve media coverage of sex trafficking. “Irina” refers to a trafficked woman from Eastern Europe profiled in a widely circulated article about sex trafficking.

The project was co-founded by faculty members **Anne Johnston** and **Barbara Friedman**, who discuss the project in the classes that they teach on gender and the media. It is the only anti-trafficking resource dedicated to understanding media’s role in coverage of sex trafficking. Specifically, the project is dedicated to the responsible and accurate reporting of sex trafficking. In addition to research and public presentations, Johnston and Friedman use social media (Facebook and Twitter) to monitor and comment on media representations of sex trafficking.

Their research has shown that when trafficking is reported, coverage tends to reduce its complexity to breaking crime news, neglect details of how victims are recruited or “rescued,” and ignore larger contextual frameworks showing linkages to larger societal issues. Web analytics suggest that reporting has not kept pace with the public appetite for information about trafficking, particularly when curiosity is piqued by popular media (movies and books, for example) or coinciding with the annual release of the *Trafficking in Persons* report. The result of inaccurate or irresponsible coverage of trafficking can have serious consequences, leading to fear and misunderstanding, marginalization of trafficking victims, and the allocation of resources in ways that do not help the problem.

In 2013, The Irina Project received a McCormick-Poynter grant to sponsor a Specialized Reporting Institute (SRI) to help reporters cover sex trafficking responsibly and accurately. Competing for 15 seats were two-dozen print and broadcast journalists in 21 U.S. cities, representing news operations in 13 states. Also in attendance were representatives from the U.S. State Department and trafficking survivors. During that two-day workshop in November 2013 in the School, working journalists received training and education on several areas of covering sex trafficking, such as interviewing trafficking survivors, mining data sets and understanding numbers, and visual representations in telling the story of trafficking. The SRI provided resources for reporters based on research findings and tip sheets from the guest experts.

Following the reporting institute, the project received a seed grant from the School to develop a web-based resource for reporters. In addition, Friedman and Johnston were selected for the UNC-CH Thorp Faculty Engaged Scholars program (Carolina Center for Public Service) in 2014 to continue the development of this web-based resource. Although the occasional media guide has been generated by scholars or organizations involved in anti-trafficking efforts, the proposed website will provide the only centralized resource of this kind, to be updated routinely and become

increasingly interactive as additional data resources are collected and made available to users.

The website is being developed to provide reporters with resources such as:

- Locating reliable expert sources.
- Access to survivors’ stories.
- Locating reliable data and interpreting it for audiences.

## Latijam

Another School-wide initiative is Latijam, a cultural-development effort dedicated to improving journalism and strategic communication of Latino life in North Carolina and beyond. Latijam comprises an undergraduate certificate program in Latino Media Studies, a service-learning and youth-empowerment radio project that ran in 2009-14, a regional directory of Latino media and a bilingual (Spanish-English) website ([latijam.unc.edu](http://latijam.unc.edu).) Professor **Lucila Vargas** directs the initiative.

The website makes publicly available the regional directory of Latino media and displays Latino-related research that students and faculty members conduct at the School. Google analytics for October 2012-October 2013 show 5,177 visits from 2,461 unique visitors to the English version of the website alone.

The directory is a public service project and a research endeavor. It serves nonprofits and other service providers who have no access to proprietary directories. It is available free on the website. It was prompted by the need to map the region’s Latino media.

The website has information on newspapers and radio and television stations targeting Latinos in Alabama, Arkansas, Georgia, the Carolinas and Tennessee.

The radio project ran from August 2009 to May 2014. It was a weekly Spanish-language radio show on a local community station. It is not operating in 2014-15 but Vargas hopes to continue it in the future.

**The School’s Certificate in Latino Media and Journalism Studies**, which is part of Latijam, is the third of its kind in the nation and the first in the Southeast. It is offered to degree-seeking, residential undergraduates majoring or minoring in journalism and mass communication. It enhances the educational experience of students by preparing them to live and work in bilingual and multicultural environments.

Latijam is an interdisciplinary program in collaboration with the Department of English and Comparative Literature (through its Latino Studies Minor and Program), Department of Geography, Department of History, Department of Music, and in particular with the Department of Romance Languages and Literatures.

Approved by UNC-CH in May 2013, the certificate program currently has five students. The first graduate received her Certificate in Latino Media and Journalism Studies in May 2014.

Professor Lucila Vargas of the School directs the program, and Professor Julia Cardona Mack (Department of Romance Languages and Literatures) is associate director. Both advise certificate students. The director approves their plan of study and monitors their progress to ensure that they are able to complete the program successfully and in a timely fashion.

The certificate is a cultural competence development program that enables students to acquire a knowledge base about U.S. Latinos and the media catering to them. Students also develop Spanish-language composition and Spanish-English translation skills. Students improve their proficiency in Spanish as well as their effectiveness to communicate with and about Latinos.

Although 64 percent of U.S. Latinos were born in the United States, they have a deep attachment to their cultural roots and prefer media that speak to their cultural uniqueness, whether in Spanish or English. Historically, Latinos have been served by Spanish-language media. But as more Latinos speak English, bilingual and English-language media targeting Latino audiences have appeared; even media giants such as Disney's ABC and News Corp.'s Fox have entered the Latino media market.

Students may apply in the fall or spring semesters. To be in good standing, students must maintain a GPA of 3.0 in all certificate courses. They must complete 9-12 credit hours to receive the certificate. Certificate students are guaranteed a slot in certificate courses. Prospective students must demonstrate Spanish-language proficiency at the fifth-semester level before being accepted into the program. Further information is available at [latijam.jomc.unc.edu](http://latijam.jomc.unc.edu).

The certificate offers students a specialized credential that adds value to their degree. It is noted in their transcripts and gives them an edge in a competitive job market because media and communication firms have an urgency to recruit employees who understand the Latino consumer.

## The "VOICE"

The Durham "VOICE" is a community newspaper and multimedia website ([durhamvoice.org](http://durhamvoice.org)) providing neighborhood news, information and features for residents of Central Durham. The "VOICE" is organized around mentoring for community youth in order to help at-risk, disadvantaged and disconnected young adults expand their leadership, education and career opportunities.

Launched by Senior Lecturer **Jock Lauterer** in

September 2009 (online first and then in print in February 2010), the "VOICE" is a joint production of JOMC 459, "Community Journalism," and JOMC 457, "Advanced Editing," as well as the "Advanced Reporting" class taught by Professor Lisa Paulin at N. C. Central University. She is a Ph.D. graduate of our School. The "VOICE" also gets content from four Durham high school journalism classes and their school newspapers as well as from a small staff of urban youth supported by a local youth-development non-profit in Durham.

The "VOICE" youth staff is primarily teenagers living in Central Durham, with journalism students from NCCU and UNC-CH contributing content and mentoring the younger staff members. Additionally, the project mentors students at four Durham high schools to extend the reach and help strengthen the schools' journalism programs. Participating teens gain the leadership, writing, technology and professional skills necessary to effectively use their voices in civic discussions and to expand their education and career options.

This experience is designed to establish a direct positive link to the development of civic engagement and community involvement. The young people not only benefit from the skills workshops and mentoring activities but also from the experience of seeing their photos and articles published. This promotes confidence in their work and teaches them that their voices can be heard and make a difference in their community.

The "VOICE" is published monthly in print and bi-weekly online during the academic year. Summers are devoted to recruitment and community outreach. The publications include articles, photos and video, providing the Central Durham community with a timely source of information, issue-oriented stories and features unavailable anywhere else from a single source.

Two thousand copies of the print version are distributed to schools, offices, churches and businesses throughout Durham each month. Newsroom space is maintained in the Golden Belt Building in Durham.

The "VOICE" is a collaborative effort between the School and the Department of English and Mass Communication at N.C. Central University, an HBCU that is part of the UNC System. More than \$300,000 in annual support from the universities and community partners is already invested in the "VOICE."

An instrumental partnership of the "VOICE" is with Partners for Youth Opportunity, newly formed through the merging of Year of Opportunity for Durham Teens and Partners for Youth. Serving teens aged 15-17 identified as at-risk, Partners for Youth Opportunity's mission is to provide mentoring and job training. In the coming year, we anticipate that 8-10 teens in this program will be staff

members at the “VOICE.” Each year’s “VOICE” is led by one outstanding teen selected as teen editor-in-chief. Three past teen editors-in-chief are attending college, two of whom are attending on scholarship.

The “VOICE” has been directly responsible for reviving or launching of school newspapers at three Durham high schools: Southern, Hillside and J.D. Clement.

Journalism students say that this innovative community journalism boots-on-the-ground experience gives them a greater appreciation for the vital role of journalism in a democratic society and shows them how one journalist can make a difference at the community level.

The “VOICE” has been recognized in the Durham mayor’s state-of-the-city address, local blogs, “Durham Herald-Sun,” “News & Observer” and “Triangle Tribune.” In 2011, the “VOICE” won one of two UNC-CH Provost’s Awards for Public Service. From AEJMC, the “VOICE” won second place in the nation for outreach and innovation in journalism education.

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

The School has long enjoyed a strong international program, thanks to the effort of a number of faculty members and former Dean **Richard Cole**. In recent years, the School has committed to strengthen and formalize this global focus.

In 2010, **Michael Penny** was hired into a new position of assistant director for international and professional programs. Under the guidance and direction of Senior Associate Dean **Louise Spieler**, Penny spearheads efforts to further internationalize the School.

Spieler and Penny have worked to expand international initiatives and deepen integration of international activities into every area of the School. This is true not only for undergraduate students but also for graduate students, faculty members and professionals from around the world who visit the School.

### Visiting International Scholar (VIS) Program

International visitors have come to the School for many years, but the VIS program was formalized by former Dean Cole in 1999. Cole still directs the program with administrative assistance from Penny.

The program brings practicing journalists and journalism-communication professors and researchers from around the world to the School for one or two semesters each, usually a year. They are mid-career professionals or academics who carry out a personal research project, sit in on classes to gain deeper understanding of a subject, and immerse themselves in the culture and values of U.S. journalism and communication teaching and practice. Due to the availability of funding from governments and journalism foundations, virtually all scholars come from South Korea or China.

The VIS program is going from strength to strength. In fall 2012, there were 21 scholars. In fall 2014, there are more than 30. Still more will be here in spring 2015. Recently the School introduced a program fee of \$2,500 a semester that scholars pay to the School, giving a source of revenue that can be used to support other international initiatives. More than \$150,000 now comes in annually.

A VIS colloquium is held every Friday during the semester, and a different faculty member speaks to the group about his or her research or area of expertise. Relevant speakers from outside the School speak as well. Recent speakers include John Drescher, executive editor of “The News & Observer” in Raleigh, and James Sasser, U.S. senator from Tennessee and ambassador to China in 1995–99.

The VIS program is a great benefit to the School. Scholars are often asked by professors to be guest speakers. Many sit in on classes, giving a different viewpoint in discussions and bringing an international and professional perspective to issues. One Chinese visitor attended each session of five classes one semester and was a star participant, the professors said.

There have been many domino effects of the VIS program. Scholars have worked with faculty members on research projects, often with excellent outcomes. In 2010, Professor Chen Kai of the Communication University of China in Beijing was a participant in the program, researching community newspapers in North Carolina under the guidance of **Jock Lauterer**, senior lecturer and founding director of the Carolina Community Media Project. Lauterer now spends part of each summer in China, visiting small newspapers around the country and giving talks to journalism students about community newspapers. In 2011, Professor Kai’s book, *An Introduction to Community Newspapers in the United States*, was published in China. In May 2014, a Mandarin Chinese translation of Lauterer’s book on U.S. community newspapers, *Community Journalism: Relentlessly Local*, was released.

Growing out of links made from the VIS program, the School has put on a number of professional education workshops for groups of Korean journalists who traveled to Chapel Hill. These programs featured speakers from the School and the university along with visits to media

companies in North Carolina, Washington, D.C., Atlanta and New York City:

- New Media Workshop, Korea News Editors Association, December 2010.
- The Media's Role in U.S. Politics and Elections, Korean Broadcast Journalist Association, August and October 2011.
- New Media Workshop, Korea News Editors Association, November 2011.
- New Media in Broadcast Television, Korea Producers and Directors Educational Institute, June 2012.
- Business Journalism and the Global Financial Crisis, Korean Broadcast Journalist Association, September 2012.

## China.org.cn Exchange Program

Each spring two reporters or editors from [China.org.cn](http://China.org.cn), a large state-supported news website in Beijing, join the VIS program for a semester. The employees from China.org.cn who visit are in the English-language section of the website. They have been coming to the School each spring for more than seven years. Each summer, two School students have the opportunity to intern at the China.org.cn newsroom. Not only does this give students a chance to live in Beijing but also exposes them to a news and journalism culture markedly different from what they have grown up with and practice in the School. Cole directs this exchange program.

This program has had domino effects as well. China.org.cn has paid travel expenses and honoraria for several faculty members to visit Beijing for one or two weeks each in the summer to speak to the organization's staff members in educational seminars. **Andy Bechtel** has spoken about editing in the digital age, **Winston Gavin** on reporting, **Richard Cole** on writing and editing, **Jock Lauterer** on community journalism, **Chris Roush** on business journalism, and **Ryan Thornburg** on digital research and communication.

## Study-Abroad Exchanges

Semester-long study-abroad opportunities have been expanded and formalized since 2010, with the School now having seven exchange programs with top-tier communication schools around the world that are reserved exclusively for students in the School:

- School of Journalism, **Sciences Po**, Paris, France.
- Department of Journalism, **City University London**, England.
- School of Communication, **University of Navarra**, Pamplona, Spain.
- Faculty of Social Science, Politics and Communication, **Pontificia Universidad Catolica, Buenos Aires**,

Argentina.

- Faculty of Communications, **Pontificia Universidad Catolica de Chile, Santiago**, Chile
- Journalism and Media Studies Center, **University of Hong Kong**, Hong Kong.
- School of Journalism and Communication, **University of Queensland**, Brisbane, Australia.

The School's partnerships with Navarra, Sciences Po and PUC-Buenos Aires began about 10 years ago. The exchange with City University London began in 2011, with University of Queensland in 2012, with the University of Hong Kong in 2013, and the exchange with PUC-Santiago was renewed in 2014.

The School also has ties to Fudan University School of Journalism in Shanghai, China, where students can study abroad if they desire to do so.

**From 2009-10 through fall 2014, 111 students have taken part in the School's exchange agreements.**

These programs give students an excellent opportunity to study at some top communication programs around the world, while also being able to earn credit to fulfill requirements in the School. Penny advises students who hope to study abroad on what program would be the best fit for them, what classes they can fulfill while abroad, and how to make the best out of their time away from UNC-CH. Not only does Penny advise students on studying at the School's exchange partners, he also helps students explore the possibility of getting credit from other exchange programs the university offers. He also talks with students on how to best incorporate an international experience of some kind into their time in the School.

## Faculty Exchanges

The School has established faculty exchanges with the University of Navarra and the University of Hong Kong. Each spring a faculty member from each school visits Chapel Hill for a week to speak in classes, hold small-group discussions about their area of expertise, meet with students interested in studying abroad at their home institution, and visit with local media and professional organizations. A UNC-CH faculty member travels to our partner for a week to do similar activities. Since 2009-10, 11 faculty members from the School have taken part in these visits.

These visits are of great interest and worth to students at both institutions, and a number of faculty collaborations have grown out of the visits. For example, from relationships developed through faculty visits in 2012 and 2013, Dr. **Tom Linden** of our School and Dr. Bienvenido Leon of Navarra worked during summer 2014 with a team of students and graduates from both schools to create a long-form documentary on climate and environmental issues

facing the Navarra region of Spain.

Many of these faculty visits were funded by grants from internationally focused units on campus, such as the Center for Global Initiatives and the European Studies Center. The School has strengthened links with offices such as these and the UNC Study Abroad Office. The School is now included in university grant applications to fund international activities, and we benefit from greater collaboration and involvement in campus-wide international initiatives. We also receive advice on how to build a comprehensive international program in a strategic, sustainable way.

## International Classes and Short-Term International Programs

Not every student can academically or financially afford to spend a semester abroad. Athletes or students who have other commitments in Chapel Hill also find it hard to leave Chapel Hill for an entire semester. The School currently offers two classes that give students a short-term international experience as part of the course and is introducing new short-term programs aimed at these students in particular.

- **JOMC 447, “International Media Studies”**

Offered in the spring, this course has been taught by **Richard Cole** for over 20 years. The course is an immersive investigation into the Mexican news media and their interaction with politics and culture. Special notice is given to how news is covered by Mexican media as compared to U.S. media in light of cultural differences. Many guest speakers are featured in person and via video conferencing. Guests include professors and researchers who study Mexican media, reporters who cover Mexico from within the U.S., and correspondents based in Mexico for various U.S. and international news outlets. Students write a research paper about an aspect of Mexican news media that interests them.

The centerpiece of the class is a nine-day trip to Mexico City over spring break. Organized in collaboration with the Mexico City campuses of the prestigious Tecnológico de Monterrey university system, students hear lectures from Tec professors and meet with journalism students enrolled at Tec. The class meets with foreign correspondents based in Mexico City to find out about the challenges that come with covering Mexico, and they hear from experts in Mexican politics, demographics, security and culture. Students also visit major media outlets such as Televisa and the “Reforma” newspaper, meeting with editors and managers to understand the unique challenges the media in Mexico face.

- **JOMC 584, “Documentary Multimedia Storytelling”**

The spring-semester offering of this course is an intense, immersive investigation into the people and the issues of an international city or region. During spring break, students travel to the subject area to do first-hand research for written pieces and infographics and to create short videos documenting the people who live there. Professor **Pat Davison** teaches this course.

Before the trip, students research the people, politics, environment and culture of the locale, identifying story ideas for their videos. During the trip, students are immersed in the local culture, interviewing local residents, recording daily life, and uncovering cultural and societal idiosyncrasies that make that location special and interesting. After the trip, students create a website to house the videos, infographics and written pieces they have produced.

The School works with partner schools and departments to fund the trip and to help with logistics on site. UNC-CH supporters for this class have included the Center for Global Initiatives, the Environmental Studies Center, the Renaissance Computing Institute, the Global Research Institute, the UNC Water Institute, the Center for Galapagos Study and UNC Global. International partners include Tecnológico de Monterrey-Mexico City and the PUC Faculty of Social Science, Politics and Communication in Buenos Aires.

Previous projects can be seen at [livinggalapagos.org](http://livinggalapagos.org) and [reframingmexico.org](http://reframingmexico.org).

## Global-Immersion Programs

For 2014-15, the School is introducing two new international programs designed for students who want a short-term global experience. These programs are the first of what the School hopes will be many global immersions. The first programs will be a spring-break networking and immersion trip to London and a for-credit class to China that will be held in May.

- **London**

Held over spring break, this program will consist of an eight-day, faculty-led trip to London. The group will have cultural visits and tours of the city, will learn about the start-up scene in London, and visit Google, Burson-Marsteller, Bloomberg, the BBC and various other media production and distribution agencies. The program is organized in collaboration with UNC-CH’s Winston House, center of UNC-CH activity in London and home to the Honors in London program, and will have an alumni reception and discussions with UNC-CH graduates on their work in London and how their time in Chapel Hill prepared them for their career. The School will work with City University London to arrange joint sessions with faculty members and students from both programs.

- **China**

This immersion will be offered as a class in May and will feature a 12-day trip to China with stops in Beijing, Shanghai and Hong Kong. Utilizing the many contacts the School has through the Visiting International Scholars program and with alumni, Fudan University and the University of Hong Kong, students will visit organizations such as Lenovo, Google, CCTV, China.org.cn, Burson-Marsteller and “South China Morning Post.” Lectures and discussions on Chinese media will be organized in collaboration with contacts at Tsinghua University, Communications University of China, Fudan University, Baptist University of Hong Kong and University of Hong Kong. Students will also take part in cultural activities throughout their trip. With pre-departure readings and classes combined with research and reflection assignments, this program will give students an intensive immersion into Chinese media culture.

## Other International Opportunities for Graduate Students

Due to the nature of the graduate curriculum, it is challenging for M.A. students to build an international experience into their time in the School. So the School has worked to establish strong connections with outside organizations to give graduate students opportunities to go abroad. Even if students do not go abroad during their time in the School, they can still take advantage of programs that will give them a chance to meet individuals from around the world and expose them to international perspectives.

The **Delegation of the European Union to the United States** runs a week-long trip that takes a number of graduate students from around the country to Brussels each spring to meet E.U. officials, learn about the media coverage of the E.U., and network with European media representatives. This program has a competitive application with only around 15 students being chosen to take part. The School has been invited to send in applications since 2012, and each year two students have been chosen to take part.

A partnership with the **German Embassy in Washington, D.C.**, has recently been established that will give graduate students a chance to apply for a week-long trip to Berlin in the fall semester. This trip will feature visits to Germany media outlets, discussions with politicians and society leaders, and networking with other journalism and communication students from the U.S. and Germany.

## Programs with the U.S. Department of State

Each fall the School partners with the U.S. Department of State to welcome a group from the **Edward**

**R. Murrow Program for Journalists** for a week. In 2009-11, the School was the host for groups of English-speaking journalists from all over Europe. Since 2012, the School has welcomed a group of Arabic-speaking journalists from the Near East and North Africa. During their week at the School, the journalists meet with students and professors to discuss journalism culture in the U.S. and their home countries. They hear from students who studied and lived in the Near East and are briefed on current events and trends in journalism. They enjoy cultural activities at UNC-CH and in Chapel Hill. They visit media outlets and, if an election year, a polling station. Students and faculty and staff members are invited to interact with these groups at every opportunity, bringing unique global viewpoints into the classroom and to informal conversations throughout the School.

The School often has groups in from the **State Department’s International Visiting Leadership Program**. These groups meet with faculty members or graduate students who are experienced in particular topics. Some of the groups that have visited the School in the last year are:

- Yemeni political activists interested in how press freedom aids in sustaining democratic values.
- Israeli energy officials learning about environmental journalism.
- Iraqi youth activists on the power of blogging and social media for political change.
- German religious leaders on how community media can unite divided societies.
- Belarusian political leaders on promoting human rights through the media.
- German journalists on utilizing new technologies for local and regional reporting.

## Center for Strategic and International Studies (CSIS)

Once a semester the School welcomes a visiting journalist taking part on an international fellowship program through the Center for Strategic and International Studies in Washington, D.C. These journalists spend up to a week in Chapel Hill speaking to classes, meeting with students, interviewing faculty experts in the School and around the university, and researching an area of interest to them. Their stop in Chapel Hill is one of many in a research tour of the U.S. that often lasts a month or two. The latest visitors to the School have been:

- A **German** journalist interested in business news coverage in the U.S.
- A **Swedish** journalist researching representations of the LGBT community in U.S. media.
- A **Russian** journalism professor researching international communication and national representation in the media.

## Student Awards for International Activities

The School dedicates some awards and scholarships to assist students planning international activities. These awards total between \$10,000 and \$15,000 each year. Recent recipients used the awards to:

- Create marketing materials for a nonprofit education organization in **Bali**.
- Research the representation of Afro-Argentines in **Argentinian** media.
- Study abroad for a semester at City University **London**.
- Enroll in an intensive Russian-language course and investigate media freedom in **Russia**.
- Travel to **Egypt** to report on the political uprising.
- Investigate how austerity measures are affecting the working class in **Greece**.
- Participate on the **Liberia** Election Project to encourage fair political coverage in the country's first democratic elections.

Thanks to the efforts of former Dean Cole and many others, the School has always had a strong international program. Since 2010, this foundation has been built upon to expand opportunities for students and faculty. Students in the School now have many options on how they can build an international element into their studies whether they stay in Chapel Hill or go abroad for a semester. An international perspective is almost essential for a student going into today's job market, and the School is working hard to ensure that every student has an opportunity to develop international appreciation and understanding.

## 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 above, our university has an Office of Diversity and Multicultural Affairs. It provides diversity training sessions for faculty and staff members from all units on campus. We have requested that the office conduct a session on diversity for our staff and faculty members in the upcoming year. We are fortunate that the Office of Diversity is responsive to the needs of the various units on campus.

Also, all units on campus must turn in an annual diversity report to the Office of Diversity. As the undergraduate bulletin for UNC-CH states, "The University

of North Carolina at Chapel Hill strives for excellence both in academic engagement and co-curricular support. Sustaining a diverse and inclusive community is critical to achieving educational excellence." The University has a web site, [safe.unc.edu](http://safe.unc.edu), that includes information in regard to maintaining a safe campus across many aspects of harassment and assault. The School shares that information.

The School works with the Office of Accessibility Resources and Services, a part of the UNC-CH Division of Student Affairs, to ensure that our programs and facilities are accessible to all students. This includes students who have learning disabilities. Such students are required to notify their instructors if they have a documented learning disability. The instructors then ensure that the students are accommodated for test-taking and other work. Quite often, School instructors send tests through UNC-CH mail to the Office of Accessibility Resources and Service, which then administers the test and sends it back to the instructor for grading. In orientation for adjunct instructors, we remind them of the need for accommodation and ask them to contact the senior associate dean for undergraduate studies if they have any questions.

In the School's communications, such as its website, and in special programs such as distinguished lectures that include panel discussions, we take care to ensure that the diversity and accomplishments of our students are recognized and showcased.

Two particular efforts involving the School highlight the value of diverse viewpoints:

- "The Siren" is a student-produced publication at UNC-CH that promotes a feminist perspective on issues surrounding gender, identity, sexuality and human rights. It provides readers resources for discovering, developing and challenging their self-identities and life philosophies by exposing the daily world to the glaring examination of feminist critique. In this way, the publication aims to address the challenges of inequality not only globally and nationally but particularly within the UNC-CH community. The faculty adviser to "The Siren" is Associate Professor **Barbara Friedman**. The publication recently received the university's Diversity Award.
- Bank of America chose two undergraduate programs from across the country to launch its Global Marketing and Corporate Affairs diverse student pilot program: our School and Syracuse University's S.I. Newhouse School of Public Communication. One of the bank's top public affairs executives was acutely aware that corporate America's public affairs leaders do not mirror their customers. Tony Allen, a vice president at the bank, created a program to identify underrepresented students and women from top public relations programs who could work as interns and be fast-tracked into

corporate America. Allen wanted to identify highly motivated students for a selective internship program that would expose them to the bank and to some of its top public relations corporate partners such as Burson-Marsteller and VOX Global. Four UNC-CH students received lucrative internships at Bank of America, and 11 were offered interviews with their partners. The program was evaluated in 2014 and will be repeated in summer of 2015.

## 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 underrepresented groups.

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Undergraduate students who come to UNC-CH typically don't enter the School until the first semester of their junior year, so the School has little role in the diversity of the incoming first-year class, except for the recommendations for students who have participated in the School's high school diversity programs. UNC-CH students must have a minimum GPA of 3.1 to be able to enter the School in their sophomore or junior year.

Students who apply to UNC-CH as transfer students from another university also must have a minimum GPA of 3.1. The university's Office of Undergraduate Admissions works with a faculty member in our School, **Charlie Tuggle**, who reviews the records of all the students who have applied to the School. The student records are first reviewed by the admissions office to determine if the students meet the minimum requirements to be accepted into the university. On average, 25 transfer students are recommended for acceptance each year by the School. The reviewer also pays particular attention to why the students say they want to be in the School.

About 25 percent of the students who apply through the transfer system are minorities. Typically, those students who transfer into the School tend to perform well. Many of them might also have had experience working with campus media at a community college or in high school.

In addition, about 350 North Carolina high school students and teachers attend the **N. C. Scholastic Media Institute**, run by our N. C. Scholastic Media Association, held each year in the School. **Monica Hill** directs the high school programs.

The 2014 institute was June 16-19. Instructors travel from across the state and nation to offer their expertise

in newspaper, yearbook, online, magazine and broadcast journalism. The four-day institute is open to advisers and to students who are rising ninth-graders through 12th-graders. The schedule includes 20 hours of instruction, plus time for a pizza party and awards presentations. The School sponsors the entire endeavor. An intensive workshop, it is designed to teach innovative and effective ways of communicating through scholastic media.

Students may enroll in one of the following divisions: newspaper, yearbook, literary magazine, online, photojournalism, design or TV news. Advisers may enroll in any of those seven divisions, or they may enroll in the advising division. Students may also sign up for staff positions on the "Rush," the institute newspaper. The "Rush" staff produces the institute's official newspaper in three days. Students who participate in TV news produce the institute's official newscast.

We believe that the institute highlights the quality of the School to minority high school students from around the state. Many School faculty members are involved in it.

In addition, the **Chuck Stone Program**, mentioned earlier, is used to recruit diverse high school students to study media when they go to college. The **Carolina Association of Black Journalists** student chapter annually sponsors a one-day workshop for minority high school students who are interested in a journalism or media career. A number of these students have also participated in the Chuck Stone Program or come to UNC-CH as students.

## 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.

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Students transferring from the university's General College (freshman and sophomore years) into the School must have a 3.1 grade-point average. That is lower than the GPA required to enter the Kenan-Flagler Business School or the School of Education, two of the other professional schools in the UNC-CH Division of Academic Affairs. But it is the same GPA required for students to transfer into a department in the College of Arts and Sciences.

When a student without a 3.1 GPA petitions to enter the School, we are sensitive to diversity as well as to other factors that might have affected a student's ability to earn a 3.1 GPA. For example, a Latina student with academic qualifications below the norm but who was the victim of a terrible fire and wanted desperately to be a TV journalist was

admitted two years ago as a transfer student. She was being treated as a charity patient by the head of the plastic-surgery unit in UNC Hospitals on the campus. A professor in the School and that doctor made a plea to allow her in. She was admitted, did well in her courses and was graduated in May 2014. Another Latina student was admitted into the School in 2013-14 with a GPA well below 3.1, but the School's senior associate dean for undergraduate studies felt that her work experience and extracurricular activities would make her a good addition to the student population.

Also in the 40 years since we established our School's grammar-and-word-usage requirement for graduation, no minority student has challenged it on grounds of ethnic or cultural bias.

## 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.

The School has been able to retain minority students for many of the same reasons that attracted the students to the School. A diverse faculty serves as a role model for students. The minority teachers are often sought out for advice on selecting courses, choosing areas of specialization in the School, and making career and graduate school choices. In addition, the School has other areas that specifically consider under-represented students and factors that will retain and nurture them in degree completion:

### Scholarships

As noted earlier, diverse students are encouraged to apply for the School's numerous scholarships. Many have also received scholarships outside the School. Four scholarships for first-year students and sophomores aid the School's efforts to recruit diverse and disadvantaged students. The Tom Wicker Scholarship was created in the School in 1993 and goes to an outstanding graduate student of ethnic-racial diversity in the School. Through both the School's Career Services Office and the School's scholarship program, students have received quality national scholarship and internship opportunities.

For many years these School scholarships have helped such students:

- Westy Fenhagen Scholarship (\$2,500 for an international student, last awarded 2014.)
- Quincy Sharpe Mills Scholarships (four for \$3,000 each, last awarded 2014.)
- N.C. Black Publishers Association Scholarship (\$250, last awarded 2013.)
- Pfizer Medical Journalist Scholarship (\$6,000, last awarded in 2013.)
- Erwin Potts Scholarship (\$2,000, last awarded 2014.)
- Time Inc. Scholarships (two for \$5,000 each, last awarded in 2013.)
- WTVD Scholarship (\$1,000, last awarded 2014.)

The Carolina Association of Black Journalists (CABJ) helps African-American students learn about career options and prepare for the job market (such as learning how to write effective résumés) as well as apply for scholarships from organizations such as the Triangle Association of Black Journalists. It is also a common bond for African-American and other minority students in the School as they work on fund-raising projects and other programs, such as the high school diversity workshops.

### Professional Role Models

Many class speakers represent minority and diverse groups. Recent speakers include Bobbie Bowman, diversity director of the American Society of Newspaper Editors; Justin Lyons, public relations executive, Glover Park Group; and Cami Marshall, producer, Gannett WFMY-TV in Greensboro. The Carolina Association of Black Journalists (CABJ) chapter brings diverse alumni to the School as speakers for meetings, often Skyping them in for discussions and panels. The School strives to share enriching opportunities by publicizing them on the JOMC website and listservs and in e-mails to faculty members, staff members and students.

In 2013, the dean started the Women in Media Leadership speaker program, which focuses on women leaders of all backgrounds. Along with the formal presentations, the speakers meet with groups of student leaders for breakfasts and lunches to explore the reality of being a minority in the media. The dean has a dinner at her house for the woman media leader and selected students from across the sequences.

### Mentoring

The School's career mentor program is a networking opportunity that matches students with alumni working as journalists and communicators. Some minority students participate actively in it. This one-on-one program matches students with alumni in communication-related fields. A career mentor volunteers his or her time to be a resource

for the student and provides a valuable connection to the professional world. Students request a mentor through the School's Director of Career Services.

For many years, the School has organized mentoring trips to Chicago, New York City, San Francisco, Washington, D.C., and Atlanta. A number of minority students have participated. Students who participate in the mentoring trips are usually responsible for about \$300 to help offset the costs of flights and lodging. Some students get help paying for the trips from the Don and Barbara Curtis Excellence Fund for Extracurricular Student Activities. The School is seeking more funds to remove the financial obstacle for students who wish to take advantage of the trips.

## Lecture Series

A number of speakers in the School's several distinguished lecture series have been minorities. The **Nelson Benton Lecture Series**, for example, has featured alumnus and broadcast journalist Fred Shropshire, an African-American. CABJ sponsored a university-wide program with the Carolina Union Activities Board to bring the African-American public relations person Judy Smith, the person on whom the hit TV series "Scandal" is based. The **Roy Park Lecture Series** has had seven speakers since 2003 who have been women. The latest was former White House Press Secretary Dana Perino in spring 2014. The **Women in Media Leadership Series** has also brought Beverly Perdue, former governor of North Carolina, and Amanda Bennett, former editor of the "Philadelphia Inquirer," to the School. Information about the speakers in the Women in Media Leadership Series is included at the end of this Standard (Supplemental 3-A.)

## Minority Staff Members

**Sharon Jones**, who began working in the School's student-records office in 1985 and who is now the director of student records, remains a key person in recruiting and retaining minority students. She is an extremely strong and effective adviser. Students praise her highly and even bring her flowers and gifts—or hugs—as they walk across the stage at graduation. **Tricia Robinson** is another effective member of the School's three-person advising staff for undergraduates. Both Jones and Robinson are African-Americans, and they advise students on curriculum and other matters daily. A 2013 addition to the School's Office of Development and Alumni Affairs is **Meghan Hunt**, who is also an African-American and manages the scholarship process, among her other stewardship responsibilities.

Two other minority staff members often interact with students: **Lester Holley**, who has worked as an accountant for more than 10 years, and **Angelena King**. Both are in the School's Office of Finance and Administration.

## The School's Board of Advisers

The School's Board of Advisers is composed of close to 50 leaders in the fields of journalism, public relations, advertising and strategic communication. Members represent a cross-section of ethnic and racial groups. Four are African-American males, two are African-American females, one is an Asian male, one is an Asian female and one is a Hispanic male. Several meetings have focused on multicultural issues. Board members have volunteered to mentor students during the fall and spring trips to New York City, Washington, D.C., San Francisco and Atlanta.

## 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 School makes every effort to ensure that a diverse group of candidates is considered for faculty positions. As positions are defined, the School communicates the openings broadly and specifically to minority professional groups such as the National Association of Black Journalists. Also, current faculty members help recruit minority candidates for positions, such as through appropriate conferences to initiate contact with potential minority candidates. Goal 2 of the university's and School's diversity plan and report (discussed above) focuses on this effort.

As in the past, the School tracks efforts that have been made in recruiting underrepresented candidates for faculty and staff positions. This includes asking faculty members to keep track of referrals and information they post on academic and professional group listservs and so on. In charging individual search committees, the dean reinforces the need to recruit diverse candidates for faculty positions. The School also monitors guest speakers for possible faculty candidates.

The School has also used the university's minority recruitment program to hire faculty members. The university supports part of the salary, but the School must take on the full salary of those hired through this program within five years. For example, Assistant Professor **Trevy McDonald** was recruited through the targeted-minority-hire program, as was Assistant Professor **Spencer Barnes**. McDonald was a graduate of the School's Ph.D. program, and Barnes was teaching as an adjunct.

## 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.

The School has been a leader on the campus in attracting women and minority faculty members. It has exceeded most units in minority faculty metrics for some time. Dean Jean Folkerts was the first woman to serve in the top job at the School. She arrived in 2006 and served five years. Susan King, the current dean, came in January 2012.

With retirements pointing to new opportunities to attract new faculty members, as mentioned earlier, the senior associate dean for undergraduate studies began meeting with the School's minority faculty members in spring 2014 to talk through a strategy of increasing their numbers. They discussed minority faculty issues and the implications of the announced retirement of two minority faculty members as of July 1, 2014.

The School has no formal retention program for faculty members; it works with the university's active retention program created after state cutbacks resulted in a number of peer universities' actively recruiting UNC-CH faculty members. Two newly hired minority faculty members joined the School in July 2014. One is a Latina female; the other is an Asian male. Neither was hired to replace the two African-American faculty members who retired. Those searches are going on now. One Asian faculty member left as of July 1, 2014; he was recruited by the University of Florida, which offered a lucrative package made possible by that university's efforts to move to a higher research level. A search for his replacement began in fall 2014.

The School has no special funding available to address retention issues. As part of the priority efforts of senior leadership to increase diversity, efforts will be made with the university's Diversity Office to develop a School-based retention program.

## 12. If the unit hires adjunct or part-time faculty members, describe the unit's efforts 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.

Although the School has no formal procedures for hiring part-time instructors and adjuncts, it does make

a conscious effort to look for minorities and women as adjuncts.

For example, in 2013-14, one black male and four white females were hired as new adjuncts to teach JOMC 153, "Writing and Reporting." This is an improvement from previous years when there were semesters when JOMC 153 was taught only by white males or by white female tenure-track faculty members.

In addition, the School has hired a black male as an adjunct to teach JOMC 431, "Case Studies in Public Relations," in fall 2014.

Here are the adjuncts scheduled for the 2014-15 academic year who are minorities or females:

- Mandy Locke, JOMC 153, "Writing and Reporting."
- Christa Gala, JOMC 153, "Writing and Reporting."
- John McCann, JOMC 153, "Writing and Reporting."
- Laura Fiorilli-Crews, JOMC 157, "News Editing."
- Maggie Hutaff, JOMC 182, "Introduction to Graphic Design."
- Beatriz Wallace, JOMC 187, "Introduction to Interactive Multimedia."
- Shaena Mallett, JOMC 221, "Audio-Video Information Gathering."
- Esther Campi, JOMC 232, "Public Relations Writing."
- Marshele Waddell, JOMC 232, "Public Relations Writing."
- Amanda Adams, JOMC 272, "Advertising Media."
- Amanda Gallagher, JOMC 279, "Advertising and Public Relations Research" (two sections.)
- Melissa Hudgens, JOMC 334, "Presentation Design for Strategic Communication."
- Livis Freeman, JOMC 431, "Case Studies in Public Relations."
- Hyosun Kim, JOMC 431, "Case Studies in Public Relations."
- Stephanie Mahin, JOMC 431, "Case Studies in Public Relations."
- Cathy Roche, JOMC 434, "Public Relations Campaigns."
- Merrill Rose, JOMC 434, "Public Relations Campaigns."
- Linda Brinson, JOMC 456, "Magazine Writing and Editing."
- Teresa Kriegsman, JOMC 482, "News Design."
- Sara Peach, JOMC 565, "Environmental Storytelling."
- Delphine Andrews, JOMC 712, "Visual Communication and Web Design."
- Genie Tyburski, JOMC 714, "Database and Web Research."

### 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.

#### 2014

- Roben Farzad, writer and TV and radio personality for Bloomberg Businessweek, covering Wall Street, international finance, politics, regulation and emerging markets.
- Dana Perino, former White House press secretary.
- Poornima Vijayashanker, founding engineer at Mint.com.
- Amanda Bennett, Pulitzer Prize-winning author.
- Kevin Sites, journalism professor at the University of Hong Kong and an experienced foreign/war writer, photographer and multimedia journalist.
- Cristina Sanchez Blanco, advertising professor, University of Navarra School of Communication.
- Cash Michaels, editor, chief reporter/photographer and columnist for The Carolinian Newspaper, an African-American publication covering North Carolina for more than 70 years.
- Dmitry Chernyh, coordinator for Law Programs, Belarusian Helsinki Committee (Belarus.)
- Anastasiya Dol, member of Law Commission, Belarusian Helsinki Committee (Belarus.)
- Alexey Kozliuk, law consultant, Lawtrend NGO (Belarus).
- Anastasia Loika, lawyer, “Vesna” Human Right Organization (Belarus.)
- Brooke Baldwin, CNN anchor.
- George Brock, head of journalism at City University London.
- Michelle Marsh, WRAL anchor.

#### 2013

- Beverly Perdue, first female N.C. governor.
- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Allen Mask, associate product marketing manager at Google.
- Kayla Tausche, CNBC reporter.
- Laura DeNardis, assistant professor in the School of Communication at American University.
- Elizaveta Golousova, professor from Yekaterinburg, Russia.
- Ana Azurmendi, professor of media law, University of

Navarra, School of Communication.

- James Ivory, associate professor in the Department of Communication at Virginia Tech.
- Judy Smith, crisis communicator and the inspiration for the ABC TV show “Scandal.”
- Eric T. Tung, a social media manager at BMC Software.
- Chen-Chao Tao, associate professor in the Department of Communication at National Chiao Tung University.
- Alessia Cerantola, a Transatlantic Media Fellow from Venice, Italy, and award-winning newspaper, magazine and blog writer.
- Tia McCollors, author.
- Charlie Sennott, GlobalPost Vice President, Editor-at-Large and co-founder.
- Thanassis Cambanis, international journalist.
- Sam Freedman, Columbia University journalism professor, author of “Breaking the Line” on football at HBCU’s.
- Pamela Brown, CNN Anchor.
- Mary Junck, Lee Enterprises CEO and chairman of the board of Associated Press.
- Hector Postigo, associate professor in the Department of Media Studies and Production at Temple University.
- Via the Edward R. Murrow Program for international journalists:
  - Walid Ait Said, journalist, “L’Expression” (Algeria)
  - Mohamed Baghali, editor-in-chief, “El Khabar” (Algeria)
  - Rashid Nabeel Yacoob Alhamer, online news editor, Al Ayam (Bahrain)
  - Bassem Ali Mohamed Mohamed Ali, journalist, Middle East News Agency (Egypt)
  - Mohamed Hesham Mahmoud Obia, editorial secretary, “Al-Tahrir” (Egypt)
  - Wsam Y Boho Al-Banaa, manager, Ashur Radio (Iraq)
  - Kadhim Fadhil Wali Albo Fayadh, journalist, Al-Forat TV Station (Iraq)
  - Mohammed R Zugair Chnani, correspondent, Aswat Al-Iraq News Agency (Iraq)
  - Najat Shanaah, editor, “As-Sabeel” (Jordan)
  - Jad Bou Jaoudeh, Bulletin editor, anchor and reporter, OTV Lebanon (Lebanon)
  - Vivianne Khawly, reporter, NOW, www.now.mmedia.me (Lebanon)
  - Alali Moulay Smail, editor-in-chief, National Radio Station of Mauritania
  - Yasin El Omari, journalist, correspondent to Larache, Al Akhbar (Morocco)
  - Murtadha Mansoor Jawad, TV and radio anchor, Public Authority for TV and Radio (Oman)
  - Khuloud N M Attari, media director, Wafa News Agency (Palestinian Territories)
  - Tamer Mustafa Obeidat, News Reporter, Ma’an TV (Palestinian Territories)
  - Mohammed A. M. Omari, reporter, Wafa News Agency (Palestinian Territories)
  - Mohammed Rashid M. A. Al-Maari, TV news anchor, Al Jazeera (Qatar)

Saif Mastor M. Alharthi, journalist, “Alyoum” (Saudi Arabia)  
 Nesrine Allouche, journalist, Radio Jawhara FM (Tunisia)

## 2012

- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Helene Cooper, White House correspondent, “The New York Times.”
- Deborah Norville, “Inside Edition” host.
- Melanie Bunce, professor of international journalism, City University London.
- Arun Vishwanath, associate professor at the University at Buffalo.
- S. Shyam Sundar, distinguished professor in the Penn State College of Communications.
- Maisie Crow, photojournalist for “The Boston Globe,” MediaStorm and contributor to Getty Images.
- Mercedes Medina, professor of media management, University of Navarra, School of Communication.
- Enrique Armijo, assistant professor in the Elon University School of Law.
- Via the Edward R. Murrow Program for international journalists:
  - Azzeddine Bensouiah, journalist, “Liberte Daily” (Algeria.)
  - Ali Benyahia, editor-in-chief, “El Watan Newspaper” (Algeria.)
  - Aesha Mohamed Shaikh Yusuf Ahmed Alseddiqi, journalist, “Al Ayam Newspaper” (Bahrain.)
  - Bahaa Abd Elmoneim Abd Elaty Abd Elkader, producer, “Last Word Show,” ON TV Channel (Egypt.)
  - Hanaa Abouelezz, reporter and producer, Online Portal “Al Youm7 Newspaper” (Egypt.)
  - Mohammed Salam Abed Abed, senior reporter, Al-Iraqiya TV (Iraq.)
  - Twana Osman Mohammed, general manager, Nalia Radip and Television (NRT) (Iraq.)
  - Hadeel Anwer Mohmed Ali Aldassoki, journalist, “As Sabeel Daily Newspaper” (Jordan.)
  - Ramez Najib Elk Kadi, news reporter and editor, Al Jadeed Television (Lebanon.)
  - Maher Talal El Khatib, editor and reporter, Elnashra.com News Portal (Lebanon.)
  - Alae Bennani, journalist, Le Soir Echos (Morocco.)
  - Turki Ali Al Balushi, editor-in-chief, “Al Balad E-Newspaper” (Oman.)
  - Nisrein Mohammad Nimer Awwad, producer and presenter, NISAA FM (Palestinian Territories.)
  - George C K Canawait, administrative director, Radio Bethlehem 2000 Radio Station (Palestinian Territories.)
  - Mohd A Aziz A A Alansari, press officer, Office of Amiri Diwan (Qatar.)

Jaber Said H A Al-Marri, outreach program coordinator (Qatar.)  
 Saeed Nasser A Aljarallah, office manager and director of public relations, Ministry of Culture and Information, Saudi Television (Saudi Arabia.)  
 Amani Boulares, radio producer and presenter of cultural programs (Tunisia.)  
 Mustafa Alzarooni, editor, “Al Bayan Newspaper” (United Arab Emirates.)  
 Zakarya Ahmed Hasan Ali, editing secretary of “Al-Jamhuriya Newspaper” (Yemen.)  
 Ahmed Qaid Abdo Yahya, correspondent, Al-Jazeera (Yemen.)

## 2011

- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Andre Robert Lee, director of the film, “The Prep School Negro.”
- Duane Cyrus, artist director of Cyrus Art Production and associate professor at UNC-Greensboro.
- Natalia Rodriguez Salcedo, public relations professor, University of Navarra, School of Communication.
- Dan Lee, professor of community journalism, City University London.
- Bruno Patino, dean, Sciences Po Journalism School.
- Alice Antheaume, co-director, Sciences Po Journalism School.
- Ana Hernandez-Ochoa, vice president of marketing for the Orange Bowl Committee.
- Angela Connor, social media manager for Capstrat, the prestigious public relations firm in Raleigh.
- Beata Biel, Polish TV journalist.
- David Zucchino, Pulitzer Prize-winning international correspondent for “The Los Angeles Times.”
- Gary Chapman, Atlanta-based freelance photojournalist specializing in humanitarian and non-governmental organization documentary photography.
- Damon Winter, Pulitzer Prize-winning photographer, “The New York Times.”
- Libbie Hough, owner of Communication Matters.
- John Rennie, lecturer in journalism at City University London.
- Deen Freelon, assistant professor in the School of Communication at American University in Washington, D.C.
- Via the Edward R. Murrow Program for international journalists:
  - Karen Harutyunyan, chief editor, “Orakarg Daily” (Armenia.)
  - Anna Maria Wallner, editorial journalist, “Independent Daily Die Presse” (Austria.)
  - Vladislav Todorov Punchev, head of International News Department, “Standart News Daily” (Bulgaria.)

Igor Kanizaj, assistant professor, Journalism Department, Political Science Faculty, University of Zagreb (Croatia.)

Petr Janousek, foreign desk reporter, “Lidove noviny daily” (Czech Republic.)

Lea Wind-Friis, investigative reporter, “Daily ‘Politiken’” (Denmark.)

Constance Eugenie Margot Frey, editor, Berlin maximal/“Der Tagesspiegel” (Germany.)

Svavar Halldorsson, senior reporter, Icelandic National Broadcasting Service.

Pauls Kaufmanis, editor, news portal ‘liepajniekm. LV (Latvia.)

Violeta Angelovska, foreign affairs journalist, MIA News Agency (Macedonia.)

Christine Caruana, deputy editor, Kullhadd and One News (Malta.)

Danijela Jovicevic, editor and reporter, TV Vijesti (Montenegro.)

Wilfred Van de Poll, reporter, Trouw (Netherlands.)

Roger Sevrin Bruland, assistant editor, International News Desk, Norwegian Broadcasting Corporation NRK (Norway.)

Alexandra Miruna Badea, senior reporter, Mediafax News Agency (Romania.)

Tatiana Bednarikova, correspondent, Agence France-Presse (Slovak Republic.)

Gorazd Jukovic, senior English service journalist, Slovene Press Agency (STA) (Slovenia.)

Abdullah Alparslan Akkus, foreign news editor, “Sabah Daily” (Turkey.)

## Supplemental Material: Standard 3

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# Supplemental 3-A: Women in Media Leadership Series Promotion Card Snapshots



**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

JAN. 17, 2013, 4 p.m.  
NELSON MANDELA AUDITORIUM  
FEDEX GLOBAL EDUCATION CENTER

featuring  
**BEV PERDUE**  
FORMER GOVERNOR OF NORTH CAROLINA



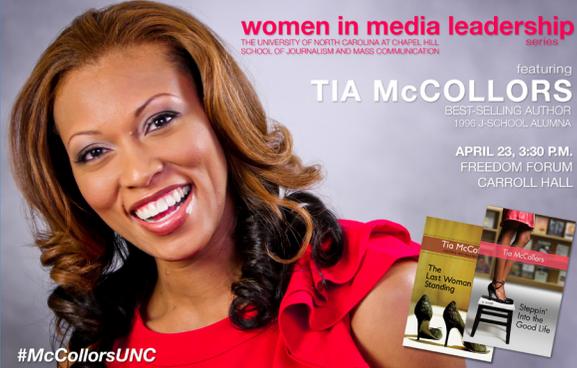
**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**KAYLA TAUSCHE**  
CNBC CORRESPONDENT  
2008 J-SCHOOL ALUMNA

**FEB. 25, 2013, 11 A.M.**  
HALLS OF FAME ROOM  
CARROLL HALL  
*Free and open to the public*

#TauscheUNC  
[jomc.unc.edu/tausche](http://jomc.unc.edu/tausche)



**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**TIA MCCOLLORS**  
BEST-SELLING AUTHOR  
1996 J-SCHOOL ALUMNA

APRIL 23, 3:30 P.M.  
FREEDOM FORUM  
CARROLL HALL

#McCollorsUNC




**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**BROOKE BALDWIN**  
CNN ANCHOR AND 2001 J-SCHOOL ALUMNA

SEPTEMBER 27 — 5:30 P.M.  
FREEDOM FORUM CONFERENCE CENTER  
FAMILY DAY RECEPTION AT 4:30 P.M.

#BaldwinUNC  
[jomc.unc.edu/baldwin](http://jomc.unc.edu/baldwin)



**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**MARY JUNCK**  
CHAIR, PRESIDENT AND CEO, LEE ENTERPRISES  
CHAIR, ASSOCIATED PRESS BOARD OF DIRECTORS

OCTOBER 29 — 4 P.M.  
CARROLL HALL AUDITORIUM

#JunckUNC



**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**JACQUELINE CHARLES**  
HAITI CORRESPONDENT, MIAMI HERALD  
2011 NABJ JOURNALIST OF THE YEAR  
UNC J-SCHOOL ALUMNA

*Joined onstage by Dean Susan King, lecturer Mandy Locke  
and students Anisah Jabar and Elise McGlothlin*

SEPTEMBER 11 — 4 P.M.  
FREEDOM FORUM CONFERENCE CENTER

#CharlesUNC  
[jomc.unc.edu/jacquiecharles](http://jomc.unc.edu/jacquiecharles)



**women in media leadership**  
series

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

featuring  
**AMANDA BENNETT**  
PULITZER PRIZE WINNER  
AUTHOR, "THE COST OF HOPE"

MARCH 20 — 5:30 P.M.  
FREEDOM FORUM

#BennettUNC  
[jomc.unc.edu/bennett](http://jomc.unc.edu/bennett)