



PART II, STANDARD 3. DIVERSITY AND INCLUSIVENESS

Part II, Standard 3. Diversity and Inclusiveness

Executive Summary

FIU and the School of Communication + Journalism are committed to serving the diverse population of South Florida, and to making that commitment a cornerstone of their respective mission statements. This commitment is an integral part of everything the SCJ does on a daily basis, from outreach and engagement efforts, to curriculum; from programs, events and activities to faculty's academic and creative scholarship; from support and mentoring of a diverse faculty body to support for student organizations that foster diversity and inclusiveness. Diversity is a core value at FIU. The 2015 site team pointed to the SCJ's efforts on diversity over the previous six years. Since the 2015 accreditation visit, improvements have continued at a rapid pace on all diversity fronts – students, faculty, staff and curriculum. Guided by the FIU BeyondPossible2020, and now the Next Horizon 2025 strategic plan, the College serves as an economic engine and solution center for local and global communities.

With a student body of more than 59,000 students, FIU ranks among the top five largest universities in the country and awards more bachelor's and master's degrees to Hispanic students than any other university in the nation. During the Fall of 2020, 82.21 percent of FIU's, and 84.32 percent of SCJ's student body, consisted of students from ethnic and racial minorities. The racial/ethnic profile of SCJ students in Fall of 2020 was: 12.7 percent Black or African-American; 67.8 percent Hispanic; 6.33 percent Nonresident Alien (no race/ethnicity recorded); 2.26 percent two or more races and 9.35 percent White.

This racial and ethnic diversity is due, in part, to the rich diversity of South Florida, and the SCJ's efforts to make all students feel welcome and to provide support for students to succeed. The diversity is sustained through the departments and majors.

Faculty diversity also increased since the last accreditation cycle. As of Academic Year 2021-2022, people of color now represent 54.8 percent of the full-time SCJ faculty (35.5 percent Hispanic, 9.7 percent Black, 9.7 percent Asian), compared to 33 percent in 2017. Among new full-time faculty hires for the School in the past three years, more than half are people of color and women. Diversity is front and center across the curriculum. The School's diversity principles are embedded in every SCJ syllabus. Core requirement courses for all students, and virtually all values and skills classes include diversity principles. [The South Florida Media Network](#), the School's flagship student-produced publication, has an expanding "Noticias" section with stories and multimedia projects in Spanish.

The Dean's Advisory Board, composed of distinguished alumni, community members and accomplished communication professionals, boasts an impressive array of diverse voices, helping SCJ fulfill its role as an educator and leader in diversity efforts in South Florida. Of the 20 board members, 8 are women and 15 are from minority groups.

As a demonstration of FIU's commitment to institutional transformation, Provost Kenneth G. Furton established the Office to Advance Women, Equity & Diversity (AWED) in 2016 with a mission to achieve and sustain faculty equity and diversity as an essential element of FIU's academic excellence. AWED develops and manages a wide range of programs to promote faculty equity, diversity and inclusion, including workshops and training to improve faculty hiring and promotion processes, faculty mentoring, and interdisciplinary networking. Other activities include strategic planning for salary equity, policy analysis and development, and other initiatives that support faculty diversity.

FIU's National Science Foundation Institutional Transformation project, FIU ADVANCE, also is housed within AWED. FIU ADVANCE aims to increase, retain and promote more women and underrepresented minority faculty at FIU. Faculty members have the opportunity to serve as FIU ADVANCE Faculty Fellows. ADVANCE Faculty Fellows with the Office to Advance Women, Equity & Diversity receive either a one or two course release for a one-year term, depending on responsibilities. Faculty Fellows gain experience with University leadership and administration and make valuable contributions to increasing diversity and improving the climate at FIU.

In 2020, Associate Professor Dr. Maria Elena Villar was appointed the CARTA Faculty Equity Advisor/AWED Faculty Fellow. In this role, Dr. Villar trains College faculty on best practices in faculty hiring and promotion practices to increase diversity. She also advises faculty members who may have issues or questions regarding equity and inclusion. She provides training and guidance to the designated Diversity Advocate in each search committee. She also co-chairs CARTA's Diversity, Equity and Inclusion (DEI) Task Force, which advises the Dean on equity and inclusion matters in the College. The task force is co-chaired by Juliette Saint Louis, lead adviser in the Department of Communication, who focuses on staff and student issues. The task force's focus areas include: (a) recruitment and retention of underrepresented students; (b) representation of minority groups in College marketing materials, social media, and online presence; (c) programming for LGBTQ+ faculty, students and staff; (d) review and improvement of accessibility on College facilities and websites; and (e) other DEI matters that may emerge.

Department of Communication professor Maria Ines Marino was awarded The Stevens Initiative research grant to conduct a study on "Virtual Exchange and Underrepresented Student Populations: Challenges and Barriers of COILing experiences for Hispanic Students in Higher Education." The study will investigate access and engagement with virtual exchange from the perspective of underrepresented college student groups, specifically from Hispanic college students.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

[Table 4, "Area Population"](#) (Census data 2019)

[Table 5 and 5a, "Student Populations"](#)

[Table 6, "Faculty Populations"](#)

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

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

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

[SCJ Diversity Plan 2014](#)

[CARTA Diversity, Equity and Inclusiveness Taskforce Website](#)

[Link to Department of Communication Diversity Report 2020-2021](#)

[Link to Department of Journalism + Media Diversity Report 2020-2021](#)

In 2014, before the previous accreditation, the School of Journalism and Mass Communication created a diversity plan that currently remains in effect. In addition, to measure progress towards goals, the Office to Advance Women, Equity and Diversity (AWED) started tracking the extent to which departments met diversity goals each year since 2019. Each department completes a Diversity Report (see links above) that includes checkpoints for providing a supportive climate for working and learning for our faculty members. For example, the departments are required to report on efforts to mentor faculty early in their careers, giving unique consideration to women and minority faculty. The departments are also required to assess the distribution of service loads and to provide recognition or compensation for faculty members in under-represented groups who have excessive service demands. The Diversity Report also asks

departments to report on each department's efforts to recruit a diverse student body and develop plans to improve the social climate for diverse students with opportunities for mentoring and networking.

Beginning in 2018, the University significantly updated its commitment to diversity in hiring practices and launched a University-wide mandatory training for hiring committees. In the aftermath of the death of George Floyd in May 2020, the CARTA Dean's office created a new Diversity, Equity and Inclusiveness taskforce, headed by Dr. Maria-Elena Villar and Juliette St. Louis. The taskforce may also assist College departments to craft new versions of their diversity policies. Since its inception, the taskforce has sponsored more than 16 events, including webinars, artist talks, spoken word contests and other functions.

On its [Division of Diversity, Equity and Inclusion](#) website, the University states: "To the extent that 'diversity' is defined as "including or involving people from a range of different backgrounds," our approach is to facilitate that inclusion while ensuring all constituents have a sense of 'belonging' within the organization. Our approach recognizes this is no easy feat, as diversity of thought and background factor into one's socio-cultural responses. We recognize our responsibility to foster an open, welcoming, and inclusive environment of belonging where students, faculty, staff, alumni, and community of all backgrounds can collaboratively learn and work. Diversity enriches our university community and is a driving force that is instrumental to our institutional success and fulfillment of the university's mission." Under-represented groups are generally defined as having fewer representatives of a given group in the FIU community than are living in the surrounding communities. So, for example, individuals identifying as "Hispanic" are under-represented among our full-time faculty (34 percent) but not among our students (68.5 percent) because the surrounding community is 69.4 percent Hispanic.

For now, the SCJ follows the Diversity plan adopted in 2014. Below is the preamble to that plan, followed by the goals outlined by the plan in 2014 and the extent to which the SCJ has met those goals.

SCJ Diversity Statement (adopted 2014)

The School of Journalism and Mass Communication, now the School of Communication + Journalism (SCJ) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SCJ educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-

based exclusion. The SCJ implements this by:

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

Student Diversity

Goal from 2014: Partner with high schools and community colleges in the surrounding communities in order to increase recruitment of students from underrepresented groups, especially but not limited to African-American, Afro-Caribbean, Asian-American and Native American students.

Goal from 2014: Take better advantage of FIU and outside resources available for recruiting and retaining students from lower socio-economic strata and students who are the first in their families to attend college.

Progress since 2016: Both departments offer Dual Enrollment Programs where local high school students may take entry-level courses at their high schools, for college credit. The SCJ has reached agreements with Broward College to help students transition from state college to a four-year degree in the SCJ. The Department of Journalism + Media hosted a High School Journalism Jumpstart program during the Summer of 2021 designed to recruit minority students from schools without journalism programs.

Faculty and Staff Diversity

Goal from 2014: Strengthen and expand efforts to have a broad representation of minorities and women in the School's faculty and staff.

Goal from 2014: Partner with other institutions in Florida, such as historically Black colleges and universities, in order to offer students and faculty a wider spectrum of activities, opportunities, ideas and experiences.

Progress since 2016: At the last accreditation visit, the School had zero full-time or part-time Black faculty. In 2020 there were 7 Black part-time and/or full-time faculty members, representing 11.3 percent of the faculty. There were 29 full-time and part-time Hispanic faculty members, 3 Asian faculty members and 2 faculty members of other race/ethnicity categories. Women made up 56.4 percent of full-time and part-time faculty in 2020.

The SCJ has not yet partnered with historically Black colleges or universities. However, the South Florida Media Network partnered with the *Miami Times*, the nation's oldest family-run, African-American newspaper to write a Facebook Accelerator \$100,000 grant, which has allowed the Department of Journalism + Media to place three students in paid internships at the publication. Additionally, the Department of Communication is piloting a partnership with the Black Professionals Network to create a mentoring program for students.

Curriculum

Goal from 2014: Work within the appropriate shared governance channels (departments, faculty assembly, and curriculum committee) to find the best ways to include content focused on diversity and inclusiveness in the School's curriculum.

Progress since 2016: Both departments offer courses related to media production, reporting and communication directed to or focused on minority and under-served groups and have increased the number of courses where this content is part of the scheduled curriculum. Because diversity, equity and inclusion have been a major topic of national discussion over the past few years, SCJ classes have also spent a significant amount of time working on these topics in class. (See list of courses that include topics related to diversity in Question 3 of Standard 3 below.)

Other efforts to foster acceptance of diversity are reflected in elective courses, such as Racism in Communication, which was developed by one of the School's leading diversity scholars and was approved as a new University Global Learning course in 2021. The NBCU Academy program will support four DEI-themed courses in the Department of Journalism + Media beginning in Spring 2022. The NBCU Diversity, Equity & Inclusion Fellowship is a highly competitive program that allows Journalism + Media students to participate in and help shape a truth and fact-based news process accurately and fairly represent the School's diverse global, national, and local communities. In partnership with NBCU Academy, students receive real-world insight and mentorship from NBCU News Group journalists, executives and management from

editorial and production teams across NBC News, MSNBC, CNBC and Telemundo in collaboration toward a more equitable and inclusive journalistic practice.

Student Support

Goal from 2014: Seek philanthropic partners, including local businesses, which are willing to support scholarships that provide financial assistance for students from historically underserved populations and underrepresented populations within the SJMC.

Progress since 2016: SCJ has created partnerships with local media organizations that serve minority and historically underserved populations. For example, the Univision STEP program trains bilingual students for work in Hispanic media. The South Florida Media Network has placed students in paid internships and jobs at *The Miami Times*, the oldest Black-owned newspaper in Florida.

Engagement with Professional Organizations

Goal from 2014: Strengthen partnerships with professional organizations and their student chapters, such as the National Association of Black Journalists, the National Association of Hispanic Journalists, National Black Public Relations Society, PRSA's Diversity Committee, the National Gay & Lesbian Journalists Association, and the Association for Women in Communications, among others, to offer students more resources and opportunities related to diversity and multiculturalism.

Goal from 2014: Recognize, acknowledge, and celebrate diversity by hosting multicultural events that will engage students, faculty and staff.

Goal from 2014: Actively participate and support University diversity initiatives that align with SJMCs goals.

Progress since 2016: SCJ has a very active student chapter of the National Association of Hispanic Journalists, which has held events such as workshops on investigative journalism, lectures from distinguished guests, visits to CNN in Atlanta, and to the newsrooms of Telemundo, Univision, *El Nuevo Herald*, as well as the organization of the annual students' Journalism Award "Voces del Periodismo" (Voices of Journalism). The student chapters of PRSSA and SPJ are also very active and have held events related to news and communication with underserved communities and presentations by minority media professionals. However, although the Department of

Journalism + Media is currently recruiting students interested in starting an official University chapter of the National Association for Black Journalists (NABJ), a group has not yet formed. The Department is working with the NABJ South Florida Chapter President to create a formal NABJ Student Chapter and will be directly involved in recruiting students to establish a student chapter of NABJ in the coming months. As part of the NBCU Academy program, NABJ South Florida will host some career events for our students in the 2021-2022 academic year. The SCJ has hosted many events, listed in the answer to Question 12 under Standard 3, where women and minority media professionals share their experiences with students.

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 SCJ fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation as evidenced by the courses listed below. The School is built on fostering diversity, equity and inclusion. Prominent on its website and in every syllabus are the School's diversity principles, which clearly articulate the School's commitment to diversity and help foster an atmosphere of acceptance among faculty, staff and students. All undergraduate and graduate students are required to take ethics and diversity related courses that engage students in deep discussions and assignments related to diversity as an important element of ethical decision-making. Further, diversity is built into coursework throughout the School with journalism and media courses that introduce the core values of the discipline and feature units on civil rights and the ethnic press. Most of the reporting courses in the Digital Journalism and Digital Broadcasting majors assign *The Diversity Style Guide* along with *The AP Stylebook*. Diversity is an important part of the teaching in other required courses, including Mass Media and Society, Digital Theories and all editing and reporting courses. Other efforts to foster acceptance of diversity are reflected in elective courses, such as Racism in Communication, which was developed by one of the School's leading diversity scholars and was approved as a new class in 2021.

The School fosters understanding of issues and perspectives in a number of courses, as described below:

- **JOU 3300, Advanced Reporting** - Students are assigned a geographic beat, usually cities and unincorporated communities near campus. Some of those areas have large Haitian, other Caribbean or African-American populations, a different ethnicity from the School's Hispanic-majority student body. As part of

the coursework, students and faculty talk about how to effectively report on communities and cultures not their own.

- **MMC 4621, Audience Analysis and Public Opinion** - Students study audience demographics, behavior, the impact of psychographics and social graphics re: gender, race, ethnicity and age.
- **JOU 6185, Covering Social and Ethnic Issues** – This is a required course for Spanish Language graduate students. All students complete modules on: identifying and confronting individual prejudices; handling race and ethnicity; covering Islam in America; going beyond clichés in covering religion, culture and society; reporting on sexual violence and giving voice to vulnerable and marginalized communities without advocacy.
- **DIG 4800, Digital Theories** - Students study data discrimination in big data. For example, they read Safiya Nobel's book *Algorithms of Oppression*, where she demonstrates that algorithms and search engines are not neutral, but reflect the sexism and racism inherent in society. The class studies other forms of data discrimination and proposed solutions.
- **PUR 6206, Ethics and Social Responsibility** - This course familiarizes students with professional ethics and standards in advertising and public relations and examines the regulatory environment.
- **MMC 3923, Intense Pod: Multi-ethnic Reporting** – Students complete modules on: identifying and confronting individual prejudices; handling race and ethnicity; covering Islam in America; going beyond clichés in covering religion, culture and society; reporting on sexual violence and giving voice to vulnerable and marginalized communities without advocacy.
- **PUR 6607, Global Strategic Communication Management** - This course acquaints students with the professions and practice of global advertising and public relations in a multicultural world.
- **MMC 5306, Global Communications** - This course explores global markets and intercultural communications while providing advanced study, evaluation and application of cultural context, theories, stakeholders, and trends in media, advertising, and public relations. Analysis of ethical, legal, political, and social communications issues around the globe.

- **MMC 4304, Hispanic Marketing Communication** - This seminar focuses on understanding “the elements of effective communications in a multicultural environment, with a special focus on the Hispanic market: the impact of culture, socio-economic differences, trends within the Hispanic communities, etc. The course emphasizes cultural differences relative to developing effective communication messages, in particular, and conducting business, in general.”
- **JOU 3003, Introduction to Journalism** - Topics for this course include history and current examples of ways in which the press has perpetuated stereotypes and divisions in society (e.g. the 19th Century press response to the women’s suffrage movement, 20th Century populist radio broadcasts like those of Father Coughlin) and ways in which the press has helped to move the society forward in terms of inclusiveness (e.g. the abolitionist press, television coverage of the 20th Century civil rights movement). Discussions include a look at current data on the representation of gender, race and ethnicity and sexual orientation and identity in American newsrooms.
- **RTV 3007, Introduction to TV** – This course covers the role that television played during the Civil Rights era, and discusses the power of representation of minority groups on TV (African-Americans, LGBTQ, Hispanic, etc.).
- **MMC 4200, Media Law and Ethics** - Students revisit how Native Americans, African-Americans, and Latino-Americans had their freedom of expression and other civil liberties repressed by juridical and political institutions and interpretations before and after the first interpretations of the First Amendment following World War I. Also, there is a dedicated class about the struggle of African-American leaders during the Civil Rights era and how they are reflected in the *New York Times v. Sullivan* decision. This course addresses hate speech in the terms of both First Amendment protections and ethical obligations of professional communicators.
- **ADV 4411, Multicultural Marketing Communication** - The focus of this course is on how to communicate effectively and strategically in a multicultural environment. The course covers the impact of culture in marketing communications.
- **ADV 3008, Principles of Advertising** - A required course for Advertising majors, examines multicultural themes through class lectures as well as student presentations. The portrayal of visual and written images of women and

minorities in advertising copy and communications campaigns is examined at length. Diversity is also discussed in the class section on segmenting and targeting audiences, particularly in terms of the ethical implications of targeting minorities with controversial products such as cigarettes and alcohol. In addition, the design and management of advertising campaigns at the international level, where a multitude of cultures need to be considered, are also discussed.

- **PUR 3000, Principles of Public Relations** - A required course for Public Relations majors, addresses diversity themes throughout the semester. The textbook used in this course, *The Practice of Public Relations* by Fraser P. Seitel, includes a chapter on diversity but given that the Department has such a diverse student body, nearly all chapters in the book elicit a discussion on diversity issues. Important cases about diversity are examined in class, and students also must complete projects related to gender discrimination in the workplace. Examples of diversity themes also include corporate social responsibility and community relations in a diverse community, taking into consideration gender, race, age, ethnic and sexual orientation.
- **COM 4930, Race in Communication** - This course introduces race, gender and class through media and theoretical explanations using contextual examples that extend through various cultures. This course is completely bound to the concepts of race, gender, and class but will use concrete examples of their interplay among a variety of communicative productions that draw from global cultures and globalized interpretations of the concepts. As the course explores such cultural (mis)representations of the concepts, it will critique and provide structural solutions for communication.
- **MMC 4302, Social Media and Globalization** - Introduces globalization processes, social movements, new technologies, as well as law and regulation within digital communications, while exploring implications for access to information and freedom of expression on an international level.
- **MMC 4940, South Florida Media Network Internship** – This 0-3 credit practicum encourages its 45-plus interns — as well as contributors from the classes — to give voice to genders, races, ethnicities and sexual orientations who are underserved or marginalized. For instance, Maria Raudez did a three-part series on climate gentrification in Little Haiti. Two writers did stories on racism against Asians during the Coronavirus. One section, *Noticias*, is published in Spanish.

- **MMC 3250, The Communications and Media Industry** - A broad and continuing theme underlying this overview of the changing business models of the communications and media industry deals with the changing demographics of the United States and the ways in which media respond to diverse interests and needs of end users using evolving technology.

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

The SJC provides instruction in issues and perspectives relating to mass communications across diverse cultures in a global society as evidenced by the courses listed below. FIU is dedicated to training students to be informed and thoughtful citizens of a global society. All undergraduate students are required to take at least two Global Learning classes before they graduate: one global learning foundations course in the University Core Curriculum (UCC) and one discipline-specific Global Learning course as part of the major. FIU has a robust Global Learning program that includes opportunities for scholarships, events related to global societies, student organization support and opportunities to earn micro-credentials and certificates. [The Global Learning website](#) has information on these programs and others offered by FIU. Below are some of the courses taught in the SCJ that are either designated as Global Learning courses or that include a significant amount of global learning material in the curriculum.

- **DIG 3001, Intro to Digital Media** – This course explores media usage (including social media) on a global level. The class studies the impact of digital media as a political tool in China—both by the government and protesters—as well as a form of communication by tribal and farming societies in Africa.
- **DIG 4800, Digital Theories** - Students study the impact of big data and social media on societies and cultures around the world. For example, the use of facial recognition in China to enforce the Social Credit system; the use of applications to track individuals diagnosed with Covid-19 in South Korea and elsewhere; social media manipulation in the UK during the Brexit vote, and more.
- **MMC 6213, Ethics and Social Responsibility** – This course is taught within the Spanish-language masters' program. It covers comparisons between the Anglo-American/Common Law and the Roman-Germanic or Civil Law systems. Students study comparative constitutional definitions of freedom of expression and hemispheric approaches to the laws of libel, privacy, obscenity, intellectual property, and electronic/digital media.

- **PUR 6607, Global Strategic Communications Management** - In this course, students are acquainted with the professions and practice of global advertising and public relations in a multicultural world.
- **MMC 3303, Global Media and Society** - In this course, in a section entitled the Origins of Global Media, the course discusses the roots of pre-Columbian American writing and other information systems and their contribution to the history of world communication. In the Technological Context unit, students understand the implications of the gap between information-rich/information-poor countries as reflected in minority communities of the United States today. As part of the Political Context, both Iberian American and English-speaking Caribbean countries are compared and analyzed with G-7 nations, including press freedom indexes, which, in the case of several Afro-Caribbean countries, are performing better than freedom of expression in the United States. In the Cultural and Legal context sections, students learn about cultural and regulatory contributions by indigenous, Black, and Latino/Latin American communities and movements towards new, fair, and more democratic world communication and information orders. **This is a Global Learning course.**
- **MMC 6257, Media Management and Entrepreneurship** - Students are asked to analyze audiences of different backgrounds for their entrepreneurial project. They work on ethnic profiles, socio- and psychographic segmentation. Students have to be aware of the different cultures and nationalities that interact in South Florida.
- **COM 4930, Race in Communication** - This course introduces race, gender and class through media and theoretical explanations using contextual examples that extend through various cultures. This course is completely bound to the concepts of race, gender, and class but will use concrete examples of their interplay among a variety of communicative productions that draw from global cultures and globalized interpretations of the concepts. As the course explores such cultural (mis)representations of the concepts the course will critique and provide structural solutions for communication. **This is a Global Learning course.**
- **MMC 4940, South Florida Media Network Internship** – This 0-3 credit practicum publishes an entire section in Spanish, and includes stories covering Venezuelan, Colombian, and Cuban issues of interest to the Latin American

diaspora in Miami and overseas. The course also covers immigration issues, particularly stories about temporary protected status and DREAMers.

- **VIC 3400, Visual Design for Global Media** – This is a Global Learning course that examines visual communication on an international scale. For example, the course studies English typography, Brazilian advertising, and Japanese, German, and Latin American design styles.

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

The SCJ embraces the University's policies on discrimination and harassment and has taken steps to create an atmosphere designed to discourage harassment or discrimination while ensuring swift yet equitable action should an accusation arise. FIU affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status.

The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. FIU has two policies – [FIU-105 Sexual Harassment](#) (Title IX) and Sexual Misconduct and [FIU-106 Nondiscrimination, Harassment and Retaliation](#) (Title VI) – that communicate standards of workplace and educational equity, expectations of collegiality and respect, and the grievance process for behaviors that may be in violation of either of these regulations.

Applicant pools for faculty, staff, administrative, and temporary positions across the University are reviewed to ensure that they represent the diversity of the University community. The University charges each search committee to conduct their proceedings in a fair manner that reduces implicit bias and promotes diversity in the recruitment and selection of full-time faculty and senior-level staff positions. Training and support are provided to business units, departments, and colleges on a consistent basis to supplement the University's values of diversity and inclusion.

Similarly, FIU policy is clear on issues of discrimination. It is a violation to discriminate against any employee or student on the basis of that individual's race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, Vietnam-era veteran status, special disabled veteran status, and other protected

veteran status, newly separated veteran status or any other unlawful discriminatory grounds. Additionally, FIU policy ensures equal opportunity through affirmative action in employment and educational programs and activities.

Division of Diversity, Equity and Inclusion

The University's [Division of Diversity, Equity and Inclusion](#) has as its mission to: "provide the highest quality educational and employment experience to its students, faculty, and staff in a nurturing and supportive environment. In doing so, the institution is committed to ensuring that instruction and services are delivered in a manner that is reflective and supportive of diversity as it relates to gender, socioeconomic status, gender identity, race, ethnicity, physical and mental ability, nationality, military status, sexual orientation, spirituality and cultural identity." The [Equity Action Initiative](#) outlines goals established by the Division of DEI to create a supportive environment that values the contributions of all forms of diversity and the progress towards those goals, which include:

- to reform hiring, promotion and promotion management practices to identify discriminatory practices and lead to long-term, sustainable change
- to advance police training, promote community policing, support diversity efforts, examine alternative controlling techniques, and create a more rigorous and comprehensive apparatus for reporting misconduct
- to institutionalize FIU as a destination for Black faculty and students at all levels of scholarly pursuit, including at the junior and senior faculty ranks and administrative level as well as the doctoral and undergraduate student levels

Disability Resource Center

The University [Disability Resource Center](#) supports students with disabilities throughout their college experience and helps faculty find reasonable accommodation for students with disabilities. Services that the Center offers include: providing test-taking facilities for students who require more time, or a quiet place to take a test or who need help with audio-visual materials; helping professors create accessible syllabi and learning materials; creating appropriate seating for sign-language interpreters and more. To receive supportive services, students must register with the Disability Resource Center and inform their professors at the beginning of the semester.

Culturally Diverse Student Organizations

The SCJ is home to a number of student chapters of journalism and mass communication organizations that encourage diversity. The School hosts one of the first student chapters of the National Association of Hispanic Student Journalists, advised by Professor Mercedes Vigon, and provides mentoring and a professional support network for students while promoting inclusion and advancing awareness of diversity.

In addition, organizations open to students across FIU reflect the great diversity of FIU's student body and include, for example, the Haitian Student Union, the Brazilian Culture Club, the Gender & Sexuality Alliance, the Mexican Student Association, the National Council of Negro Women at FIU and Shalom FIU, among others.

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

The university encourages and accepts applications for admission to all undergraduate and graduate programs, without regard to gender; physical handicap; or cultural, racial, religious, or ethnic background. FIU is committed to ensuring that its recruitment materials and presentations accurately represent the university's practices and policies. FIU does not recruit based on race or ethnicity but does produce recruitment messages in Spanish and Haitian Creole as well as English.

During the last accreditation cycle, the School had a full-time dedicated recruiter. He left after one year, since then the School has relied on the University's Office Admissions for its active undergraduate recruitment practices. This office has a team of trained recruiters, organized by geographic region nationally and globally, to recruit and counsel prospective high school seniors and transfer students, and for establishing a professional, informative, active communication system with local high school and college students, parents, and counselors. Recruitment at the graduate level at FIU is conducted by the Office of Admissions, by individual colleges and schools, and by individual graduate programs.

FIU is committed to ensuring that instruction and services are delivered in a manner that is reflective and supportive of diversity as it relates to gender, socioeconomic status, gender identity, race, ethnicity, physical and mental ability, nationality, military status, sexual orientation, spirituality and cultural identity. Reflecting FIU's commitment, the

SCJ is committed to building an academic community whose members represent and embrace diverse cultures, backgrounds and life experiences that reflect the multicultural nature of South Florida and the global society. Because there is a reliance on central FIU for recruitment, both departments have turned to professional organizations to help with recruitment of students in the graduate programs, which is discussed in the response to Question 15 of Standard 3.

Some examples of where the SCJ used other methods to recruit diverse students include the Journalism Jumpstart Summer Program that Journalism + Media faculty member Karla Kennedy offered during the Summer of 2021. Dr. Kennedy received a grant from the Dow Jones News Fund and the Florida Scholastic Press Association to offer a free summer program for high school students in under-served areas of Miami-Dade and Broward counties. Twenty students participated in this event during Summer of 2021 from high schools where no journalism program is offered. The Department views summer programs as an important recruitment tool for all students because it gives high schoolers a preview of what the Department has to offer, and whether a career in journalism would be a good fit for them.

Additionally, the SCJ engages with high school students through Dual Enrollment, where they can take some preliminary courses such as Writing Fundamentals for Communicators and How We Know What We Know and earn college credit. Some of these courses are offered within high schools serving minority populations.

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

The admission requirements for the programs within the SJC abide by the university admission requirements.

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

To successfully retain minority students, the School of Communication + Journalism (SCJ) creates a culture that embraces diversity and supports students so that they feel valued and included in the school community. The SCJ employs a number of measures

to ensure the social, academic and professional success of students. These efforts are geared to all students but are particularly helpful to minority students, who tend to be at a greater risk of not continuing their education.

CARTA Office of Student Services: The CARTA Office of Student Services provides dedicated resources to support students throughout their academic career. Students have access to an online [Student Success Kit](#) with frequently asked questions, helpful links and information on professional organizations and more. Each student is assigned an academic adviser when they enter the School and retains that adviser for the entire course of study. SCJ students are required to meet at least once a semester with their academic adviser. Each advising session gives advisers the opportunity to intervene with students who may be having problems and to develop action plans. SCJ advisers utilize the University's [Panther Success Network](#) to further track and support student success.

The Panther Success Network is a platform that allows students to remain connected with an assigned member of the FIU Success Team, such as an Academic Advisor, Success Coaches, Career Coaches and Tutors. The Panther Success Network makes it easier for students to stay on track and alerts students and their respective advisor if they veer off track through predetermined success markers and progress reports from professors. The Panther Success Network includes a record of advising reports and notes that both the student and advisor may view at any time. These touchpoints help establish a culture of tolerance and respect that makes the SCJ a place where students feel connected and like they belong to a larger community.

The Success Team members also guide students to financial resources that can help mitigate financial need that could be an obstacle to degree completion. All of the scholarships oriented to SCJ students (as well as all scholarship opportunities in general) are listed on [Opportunities - FIU Scholarships \(academicworks.com\)](#).

Additionally, CARTA sets aside funds that are used to meet unmet financial needs for students who are one semester away from degree completion in an effort to retain a timely path to graduation. As the pandemic created additional financial needs for students, funds from the federal CARES Act (\$19 million for FIU) and tens of thousands of dollars raised through a special campaign called CARTA Cares were used to assist students who had lost their college funding sources as a result of the pandemic.

Percentage of 4- and 6-Year First-time in College (FTIC) Graduation Rates by Race/Ethnicity for 2016-2017 Cohort (includes Department of Journalism + Media and Public Relations and Advertising majors in Department of Communication).

Note: 2016-2017 cohort would have graduated in Spring 2020 if they graduated within 4 years.

Category	SCJ 4-year graduation rate	FIU 4-year graduation rate	SCJ 6-year graduation rate	FIU 5-year graduation rate
Hispanic	69.0	50.1	83.9	66.5
Black/ African-American	58.3	42.7	75.0	59.8
White	30.0	45.7	40.0	55.6
Asian	0	50.7	0	67.6
2 or more races	54.5	38.8	63.6	55.9
International	100	44.9	100	63.6

Percentage of Second-Year Retention of FTIC Students by Ethnicity ((includes Department of Journalism + Media and Public Relations and Advertising majors in Department of Communication and PRAAC majors in Department of Communication beginning 2018-2019))

Category	SCJ 2016-2017	FIU 2016-2017	SCJ 2017-2018	FIU 2017-2018	SCJ 2018-2019	FIU 2018-2019	SCJ 2019-2020	FIU 2019-2020
Hispanic	95	91	88	93	93	92	92	92
Black/ African-American	92	90	88	89	83	87	83	87
White	80	79	88	86	71	80	91	85
Asian	100	95	100	94	100	95	100	97
2 or more races	91	89	100	83	100	88	100	88
International	100	86	100	89	100	92	100	87

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 SCJ has 47 full-time faculty members. Sixty one percent of the full-time faculty is female. Significant progress has been made during the accrediting cycle to improve the representation of people of color and women. Since the last accreditation, the SCJ has increased the number of its full-time Black/African-American faculty from zero to three, and has increased the number of Asian faculty from zero to three. In the previous accreditation study, the number of male faculty and female faculty were even; in 2020-2021 the percentage of female faculty members was 66.6 percent. In academic year 2020-2021, the demographic profiles of the Department of Communication and the Department of Journalism + Media were the following:

Race/Ethnicity of Full-Time Faculty in Department of Communication, 2020-2021

Race/Ethnicity	Count	Percentage
Asian	3	18.75
Black	2	12.5
Hispanic/Latino	5	31.25
Not Reported	2	12.5
White	4	25
TOTAL	16	100

Race/Ethnicity of Full-Time Faculty in Department of Journalism + Media, 2020-2021

Race/Ethnicity	Count	Percentage
Asian	0	0
Black	1	5.8
Hispanic/Latino	6	35.29
White	10	58.8
TOTAL	17	100

[As shown in Table 7](#), from 2017-2018 to 2019-2020, the SCJ had 39 openings for full-time faculty, received 1,066 applications (about 27 per opening), and 56.9 percent of the applicants were female. From this pool, female finalists numbered 63; offers were made to 22 women for 56.4 percent of the total openings, and 20 women accepted FIU's offer, representing 51.2 percent of the positions available. During the same period of 2017-2020, 34.6 percent of the applicants were minorities; minority finalists numbered 54, offers were made to 24 minority applicants for 61.5 percent of the total openings, and 18 minority applicants accepted the offer, for 46.1 percent of the positions available.

FIU is committed to hiring a diverse body of faculty members, and SCJ follows FIU guidelines. All search and screen committees for permanent full-time faculty and librarian positions (regardless of rank or tenure-earning status) must follow these procedures outlined here, and described in detail in Standard 4 in this self-study report and of the [Faculty Search and Screen Handbook](#):

All units within the University are required to follow the guidelines established by the Office of Equal Opportunity Programs and Diversity (EOPD). Below is a summary of those procedures:

- Search and screen committees must include minorities and women in their membership and be approved by the Office of Equal Opportunity Programs and Diversity (EOPD). Search committee members must have undergone Strategies and Tactics for Recruitment to Increase Diversity and Excellence (STRIDE) training through the University's Office to Advance Women, Equity & Diversity (AWED) office and starting in 2020-21, these committees are to have a member who also serves as a Diversity Advocate (trained by AWED). Diversity Advocates (DAs) help with extra recruitment efforts aimed at direct and personal contact and encourage the utilization of best practices in evaluating diverse applicant pools. DAs guide the committee in ensuring that the search process is free of bias or stereotyping of applicants in verbal or written communication, that candidates are evaluated fairly, that similar opportunities for each candidate are provided, and that interview procedures treat all applicants consistently.
- Job descriptions and advertising venues for the job descriptions must be approved by the EOPD prior to advertising the position.
- Job applicants submit their portfolios to a central FIU database.
- The EOPD must certify that the applicant pool reflects the representation of minorities and women at a level equal to or exceeding the availability data in the

University Affirmative Action Plan before the search and screen committee may begin the screening process.

- All search and screen committee meetings must be open to the public. All committees must advertise their meeting time and place five business days in advance of the meetings.
- All documents related to the search are considered public records.
- The search and screen committee schedules initial (phone or Zoom) interviews with potential candidates.
- After the initial round of interviews, the search and screen committee selects candidates to invite for on-campus interviews. The pool of on-campus interview candidates must be approved by the EOPD. Once approved, the Office of the Dean arranges the site visit, where the candidates meet members of the faculty, the Chair, students and the Dean.
- After the final round of interviews, the search and screen committee gives hiring recommendations to the Dean.
- The Dean makes the final selection for the candidate to be hired.
- The final candidate's application is sent to FIU Academic Affairs for review and approval.
- Once approved by Academic Affairs, central FIU Human Resources will commence onboarding procedures.

The SCJ adheres to the following University guidelines, in order to comply with the EOPD rules:

Composition of Search Committees

The composition of a search committee should be addressed early and deliberately. Search committees should include members with a variety of perspectives and sensitivity to equity and diversity issues. When possible, search committees should include both men and women who are racially and ethnically diverse, or who identify with an underrepresented group in the current faculty. When such members are not available within the Department, the Chair will recruit members from other departments. All members of each search committee complete [STRIDE](#) training. One member of each search committee is designated Diversity Advocate and completes additional training.

Before the Search Begins

Prior to beginning a search, the Department Chair, search committee, and/or a larger group in the Department, reviews the position requirements and job description. The position should be defined in the widest possible terms consistent with the needs of the

Department, division and University.

The search committee, and/or a larger group in the Department, should engage in a review of the Department's own history of searching and hiring before beginning a new search. The Department is more likely to be able to conduct a more inclusive search if it has some understanding of factors that may have played a role in limiting past success in recruiting diverse candidates.

Communication and Accountability During the Search

Departments are accountable for making good hiring decisions and in recruiting and retaining outstanding faculty who: 1) excel in their fields, 2) promote multicultural understanding through their teaching and leadership and 3) are representatives of the diverse population of the nation.

Recruitment and Outreach

Search committees and the Department are required to develop a recruitment plan for each search that includes substantial outreach aimed at both traditional candidates, as well as candidates from underrepresented groups. All reasonable outreach efforts must be undertaken, including both general, broad-based outreach, as well as targeted outreach. The recruitment plan for a search must be approved by the EOPD.

Establishing Qualifications

Each recruitment plan must articulate position requirements that capture the necessary intellectual and scholarship standards, that do not impose unnecessarily restrictive requirements and that preserve the flexibility to consider less traditional backgrounds. Search committees should consider as important selection criteria for all applicants (regardless of their own demographic characteristics), the ability of the candidate to add diversity—intellectual or otherwise—to the Department, and to work successfully with diverse students and colleagues.

Advertising the Position

A robust applicant pool is the most useful tool for recruiting highly qualified candidates who can further the Department's mission and goals. Search committees and Departments must take a proactive approach to developing a diverse applicant pool by seeking out the best journals, newspapers, associations and other networks in which to recruit. The EOPD must approve the recruitment plan.

Specific strategies to diversify the applicant pool may include:

- Seeking innovative means to target underrepresented groups.

- Considering non-traditional advertising venues.
- Maintaining ongoing professional contacts with colleagues at other institutions to solicit nominations of well-qualified applicants from a variety of backgrounds.
- Identifying professionals and scholars from underrepresented groups and inviting them to apply.
- Soliciting the names of prospective applicants from caucuses of underrepresented groups within relevant professional and academic associations.
- Reviewing applicant pools from prior searches to identify promising candidates who are from underrepresented groups for current or future searches.
- Encourage faculty and staff who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts for present and future positions. They should be encouraged to solicit curricula vitae from promising applicants.

Screening Curricula Vitae

Prior to reviewing CVs, search committees should determine the criteria they will use to screen applicants based on the qualifications specified in the position announcement.

The committee should create a well-documented screening process in which each applicant's qualifications are compared to the qualifications specified in the position announcement.

Additional Strategies:

- Refrain from assessing qualifications based on a single or limited standard(s) for the sole purpose of reducing the pool.
- Evaluate applicants on potential, not just prior position experience
- Examine each applicant's accomplishments, potential for growth, the diversity or perspective that the person will bring and any unique contribution he or she could make to the Department and University. Non-traditional career patterns should not exclude or inhibit otherwise qualified candidates from being considered.

Use of the Internet and Social Media in the Process

Conducting internet research on applicants can produce information about applicants not otherwise available to a search committee - this includes information that would be found on blogs or social media/video-sharing platforms. Some of this information would

be protected under the University's nondiscrimination policy, such as race, age, disability, religious preference, and political affiliation. Also, some of the information would not necessarily predict how well an applicant would perform in the job. Therefore, the following internet search rules will guide search committees and hiring administrators:

1. Whatever internet search is conducted for one candidate shall be conducted for all candidates who remain under consideration.
2. No reference to anything found through an internet search should be made in a search committee meeting unless it is verifiable and job-related.
3. Protected information will never be referenced in any search committee meeting or considered by a hiring administrator.
4. If internet searches are to be done of any finalist for a position, they must be performed on all finalists.
5. Search committees or hiring administrators will never use false identities to gain access to information on social networks.

This policy does not prohibit verifying an applicant's current employment by accessing an official website of the applicant's employer or verifying an applicant's listed publications by checking websites that list publications and databases of publications.

Interviewing Candidates

Interviews will be structured to be as consistent as possible for all candidates, using the same basic questions, setting, time allotment, and interviewers. It is appropriate to ask follow-up questions tailored to the candidate's answers or professional background. Questions will be related to the job requirements and the candidate's knowledge, skills, and abilities to perform those functions. The committee will not make subtle or overt indications that candidates are being valued on other characteristics, such as their gender or race.

Hiring Decisions

The search committee provides the Dean's office with a list of the finalists' strengths, weaknesses, and evaluations from open forums and other search activities. In the deliberation, the committee should follow these guidelines in making the hiring recommendation to the Dean's office:

- Each search committee member should give honest input on each candidate interviewed, thinking broadly rather than narrowly about the types of experiences and/or skills each candidate might bring to the department.

- Avoid attempting to “clone” those already in the hiring unit. Doing so discourages diversity and prohibits the hiring unit from enjoying the many advantages that varying perspectives can bring.
- Acknowledge that candidates with diverse paths and experiences can make positive contributions that have previously been untapped by the hiring unit, division or University.
- Avoid falling victim to the “halo effect” that can occur when one positive aspect of a candidate’s talents or skills is inappropriately transferred to other aspects of that person’s qualifications. Avoid stereotyping: The phenomena of racial, ethnic and other forms of prejudice can be manifestations of the halo effect.
- Provide information regarding the finalists’ strengths and weaknesses to the Department Approver and the Dean and the Office of Academic Affairs based on advertised position requirements and substantive qualifications, including diversity objectives.

The SCJ is proactive in identifying and recruiting qualified candidates from underrepresented groups. Positions are publicized through traditional outlets such as:

- Association for Education in Journalism and Mass Communication
- Chronicle of Higher Education
- Public Relations Society of America
- Hispanic Public Relations Association
- National Association for Hispanic Journalists
- Asian American Journalists Association
- National Association of Black Journalists
- Radio Television, Digital News Association
- Investigative Reporters and Editors
- Journalism Jobs
- Poynter Institute

Positions also are regularly posted in Diversejobs.net, Journalismjobs.com, Online News Association, Editor and Publisher and LinkedIn. The School relies on its faculty, staff and members of search committees to reach their professional networks to spread the word about opportunities at SCJ and identify potential candidates. The administration charges all committees, emphasizing the need for achieving a diverse pool of candidates who meet the qualifications of the position.

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

The School of Communication + Journalism has worked hard to create an environment that supports the retention, progress and success of women and minority faculty and professional staff. During the six-year accreditation cycle, all faculty members hired for tenure-track positions have been women and two are people of color. Similarly, the School has increased its professors of practice, 23 percent of whom are women. The Associate Dean of Faculty and Program Development mentors tenure-track assistant professors, meeting with them regularly to review their progress, discuss concerns and ensure that they understand the tenure and promotion processes. Other senior faculty members informally mentor junior faculty members, helping them feel included and supported. Faculty/staff meetings feature faculty presentations on their current research and updates on new initiatives. In efforts to educate and promote diversity, inclusion, and equity issues in the workplace, the College established the CARTA Diversity, Equity and Inclusion (DEI) Task Force of which is co-chaired by faculty and staff from the School of Communication + Journalism.

Since the last accreditation cycle, all candidates who have applied for tenure were awarded tenure and promotion to Associate Professor. This group included one Hispanic man and one White woman in the Department of Journalism + Media and two Asian women and one woman of Israeli nationality in the Department of Communication. Only one faculty member, a Hispanic woman, applied for promotion to Full Professor, and was promoted in the Department of Communication. All non-tenure-earning faculty who applied for promotion to Associate Teaching Professor or Clinical Associate Professor of Professional Practice were promoted and included one White woman in the Department of Journalism + Media and five Hispanic women in the Department of Communication.

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.

Although the process for hiring part-time faculty members does not require the same rigorous process for full-time faculty members outlined above, FIU is committed to hiring a diverse faculty that reflects the population of South Florida. The FIU Office to Advance Women, Equity and Diversity (AWED) holds interactive diversity training sessions each

year for search committee members, and for hiring authorities from across the University. AWED offers four types of STRIDE workshops (Strategies and Tactics for Recruitment to Increase Diversity and Excellence), all workshops are facilitated by faculty members. The STRIDE trainings include: (a) Hiring/Faculty Recruitment Workshop; (b) Diversity Advocate Workshop; (c) Stride Tenure and Promotion Workshop; (d) Stride Hiring Leaders Workshop (for Deans and above).

Everyone involved in hiring new faculty and promoting existing faculty is required to attend the corresponding training session every three years.

Race/Ethnicity of Part-Time Faculty in Department of Communication, 2020-2021

Race/Ethnicity	Count	Percentage
American Indian/ Alaskan Native	1	2.8
Black	3	8.3
Hispanic/Latino	16	44.4
White	16	44.4
TOTAL	36	100

Race/Ethnicity of Part-Time Faculty in Department of Journalism + Media, 2020-2021

Race/Ethnicity	Count	Percentage
American Indian/ Alaskan Native	0	0
Black	1	6.2
Hispanic/Latino	11	68.8
White	4	25
TOTAL	16	100

List of Minority and Female Part-Time Faculty

Department of Communication

Name	Gender	Race/Ethnicity
Liza Alexander	Female	Hispanic
Liz Baquero	Female	Hispanic
Jordan Basadre	Male	Hispanic
Judith Bernier	Female	Black
Anthony Frampton	Male	Black
Eva Gasson	Female	Hispanic
Albena Petrus	Female	Hispanic
Marlon Quintero	Male	Hispanic
Neil Thorpe	Male	Black
Jessica Vega	Female	Hispanic
Sabrina Vollrath	Female	Hispanic

Department of Journalism + Media

Name	Gender	Race/Ethnicity
Mariana Alvarado	Female	Hispanic
Elio Arteaga	Male	Hispanic
Lauren Christos	Female	White
Mindy Colon	Female	Black
Grace Ferrer	Female	Hispanic
Luis Gonzalez Perez	Male	Hispanic
Giselle Heraux	Female	Hispanic

Jesus Loggil	Male	Hispanic
Juan Jesus Gonzalez Manrique	Male	Hispanic
Holly Morganelli	Female	White
Daniela Ottati	Female	Hispanic
Rochelle Patten	Female	Black
Michael Rodriguez	Male	Hispanic
Margarita Salas	Female	Hispanic
Jose Taboada	Male	Hispanic
Cristina Trinh	Female	Hispanic
Amy Winters	Female	Hispanic

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.)

[Link to complete list](#)

Since 2007, the SCJ has brought in prominent professionals to teach classes in ethics and diversity and to foster discussions and programs that support inclusion. Examples (five per year) of the professionals, visiting professors, and other guest speakers that gave presentations over the past three years are listed below in chronological order.

Academic Year 2018-2019

- 1. Juan Carlos Roque Garcia**, an internationally renowned radio journalist, hosted a Latin American “visual documentary” radio workshop. His distinctive technique focuses on how to capture and authentically portray Latin American and Hispanic voices, issues and their realities through sound. Hispanic, male.

2. **Erika Carrillo**, investigative reporter from Univision, spoke to students in 2020, 2019, 2018. Hispanic, female.
3. **Alba Adá-Lameiras**, Associate Professor at Universidad Carlos III in Madrid, was a visiting scholar at FIU. Her research is in gender studies and communication. She provided workshops in communicating gender and sports reporting. Hispanic, female.
4. ABC investigative journalist **Lilliana Luciano** and Telemundo executive producer **Adriana Mocinola** gave a talk on “Hispanics Breaking into the News Media.” Both Hispanic, female.
5. **Jennifer Cho**, General Manager and Executive Vice President of Weber Shandwick Southwest, the world’s top integrated marketing and communications firm. Jennifer has established herself as a proven leader with a global perspective. Asian, female.

Academic Year 2019-2020

1. **Nyam Daniel**, a 2017 “Worlds Ahead” graduate of FIU, returned in 2019 to take part in a panel discussion about life in the professional world. She spoke about her work as a black woman covering politics and culture for *The Miami Times*, Florida’s oldest Black-owned newspaper. Black, female.
2. **Kate Stein**, an award-winning Florida climate journalist, gave students a workshop on covering climate science and challenges to climate communication. White, female.
3. **Monica Trasandes**, Director of Programs, Spanish-language and Latinx Media at GLAAD (Gay and Lesbian Alliance Against Defamation), an American NGO media monitoring organization, hosted a seminar to help young writers explore practices when addressing different genders and cultures. Hispanic, female.
4. **Daniel Shoer**, award-winning journalist from El Nuevo Herald, discussed with students a video he produced and narrated last year titled, [“This is how Spanish-language TV portrays LGBTQ characters, and it’s worrisome.”](#) White, male.
5. **Marsheila Hayes**, Vice President for Diversity and Inclusion, Fox Corporation, was the keynote speaker at the 2020 Women in Communication: Pathways to Success webinar at the Lillian Lodge Kopenhaver Center for the Advancement of Women in Communication. Black, female.

Academic Year 2020-2021

1. **Caitlin Dickerson** of The New York Times spoke to a political reporting class about putting immigration coverage in context. White, female.
2. **Daniel Acosta-Ramos** is an investigative researcher at First Draft News focused on Latinx and Spanish-speaking communities in the US. Originally from

Venezuela, Daniel has worked with independent media outlets and NGOs in collaborative projects to fight misinformation and monitor social unrest in his home country. Daniel participated in a Teach-In following the January 6, 2021 attack on the U.S. Capitol. Hispanic, male.

3. **Jon Meacham**, presidential historian and Pulitzer Prize-winning Author, all who discussed topics ranging from the role of corporations, America's Racial Double Standard, Social Media and the First Amendment and the Erosion of Civility in Public Discourse. White, male.
4. **Judy Tailor**, Senior Vice President, The Disney Channel (White, female), **Melissa Medina**, President, eMerge Americas (Hispanic, female) and **Dianne Lynch**, President, Stephens College spoke on the topic of "Women as a force for change" during Women's History Month.
5. **Mike Valdes-Fauli**, President and CEO of Pinta (Hispanic, male), **Havas Jorge Plasencia**, Chairman and CEO of Republica (Hispanic, male) and **Joe Zubizarreta**, Senior Vice President of Communications at the Greater Miami Chamber of Commerce (Hispanic, male) discuss Cuban men in advertising.

Academic Year 2021-2022

1. **Jorge Ramos**, multi-Emmy-award-winning journalist, chief political anchor on the Univision network, and nominated as one of the most influential people in the U.S. by Time Magazine, spoke to students on the topic of "Journalism and the Dangers of Being Neutral" as part of the Hearst Distinguished Lecture Series (Hispanic, male).
2. **Jawan Strader**, evening anchor on Miami's NBC 6 News, organized a panel of journalists from the National Association of Black Journalists to discuss being successful in the news business in South Florida (Black, male). Also on the panel were **Teresa Joseph**, Senior Producer, NBC 6 (Black, female), **Duncan Campbell**, Sports Reporter, WSVN 7 (Black, male), **Sasha Jones**, Investigative Reporter, NBC 6 (Black, female) and **Jorge Andres**, Anchor/Host NBC Universal (Hispanic, male).

PROFESSIONAL MASTER'S PROGRAMS

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

Students in the SCJ's professional master's programs engage in deep discussion and analysis of topics such as how different populations are depicted in the news, race and

media, technological disparities in access to news and information, and global issues and cultural barriers impacting under-represented groups. The curricula foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation.

In the Global Strategic Communications program, students are required to take PUR 6607, Global Strategic Communications Management, which includes a strong focus on issues related to diversity and inclusiveness. Students may also take an elective, COM 6435, Global Communications, which explores global markets and intercultural communications while providing advanced study, evaluation and application of cultural context, theories, stakeholders, and trends in media, advertising, and public relations. These two courses foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. Analysis of ethical, legal, political, and social communications issues around the globe is also part of this course.

In the Spanish-language Journalism master's program, two required courses are dedicated to teaching the students how to cover stories focused on gender, race, ethnicity, and sexual orientation. The first one is JOU 6185, Reporting on Social and Ethnic Issues, which teaches the students to avoid stereotypes and to be cautious in their communication and the language used during interviews with individuals and groups of a different race, ethnicity and sexual orientation. The second one is MMC 6950, Mass Communication Professional Project, which requires the production of a long-format multimedia story on topics and issues affecting the South Florida Community. The projects have included gentrification, sexual discrimination, feature stories on transexual lives, exploitation of agricultural workers, among other topics.

14. Describe curricular instruction in the master's program in issues and perspectives relating to mass communications across diverse cultures in a global society.

Students in the Global Strategic Communications (GSC) professional master's program are required to take PUR 6607, Global Strategic Communications Management, and PUR 6206, Ethics and Social Responsibility, that include a focus on issues related to diversity and inclusiveness. Students engage in deep discussion and analysis of topics ranging from culturally sensitive messaging in global markets, ethical dilemmas in public relations, journalism, and advertising practices and understanding professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness, and diversity. Diversity is also built into all courses, including the capstone PUR 6956, Professional Project course that encourages students to explore issues, organizations and

communication challenges with which they are unfamiliar. Recent cohorts, for example, have produced projects on vaccine misinformation in underrepresented communities; communicating authentic diversity, equity and inclusion initiatives to internal and external stakeholders and social media constructs and implications of the #MeToo movement among millennials.

In the Spanish-language master's program, graduate students consider global issues in required courses that explore ethics and diversity, freedom of speech and the business of journalism as well as in advanced electives that focus on borderland issues and Spanish-language news. In the required MMC 6257, Media Management and Entrepreneurship, course students build an understanding of the major changes that have occurred in the way news is reported, delivered and consumed around the world. Students consider a wide range of business models, from global corporations to small startups, and they develop and pitch ideas for their own new business ventures. In the course MMC 6108, Theories of Mass Communication and Writing, graduate students are exposed to literary and journalistic examples from a variety of writers in the US, Latin America, and Spain. Cultural differences and journalistic standards and genres are examined and discussed.

Graduate students also have the opportunity to travel to professional conferences related to their discipline and contribute to, or benefit from, thought leadership surrounding critical conversations impacting global communities. All graduate course syllabi state the School diversity statement which clearly articulates its commitment to fostering an environment of inclusivity and respect for diversity and multiculturalism. The SCJ educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

15. Describe the unit's efforts to recruit and retain professional master's students who reflect the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The SCJ has been successful in recruiting a diverse cohort of graduate students to its professional master's programs. An intentional effort is made to support graduate students from diverse backgrounds. Given the professional focus of its master's program, the Department of Communication has secured educational partnerships with top professional organizations including Ragan Communications and the Public Relations Society of America (PRSA). Specifically, within PRSA's 20,000+ membership base, special attention has been made to support PRSA's Voices4Everyone initiative which is aimed at starting a national conversation around diversity and inclusion,

disinformation, civic engagement and civility. Faculty in the GSC program have contributed by-lined articles, roundtable discussions and more on the pillar of diversity in an effort to reach and recruit under-represented groups and members. Through both partnerships, faculty have engaged in thought leadership, networking and other recruitment-related activities including hosting workshops on campus and attending international conferences. These partnerships cement FIU and its GSC master's program in the profession and its communications-related disciplines. The ability for faculty to be thought leaders provides entry into populations that the program would not otherwise have access to. To further expand its reach among larger audiences and recruit students who reflect the diversity of the population in which the program serves, the GSC program also develops Google AdWords campaigns and LinkedIn advertising.

One of the primary goals of the Spanish-language Journalism master's program is to train Latinx journalists living in the United States, a minority population that is underrepresented in mainstream newsrooms. To recruit Latinx individuals to the program, faculty have developed a strong relationship with the National Association of Hispanic Journalists, whose main mission is to increase the representation of Hispanic voices in American newsrooms. The program has a strong partnership with the Inter-American Press Association, where seasonal workshops are organized for Latin American journalists and recruit potential students for the Hispanic news market in the U.S. and Latin America. Recently, the program increased efforts to recruit Afro Latino students, a group that suffers double discrimination in many newsrooms. Two program graduates are now reporters for the Hispanic network Telemundo. In order to recruit and retain students in a difficult economic situation, the Program has a fellowship with the Center for Latin American and Caribbean Studies, which grants a 50 percent discount on tuition to Latin American students who meet certain requirements.