



HUSSMAN SCHOOL  
OF JOURNALISM AND MEDIA

2019-2020

# ACCREDITATION SELF-STUDY

ACCREDITING COUNCIL ON EDUCATION IN  
JOURNALISM AND MASS COMMUNICATIONS

*The November 2020 site visit was postponed due to the pandemic. Any updates to the self-study since the original submission are indicated with shading.*



# PART II: STANDARD 3

## Diversity and Inclusiveness

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### Executive Summary

The diversity and inclusion plan outlines goals to achieve critical masses of underrepresented students, faculty and staff; promote diversity within the curriculum; and foster an inclusive climate.

Diverse student and faculty recruitment has improved. The percentage of minority faculty is consistent with that of minority students, and the school's full-time faculty is balanced in terms of gender.

Special topics courses and programs address issues of diversity, and students and faculty benefit from

access to the newly affiliated Ida B. Wells Society for Investigative Reporting.

International studies, study-abroad and faculty exchange opportunities enable students to acquire global perspectives.

The school's Director of Diversity, Equity and Inclusion serves on the Dean's Cabinet, participates in university-level initiatives, and leads the execution of the school's diversity and inclusion plan.

## INTRODUCTION

The Hussman School of Journalism and Media is committed to providing a diverse and inclusive education as reflected in its curriculum, numerous programs and activities, and a culture that engages all students, regardless of background. As a school deeply rooted in the South that has undergone the turbulence of having a confederate monument on campus, buildings named for white supremacists and the reckoning that the university was built by slave labor, diversity issues are not theoretical; they are deeply personal.

The school prepares students to, as we say, “ignite the public conversation.” Since the last accreditation review, student leaders have been asking questions about diversity, marginalized communities, the role of journalists and professional communicators in raising uncomfortable questions, and engaging communities in the conversation about a changing America. The school is not off limits to these discussions.

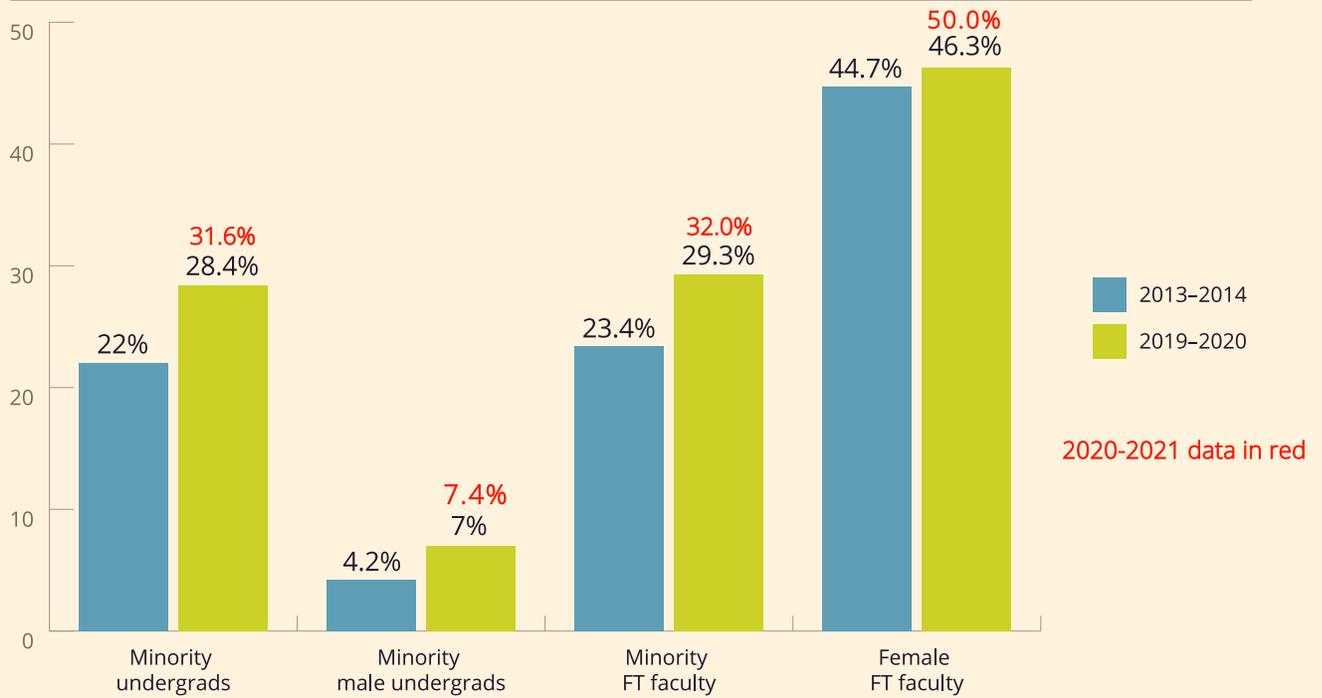
Issues of diversity and inclusion have surfaced in reporting classes, strategic communications exercises and documentary projects. The reality of America’s history, its past and present and scars of discrimination; and the problem of unconscious bias and unacknowledged power differentials, continue to drive the conversation in our disciplines. Our report documents the programming, the successes and the limitations of our work to create a truly diverse

population of students and faculty at all levels. We have been more successful in some areas, like raising important questions, but like society itself, we remain challenged by how to respond with satisfactory answers.

Within the school’s definition of diversity and inclusion, the curriculum provides students with opportunities to explore issues related to gender, race, ethnicity, sexual orientation, accessibility and ideology. Many special topics courses address diversity and inclusion directly, while others infuse these topics within the broader context of communication in society. Minority faculty members have helped pave the way for the creation of courses and many activities that support diversity. Special programs and study-abroad opportunities provide students with an international perspective. Also, structured university training programs and course syllabi help to create an atmosphere that values the contributions of all forms of diversity and fosters a climate that is free of harassment and discrimination.

The school actively recruits students from underrepresented groups through long-standing outreach to high-school journalism students. The administration is also proactive in its effort to develop a diverse pool of candidates by recruiting minority faculty members. As a result, the school has increased the diversity of its students and faculty since the last self-study report. A comparison of those populations (current vs. the last accreditation period) is shown in Figure 3.1.

Figure 3.1 – Student and Faculty Population Comparisons



	Change in % Since Last Self-Study
Minority students	+43.6%
Minority male students	+76.1%
Minority Full-time Faculty	+37.1%
Female Full-time Faculty	+12.1%

In summary, the university registrar’s office reports that in AY 2020–2021, the percentage of African American undergraduates in the school was 8.46% (vs. 8.50% in the university) and Latino undergraduates was 8.36% (vs. 9.40% in the university). Overall, the total number of minority students in the school is 344 out of 1088 undergraduate students enrolled in AY 2020-21. That represents 31.6%, which is an increase from the 22% of minority students at the time of the previous self-study. Also, there are 14 minority full-time faculty members, or 32% of the total faculty. And of the 44 full-time faculty members, 22 are female, or 50% of all full-time faculty in the school.

We present our many successes in this standard with humility. We are aware and vigilant in our ongoing effort to promote diversity and inclusion in all its forms within the school. Some of these areas may fall short of the mark because university-level admission decisions ultimately determine enrollment and university hiring constraints affect our ability to secure additional or replacement faculty. But we have focused on ways to engage the school in difficult conversations and urged students to have the courage to make us aware of uncomfortable situations. We regularly survey students, staff and faculty to assess our advances and setbacks. We recognize the importance of diverse voices in journalism and communication in the 21<sup>st</sup> century, and we are intentional in our effort to achieve better results in diverse representation, curriculum and student outcomes.

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

**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% of each entering first-year class at UNC-CH be residents of the state. This is part of the UNC System's mission of serving the state and its peoples. Junior transfers coming into UNC-CH need not meet that requirement, so a higher percentage of them come from out of state and from other countries.

Table 4 shows the race/ethnicity of the Hussman School's service area, which is primarily the state of North Carolina. However, we also have students from across the country and from other countries. Compared to the rest of the country, North Carolina has a slightly higher percentage of white residents, notably higher percentage of Black/African American residents, and notably lower percentages of Asian and Hispanic residents.

Based on the most-recent Census figures, these are the percentages the groups listed represent in the population of the school's geographic service area:

**Table 4. Area Population**

Group	% of N.C. Population	% of U.S. Population
Black/African American	22.2%	13.4%
White (not Hispanic or Latino)	62.6%	60.1%
American Indian/Alaskan native	1.6%	1.3%
Asian	3.2%	5.9%
Hispanic/Latino (any race)	9.8%	18.5%
Native Hawaiian/other Pacific Islander	0.1%	0.2%
Two or more races	2.3%	2.8%
Other race	Not available	
Female	51.4%	50.8%

*Note: Unlike with Federal (IPEDS) reporting, the Census Bureau data report Hispanic ethnicity of any race and all race counts regardless of Hispanic ethnicity.*

*Source: Census Bureau Quick Facts representing population as of July 1, 2019.*

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

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.

Table 5 compares the gender and race/ethnicity of the school's student population with that of the university's student population overall. The school has a higher population of white students compared to the university, nearly identical population of Black/African American students, comparable population of Hispanic/Latino students, and a significantly lower population of Asian students.

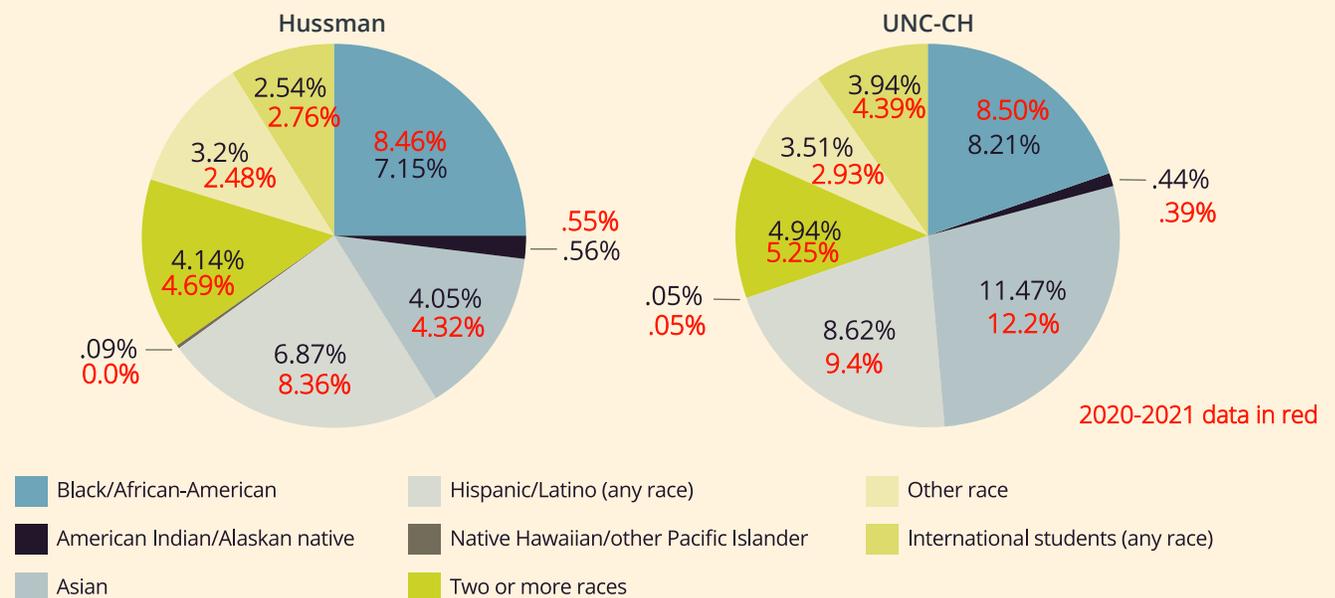
Figure 3.2 below presents a snapshot of the minority student population data in Table 5.

**Table 5. Undergraduate Student Populations**

Academic year: 2020–2021			% of total	
	Male	Female	Hussman	UNC-CH
Black/African American	29	63	8.46%	8.50%
White	162	582	63.38%	56.88%
American Indian/Alaskan native	2	4	0.55%	0.39%
Asian	9	38	4.32%	12.20%
Hispanic/Latino (any race)	21	70	8.36%	9.40%
Native Hawaiian/other Pacific Islander -	-	0	0.00%	0.05%
Two or more races	11	40	4.69%	5.25%
Other race	7	20	2.48%	2.93%
International students (any race)	2	28	2.76%	4.39%

Source: Campus Solution as of Fall 2020 and Spring 2021 census. Prepared by: Institutional Research and Assessment, April 16, 2021

**Figure 3.2 – Minority Student Populations, Hussman School vs. UNC-CH**



**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

**Table 6. 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.)**

Table 6 shows the gender and race/ethnicity of our full-time and part-time faculty. There are 15 minority full-time faculty members, comprising 33% of the

full-time faculty. There are 23 female full-time faculty members, comprising 51% of the full-time faculty. There are eight minority part-time faculty members, comprising 16% of part-time faculty. There are 23 female part-time faculty members, comprising 47% of part-time faculty in the school.

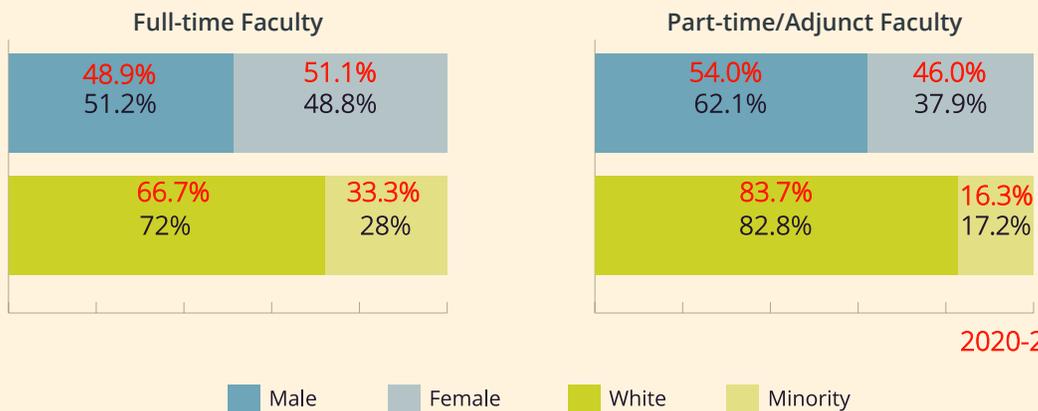
Figure 3.3 provides a snapshot of the gender and ethnicity ratios of our full-time and part-time faculty.

**Table 6. Faculty Populations, Full-time and Part-time (AY 2020-2021)**

Full-time Faculty					Part-time/Adjunct Faculty				
Group	Female	% of full-time faculty	Male	% of full-time faculty	Group	Female	% of part-time faculty	Male	% of part-time faculty
Black/African American	2	4.44%	4	8.89%	Black/African American	-	-	-	-
White	15	33.33%	15	33.33%	White	17	34.69%	24	48.98%
American Indian/Alaskan Native	1	2.22%	-	-	American Indian / Alaskan Native	-	-	-	-
Asian	1	2.22%	2	4.44%	Asian	2	4.08%	-	1.72%
Hispanic/Latino (any race)	1	2.22%	1	2.22%	Hispanic/Latino (any race)	1	2.04%	-	-
Native Hawaiian / Other Pacific Islander	-	-	-	-	Native Hawaiian / Other Pacific Islander	-	-	-	-
Two or more races	1	2.22%	-	-	Two or more races	1	2.04%	1	2.04%
Other race	1	2.22%	-	-	Other race	2	4.08%	1	2.04%
International (any race)	1	2.22%	-	-	International (any race)	-	-	-	-

Source: HR Data Mart as of October 31, 2020 and February 26, 2021. Prepared by: Institutional Research and Assessment, April 6, 2021

**Figure 3.3 – Gender/Ethnicity Snapshot: Full-time and Part-time Faculty**



2020-2021 data in red

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

Table 7 details the applicant pools for the 10 full-time faculty recruitments that have been conducted in the last three academic years.

In summary, seven (or 70%) of the recruitments were filled by women and three (or 30%) were filled by minorities. Two of the faculty hires were minority women, and they are reflected in both the female and minority categories.

**Table 7. Full-time Faculty Recruitment**

	2017–2018	2018–2019	2019–2020	TOTAL
Openings	1	2	7	10
Total applicants in hiring pool	22	106	123	251
Females in hiring pool	9	33	46	88
female finalists considered	1	4	6	11
offers made to females	-	2	5	7
offers accepted by females	-	2	5	7
Minorities in hiring pool	12	33	59	104
Minority finalists considered	3	4	2	9
Offers made to minorities	1	-	2	3
Offers accepted by minorities	1	-	2	3
International faculty in hiring pool	-	2	18	20
International faculty considered	-	-	1	1
Offers made to international faculty	-	-	1	1
Offers accepted by international faculty	-	-	1	1

*Data Source: UNC-CH Recruitment Management System*

Table 8 details the applicant pools for the 84 part-time faculty recruitments that have been conducted in the last three academic years.

In summary, 30.3% of the females who applied for part-time faculty positions were hired and 21.8% of the minorities who applied for part-time faculty positions were hired.

**Table 8. Part-time Faculty Recruitment**

	2017–2018	2018–2019	2019–2020	TOTAL
Openings	21	28	35	84
Total applicants in hiring pool	58	101	124	283
Females in hiring pool	23	53	56	132
female finalists considered*	N/A	N/A	N/A	N/A
offers made to females	8	16	16	40
offers accepted by females	8	16	16	40
Minorities in hiring pool	16	16	23	55
Minority finalists considered*	N/A	N/A	N/A	N/A
Offers made to minorities	5	1	6	12
Offers accepted by minorities	5	1	6	12
International faculty in hiring pool	1	0	0	1
International faculty considered*	N/A	N/A	N/A	N/A
Offers made to international faculty	-	-	-	-
Offers accepted by international faculty	-	-	-	-

*Data Source: UNC-CH Recruitment Management System*

*\*The UNC-CH recruitment management system does not currently have functionality for tracking the number of finalists considered for part-time/temporary faculty positions.*

**2. Attach to this report 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 underrepresented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.**



The Hussman School of Journalism and Media recognizes its leadership roles in the university, academia and our professions and the importance of reflecting our values of diversity and inclusion in those roles. Since 2014, the diverse members of the faculty have met each semester with the dean to address diversity and inclusion concerns. Members in this group are African American, Latinx, Native American, as well as those who provide perspectives on disability and LGBTQ issues. Also, this group has focused on diversity of thought and religion as important priorities. Members have deep respect for the point of view of others and bring the richness of this bonded group to discussions with the Diversity Committee that has both minority and majority faculty and staff members.

The school has maintained a written diversity plan to guide us in these endeavors since the 1990s. The plan includes the school's mission and vision statements, definition of diversity, and six overarching goals. The written diversity plan is included as [Appendix 3-A](#).

Since the last accreditation period, the plan has been expanded by tailoring action steps for each goal that are specific to our school. Developed under the guidance of **Lois Boynton** and education diversity consultant **Greta Oliver**, this plan integrates input from multiple stakeholders throughout the school. The plan has been endorsed by the school's:

- Diversity and Inclusion Committee (members appointed annually by the dean)

- Diverse Faculty Group (faculty representing diverse perspectives throughout the school)
- Dean's Cabinet
- Faculty and staff

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

The plan outlines six broad goals that are consistent with the diversity and inclusion (D&I) efforts at the university level and with ACEJMC standards. In the sections that follow, we highlight achievements and progress toward achieving each goal, referring readers to other sections for fuller descriptions as needed.

**Goal 1**  
**Clearly define and publicize the school’s commitment to diversity.**

The school communicates its commitment to diversity and inclusion through many avenues – not just in official communications but also in the programs and activities we support. In terms of official communications, all course syllabi include a statement on diversity and inclusion. In addition, the school website has a dedicated section on diversity and inclusion that includes our definition of diversity, mission/vision related to diversity, as well as the diversity plan that received endorsements in 2016. Additionally, this section lists members of the D&I Committee, as well as links to courses, programs, and resources related to diversity and inclusion. Clicking on these links reveals the breadth and depth of our

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

engagement with diversity-related initiatives. For example, the website includes links to the Bloomberg-UNC business journalism diversity programs, the CBC-UNC diversity fellowship program and the Carolina Association of Black Journalists chapter. These are just a few of the programs that highlight the school's commitment to diversity.

**Goal 2**

**To 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.**

Our Hussman School continues to strive to ensure critical masses of underrepresented groups at all levels. Key strategies in our ongoing recruitment of students from underrepresented groups include the Chuck Stone Program for Diversity in Education and Media. Since 2007, this summer outreach program has welcomed high school students of varying diversity, including religion, race and ethnicity, socioeconomic status and gender. The 12 students accepted annually to the one-week program learn from classroom study, real-world reporting, newsroom practice and professional mentors. Many become students at the school and remain connected to alumni and the school as they enter and become established in their careers.

The school is also proud to have longstanding outreach to high school journalism students and instructors throughout the state through the North Carolina Scholastic Media Association (NCSMA). In its 75<sup>th</sup> year, the program hosts the North Carolina Scholastic Media Institute, an intensive summer workshop that teaches students and advisors innovative and effective ways of communicating through scholastic media (newspaper, yearbook, online, magazine and broadcast journalism). NCSMA also hosts the Carolina Sports Journalism Camp, a residential summer workshop that provides training

to high school students with a serious interest in sports journalism. These programs attract students from diverse cultural backgrounds and geographic areas, and many apply to the school.

In terms of recruitment of minority faculty members, the school makes every effort to ensure that a diverse group of candidates is considered for faculty positions. In charging search committees, the dean reinforces the need to recruit diverse candidates. 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, often at national and regional conferences, to initiate contact with potential minority candidates. In addition, the school tracks efforts that have been made in recruiting underrepresented candidates for faculty and staff positions. Finally, we consider the potential for utilizing the university's targeted hire program (now called VITAE), which attracts accomplished and talented new faculty members from underrepresented groups for tenure-track or tenured appointments at the university.

We examine each year the number of full-time, tenure-track faculty members who are minorities. Since the last self-study, we have recruited three research-track faculty members from minority groups. **Deen Freelon** joined in 2017; **Suman Lee** joined in 2018; and **Eva Zhao** will join us in the 2020-21 academic year. Also recruited to the school for the 2020-21 academic year for a high-level professor of the practice position vacated in January 2019 is **Julie Dixon**, a respected PR executive from the Baltimore/Washington market. Beyond efforts to achieve critical masses, our school strives to support and mentor individuals so that they may achieve success and become leaders in the school, in the university, and in their professions. We report major milestones on this front in our answer to Question 10 below.

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

In terms of working toward greater representation within the media professions, the Ida B. Wells Society for Investigative Reporting, a news trade organization dedicated to increasing and retaining reporters and editors of color in the field of investigative reporting, became affiliated with the Hussman School of Journalism and Media in 2019. Spearheaded by veteran journalists including a Hussman alumna, the organization also educates news organizations and journalists on how the inclusion of diverse voices can raise the caliber, impact and visibility of investigative journalism, social justice journalism and accountability reporting about racial injustice. The Society is open to journalists of all races and backgrounds who support the mission and work of the organization ([idabwellsociety.org/about](http://idabwellsociety.org/about)).

**Goal 3**  
**Make high-quality diversity education, orientation and training available to all members of our school.**

The Hussman School strives to ensure that all students, staff, and faculty have access to high-quality diversity-related education. New hires are required to take online training in Title IX Awareness and Violence Prevention offered by the Equal Opportunity and Compliance Office. All new supervisors of permanent SHRA (State Human Resources Act) employees are required to attend an in-person, two-day training program called Carolina BEST; they spend half a day learning about their responsibilities for preventing and addressing discrimination and harassment in the workplace. Search committee members and chairs are required to take online training in Conducting a Fair and Diverse Search, with the suggestion to take the training every two years as a refresher.

In addition to these required trainings, there are many opportunities for diversity-related education around campus. The university has established a centralized location to schedule training and report concerns (see: [safe.unc.edu](http://safe.unc.edu)). The university's Office of Diversity and Inclusion offers excellent workshops that foster

understanding of different perspectives, such as Green Zone Training (military-affiliated student experience), HAVEN training (Helping Advocates for Violence Ending Now), Mental Health First Aid, and Safe Zone Training (sexual orientation, gender identity, and gender expression). Currently, about 20% of faculty and 24% of staff display training completion placards on their office doors, with additional faculty and staff who display them inside their offices. The school promotes these opportunities through newsletters and announcements within the building.

The school also offers several opportunities for diversity-related education for students as it pertains to the media professions. For example, since 2012, the school has sponsored the CBC-UNC Diversity Fellowship Program in partnership with Capitol Broadcasting Company's WRAL-TV in Raleigh, N.C. The program aims to increase diversity in the broadcasting industry by mentoring 12 college seniors or graduate students who identify as members of underrepresented groups and who 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, and the content focuses on professional skills as well as issues around diverse representation. We welcomed our eighth cohort in March 2020.

The school has partnered with Bloomberg News to provide the Bloomberg-UNC Business Journalism Diversity Programs. The programs started at the school in 2017, expanded to a second location in 2018 at the University of California, Berkeley, and then a third global program in London, partnering with the Department of Journalism at City, University of London in 2019. The school recruits from targeted diverse universities, manages the admission process for all locations, and coordinates all logistics in UNC-Chapel Hill and London. Since 2017, the programs have had a total of 64 participants, with a maximum of 12 students in each cohort. The programs aim to increase the number of diverse students starting business journalism careers

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

after graduation by providing an intensive five-day workshop teaching the fundamental skills of business reporting, including understanding markets and the need for more diverse business journalists. Each program also visits a Bloomberg location to network with business journalists and see the newsroom in action.

Within our curriculum, the school offers several regularly scheduled classes that serve to broaden perspectives on issues of diversity, inclusion, equity, and global issues. These include The Black Press and United States History, Diversity and Communication, International Projects, and others. A full list of these classes along with descriptions can be found in our responses to Questions 3 and 4 on curricular efforts. Because these classes focus on the intersection of these topics within media/communication, they are of special interest to our students but also draw students from the wider university community.

**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.**

Leadership at our school continues to prioritize a climate that will support inclusive and respectful discussions and cross-group learning. At the last accreditation, we reported that the dean had begun meeting with minority faculty members every semester at informal lunches to provide a space for discussion and sharing of resources. These luncheons began in Spring 2014 and are still going strong, with an average of 12–15 members attending each time. The lunches have become a space for community-building and open discussion about important issues of diversity, inclusion, and equity. They have become even more inclusive as they have expanded to include staff who identify as diverse and/or who are involved in D&I Committee efforts. Moreover, the group has provided an opportunity for the D&I Committee (appointed members) to involve minority faculty and staff in

planning and decision making. The composition of the D&I Committee itself demonstrates the importance of inclusion and cross-group learning, with members representing minority and non-minority groups; staff and faculty; and (among faculty members) research and professional tracks.

The school consistently encourages students to engage in conversations and initiatives that enhance their experience, both formally in the classroom and organically with their peers. A leading example of student engagement related to diversity and inclusion is a student task force report presented to school leadership in Spring 2018. Two students met with Dean **Susan King** and Senior Associate Dean of Undergraduate Studies **Charlie Tuggle** to express concerns about the lack of strong ethics instruction in the visual communication curriculum. The students had been working on their own to assess diversity and inclusion in that area since Spring 2017 with the intent to present a formal report of their findings. King and Tuggle encouraged the students to continue their work as well as to explore trainings and curricular options that could improve the environment. The dean organized a listening session for the students to present their report and discuss the findings. In addition to King and Tuggle, Academic Dean **Francesca Dillman Carpentier** and the group's faculty advocate **Lois Boynton** attended the discussion.

The report, which is included as [Appendix 3-B](#), presented an assessment of the student experience within the visual communication sequence (as it was known at that time). It pointed to a lack of current information and statements about the school's values around diversity and inclusion, outdated links to student work on the school's website, and a lack of sensitivity around "parachute journalism," particularly in relation to the student coverage of the Charlotte Uprising in September 2016.

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

The students provided suggestions for improvement, both in the task force report and during the listening session. School leadership took the recommendations seriously and a number of actions resulted, some of which are listed below:

- Dean King organized a mandatory half-day workshop for the visual communication faculty that was led by the university's chief diversity officer, Rumay Alexander. Optional sessions for other faculty and staff were held as well.
- Faculty engaged in discussions about how to properly prepare students to cover potentially triggering issues or work in highly emotional situations.
- Dean King established the Barry Saunders Professional in Residence program to provide students with greater access to diverse industry professionals and role models.
- The diversity and inclusion page on the school's website was expanded and made more readily available in the site navigation.
- A more-comprehensive orientation for new students was developed to emphasize resources and opportunities at the start of the Hussman experience.
- The school's communication team expanded its coverage of student work and highlighted that work across more channels.

Leadership at the school has also strongly supported the Barry Saunders Visiting Professional Program, which brings in influential professionals from diverse backgrounds for a week-long residency. Through guest talks, workshops, and informal gatherings, these professionals engage with students, staff, and faculty and serve as a catalyst for interactions across multiple groups. In Fall 2019, top public relations executive **Julie Dixon** (multi-racial woman) visited the school and engaged with students, staff, and faculty on multiple

levels. School-wide, she offered three special sessions, including one on diversity. The experience led to a UNC recruitment waiver that allowed Hussman faculty to review and then invite Dixon to join the faculty.

**Barb Lee**, an experienced documentary producer whose main focus is on race and supporting difficult conversations around diversity was scheduled to be the Saunders Visiting Professional in March 2020. Her visit was canceled because of the pandemic and the closing of the campus. The school will continue to broaden perspectives of students, staff, and faculty through this program.

In addition, the school has hosted many guest speakers and events that have created opportunities for respectful discussion of diversity. We provide a list of these events in our response to Question 12; we highlight a few here. An ongoing effort is the Holding Power Accountable Lecture Series, which brings in journalists who are leading the examination of the people and organizations that hold power in society. Since 2018, this series has hosted five events on topics that address equity issues in society. Further, we demonstrate leadership and collaboration by co-hosting events with other organizations or academic units. For example, in 2016, the school co-hosted with Elon University a PRSSA regional conference titled "Diversity in PR: Embracing Culture and Change." The event brought together experts in public relations and diversity to speak to students from the host schools as well as those from across the southeastern U.S., including students from HBCUs. At the intersection of multiple fields, in 2020, we co-hosted an event with the Joan H. Gillings Center for Dramatic Art and Playmakers that brought a reading of the play "Confederates" to campus. The performance was followed by a panel discussion about journalistic ethics in a politically charged, Internet-driven media environment; panelists included faculty from the school as well as from the Law School and the Department of Dramatic Art 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.

Our response focuses on programs of research/professional work and service since the last accreditation period that address diversity in its many dimensions, as well as topics related to inclusion, equity, and international focus. Where applicable, we provide a link or citation to represent the body of work (with additional citations available on each faculty member's CV). Citations are in the contributing faculty member's style of listing.

**Penny Abernathy** studies the economic forces that have led to disparities in access to news ("news deserts") that threaten the health and vitality of communities across the U.S. This body of work addresses geographic and economic differences, as well as the broader questions of equal access to information ([usnewsdeserts.com/reports/expanding-news-desert/](https://usnewsdeserts.com/reports/expanding-news-desert/)).

**Lois Boynton's** research focuses on ethical decision-making by public relations practitioners and journalists, professionalism and social responsibility. This work involves standpoint theory, which addresses power differentials in its many forms. She served as chair of the school's D&I Committee (2016–2019) and continues to serve as a member.

**Joe Czabovsky's** applied research and professional activities highlight the experiences of minority publics and seek ways to engage those publics more effectively. An award-winning documentary he produced ("Writing My Own Happy Ending") focuses on the inner-city high-school students who run the *Durham VOICE*, a community newspaper (described further in response to Question 3). Further, Czabovsky provides analysis of political issues; his recent piece on the extent of acceptance of LGBTQ candidates in the presidential

race has drawn national attention ([nbcnews.com/think/opinion/pete-buttigieg-dropped-out-presidential-race-homophobia-helps-explain-why-ncna1147096](https://www.nbcnews.com/think/opinion/pete-buttigieg-dropped-out-presidential-race-homophobia-helps-explain-why-ncna1147096)).

**Francesca Dillman Carpentier** examines media priming of minority stereotypes as well as strategies that counteract prejudice. She also conducts research on the marketing of food products in Chile that addresses disparities in health among youth. Carpentier, F. R., Correa, T., Reyes, M., & Taillie, L. S. (2019). Evaluating the impact of Chile's marketing regulation of unhealthy foods and beverages: Pre-school and adolescent children's changes in exposure to food advertising on television. *Public Health Nutrition*, 23(4), 747–755. doi:10.1017/s1368980019003355

**Nori Comello** has conducted research highlighting the psychological coping of cancer survivors, an at-risk group that is underserved in terms of efforts to support quality of life. She has also received a competitive research and study leave from the Provost's Office that will allow her to examine efforts to reduce mental-illness stigma. Comello, M. L. G., Francis, D., Marshall, L. H., & Puglia, D. (2016). Cancer survivors who play recreational computer games: Motivations for playing and associations with beneficial psychological outcomes. *Games for Health Journal*, 5(4), 286–292. doi:10.1089/g4h.2016.0003

**Paul Cuadros** led an effort to establish a meditation room in the school, in response to the needs of Muslim students who were having difficulty finding private spaces for prayer. A feature story about the meditation room was produced by Round Earth Media, a program of the International Women's Media Foundation in Washington, D.C., and is expected to air in Fall 2020. He also serves as chair of the UNC Carolina Latinx Center Board of Advisors and as a member of the search committee for Vice Provost for Equity and Inclusion and Chief Diversity Officer at UNC-CH.

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

**Tori Ekstrand** conducts research addressing disability as a dimension of diversity, as well as equity of access to the Internet and implications for peaceful assembly in virtual environments. Her work has also involved collaboration with scholars at University Tübingen in Germany, further described in our response on global focus in Question 4. Ekstrand, V. S. (2017). Democratic Governance, Self-Fulfillment and Disability: Web Accessibility Under the Americans With Disabilities Act and the First Amendment. *Communication Law and Policy*, 22(4), 427–457. doi:10.1080/10811680.2017.1364918

**Deen Freelon** uses computational analysis to examine topics such as social media protest and the gender gap in different forms of activism. Freelon, D., McIlwain, C., & Clark, M. (2016). Quantifying the power and consequences of social media protest. *New Media & Society*, 20(3), 990–1011. doi:10.1177/1461444816676646

**Livis Freeman** directs the Chuck Stone Program for Diversity in Education and Media. This important outreach program welcomes high school students of diverse backgrounds, including religion, race/ethnicity, socioeconomic status and gender. The 12 students accepted to the one-week program learn from classroom study, real-world reporting, newsroom practice and professional mentors ([chuckstone.web.unc.edu](http://chuckstone.web.unc.edu)).

**Barbara Friedman** examines constructions of gender, race and class in historical and contemporary mass media, with a current focus on media and sexual violence. She also co-directs with **Anne Johnston** The Irina Project (TIP), which analyzes media representation of sex trafficking and promotes responsible and accurate reporting of the issue. The project is described further in our response to Question 3. Her diversity-related service includes serving as a member of the Carolina Women’s Center Advisory Board. Friedman, B., & Johnston, A. (2019). Irreconcilable differences? Framing demand in news coverage of UK anti-trafficking legislation. *Journalism, Gender and Power*, 144–158. doi:10.4324/9781315179520-11

**Chad Heartwood** addresses issues of economic and geographic diversity in his documentaries that call attention to the hardships faced by communities in rural areas ([farmsteaders.com](http://farmsteaders.com)).

**Monica Hill** directs the North Carolina Scholastic Media Association (NCSMA), which offers scholastic journalism programs aimed at high school students and instructors across the state, including fall regional workshops and a summer institute. These programs attract students and teachers in rural areas and from underrepresented groups ([ncsma.unc.edu](http://ncsma.unc.edu)).

**Daniel Kreiss** conducts research on the representation and experiences of women, including women of color, working in political technology. His project, “Recoding the Boys’ Club: Women vs. the Political Tech Ceiling,” involved both curricular and research components and is described further in our response to Question 3.

**Allison Lazard** is co-investigator on a grant that will examine the feasibility of text messaging as a means to reach and support diverse populations during the time of a colorectal cancer screening decision.

**Suman Lee** studies global PR issues and has conducted research focusing on cross-cultural comparisons of crisis response and the balance between global and local cultural perspectives. He also directs the Visiting International Scholars program. Lee, S. (2018). Deviance, social significance, and international public relations: A synthesized view of influencing factors on national image in news. *Media Scholarship in a Transitional Age: Research in Honor of Pamela J. Shoemaker* (pp. 77–88). New York: Peter Lang.

**Trevy McDonald** studies media socialization, race, and gender and has directed and produced a video documentary on civil rights and social justice in the U.S. ([eyewitnessestohistory.org](http://eyewitnessestohistory.org)). She also advises the Carolina Association of Black Journalists (CABJ).

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

**Seth Noar** and colleagues have conducted health communication research that has focused on Black populations in sexual health contexts, as well as comparisons of research from many countries examining cigarette pack warnings. Noar, S. M., Rohde, J. A., Barker, J. O., Hall, M. G., & Brewer, N. T. (2020). Pictorial Cigarette Pack Warnings Increase Some Risk Appraisals But Not Risk Beliefs: A Meta-Analysis. *Human Communication Research*. doi:10.1093/hcr/hqz016 (included studies in 13 countries).

**Terence Oliver** has spearheaded numerous professional projects that have highlighted diversity issues, including collaborations with UNC's Morehead Planetarium in showcasing scientists from under-represented groups and with the nonprofit group

Communication Services for the Deaf and Hard of Hearing, among many other groups.

**Lucila Vargas** (retired in 2016) and **Nori Comello** have examined barriers that impede access to mental health information on the Web among Latinx youth. Vargas, L., Comello, M. L. G., & Porter, J. The Web's potential to provide depression literacy resources to Latinx teens: A missed opportunity? *Howard Journal of Communications*.

**Lisa Villamil** has been co-investigator on two projects that focus on diverse communities: a project to identify factors that support a culture of health in Appalachian communities, and a project to develop low-cost technology that can be used in rural locations for water quality, environmental monitoring and other uses.

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



The school offers many opportunities for students to explore issues related to gender, race, ethnicity, sexual orientation, ideology, and other dimensions within our school's inclusive definition of diversity. These opportunities include regularly scheduled and special-topics classes on these issues, as described below.

**MEJO 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 is cross-listed with the Department of African, African American and Diaspora Studies at UNC-CH.

**MEJO 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. Students also visit campus cultural centers, including the Carolina American Indian Center, Carolina Latinx Center, Carolina Women's Center, Sonya Haynes Stone Center for Black Culture and History, and UNC LGBTQ Center.

**MEJO 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. 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.

**MEJO 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 (Fall 2015 and Spring 2017).

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

**MEJO 490-Sexual Minorities and the Media.** This special-topics course examines the portrayal of sexual minorities in the news, entertainment media, advertising, marketing and social media. Students trace historical treatment of sexual minorities and the roles 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 (Spring 2015).

In addition to these curricular offerings, it is worth noting that other classes also have a significant focus on diversity-related issues, depending on themes and clients selected by instructors. For example, courses in our public relations curriculum often partner with community organizations as clients for PR writing, campaigns, and other client-based classes; journalism classes might assign beats focusing on diversity issues. Some examples are described below.

**MEJO 253-Public Affairs Reporting.** Paul Cuadros has identified local beats for students, including African American Community, Latinx Community, Muslim Community, Asian American Community, LGBTQ Community, and Immigration.

**MEJO 379-Advertising and Public Relations Research.** Students have opportunities to conduct research for area organizations. For example, Adam Saffer's class did research for Democracy North Carolina to understand how the Rising American Electorate, a racially and religiously diverse segment of the electorate, can be motivated to follow content online about the election and civic participation.

**MEJO 433-UX Strategy and Design** In Spring 2019, Lisa Villamil's students conducted research and assessment, through the lens of diversity and inclusion, of the school website and mobile-user experience. The comprehensive study involved 39 student researchers preparing eight independent research studies. Usability, information organization, messaging, and brand perception were evaluated using participant testing, surveys, data analysis, and

competitive analysis. Findings will be used to improve the school's efforts to communicate with various publics about diversity-related issues.

**MEJO 448-Freedom of Expression in the United States.** Tori Ekstrand's course has diversity issues at its core as it explores 21<sup>st</sup> Century pressures on the boundaries of the First Amendment, with special emphasis on contemporary issues and campus life. Students produce and publish engaged research projects, such as this recent report on the campus climate ([medialaw.unc.edu/2019/05/freedom-speech-unc-chapel-hill-campus-students-understand-first-amendment-issues/](https://medialaw.unc.edu/2019/05/freedom-speech-unc-chapel-hill-campus-students-understand-first-amendment-issues/)).

**MEJO 484-Information Graphics Design.** Terence Oliver regularly teaches this class with a strong social justice component in which students work on professional projects in collaboration with clients. Past topics include racial inequality, disparities in policing, sexual assault, the opioid crisis, domestic violence, drunk driving, human trafficking, and climate change

**MEJO 557-Advanced Editing.** Students in Andy Bechtel's class assist with the production of the *Durham VOICE* and have produced blog posts on diversity-related issues. (Example: [editdesk.wordpress.com/2019/04/07/student-guest-post-ap-addresses-nuances-of-race-identity](https://editdesk.wordpress.com/2019/04/07/student-guest-post-ap-addresses-nuances-of-race-identity/) )

**MEJO 589-Motion Graphics Design.** Clients representing diverse perspectives collaborate with students to create professional-quality animated videos. For example, students in Terence Oliver's class collaborated with UNC's Morehead Planetarium on projects about African American NASA mathematician Dorothy Vaughan (whose work was key to the first lunar landing), Carlos Finlay (the Cuban epidemiologist whose groundbreaking research helped fight yellow fever in the early 1900s), and Kamal al-Din al-Faris (the Persian physicist whose pioneering optics research helped explain how light is refracted).

MEJO 634-Public Relations Campaigns. In Nori Comello's class, students developed communication plans for UNC Refugee Wellness, an organization that provides mental health services to refugees in the Triangle area. In Livis Freeman's class, students partnered with Camp Corral, an organization that transforms the lives of children of wounded, injured, ill, and fallen military heroes by providing a unique summer camp experience.

Moving forward, our diversity and inclusion committee is currently discussing a diversity certificate that students may earn by taking a specified number of designated courses. Finally, we highlight special programs that focus on gender, race, ethnicity and sexual orientation that involve multiple classes and learning opportunities.

### ***The Durham VOICE***

*The Durham VOICE* is a community newspaper and multimedia website ([durhamvoice.org](http://durhamvoice.org)) that provides neighborhood news, information, and features for residents of Northeast Central Durham. The publication was launched by Jock Lauterer (now retired) in September 2009 as a collaboration among students at three institutions: UNC-CH students enrolled in MEJO 459-Community Journalism and MEJO 557-Advanced Editing; North Carolina Central University students in an advanced reporting class; and journalism students at a Durham high school. *The Durham VOICE* gives participating teens the opportunity to hone their writing and technology skills, while gaining leadership and professional skills that enable them to effectively use their voices in civil discussions.

### **Recoding the Boys' Club: Women vs. the Political Tech Ceiling**

This project is an outgrowth of Daniel Kreiss's course, The Washington Experience. From the Fall 2017 semester through the Spring 2019 semester, Kreiss, his undergraduate students, and one Ph.D. student, interviewed 45 women from 12 presidential campaigns about their experience with work and employment in political technology. Findings were shared in a public report, a journal article in the Spring 2019 issue of *New Media and Society*, and an Oxford University Press book project: ([dailytarheel.com/article/2019/02/recoding-the-boys-club-0214](http://dailytarheel.com/article/2019/02/recoding-the-boys-club-0214)).

Kreiss, D. and Adams, K. (Online first, 2019).

"Navigating the brogrammers and the boys' club: Women's representation and experiences in political technology." *New Media & Society*, 1461444819835573.

### **The Irina Project (TIP)**

The Irina Project (TIP) analyzes media representations of sex trafficking and provides training and other resources for the responsible and accurate reporting of the issue. The project was co-founded by Anne Johnston and Barbara Friedman who incorporate the project in the classes they teach on gender and the media. In addition to research, public presentations, and workshops for journalists and survivors, Johnston and Friedman use social media (Facebook and Twitter), and [TheIrinaProject.org](http://TheIrinaProject.org) website to monitor and comment on media representations of sex trafficking. The site is the only anti-trafficking resource dedicated to understanding the media's role in coverage of sex trafficking.

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



Providing students with instruction in issues of diversity in global society is central to the school's curriculum. Perspectives on mass communication pertinent to diversity cultures are also addressed in a wide range of classes. The following sections describe curricular offerings, special programs, partnerships, and our Visiting International Scholars program, which together enrich our school with global and international perspectives.

##### Traditional Classes

**MEJO 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.

**MEJO 490-International Public Relations.** This course introduces students to global and international perspectives of public relations. Corporations, governments, and non-government organizations (NGOs) actively seek to build and maintain mutually beneficial relationships with the publics in other countries beyond their national boundaries. Public relations agencies serve foreign clients facing a variety of issues and challenges on a global scale. The course covers literature in these areas as well as practical applications and real-life cases.

##### International Travel and Short-Term Classes/Projects

Not every student can academically or financially afford to spend a semester abroad. Athletes and students who have other commitments also find it hard to leave for an entire semester. The school currently

offers three 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.

**MEJO 437-Media in Asia.** This immersion is offered as a class in May and features a 12-day trip to China with stops in Beijing, Shanghai, and Hong Kong. Utilizing many of the contacts the school has through the Visiting International Scholars program and with alumni, Fundan University and the University of Hong Kong, students visit organizations such as Lenovo, Google, CCTV, China.org.cn, Burson-Marsteller, and *South China Morning Post*. With pre-departure readings and classes combined with research, cultural activities and reflection assignments, this program gives students an intensive immersion into Chinese media culture. Sixty-five students have participated since 2015.

**MEJO 447-International Media Studies.** Offered in the Spring, this course is an immersive investigation of the U.K. media, and includes cultural visits and tours of London. Students learn about the start-up scene in London, and visit Google, Burson-Marsteller, Bloomberg, the BBC, and various other media production and distribution agencies. An alumni reception with UNC-CH graduates who work in London prepares students for their careers and provides a networking opportunity. The school works with City, University of London to arrange joint sessions with faculty members and students from both programs. Since 2016, 74 students have participated.

**MEJO 584-Documentary Multimedia Storytelling.** This Spring semester offering is an intense, immersive investigation into the people and the issues of an international city or region. **Pat Davison** teaches this course. Before the trip, students research the people,

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

politics, environment, and culture, and identify story ideas. During the trip, students immerse themselves in the local culture, interview local residents, record daily life, and uncover cultural and societal idiosyncrasies. After the trip, students create a website to house the videos, infographics, and written pieces. UNC-CH supporters have included the Center for Global Initiatives, the Environmental Studies Center, the Renaissance Computing Institute, the Global Research Institute, and the UNC Water Institute. Recent trips include Belize, 2020 (27 students); Colombia, 2019 (26 students); Puerto Rico, 2018 (24 students); Cuba, 2017 (20 students); Panama, 2016 (23 students); and Malawi, 2015 (24 students).

**MEJO 592-Workroom FashionMash: Product Design.**

This course, taught by **Dana McMahan**, allows students to experience the full breadth of the creative industry. Students merge the influences of advertising, culture, design and entrepreneurship to bring a new product to life for the fashion/lifestyle industry. Delving into customer relationships and sales, students are also challenged to align their new product ideas with consumer trends. Optional Spring Break trips include Paris, 2020 (24 students, cancelled because of pandemic); Tokyo, 2019 (17 students); Florence & Milan, 2018 (6 students); London & Paris, 2017 (5 students).

**MEJO 625-MediaHub.** Students from the school's various specialty areas work together to find, produce, and market stories that attract the attention of professional media partners throughout the state and region, and at times the nation. Stories concentrate on trends and developments that many news organizations don't have the manpower to cover. This course, taught by **John Robinson**, requires substantial fieldwork from chasing down leads, securing sources, performing print, conducting interviews, gathering video and audio, and pitching stories to news directors. Recent stories that have required international travel include Panama City, 2019, (3 students); Bahamas, 2019 (3 students); England, 2018 (3 students); Puerto Rico, 2017 (4 students); France, 2017 (4 students); Austria, 2017 (4 students); and Chile, 2016 (4 students).

**MEJO 390-Documenting the Dig in Galilee.** This course partnered with Jodi Magness of the UNC-Chapel Hill Department of Religion to report on the Huqoq excavation project, the unearthing of an ancient Jewish village in Israel's Galilee. Hussman students reported on the dig, the students and instructors involved, a stunning early fifth-century synagogue mosaic, and other stories. The course incorporated fieldwork, from chasing down leads to investigating tips, securing sources, and gathering audio and video. **Charlie Tuggle** and **John Robinson** instructed students from the school's various specialty areas to find and produce high-quality projects, and market stories with a goal of attracting the attention of professional media partners throughout the state and nation. Israel, 2017 (24 students).

**MEJO 390-Summer Olympics focus.** In Summer 2016, **Charlie Tuggle** took 26 students to the Rio Olympics to work as reporters. Planning was underway and 24 students had been accepted for the 2020 Tokyo Olympics coverage until the games were postponed to 2021.

Beyond these classes offered to students, the school has long enjoyed a strong international program, thanks to the effort of a number of faculty members and former Dean **Richard Cole**. **Louise Spieler**, the senior associate dean for strategy and administration, has led the expansion of the school's global programs since Cole's retirement as dean.

In 2016, the school expanded its programming and staff under the new banner of Global, Immersive, and Professional (GIP) Programs. GIP Director **Liana Pinner** and GIP Assistant Director **Chris Hill** work under the guidance and direction of Senior Associate Dean Spieler to expand the global profile.

The team has worked to increase our global initiatives and include international activities into every area of the school for undergraduate students, graduate students, faculty members, and visiting professionals.

### Study-Abroad Exchanges

Semester-long study-abroad opportunities have been expanded and formalized. Since 2015, the school has participated in exchanges with top-tier communication programs around the world that are reserved exclusively for students in the school, including:

- Department of Journalism, City, University of London, England
- Faculty of Social Science, Politics, and Communication, Pontificia Universidad Católica, Buenos Aires, Argentina
- Faculty of Communications, Pontificia Universidad Católica de Chile, Santiago, Chile
- School of Journalism, Sciences Po, Paris, France
- Journalism and Media Studies Center, University of Hong Kong, Hong Kong
- School of Communication, University of Navarra, Pamplona, Spain
- School of Journalism and Communication, University of Queensland, Brisbane, Australia

From 2015–16 through Spring 2020, 47 Hussman students have taken part in the school's exchange agreements. **Liana Pinner** advises students in selecting the study-abroad program that is the best fit for them, identifying classes that fulfill requirements, and on making the best use of their time while away from UNC-CH. Pinner also talks to students about how to best incorporate an international experience and helps them explore possibilities for getting credit for other exchange programs offered by the university.

### Faculty Exchanges

The school has established faculty exchanges with Pontificia Universidad Católica de Chile, the University of Navarra, Complutense University of Madrid, and University Tübingen in Germany. Since 2015, six faculty

or staff members from these schools have visited 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. UNC-CH faculty members travel to our partner schools for a week to do similar activities. Since 2015, three Hussman faculty members have taken part in these visits.

For example, as part of a broad-based coalition of UNC researchers, **Tori Ekstrand** visited the University Tübingen in 2016 to present her research. From there, she established a closer link with the Institute of Media Studies. Since then, Ekstrand has worked with Prof. **Guido Zurstiege** to foster a number of collaborative projects around mis- and disinformation.

UNC Global's new vice provost for global affairs has expressed an interest in bolstering UNC's relationship with Tübingen. Ekstrand is working with **Dick Langston** in the Germanic and Slavic Languages Department to create a strategic plan for UNC-CH's ongoing relationship with Tübingen that focuses on faculty and graduate student exchanges between the two institutions.

### Student Funding for International Activities

The school offers a variety of funding opportunities to assist students planning international activities. Immersive Experience Funds is designated to support independent projects or professional experiences. Within this category, three of the awards (Chuck Stone Citizen of the World Award, Edward Jackson International Travel Award, and William G. Arey Jr. International Communications Award) are specific to global experiences, with other awards also usable for this purpose. These awards range from \$1,000–\$5,000 per student and total between \$10,000 and \$15,000 each year. These are recent examples of projects made possible by Immersive Experience Awards.

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

Arey funding enabled **Kaitlin Harlow** to spend the summer covering people and events near the Mexico/ U.S. border (2017) and **Abigail Thompson** to do an internship with Sovereign Intelligence in London (2019).

The Robin Clark Experience Award enabled **Alexis Allston** to travel to four countries in Asia – China, Thailand, Vietnam and Singapore – to research social media usage among young people (2018).

The Chuck Stone Award enabled **Micah Stubbs** to travel to three locations – California, France and Portugal – to make a documentary about wine (2018).

Our general global fund is a second source of funding that supports global experiences. Prior to 2018, it was used to offset the costs of global immersions, regardless of whether the experience would result in course credit. Since 2018, immersive experience funds have been designated specifically for international credit-bearing

opportunities, including MEJO 437-Media in Asia, MEJO 447-Media in the UK, MEJO 584-International Projects, and semester exchanges. Awards have ranged from \$500 to \$2,000.

With support from the general global fund, students have multiple opportunities to expand their global horizons, whether through their own independent research/professional activities or through activities tied formally to a class. The following is a breakdown of awards given out since 2015.

- 2015: 5 immersive experience awards
- 2016: 6 immersive experience awards
- 2017: 9 immersive experience awards
- 2018: 11 immersive experience awards and, 32 global fund awards
- 2019: 12 immersive experience awards and 43 global fund awards

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

UNC-Chapel Hill's Office of Diversity and Inclusion provides diversity, equity and inclusion training sessions for faculty and staff members from all units on campus. We consulted with this group as we developed our school's diversity and inclusion statement, updated the school's mission and vision to reflect our commitment to diversity and inclusion, and developed our subsequent diversity plan. As noted above, our definition of diversity and inclusion covers a broad spectrum, including age, race, ethnicity, sex, gender identity, sexual orientation, socio-economic group, geography, religion, thought, philosophy, perspective, disability and veteran status.

The school's Diversity and Inclusion webpage ([hussman.unc.edu/diversity-and-inclusion](https://hussman.unc.edu/diversity-and-inclusion)) provides links to related programs and organizations, courses, and campus resources.

We encourage all instructors to refer to our commitment to diversity and inclusion in their syllabi. This is an example of a standard statement in a syllabus:

*"Diversity & Inclusion: The Hussman School's Diversity and Inclusion Mission and Vision statements are online. Our mission is to train the next generation of media professionals and ultimately to ignite public conversation. Because meaningful and productive public conversation depends on the inclusion of diverse perspectives, the school is committed to providing an environment for teaching, learning and research that includes individuals from diverse backgrounds and with differing interests, lived experiences and goals; that reflects the diversity of the state of North Carolina and the world beyond; and that supports intellectual inquiry, dialogue and opportunities for lifelong learning and growth necessary to successfully engage in public conversation in a global marketplace of ideas."*

The senior associate dean for undergraduate studies reviews syllabi prior to the start of each semester to ensure these documents include relevant information and links to university policies on prohibited discrimination, harassment and related misconduct, the university honor code, and class accommodations.

The school's website includes a quick link to the university's accessibility site ([unc.edu/about/accessibility](https://unc.edu/about/accessibility)), which offers information about Accessibility Resource Services, digital accessibility training, the Digital Accessibility Office, tools for campus web developers, and other topics.

**Safe at UNC** ([safe.unc.edu](https://safe.unc.edu)) is the university's main portal for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking.

The school works with **Accessibility Resources and Service (ARS)**, 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 documented learning disabilities. Instructors ensure that the students are accommodated for test-taking and often send tests through the ARS online portal; ARS staff then administers the test and sends it back to the instructor for grading. During orientation, adjunct instructors are reminded of the need to provide accommodations and asked to contact the senior associate dean for undergraduate studies if they have any questions.

The **University Ombuds Office** ([ombuds.unc.edu](https://ombuds.unc.edu)) provides "a safe place where all Carolina staff, faculty, students and administrators are welcome to come and talk in confidence about any campus issue, problem, or dispute." Its support services are free. Additionally,

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

the UNC-CH Ombuds Office identifies “trends and challenges and can make recommendations for change in university policy or practice when appropriate.”

Students also have media publications and programs at their disposal that provide opportunities to produce works about diverse and interdisciplinary topics. Examples include:

**Carolina Ahora** ([facebook.com/carolinaahora](https://www.facebook.com/carolinaahora)), a Spanish-language counterpart of the social media show *Carolina Now*, was created in Fall 2016. The program provides live media updates to students. **Lindsay King** serves as the adviser.

**Coulture** ([coulture.org](https://coulture.org)), a fashion and lifestyle magazine, challenges beauty standards by encouraging readers to accentuate their best features rather than conform with unrealistic societal expectations. The publication delivers this message through the lens of UNC-Chapel Hill students by way of relatable content and superior design. It takes a three-prong approach to empowering readers: a global view of fashion, relatability for readers, and accessibility to everyone. **Dana McMahan** is the magazine’s adviser. Among recent articles:

- *Taking Black History Month into all months: A literary journey.* [coulture.org/taking-black-history-month-into-all-months-a-literary-journey](https://coulture.org/taking-black-history-month-into-all-months-a-literary-journey)
- *The rebranding of diet culture.* [coulture.org/the-rebranding-of-diet-culture](https://coulture.org/the-rebranding-of-diet-culture)
- *The colorful world of Darius Quarles.* [coulture.org/the-colorful-world-of-darius-quarles](https://coulture.org/the-colorful-world-of-darius-quarles)

**The Siren** magazine ([facebook.com/UNCSiren](https://www.facebook.com/UNCSiren)), produced by students, “promotes an intersectional feminist perspective surrounding subjects such as gender, identity, sexuality, race, ethnicity, socioeconomic status, ability status.” Although the magazine was not published in Spring 2020, the group provided support to other gender-advocacy organizations (i.e., Carolina Advocates for Gender Equality) in lieu of publishing an issue of the magazine. **Barbara Friedman** is the publication adviser.

A full listing of media and professional organizations that value all forms of diversity in their content is provided in Standard 6.



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

The Hussman School of Journalism and Media continues to recruit and retain a diverse student body through school-wide efforts and through work by individual faculty members. As discussed above under Goal 2 of our Diversity and Inclusion Plan, the school seeks to achieve a critical mass of underrepresented groups.

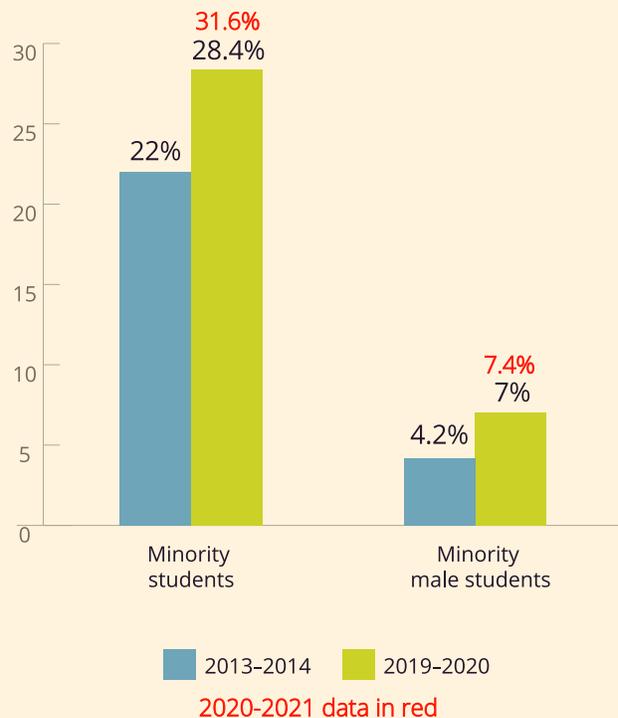
Undergraduate students who come to UNC-Chapel Hill ordinarily do not officially enter the Hussman School until the first semester of their junior year. As a result, the school has little role in the diversity of the incoming first-year class. However, our senior associate dean of undergraduate studies recruits at on-campus events, and we recruit students who participate in our three summer high school programs - Chuck Stone Program for Diversity in Education and Media; N.C. Scholastic Media Institute; and the Carolina Sports Journalism Camp - and those who attend fall regional workshops for high school journalism students and teachers. The school makes certain to encourage participation of North Carolina High School Journalist of the Year scholarship winners and alternates. Hence, UNC-CH applicants include those who may have already connected with the Hussman School through high school programs, allowing for intentional review of application and further enhancing a diverse pool of admitted students.

As noted above, a key recruitment strategy to attract underrepresented groups is the Chuck Stone Program for Diversity in Education and Media. This summer program, which is open to all students, attracts high school students from diverse backgrounds. Each year, 12 students are accepted to the one-week, fully funded program. These prospective students learn

from classroom study, real-world reporting, newsroom practice and professional mentors. Of the 161 Chuck Stone participants to date, 59 have enrolled at UNC-CH. The vast majority become students at the school and remain connected to other alumni and the school as they enter and become established in their careers.

As shown in Figure 3.4 below, the school has successfully increased its minority student population, particularly male minority students, since the last accreditation period.

**Figure 3.4 – Hussman School Minority Student Population Comparisons: Previous Accreditation Period vs. Current Accreditation Period**



**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

Another important recruitment effort is the N.C. Scholastic Media Association (NCSMA), which has existed for more than 75 years and has involved training and networking with thousands of high school students from North Carolina and beyond. Each fall, the school hosts one of several regional workshops for high school journalism and student media outlets. This fall workshop attracts 350 students each year. Each summer the school also hosts the North Carolina Scholastic Media Institute, which highlights the quality of the school to minority students from around the state. This intensive workshop teaches students and advisers innovative practices used in newspapers, yearbooks, magazines, online and in broadcast

journalism. The four-day institute is open to students in ninth through 12<sup>th</sup> grades. About 250 North Carolina high school students attend the institute each summer. **Monica Hill** directs the high school program.

The school also provides outreach to underrepresented high school journalism students through the summer Carolina Sports Journalism Camp. This summer workshop attracts 48 sports journalism students of diverse backgrounds in the geographic area. The four-day residential workshop includes instruction and practice in the fields of sports writing, photography, broadcasting, and newsroom practice. **Tim Crothers**, former senior writer for *Sports Illustrated*, is the lead instructor.

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

Admissions procedures for the Hussman School have recently been upgraded and formalized. Until Spring 2019, students with a minimum 45 hours of credit, a 3.1 GPA and who had declared MEJO (the abbreviation for the major and courses) as their major, were automatically admitted to the school. Prospective students are now required to submit an application that includes an essay outlining why they want to become a major. Though a solid GPA remains the standard benchmark for admission, that essay, combined with a student's GPA and other factors, determines eligibility. This process enables the school to take into consideration important factors that might otherwise prevent inclusion and participation of underrepresented groups.

This application process applies to three different groups: incoming first-year students who apply to enter

the school directly as part of the Excel@Carolina process (who are not required to have 45 hours of credit), transfer students who apply for direct admission to our school, and students already at UNC who wish to become part of our program. The senior associate dean for undergraduate studies reviews all applications, totaling some 600 per year, with an eye toward enrolling a qualified and diverse student population.

Up to 40 students can enter the Hussman School each year through Excel@Carolina Assured Admission. This program, which connects talented first-year students with resources and academic majors, has been effective in recruiting minority students to our school. In the past three years, the school has enrolled 93 students through the Excel@Carolina program. Of those, 39 (or 42%) have been minority students.

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

The school's Diversity and Inclusion Plan ([Appendix 3-A](#)) has five goals that impact the effectiveness of recruiting and maintaining minority students from enrollment to graduation. Summarized briefly, these goals are: clearly define the school's commitment to diversity; achieve a critical mass of underrepresented populations; make high-quality diversity education and training available to all; create and sustain a climate that is respectful for discussions of diversity; and support research to advance the commitment to diversity. As described above, there are numerous examples of how each of these goals affects the retention of minority students. In addition, the school has other special programs that assist in nurturing and retaining under-represented students, including minority mentoring, scholarships, guest lectures by professionals in underrepresented populations, volunteer mentoring, and interaction with or access to minority faculty and staff.

**Minority Mentoring and Career Preparation**

In 2012, year-round mentoring, networking and career preparation activities were added to the Chuck Stone Program for Diversity in Education and Media youth program through the *College Mentoring and Career Preparation Program*. With support from the Gannett Foundation, the program builds upon the success of the high school summer workshop and bridges the gap between high school, college and professional employment.

This program focuses on developing the pipeline of future media professionals by helping former Chuck Stone scholars as they attend college, graduate, seek employment and assume jobs in journalism and related fields. The current constituency to be served comprises college students who participated in the

Chuck Stone Program through 2019, but continues to grow with each new group of summer workshop participants. During the past 13 years, 161 students have participated in the program.

A hallmark of the summer program is the one-on-one mentoring each student receives during the workshop. These mentoring activities extend nurturing and support once these students enter college, which eases their transition to the university and helps to foster their interest in journalism and media careers. Students who attend UNC-CH, as well as other universities, are connected with a variety of mentors and role models to support them via the Chuck Stone Alumni Network.

The four key components that comprise the College Mentoring and Career Preparation Program are:

**Faculty Mentor:** Delivers academic and career counseling for students during the Chuck Stone Summer Program and beyond. Counseling includes help with college applications, resume-building (and creating LinkedIn profiles), personal branding tips, improving interview skills, understanding the art of networking and requesting letters of recommendation for internships, study abroad, graduate school and jobs.

**Peer Mentors:** Provides the opportunity for third- and fourth-year Chuck Stone students to mentor first- and second-year Chuck Stone college students. This ensures that students who have completed the program remain connected to past graduates and are able to "give back" by encouraging those who are beginning their college journey. Peer mentors meet with their mentees regularly, provide support and encourage them to attend campus events/presentations related to their majors and career aspirations.

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

**Career Mentors:** The program director creates a network of industry professionals to serve as mentors who provide both third- and fourth-year students with advice and shadowing opportunities. Chuck Stone alumni are also encouraged to attend professional conferences sponsored by organizations supporting and encouraging diverse voices in today's media. Mentors become part of the Chuck Stone Program Career Mentor network, which also includes other industry mentors identified from the UNC-CH alumni database and through faculty contacts.

**Chuck Stone Alumni Network and Mentoring**

**Program:** This program maintains contact with each former Chuck Stone Program participant following high school and college graduation in order to establish a networking system for them to access throughout their professional communication careers. The networking system provides outreach, offers continued mentoring and career guidance, and facilitates interaction. Monthly workshops and dinners are offered on career development including topics such as career and industry trends, personal branding, social media literacy, and corporate etiquette. A database helps maintain an ongoing connection with all former Chuck Stone Program participants.

**Scholarships and Funding**

As noted earlier, faculty, advisers and staff encourage students from diverse backgrounds to apply for the school's numerous funding opportunities. Many also receive funding from outside the school. Hussman's undergraduate funding opportunities are accessible on our website ([hussman.unc.edu/funding](http://hussman.unc.edu/funding)).

For FY20, undergraduate scholarships totaling \$204,850 were awarded to 80 students. Though our diverse students apply for and do receive other Hussman scholarship and award funding, roughly 25% of school scholarship funding is specifically designated to support such students, including

**First-Generation Student Scholarships (\$20,775 total)**

- Diane Harvey Bradley Scholarship
- Mary Kathryn Forbes Scholarship
- Hoffman Awards
- Peter Dewitt and Phyllis Harrill Pruden Scholarship
- Tucker Family Scholarship
- Erin Wiltgen Scholarship

**Minority Student Scholarships (\$28,875 total)**

- Diane Harvey Bradley Scholarship
- Victoria Gardner Scholarship
- N.C. Black Publishers Association
- Peter Dewitt and Phyllis Harrill Pruden Scholarship
- Tucker Family Endowed Scholarship

**Other Minority-Designated Scholarships (\$4,000)**

- Mackey-Byars Scholarship
- Erwin Potts Scholarship

As discussed above, the Carolina Association of Black Journalists (CABJ) helps minority 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 NABJ-Raleigh Durham. CABJ 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.

A fuller discussion of student funding is found in Standard 6: Student Services.

**Visitors and Guest Speakers**

Many visitors and guest speakers in classes represent minority and diverse groups (a summary is provided in Question 12 below). Notable examples include: **Sapna Maheshwari**, business reporter for *The New York Times*; **Alyssia Burton Steele**, photographer and Pulitzer

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

Prize-winning author; **Nikole Hannah-Jones**, domestic correspondent at *The New York Times Magazine*; and **Christopher Everett**, communications manager of the Full Frame Documentary Film Festival in Duke Center for Documentary Studies and director of the documentary *“Wilmington on Fire.”*

The Carolina Association of Black Journalists chapter brings diverse speakers to the school for meetings and events. Recent guests included **Nubia Murray**, VP of sports and entertainment marketing at JPM Chase; **David Squires**, assistant sports editor at the *Charlotte Observer*; **Lauren Houston**, senior communications analyst at City of Raleigh Municipal Government-Parks, Recreation and Cultural Resources; **C.L. Brown**, reporter at ESPN, and multimedia journalists **C.B. Cotton**, **A.J. Javanel** and **Alexis Simmons**.

In Spring 2018, prompted by the controversy regarding a Confederate monument on the UNC campus, the faculty organized a panel titled, “How We Talk About Silent Sam” in the MEJO 101-The Media Revolution class. The session featured student activists, a reporter from the *Raleigh News and Observer*, and a member of the university’s communications office. The school publicizes enriching opportunities such as these on the school’s website and social media, in the student newsletter and by word-of-mouth promotion by faculty in their classes.

### **Volunteer Mentoring Program**

The school’s Career Mentor Program is a networking opportunity that matches students with alumni working as journalists and communicators. Some minority students and alumni participate actively in this one-on-one program. 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 apply to be a part of the mentor program and the

Assistant Director of Career Services **Jenn Sipe** works with the Hussman School’s alumni relations director to pair students with an appropriate mentor.

The Career Mentor Program was originally an initiative by the Hussman School’s alumni association. The program is now housed in the Career Services office and collaborates closely with the school’s alumni relations office. As a result of the work of **Jenn Sipe** and **Robin Jackson**, the Career Mentor Program has expanded rapidly; for the 2020–21 academic year, the goal is to have 100 students and mentors participating.

For many years, the school has organized mentoring trips to New York City, San Francisco, Washington, D.C., Atlanta, Charlotte and Raleigh. A number of minority students and alumni have participated. Students who participate in the mentoring trips (called career treks) are responsible for transportation costs; the Hussman School pays lodging expenses. To help offset the cost of transportation and personal expenses, students can receive stipend support through the Reuhl Family Foundation Excellence Fund.

Additionally, Hussman students take advantage of Meet the Pros sessions that give them the opportunity, either one-on-one or in group settings, to meet and interact with a wide range of alumni and professionals who visit Carroll Hall. Meet the Pros sessions are also conducted remotely, via Zoom, and have featured alumni in creative advertising, lifestyle and entertainment public relations and journalism. Examples of diverse Meet the Pros participants are provided in response to Question 12 in this standard.

The newest networking opportunity comes through the [Hussman Connections platform](#). More than 100 alumni from across the country and in a variety of roles and companies have offered their time to meet virtually with Hussman students who reach out to them via LinkedIn.

## 9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "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. Goal 2 of the school's diversity plan and report (discussed above) focuses on this effort.

As in the past, the school tracks efforts in recruiting underrepresented candidates for faculty and staff positions. This includes reporting the number of known underrepresented candidates in applicant and finalist pools. In charging individual search committees, the dean reinforces the need to identify and carefully consider minority candidates. The school also monitors guest speakers for possible faculty candidates.

### Faculty Recruitment Process

The school's faculty is very involved in the faculty search process, much more so than in other units on campus. The dean appoints a search committee, which drafts a job description that is presented for faculty approval at one of the monthly faculty meetings. Sometimes the descriptions are approved as-is or with minor revision to stated qualifications and expectations; others require a re-draft based on faculty input and are presented for approval at the next meeting. The faculty search committee helps determine where to post the approved position description and provides that information to the school's HR consultant.

The faculty search committee reviews the applications and determines the pool of candidates to be considered for an initial interview, which is conducted by phone or video conference. The faculty search committee narrows the pool of candidates to those seriously considered for an in-person interview and conducts reference checks. The committee votes on the slate of candidates to recommend to the faculty for on-campus interviews. An overview of the search results (number of applicants, number of initial interviews, etc.) and the committee's recommended slate of candidates are presented to the faculty by the search committee chair for approval.

The search committee arranges the schedule for the candidates approved by the faculty for on-campus interviews. The interview process consists of an in-class teaching session, a research or professional work presentation, drop-in meetings for faculty and staff to visit with each candidate, lunch with students, dinner with faculty and breakfast with the dean. At the conclusion of all interviews, the search committee presents its hiring recommendation for a vote at a faculty meeting. The vote (by all ranks) is recorded and serves as a recommendation to the dean.

When appropriate, the school utilizes the university's minority recruitment VITAE (Valuing Inclusion To Attain Excellence) and spousal hire programs to increase the diversity of its faculty. Both programs streamline the hiring process by waiving the requirements to post a position for "X" days and to establish an official search committee. Neither program bypasses the regular interview and faculty evaluation process.

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

**Recent Full-time Minority and Women Faculty Recruitment**

Between the last accreditation review and the close of academic year 2019–2020, the school has recruited four full-time faculty members from minority groups (start dates are indicated after each name):

- Teaching Assistant Professor **Livis Freeman** (July 2016)
- Associate Professor **Deen Freelon** (July 2017)
- Associate Professor **Suman Lee** (July 2018)
- Professor of the Practice **Julie Dixon** (July 2020)
- Assistant Professor **Eva Zhao** (August 2020)

The school has also hired seven female full-time faculty members in addition to Dixon and Zhao in that same timeframe:

- Assistant Professor **Lucinda Austin** (July 2016)
- Assistant Professor **Amanda Reid** (July 2018)
- Teaching Associate Professor **Kate Sheppard** (July 2018)
- Teaching Associate Professor **Lindsay King** (July 2019)
- Assistant Professor **Shannon McGregor** (July 2020)
- Assistant Professor **Erin McIntyre** (July 2020)
- Professor of the Practice **Lisa Stockman** (July 2021)  
*Appointment vacated due to illness*

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



Our school strives to create a climate that supports and recognizes the work of women and minority faculty and professional staff from underrepresented groups. Fostering a culture in which all members feel welcomed, supported and heard is a crucial value. As detailed under Goal 4 in Question 2 of this standard, since 2014, the dean meets with all the diverse faculty once each semester to create opportunities for dialogue and promote a climate of inclusion. These meetings have created a strong sense of community and members are comfortable raising issues around diversity, inclusion, and equity. Members of the school’s Diversity and Inclusion Committee often attend meetings of diverse faculty to hear concerns and to solicit feedback on potential initiatives.

Since our last accreditation, our campus has been challenged with crucial issues around diversity, equity and inclusion, most notably those raised by the underlying consequences of white supremacy

in UNC-CH’s history. It has been a difficult time and has touched our faculty, staff and students in very personal ways. We have attempted as a school to face up to those challenges. We have held unconscious bias training for faculty and staff in both small- and large-group formats. The Diversity and Inclusion Committee led a year-long series of presentations from various campus organizations at monthly faculty meetings to raise awareness and highlight resources related to issues of diversity and inclusion. Examples of presentation topics and speakers include:

- Student accommodations: **Tiffany Bailey**, director of accessibility resources
- Carolina Black Caucus: **O.J. McGhee**, caucus chair
- Sexual assault and harassment support resources for students and faculty: **Sharbari Dey**, assistant director of diversity & inclusion education and special initiatives

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

- Latinx student population and resources: **Josmell Perez**, assistant director of multicultural programs
- UNC's Open Access initiative: **Anne Gilliland**, scholarly communications officer

We have also surveyed students regularly to assess their feelings. All these activities have helped to address the environmental issues that make for a school climate of inclusion. They also reveal that the process of dealing with bias - in all its many forms - is an ongoing one.

Major milestones since the previous accreditation include several promotions, which contributes to diversity in leadership and at higher ranks in the school. It is important to the school's culture that our faculty and staff who are women or minorities feel supported in their pursuit of tenure and professional advancement. We believe that in this accreditation period we have more than succeeded on that front.

The following individuals have all self-identified as members of underrepresented racial or ethnic groups and have been promoted since the last accreditation.

**Francesca Dillman Carpentier** was promoted to full professor in 2016. She has assumed leadership on numerous fronts both in the school and the field. She is currently the school's second academic dean and led the all-important recent strategic planning process that resulted in [Envisioning Tomorrow](#). Dillman Carpentier was named the W. Horace Carter Distinguished Professor in 2016. Along with her leadership in global grants, she is editor of the premier scholarly publication *Media Psychology* and associate editor of *Mass Communication and Society*.

**Terence Oliver** was promoted to full professor in July 2020 and will hold the Walter Spearman Distinguished Professorship. In 2016, he received the school's David Brinkley Teaching Excellence Award for his instruction in motion graphics, information graphics, and magazine design. Oliver previously held the title of Reese Felts Distinguished Associate Professor.

**Nori Comello** was promoted to associate professor in 2016 and is the first Asian woman to be tenured

in the school. She recently won a competitive UNC research and study leave and will be advancing her identity research in the Fall of 2020 with university support. She is also the outgoing chair of the school's Diversity & Inclusion Committee and has chaired a search committee.

**Trevy McDonald** was promoted to associate professor in 2018 and is the first African American woman to earn tenure in the school. She was named the school's inaugural director of diversity, equity and inclusion July 1, 2020 and will additionally hold the Julian Scheer Term Professorship. She advises the Carolina Association of Black Journalists chapter and serves on the school's Diversity & Inclusion Committee. She was the 2017 winner of the school's David Brinkley Teaching Award. In 2019, she received the Outstanding Book Award for fiction from the National Association of Black Journalists at the NABJ national meeting in New Orleans.

**Spencer Barnes** was promoted in 2018 and has been recognized with two major awards since earning tenure: the school's prestigious Edward Vick Prize for Innovation in Teaching Award as well the very competitive university-level Tanner Award for Excellence in Undergraduate Teaching. His Tanner Award represents the first time an African American faculty member from our school has received this award from the university. In the Spring of 2019, Barnes also won the Chancellor's Student Undergraduate Teaching Award for outstanding support of student learning. Starting in July 2020, Barnes will serve in school leadership as director of the residential M.A. program.

**Valerie Fields** was promoted to teaching professor - the highest fixed-term teaching rank - in 2020. She was selected as a UNC Global Studies Erasmus+ Program Ambassador and won a Faculty Exchange Scholarship to travel to Madrid, Spain in 2017. In addition, Fields received the school's Edward Vick Prize for Innovation in Teaching in 2016 for her unique content and engaging instruction for undergraduate students in crisis communications courses.

**PART II – STANDARD 3**  
**DIVERSITY AND INCLUSIVENESS**

In addition, the following individuals who self-identify as members of underrepresented racial, ethnic or gender groups, have received important awards and/or notable recognitions.

Also in our fixed-term ranks is **Livis Freeman**, who received the Richard Cole Service Award in 2018. The Cole Award recognizes one junior and one senior faculty member who each strive to create a collaborative culture within the school. He has directed the Chuck Stone program since 2017.

Among staff from underrepresented groups, **Sharon Jones**, our longtime director of academic advising, received the prestigious university-level C. Knox Massey Distinguished Service Award in 2019 for her contributions, as well as the school's Staff Excellence Award in 2017.

**Tricia Robinson**, who is an academic advisor in our Undergraduate Hub, was recognized with the school's Staff Excellence Award in 2019. She is a key member of the school's undergraduate curriculum committee and also served as a member of the committee that advised the dean on COVID-19 instructional and operational scenarios for Fall 2020.

**Angelena King** was promoted in 2019 to special funding manager and now leads pre- and post-grant work. She has received the school's Staff Excellence Award twice: first in 2016 and again in 2020. She also serves on the Diversity & Inclusion Committee.

The school has also fostered a climate that supports progress and success by hiring four new staff members who self-identify as members of underrepresented groups.

**Susan Leath**, a former executive with newspaper chains Gannett and McClatchy, joined the school as director of the Center for Innovation and Sustainability in Local Media (CISLM) in 2019. She recruited the third cohort of the Table Stakes program that was described by the Knight Foundation as the most-diverse class in the country. She was recently invited to join the board of

trustees of the Maynard Institute in Oakland, California. She also assisted the Fall 2019 transition of the Ida B. Wells Society from Harvard to UNC-CH, including the Society's launch and programming.

**Alexis Barnes**, a 2017 graduate of the school, is the creative content producer of our Reese Innovation Lab. She specializes in 360-degree video filming and editing and has played an integral role in the success of the Lab.

**Yvette Thompson** joined the school in Fall 2019 and provides administrative support to the Knight Chair in Journalism and Digital Media Economics.

**Sterling "Sting" Ching** is the graphic design and data visualization specialist for the Knight Chair. He develops, manages and maintains five Knight Chair websites including graphic design and data visualization. Ching was hired in Fall 2019.

In addition, there have been several promotions of non-minority female faculty and staff since our last accreditation.

**Heidi Hennink-Kaminski** was promoted to full professor in July 2020. She has served as the school's senior associate dean of graduate studies since 2013.

**Rhonda Gibson** was promoted to full professor in July 2020. She has served in several administrative roles, most recently as the director of the school's online master's program in digital communication.

**Laura Ruel** was named director of the journalism area of study in 2017.

**Liana Pinner** was promoted from assistant director of global, immersive and professional (GIP) programs to the director of GIP in 2018.

**Alyssa Anderson** was promoted from an administrative support role in the dean's suite to the program assistant in the Undergraduate Hub in 2019.

**11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.**



The school makes a conscious effort to hire minorities and women for part-time adjunct faculty positions. Adjuncts are hired based on their professional expertise, sometimes teaching specialized skills. Others are hired to cover faculty members who are on leave – for grant-related course buyouts, research and study assignments, administrative course releases or parental leaves. We post positions and network to bring in top media professionals with diverse perspectives, but do not have a specific diversity plan around adjunct hires since they are often short-term hires.

In the last three years, the school hired 84 part-time faculty positions. Of those, 40 (or 48%) were filled by women and 12 (or 14%) were filled by minorities. It should be noted that the UNC-CH recruitment system does not track the race or ethnicity of applicants or the number of finalists considered for part-time/temporary faculty positions.

**12. 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. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)**



Our faculty make a concerted effort to include diverse perspectives in classes, special programs and experiential activities. These curricular and extra-curricular approaches enable students to explore perspectives beyond their own. Students, faculty and staff from underrepresented populations are able to learn from and interact with individuals who look and think like them.

The school hosts a number of speaker series open to students, faculty, staff, the university community and the general public. Most of the programs are recorded and made available on the school's website. These speaker series include:

**The Holding Power Accountable Lecture Series** features journalists who lead an examination of people and organizations that hold power in society.

**The Mary Junck Research Colloquium** nurtures an intellectually vibrant climate, by scheduling national and international speakers to make scholarly presentations on diverse topics. The series attracts a diverse audience comprising faculty, graduate students and researchers from around the Triangle.

**Jane Brown Health Communication Lecture series** brings nationally recognized researchers to the school to present their work and have a dialogue about health communication with an interdisciplinary mix of students and faculty.

**PhotoNight Speaker Series** provides opportunities for students, professionals and enthusiasts to network and share work.

**First Amendment Day**, an annual program organized by the UNC Center for Media Law and Policy (co-sponsored by Hussman School of Journalism and Media and the School of Law), tackles free expression issues of the day.

**Next World Media Symposium** brings advertising and public relations industry professionals together to speak on a particular topic of interest to undergraduate and graduate students and faculty in advertising and public relations.

**The Reed Sarratt Distinguished Lecture Series** brings some of the best and brightest minds in the field to the university each year to discuss matters of importance and concern, of philosophy and principle.

**The Roy H. Park Distinguished Lecture Series**, sponsored by the Triad Foundation of Ithaca, New York, brings outstanding journalism and media professionals to the campus each year with the goal of enriching the educational experience of undergraduate and graduate journalism students, and presents speakers of interest to the campus and beyond. In 2019, the series was revamped to provide small discussion opportunities.

**Meet the Pro Networking Sessions**, coordinated by the Hussman School Career Services Office, help connect students with professionals. Students may sign up for a 20-minute time slot to meet the professional in Carroll Hall, chat, ask questions, and receive advice.

**Start Here/Never Stop Podcasts** feature interviews with a wide range of Hussman alumni by Dean Susan King ([hussman.unc.edu/SHNSPodcast](https://hussman.unc.edu/SHNSPodcast)).

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

From these speaker series, as well as from other opportunities arising in classrooms and programs, the school has hosted many professionals, visiting professors, and other guest speakers whose diverse perspectives have enriched the school. The following list provides five examples for each year since 2017, with events that are promoted or made available to audiences beyond the school listed first, followed by guest talks in classes. All speakers listed below offer perspectives from under-represented communities based on their membership in one or more of those groups and/or expertise on issues affecting such groups. Examples within each year are listed by event name or category rather than by speaker, since events sometimes include multiple speakers with differing perspectives (e.g., panelists at the same event).

### 2020

*Mary Junck Research Colloquium* series: **Sarah J. Jackson** (woman of color), associate professor of communication studies, Northeastern University, faculty associate at the Berkman Klein Center for Internet & Society at Harvard University, a founding member of the Center for Critical Race & Digital Studies, and a 2019 New America National Fellow. **Khadijah Costley White** (woman of color), assistant professor of journalism and media studies, School of Communication and Information at Rutgers University who studies the centrality of race in propelling and proliferating Tea Party news coverage.

*Russ Benton Lecture* speaker **David Zucchino**, Pulitzer Prize-winning journalist and author of *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy*; moderated by **Professor Trevy McDonald** (African American); student panelists included **Excellence Perry** (African American) and **Charlie McGee**. Zucchino also spoke with students in the *Holding Power Accountable* series.

*PhotoNight Speaker Series* presenter **Alex Kormann** (African American), photographer at the *Minneapolis Star Tribune*, whose work has addressed social change issues.

*Class visits*: **Sapna Maheshwari** (Indian American), business reporter for the *New York Times*; **Najuma Thorpe** (African American), external communications manager for Verizon; **Dana Anthony** (African American), Hussman MA student; and **Julie Dixon** (multi-racial woman), managing director of the southeast region of PR Talent recruiting agency, *MEJO 531-Case Studies in PR*, Spring 2020.

**Chanda Marlowe** (African American), policy fellow at the Future of Privacy Forum. *Life After UNC: Becoming a Non-Profit Privacy Lawyer and Advocate*.

### 2019

*Making a Mark: The 1619 Project, Investigative Journalism and Raising the Caliber of Reporting Through Diverse Voices*. November 16, 2019. Featured **Nikole Hannah-Jones** (African American), correspondent for *The New York Times Magazine* focusing on racial injustice, and creator of the magazine's *The 1619 Project*, launched in August 2019 to examine how the legacy of slavery continues to influence life in the U.S. **Ron Nixon** (African American), international investigations editor at Associated Press. Co-Moderator **Calvin Hall** (African American), department chair and an associate professor, Department of Mass Communication at the North Carolina Central University.

*Holding Power Accountable Lecture Series* speaker **Helene Cooper** (native of Liberia), Pulitzer Prize-winning Pentagon correspondent for *The New York Times*.

*PhotoNight Speaker Series* presenter **Alyssia Burton Steele** (African American), photographer and Pulitzer Prize-winning author, assistant professor of multiple platform journalism, and executive director of Delta Jewels Support Foundation, a nonprofit that records oral histories, documents culturally and historically significant programs and educates people in oral history best practices.

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

*Start Here/Never Stop Podcast* guests, 2019. **Jordan Fieulleateau** (African American), research fellow at the American Voices Project undertaken by the Stanford Center on Poverty and Inequality, Princeton University's Center for Research on Child Wellbeing and the American Institutes for Research. **Jacqueline Charles** (African American), Pulitzer Prize finalist and Emmy Award-winning Caribbean correspondent at *The Miami Herald*. **Ilana Finley** (African American), vice president of global communications at Converse in Boston. **Anu Anand** (Asian/Pacific), host of *Marketplace Morning Report* from the BBC World Service.

**Class visits:** **Christopher Everett** (African American), communications manager, Full Frame Documentary Film Festival in Duke Center for Documentary Studies (African American), *MEJO 342-Black Press*, Spring 2019. **Mackenzie Thomas** leads product inclusion, equity and diversity, Google, president of the Carolina Pride Alumni Network, two sections of *MEJO 441-Diversity and Communication*, Fall 2019. **Vivette Logan-Jeffries** (citizen of the Occaneechi Band of the Saponi Nation, the Indigenous people of Orange, Alamance and Caswell counties in North Carolina.); and **Tina Louise Vasquez** (first generation American of Puerto Rican, Cuban and Jamaican descent), co-founders of Biwa Consulting: Emergent Equity, an organizational development company that helps businesses develop racial intelligence, *MEJO 441-Diversity and Communication*, Fall 2019. **Averi Harper** (African American), ABC News campaign reporter; and **Blair Ellis**, deputy national press secretary for the Republican National Committee, *MEJO 531-Case Studies in Public Relations*, Spring 2019.

## 2018

*Start Here/Never Stop Podcast* guests 2018: WUNC race and southern culture reporter **Leoneda Inge** (African American); author, columnist and publisher of [thesaundersreport.com](http://thesaundersreport.com) **Barry Saunders** (African

American); Hussman senior **Maryam Mohamed** (Muslim), and Hussman school associate professor Paul Cuadros (Latinx) – *Covering Marginalized Communities: Stories from the Field*. **Chris Brown** (African American), sports programming producer, and brother **C.L. Brown** (African American), senior writer for The Fieldhouse; **Parth Shah** (Asian/Pacific), producer of *Hidden Brain* podcast/radio show that links research from psychology, neurobiology, economics, sociology and more; winner of NPR's Kroc Fellowship Program.

*First Amendment Day* keynote speaker **Siva Vaidhyanathan** (person of color), Robertson Professor of Media Studies and director of the Center for Media and Citizenship at the University of Virginia.

*PhotoNight Speaker Series* presenters **Deb Pastner** (self-identified member of the LGBTQ community), director of photo and multimedia at the *Minneapolis Star Tribune*. **Jon Kasbe** (Asian/Pacific), director, cinematographer, and film.

*Roy H. Park Distinguished Lecture Series* featured speaker **Tucker Carlson**, conservative political commentator for Fox News Sunday; followed by a discussion moderated by **Professor Daniel Kreiss** featuring diverse political voices, including Hussman School student **Jordan Fieulleateau** (African American), and other students.

*Meet the Pro* networking session professionals **Barry Saunders** (African American), author and newspaper columnist and **Maggie (Kao) Kash** (Asian American), communications director for the Sierra Club in Washington, D.C.

## 2017

*Mary Junck Research Colloquium* speaker **Meryl Alper**, professor, College of Arts, Media and Design at Northeastern University, whose research focuses on disability and digital media.

**PART II – STANDARD 3**  
DIVERSITY AND INCLUSIVENESS

*Research Roundtable* presenter **Avery Cook**, associate director and clinical coordinator, UNC-Chapel Hill Counseling and Psychological Services, whose work focuses on issues related to LGB clients, gender identity, and gender expression.

*First Amendment Day* participants included **Gabby Johnson** (African American; Silent Sam sit-in participant); Robertson scholar **Diandra Anna-Kay Dwyer** (African American); and Ronald E. McNair scholar **Jada Harkins Andrews** (African American).

*Start Here/Never Stop* podcast guests 2017: **Pailin Wedel** (Thai American), video journalist based in Thailand and the founder of TwentyFifty Productions in Bangkok. **Claudia Howard** (African American), global brand manager at The Weather Company.

**Class visits:** **S. Charmaine McKissick-Melton** (African American), associate professor and former interim chair of the Department of Mass Communication at North Carolina Central University, Spring 2017 speaker, *MEJO 342-Black Press* about desegregation of Durham Public Schools. **Mariam Alkazemi** (woman of color), assistant professor of public relations at Virginia Commonwealth University and Carnegie Fellow in Support of Arab-Region Social Sciences, spoke about the future of global public relations to students in *MEJO 446: Global Communication and Comparative Journalism*. **Meredith Clark** (African American), assistant professor, Department of Media Studies, University of Virginia, spoke about Black Lives Matter and digital culture in *MEJO 442-Gender, Race, Class and Media*.