Part II, Standard 3. Diversity and Inclusiveness

Executive summary (optional).

The College of Journalism and Communications’ commitment to and efforts regarding diversity and inclusiveness go back over 25 years when the College established a separate office to attract and retain students from under-represented groups. Almost 20 years ago, the College succeeded in attracting funding to support the activities of this office, renamed the John S. and James L. Knight Division for Scholarships, Career Services and Multicultural Affairs in honor of the donor who made its continuity possible. Charles Harris serves as the Executive Director of the Knight Division.

Administrators, faculty, and staff work together to enhance minority recruitment and retention. The College’s efforts are coordinated by the Knight Division. In 2010-11, scholarships awarded to students by the College totaled $61,150 for African Americans, $51,200 for Hispanics, and $15,700 for Asians.

The College provides funding support to three student organizations: the Association of Black Communicators, the Hispanic Communicators Association, and the Association of Asian Communicators. The Knight Division maintains an email listserv of minority students to maintain contact and disseminate information. The Division and the Office for Undergraduate Affairs also communicate with minority students via Facebook and Twitter.

Similarly, the College has continued to focus on attracting and retaining female and minority faculty. Women and minorities make up 72 percent of the college’s faculty, above the 50 percent goal that ACEJMC recommended several years ago. In fall 2005, of the 71 full-time faculty members in the College, 32 were women; of the 25 faculty members at the rank of professor, 12 were women and two were minorities. Although the number of full-time faculty members in the College is now 53, there are 29 men and 24 women. However, among the 44 tenured or tenure-accruing faculty positions, women and men hold an equal number (22). At the full professor level, men only slightly outpace women--11 to 10 (this number is even more notable given that it reflects the loss of two female full professors in spring 2011). At the associate professor level, there is gender balance--seven men and seven women. However, at the assistant professor level, there are six women and four men, a difference that reflects recent hiring patterns. Among the faculty who are not on tenure-accruing lines, there are seven men and one woman, a pattern perhaps reflecting historical hiring patterns whereby more men were hired for assistant- or associate-in positions. Among the 53 faculty members, minorities account for 14: two among full professors, five among associate professors, and five among assistant professors. Among the eight non-tenured accruing faculty, two are minorities.

The Faculty Development and Welfare Committee addresses a wide range of issues relevant to faculty, including diversity. The committee was instrumental in developing the College’s Diversity Statement (see below).

The diverse composition of the four department Advisory Councils also helps the College provide opportunities for students to interact meaningfully with professionals from underrepresented ethnic and racial groups.

The College assesses progress in achieving student diversity goals in a number of ways, including monitoring enrollment and graduation trends and surveying graduating seniors and alumni.

Across the curriculum, the College fosters an understanding and appreciation of diversity. Required and elective courses have components dealing with diversity and several courses
address various diversity issues as the primary focus. Course syllabi include language regarding the rights of and accommodations made for students with disabilities. Students in the Advanced Journalism Practicum travel to a Latin American country each fall and learn about a new and different culture. The History of Journalism course includes discussion of the early Black Press in America and its place in journalism history. The College offers graduate and undergraduate versions of a course titled Race, Gender and Class in Media, as well as courses on international advertising and international public relations. The introductory courses in each of the departments include materials on the effects of mass media on diverse audiences. Additionally, these courses stress the important roles played by members of underrepresented groups in building mass communication industries. Public Relations Research and Public Relations Strategy emphasize the importance of diversity in developing more effective programs and campaigns with audience research, message design, and evaluation techniques. The undergraduate course, Race, Gender and Class in Media, is now online and taught every semester with an enrollment of 25 to 50. There also are both graduate and undergraduate courses in International Communication; the undergraduate course is MMC 4302 World Communication Systems. There is also a graduate course in Intercultural Communications.

The Knight Division coordinates the College's minority recruitment and retention activities. The Knight Division Director visits high schools and community colleges with high minority enrollments, including specially targeted schools with predominantly African-American and Hispanic enrollments. The College actively participates in all UF minority recruitment and retention activities, including all recruitment conferences/fairs, the Minority Mentor Program, and the "College Nights Programs" including the “Destination Gainesville” program for admitted African-American freshmen and their families held around the state and on campus for African-American and Hispanic students. The College offers scholarships for minority high school students to attend the College's Summer Journalism Institute.

The Graduate Division has designated diversity recruiting goals and for the past several years has recruited, for example, at the combined Historic Black College and Universities' Professional/Graduate Fair in Atlanta. When the Knight Division Director attends the National Association for Black Journalists and National Association of Hispanic Journalists national conventions as an exhibitor for the College, he distributes approximately 50 Division of Graduate Studies information packets which include a card that allows prospective students to declare their interest in the graduate program. The Graduate Division then contacts each of the students who completed the card. The College also participates in the University's Minority Spring Visitation program, in which prospective minority graduate students visit the campus and meet with faculty in their areas of interest.

The College has recognized the outstanding work of women and minority faculty members. The College awarded the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College—Knight Chair for Journalism Technologies and the Democratic Process, McClatchy Professor for Freedom of Information, and the Frank Karel Chair for Public Interest Communications.

The College also has consistently nominated women and minorities for the University of Florida Research Foundation Professorship. Among the seven nominated by the College and selected by UF since the last Self-Study Report, three are women and two are minorities.

Additionally, women and minorities have been promoted. Since the last accreditation review, eight women have earned promotions, three to the rank of professor, and two minorities have earned promotions, one to the rank of professor.
The College hosts a large number of visiting professionals, guest speakers, and faculty each year. Many of them are women, members of minority groups, or professionals who address issues related to diversity. These visitors are listed in Item 12, but some recent prominent examples include Michelle Duster, great granddaughter of Ida B. Wells-Barnett, and Les Payne, Pulitzer Prize winner and one of the founding members of the National Association of Black Journalists. The College provided funding to make both of these visits possible.

1. Complete and attach the following tables:
   - Table 4, “Area Population”
   - Table 5, “High School Population”
   - Tables 6 and 6a, “Student Populations”
   - Table 7, “Faculty Populations”
   - Table 8, “Full-time Faculty Recruitment”
   - Table 9, “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 and any designated timelines for reaching goals.

   The College’s Diversity Statement is listed below and can be found at http://my.jou.ufl.edu/governance-and-administrative-resources/diversity-statement/

   **College of Journalism and Communications Diversity Statement**
   Adopted by the faculty September 28, 2011

   *The College considers a critical mass of individuals who are members of minority groups, are women, or are members of a low socio-economic or other under-served group to be important to the overall mission of the College. Individuals who contribute to a robust academic, research, and campus environment, including experience, perspectives, disciplines, geographic background, talent, socio-economic background, disability, ethnicity, race, gender, and other characteristics, are valuable members of the College and assist with the College’s mission of service to all residents of the state of Florida as well as the nation and global community.*

   *The College understands the importance of embracing diversity as a shared responsibility among faculty, staff, and students and is committed to the overall goal of creating a welcoming environment for individuals of all races, genders, nationalities, religions, sexual orientation, sexual identity and expression, viewpoints, ethnicities, and for those with disabilities.*

   The College’s diversity plan is integrated into its Strategic Plan as well as an annual report written by all units at UF to comply with the Florida Educational Equity Act. The Strategic Plan for the College explicitly addresses diversity and professional responsibilities in a global society within its statement of core values and principles:

   *Diversity among students, faculty, and staff and an appreciation for diverse experiences and perspectives*
*Internationalization and dedication to the responsibilities of journalism and communications professionals and scholars in a global society

The College’s Strategic Plan, which was revised and updated in fall 2011, affirms the College’s commitment to (1) preparing future journalism and communications professionals to work in a diverse, multicultural, global community; (2) developing a faculty and student body that is inclusive; and (3) ensuring the curriculum exposes students to issues of inclusiveness affecting journalism and communications. In both the previous and new Strategic Plan, the following is listed as the overarching goal related to diversity: “To maintain and improve the quality of the College’s efforts to prepare our students to function in a multicultural, diverse global community and enhance the internationalization of UF in teaching, research, and service.” The achievements related to each of the strategies listed under this goal in the previous plan are detailed throughout Standard 3 (and in the evidence provided by some of the public and professional outreach activities listed in Standard 8).

UF policies for affirmative action and equal opportunity are stipulated in the university’s Regulations under Chapter 1, Affirmative Action Plan for Equal Employment Opportunity, Appendix 3.A and http://regulations.ufl.edu/chapter1/10061.pdf. The College’s goals related to affirmative action and equal opportunity that become part of UF’s Florida Educational Equity Act Report address equal opportunity compliance (which discusses ACEJMC diversity expectations), equity accountabilities (demographic data), diversity in services (which focuses on Knight Division activities) and initiatives/accolades. ACEJMC diversity expectations and compliance are addressed throughout Standard 3 and equity accountabilities are documented in Tables 4 through 9. Highlights from the last two categories—diversity in services and initiatives/accolades—include the following:

**Diversity in Services**

The Knight Division’s outreach activities for the 2010-2011 academic year included the following:

- Visited high schools to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College is shown during visits. Visited high schools including journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of minority students.
- The College also participated in UF Admissions recruitment programs on and off campus, including African-American Student Recruitment Conference, Hispanic-Latino Student Recruitment Conference, African-American Scholars Program, and Hispanic-Latino Scholars Program, as well as Destination Gainesville, an off-campus program for admitted African-American students and their parents.
- Created student recruitment database from information submitted by students completing a “Prospective student” contact card, also created in the Division. Information obtained from cards is used to invite students to summer programs, track their progress through high school, and share information with UF Admissions for recruitment purposes.
- Recruited at Florida Scholastic Press Association district workshops and state convention.
• Recruited at national high school journalism conventions, including the JEA/NSPA convention and the Student Television Network convention.
• Provided operational support to the Association of Black Communicators and Hispanic Communicators Association. Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism.
• Helped revive Association of Asian Communicators. Director serves as faculty adviser.
• Created “Knight Division” recruitment supplies/materials that include pens, folders, back packs, key chains, note pads, and USB holders.
• Provided tours and held information sessions to students visiting UF from UF Alliance partnership schools.
• Provided tours and held information sessions to students attending UF’s College Reach Out summer program.
• Sponsored a Summer Journalism Visitation Program for prospective students and their parents.
• Provided scholarships for select students to attend the College’s Summer Journalism Institute, a residential summer program for high school journalists.
• Provided emergency funding to underrepresented students based on referrals from faculty, the College’s Undergraduate Affairs office staff and Director’s assessments.
• Provided informational packets about the College and Knight Division to 40 visiting high school counselors from around the Southeast.
• Coordinated and presented information about Knight Division during College’s participation in UF Virtual Fair, hosted by CollegeWeeklive.com.
• Created listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship programs.

Initiatives/Accolades

Goal 1: Identify outstanding doctoral students and faculty members across the nation who are members of under-represented groups for faculty recruitment.
Outcome: Faculty members have become more diverse with the hiring of two Asian females who began in the 2010-2011 academic year. Searches during the 2010-2011 year had a diverse pool.

Goal 2: Add specific language about diversity and internationalization to advertised criteria for faculty candidates.
Outcome: Job postings and advertisements include specific language that expresses UF’s and the College’s commitment to diversity and internationalization.

Goal 3: Provide mentoring and support for current faculty.
Outcome: Developed a formal mentoring program for all untenured faculty and revitalized the Faculty Welfare and Development Committee to sponsor ongoing faculty workshops related to teaching and research. Provided computer equipment, course release time, seed money, graduate teaching and research assistants, and summer research funding for new faculty including female and minority faculty. Provided travel funding for female and minority faculty to attend professional development workshops including those sponsored by the Poynter Institute and the Higher Education Resource Services Institute.
Goal 4: Assess and revise the mission and function of the Knight Division.
Outcome: Allocated additional resources (full-time program assistant, undergraduate and graduate students) to the Knight Division, increased the travel budget for the director to engage in outreach to high schools from under-represented areas throughout Florida, particularly students eligible for the Florida Opportunities Scholars program, and provided additional infrastructure support to the Knight Division including computers and office equipment such as printers and copy machines.

Goal 5: Support UF diversity programs, e.g., Minority Mentor program and other student-centered programs.
Outcome: Strongly encourage faculty members to participate in the Minority Mentor program, the McNair program, and other programs that focus on minority students. Developed a process and allocated resources for the College to participate in and support the UF Multicultural Awards for students (This program has since been discontinued by UF.). Included a metric on the faculty annual self-evaluation that assesses contributions to diversity in teaching and research.

Goal 6: Support faculty and graduate student research related to diversity.
Outcome: The College has provided research summer support and internal seed money for faculty pursuing research related to diversity including minority populations and advertising, gender representations in the news, and social and development communication in developing countries, particularly in Latin America and Africa. Graduate students also conduct research on topics related to equity issues and receive graduate assistantships, research awards, and partial funding for conference travel. During the 2010-2011 academic year, the College has awarded as much as $13,000 in research seed money to research projects that addressed diversity issues. For example, research funds have been used to fund faculty creative projects or studies in healthcare coverage issue frames employed by Hispanic media outlets in the state of Florida during the U.S. presidential election; comparative research on race and representation in Haiti, Cuba, and Jamaica; comparative research on the representation of Afro-descendants in TV news; indigenous cultures in danger of extinction; Egyptian news coverage; Spanish language prime time newscast and elite newspapers from the Dominican Republic and Colombia; and international news coverage of the wars in Iraq and Afghanistan. Additionally, research assistants and summer research funding have been provided to faculty who conduct studies that examined public relations practices and media and race issues in Latin America, health communications among minority populations, and the valuation of Hispanic and Asian audiences.

Goal 7: Increase faculty recruiting efforts aimed at female and minority faculty.
Outcome: The Department of Advertising has been especially proactive about hosting potential faculty candidates. In the last three years, the department has invited three doctoral candidates who are minorities (one female and two males). One of these students subsequently was hired as an assistant professor. Similarly, in spring 2011, the Department of Public Relations hosted a doctoral student who is a male minority from a peer institution for a two-day visit including a research colloquium. The intent of all of these visits was to begin building a relationship that might lead to successful recruiting of faculty candidates and retention of successful hires.
Goal 8: Revise and update the College Diversity Statement
Outcome: The Faculty Welfare and Development Committee drafted a revised Diversity Statement for review and approval during fall semester 2011.

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

As detailed in Standard 1, aspects of the College’s Strategic Plan that relate to diversity were reviewed by the faculty and administration during the Self-Study year. Although all of the strategies under the diversity goal have been enacted since the last accrediting report, the administration and faculty retained all of the former plan’s diversity strategies in the new Strategic Plan. However, some of the wording of the strategies was revised because of accomplishments in the last six years (e.g., “Explore creation of a study-abroad program” is now “Expand study-abroad programs”). In addition, a new strategy was added: “Develop opportunities for multi-lingual or bi-lingual media training.” The new Strategic Plan will be reviewed for progress and needed revisions at least once a semester by the administration and faculty.

The College assesses diversity outcomes in a variety of other ways as well. First, each semester the College reviews data showing the percentage of minority students enrolled in the College. Data are analyzed to assess trends in enrollment and in the percentages of minority students graduating from the College across semesters. A primary mission of the Knight Division is to monitor the progress of minority students during their academic careers. The Division compiles an annual report assessing performance in these areas (Appendix 3.B).

Graduating seniors and alumni are surveyed about a variety of topics, including the preparation they received in the College for working in a diverse, global professional environment. Graduates completing the 2005 through 2011 exit surveys agreed that they "learned the importance of diversity in their profession in a global society” and learned "to apply standards that lead to communications sensitive to a culturally diverse society." The average score across the time period was 5.60 and 5.89 (on a scale of 1—poor to 7—excellent) for these questions, respectively. And in the College’s most recent survey of alumni who graduated during the 2007-08 academic year through the 2010-11 academic year, alumni agreed that their education in the College helped them to understand “how gender, race/ethnicity, sexual orientation, and as appropriate, other forms of diversity related to communications,” and “the diversity of peoples and cultures and the significance and impact of mass communications in a global society.” The average score across this time period was 5.44 and 5.83 (on a scale of 1—poor to 7—excellent) for these questions, respectively. The results of these surveys are discussed in greater detail in Standard 9.

The dean and other college administrators review faculty data both during and after faculty searches. In addition, UF, through its Institutional Equity and Diversity Office, reviews faculty diversity and inclusiveness issues and progress as part of the annual review of the College’s performance. The executive associate dean acts as the college’s diversity officer. She regularly attends UF meetings scheduled by the Office of Human Resources and led by the Director of Equal Employment Opportunity. These meetings--typically once a semester--serve as training sessions about diversity issues and opportunities to discuss current challenges and opportunities.
4. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Deans, department chairs, and faculty conduct curriculum reviews for many reasons, but a primary purpose is to ensure that the curricula in each major and in the professional master's program contain significant content addressing issues related to diversity and multicultural affairs.

Required core courses, for example, PUR 3000 Principles of Public Relations, RTV 3405 Television and American Society, and ADV 3008 Principles of Advertising, include course material dealing with diverse perspectives, such as those of women, minorities, and people of differing sexual orientation. In a service learning context, the required courses of PUR 4100 Public Relations Writing, PUR 4103 Public Relations Visual Communication, and the Department’s capstone class, PUR 4800 Public Relations Campaigns, work with clients serving diverse stakeholders and organizations, thereby providing students first-hand experience in addressing matters related to gender, race, ethnicity, and sexual orientation.

A common theme in professional courses is that the practice of effective communication is dependent on understanding the characteristics of readers, viewers, and listeners, and learning how those characteristics impact successful message creation and effectiveness. Faculty members place emphasis on students' understanding that success in today's journalism and communications professions requires an appreciation for the multicultural society and global economy in which students will work.

Several courses address diversity issues as a major focus:

JOU 4930 Advanced Journalism Practicum, which has been taught by Professor John Kaplan as part of the Florida Fly-Ins program, places students in a new and different culture. Professor Kaplan has drawn on his international experience and expertise to guide students through the intercultural experience. The students learn about people and their culture through study and travel and immediately share the knowledge with the world through a major course project. The course has been taught under the special topics course number. The students’ projects then are displayed during a formal exhibit and reception UF’s Reitz Union. The work also is displayed on the FlyIns’ award-winning online website, www.internationaljournalism.com.

MMC 4302 World Communication Systems surveys the diversity in world culture.

In JOU 4004 History of Journalism, instructors discuss the early Black Press in America and its place in journalism history.

RTV 3411 Race, Gender and Class in Media and MMC 4302 World Communication Systems are two of the four choices for the three required electives in the new Media and Society track in the Department of Telecommunication.

The Public Relations Department offers undergraduate and graduate courses on international public relations: PUR 4404C International Public Relations and PUR 6608 Strategic Public Relations Management: An International Perspective.

The Advertising Department has changed the focus of ADV 4400 International Advertising to international and cross cultural advertising.

Graduate courses are often of a topical nature. Intercultural Communication has been taught regularly over the past few years as well as Race, Class, Gender and Media; Ethics and Social Responsibility; Corporate Social Responsibility; and Development and Social Change, which are offered at least once each year.
Several faculty members are affiliated with UF centers and programs, including the Center for Latin American Studies, Center for African Studies, Center for Women's Studies and Gender Research, and the Center for European Studies.

Several faculty members have incorporated digital conferencing in their courses to enable students to collaborate on projects with students in other parts of the world. Guest speakers are often hosted via technologies such as Skype and iChat.

The College’s Study Abroad programs have grown dramatically since the last Self-Study Report and now are the largest on UF’s campus. Dr. Michael Weigold and faculty members representing all of the departments have led students on a one-month trip during the summer. Various destinations have included Australia, England, France, Greece, Ireland, Italy, Scotland, and Spain. In addition, every summer since the last accrediting visit, Professor John Freeman has conducted a two-week trip to Berlin for photojournalism students. The students work can be seen at http://www.jou.ufl.edu/people/faculty/jfreeman/Berlin2011/Berlin%202011%20Profiles.htm.

Faculty members also lead Study Abroad programs during spring break through UF’s Paris Research Center. Dr. Churchill Roberts taught an intensive course in March 2010 that focused on France and documentary in World War II as well as the Holocaust, the French New Wave, and beginnings of cinema vérité. Public relations faculty members Dr. Juan-Carlos Molleda and Professor Deanna Pelfrey also regularly teach a variety of public relations classes in the Paris Research program.

The College also has been involved in several international exchange programs. For example, two students from Budapest College of Communication studied at UF and one of the College’s master’s students studied in Budapest. Another example is Dublin Institute of Technology which sent one student to UF in 2008 and two more in 2009. The College also is formalizing an exchange agreement with the Communication Sciences Department at the University of Ghent.

The graduate program includes a MAMC/Women’s Studies concurrent master’s degree program. Students in the specialization earn both a Master of Arts in Mass Communication degree, awarded by the College, and a Master of Arts in Women’s Studies (thesis) or a Master’s of Women’s Studies (non-thesis), awarded by the College of Liberal Arts and Sciences. Under this concurrent degree program, a student can obtain both degrees in approximately one year less than it would take to obtain both degrees if pursued consecutively.

Because of the College’s recent emphasis on distance education, faculty and students are offered more opportunities to engage with diverse groups. For example, the College recently established a partnership with the University of Sao Paulo, Brazil, for a new master’s specialization in Global Strategic Communications which brings together faculty and students from two different continents in an interdisciplinary context.

Faculty members also have been active in the Fulbright Scholar Program. Among those receiving awards are three faculty members from the Department of Telecommunication (Lynda Kaid—Germany, Michael Leslie—Belgium, James Babanikos—Turkey) and three from the Department of Journalism (John Kaplan—Hong Kong, Mindy McAdams—Malaysia and Indonesia, and Kim Walsh-Childers—Ireland). Faculty also host visiting scholars from a variety of institutions throughout the world and collaborate on research. Examples of visiting scholars include Ruth Avidar, University of Haifa, Israel; Mato Brautovic, University of Dubrovnik, Croatia; Gyong Ho Kim, Jeju National University, South Korea; Tiago Mainieri, University of...
Further illustration of the emphasis placed on diversity and inclusiveness in the College is found in the scholarly work of faculty and graduate students. Accordingly, research and grants related to this subject are especially encouraged. Although a complete list of faculty scholarship and research support is included in Standard 5, recent faculty and graduate student work related to diversity and inclusiveness appears below.

**Research Related to Diversity**

The College has awarded internally as much as $13,000 in research seed money to research projects that addressed diversity issues. The following section details some of the research and grant outputs related to diversity from college faculty.

**Refereed Journal Publications, Books, and Book Chapters**


Applied Linguistics, 33 (1), 107-133.


External Grants

The College has received various grants from external sources that involve diversity issues. For example, the United States Institute on Journalism and Media grant (2007-2010) was a three-year State Department funded project that provided research and training opportunities to foreign journalism and media educators. During the annual four-week academic residency program, international participants were presented with various workshop topics and media visits:
with a special emphasis on digital journalism and diversity in the United States (total grant amount: $845,000). Another major grant was in health communication. Specifically, the project, “Reducing Oral Cancer Disparities in Florida,” (with Scott L. Tomar and Henrietta Logan, College of Dentistry, UF, Principal Investigators, 2004-2009, $1,500,000), was funded by the National Institute of Dental and Craniofacial Research (NIDCR, NIH) and aimed to reduce cancer disparities among various minority groups in Florida. In 2008-2009, the College partnered on a $500,000 grant from the U.S. Department of Defense, “A Model Immersive Cultural Learning Environment: Phase 2,” (with Paul Fishwick, College of Engineering, and Julie Henderson, College of Pharmacy, UF, Principal Investigators). The research evaluated the efficacy of Second China upon cultural knowledge and sensitivity. Second China is a 3-D model learning tool within the Second Life Virtual Environment. The College’s share of the grant was $140,000.

Graduate Student Diversity—Theses and Projects related to Diversity

2005-2006

MAMC/MADV Thesis Option


MA PROJECT-IN-LIEU-OF THESIS OPTION


Westbrook, Roberto. Journalism. Vukovar: Never the Same, a project presented on the web and in print with an essay on web photojournalism. Fall 2005 Kaplan, Chair. Freeman, McAdams, members.

2006-2007

MAMC/MADV Thesis Option


Guadagno, Marie. “Culture and the Clio’s: A Comparison of Clio Award-winning Television Commercials from the United States, the United Kingdom, and Australia. 2006 Fall. Sutherland, Chair. Cho, Goodman, members.


Meyer, Kristin I. “An Investigation into the Knowledge, Beliefs and Attitudes of Russian Students about HIV/AIDS.” 2007 Spring. Treise, Chair, Choi, Walsh-Childers, members.


Odubela, Tolulope O. “Contextualized Qualitative Research in Nigeria: Coercive isomorphic pressures of the socioeconomic and political environment on public relations practices. 2007 Summer. Molleda, Chair. Mitrook, Robinson, members.


**MA PROJECT-IN-LIEU-OF THESIS OPTION**


**2007-2008**

**MAMC/MADV Thesis Option**


Ham, Chang Dae. “The Effect of Advertising on Attitude toward County Brand under Conditions of Positive or Negative Publicity In case of American Attitude toward the Brand South Korea.” 2007 Fall. Cho, Chair. Roberts, Villegas, members. MADV


MA PROJECT-IN-LIEU-OF-THESIS OPTION

Friedline, Michelle L. A Sh’mal World. 2008 Spring. Churchill Roberts, Chair. Dickson, Hill, Pilson, members. MAMC


Ricks, Laureen N. A Sh’mal World. 2008 Spring. Roberts, Chair. Dickson, Hill, Pilson, members. MAMC

2008-2009

UF: College of Journalism and Communications/Self-Study Report October 2011/Diversity and Inclusiveness
MAMC/MADV Thesis Option


Lee, Sang-Hoon. “Samsung Heavy Industries? Crisis Response Strategies, the Topics and Tone of News Coverage Related to Taean Oil Spill: Content Analysis of the News Article of Five Korean Newspapers.” Summer 2009. Choi, Chair, Kaid, Martin-Kratzer, members. MAMC


Pena Ochoa, Karine E. “Intercultural Qualitative Communication Research in Latin America: The Impact of U.S. America and Bolivian Culture in International Development Projects in Bolivia.” Fall 2008. Molleda, Chair. Leslie, Martinez, members. MAMC


2009-2010

MAMC/MADV Thesis Option

UF: College of Journalism and Communications/Self-Study Report October 2011/Diversity and Inclusiveness

Phillips, Nicole Renee. “Jah Cuban and It’s Miami Audience: A Case Study of Music as a Cultural Bridge.” Spring 2010. Leslie, Chair. Martinez, Crook (Music), members. MAMC


MA PROJECT-IN-LIEU-OF THESIS OPTION


Grey, Peter C. “Delivering Culturally Component Care to Jamaican Americans with Heart Disease, Cancer, or Psychological Disorders: A Guide for Health Professionals.” Summer 2010. Treise, Chair. Kamhawi, Kim, members. Project-MAMC


2010-2011

MAMC/MADV Thesis Option


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.

UF has well-established, published policies and guidelines for dealing with instances of alleged harassment [http://www.hr.ufl.edu/eeo/harassment.htm](http://www.hr.ufl.edu/eeo/harassment.htm) and sexual harassment [http://www.hr.ufl.edu/eeo/sexharassment.htm](http://www.hr.ufl.edu/eeo/sexharassment.htm). The College maintains strict adherence to the university policies. Sexual harassment is defined broadly at UF and includes introduction of any behaviors that are sexual in nature and create a situation of quid pro quo or a hostile environment. Administrators regularly remind faculty and staff members that any form of sexual harassment of employees, students, or visitors will not be tolerated by the College or the University. Every new employee is required by the University to complete the online “Preventing Sexual Harassment” training and to regularly review the online refresher tutorial.

Through the Office of the Vice President for Student Affairs, the University provides accommodations for students with disabilities. Instructors inform students at the outset of each semester that accommodations are available, and a statement similar to the following appears in each syllabus: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Each department has identified the essential physical and mental capabilities required of students majoring in that discipline and the accommodations that can be made under the American with Disabilities Act. For example, the Department of Telecommunication lists nine such areas, including:

"Ability to work and contribute to overall goals as part of a team, to function effectively in a racially and ethnically diverse group, to tolerate disagreement, to work consensually, and to give and take constructive criticism, all within the context of a timed or quick-deadline (e.g., within one hour) situation and a loud, busy, and otherwise stressful and confusing environment."

UF also has Rules and Regulations in support of diversity and equity that the College adheres to. These regulations are available at the Office of the General Counsel’s website ([http://www.regulations.ufl.edu](http://www.regulations.ufl.edu)). These policies include UF’s Non-Discrimination policy.
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.

UF continues to be committed to actively supporting initiatives that enable access to higher education for qualified students from all socio-economic backgrounds. However, over time, the average family income of UF undergraduates has continued to rise and the number of students from economically disadvantaged backgrounds has fallen. In 2008, the median freshman family income was $100,000 while only 22 percent came from families earning less than $50,000. National studies have shown that students from low socio-economic backgrounds can be deterred from enrolling in a four-year college or university because of fear of debt and concerns that working while in school could hamper the chances for academic success. Many of these students enroll in community colleges or choose not to attend college at all.

To help address these concerns, in fall 2005, President Machen enlisted UF’s Vice President of Student Affairs to design a new financial aid access program for first-generation college students from economically disadvantaged backgrounds. Machen approved a proposal to provide full grant/scholarship financial aid packages to first-generation-in-college freshmen Florida resident students from families that make less than $40,000 per year. The program, which was endorsed by the UF Board of Trustees, was named the Florida Opportunity Scholars Program and was available to first-time-in-college students enrolling summer 2006 or later. The program provides recipients a full grant and scholarship package each year for enrollment in a baccalaureate degree program. Two million dollars in grant assistance was committed for the 2006-07 inaugural year and support was increased to over $7.2 million for 2009-10 to fund both returning students and a new first-year class.

Recruitment and retention of a diverse student population takes many forms, including proactive recruiting activities, orientation programs, advising and mentoring, fostering a comfortable social environment, and providing role models. The Knight Division Director visits select high schools and state colleges with high minority enrollments to recruit minority students. Additionally, the director participates in the Florida Scholastic Press Association district and state conventions to recruit minority students as well as the Florida Community College Press Association state convention. During the spring 2011 semester, the director visited Grady High School in Atlanta, a communications magnet program, which has a very high number of African-American students. The Director recruits at the Student Television Network national conventions and the National Scholastic Press Association/Journalism Education Association national high school conventions. The director attends, as an exhibitor, the National Association of Black Journalists and the National Association of Hispanic Journalists conventions to recruit minority students, meet with minority alumni, and seek prospective speakers to invite to campus to speak to minority students.

The Knight Division Director and staff from the College’s Office of Undergraduate Affairs participate in UF Admissions minority recruitment activities, including an on-campus recruitment program for specially invited African-American and Hispanic students and their...
The Knight Division director also hosts National Achievement finalists and their parents who express an interest in the College and visit UF.

UF has set up a high school partnership program with predominately African-American and Hispanic high schools in Jacksonville, Orlando, and Miami. The Knight Division participates in the partnership activities and visits the high schools as well as hosts visits to campus by students from the partnership high schools.

UF sponsors recruitment conferences/fairs for African-American and Hispanic students, grades 8-11 each spring semester. The Knight Division Director participates in the fairs and sets up an informational table for prospective students and their parents.

UF Admissions sponsors receptions held across the state for admitted African-American students and their parents. The Knight Division Director participates and represents the College at the receptions. The Director also sets up informational tables at the UF-sponsored “Welcome Week Activities” for African-American, Hispanic, and Asian students, held at the beginning of the fall semester.

The Knight Division coordinates the distribution of scholarships to minority high school students to attend the College’s Summer Journalism Institute, a week-long journalism workshop. Additionally, the Knight Division co-sponsors the Summer Journalism Visitation program. SJV is a one-day career exploration program that targets minority middle and high school students. Students participate in a journalism workshop presented by faculty members and journalists. Parents participate in workshops on UF Admissions and financial aid programs.

Students who are met during any of the Division’s recruitment activities complete a “prospective student contact card.” Students include their email addresses which are used to inform the students of College as well as UF activities, scholarship opportunities, and other recruitment programs.

Support for diversity also can be seen by the College’s allocation of funds to support other student-centered activities. For example, since 2006, the College has provided $6,000 in support to the UF Black Student Union for Black History Month. And, since 2008, the College has allocated $500 to support the Women’s Leadership Council (a mentoring organization for female students). In 2010 and 2011, on behalf of Noticias WUFT, the College was a sponsor of Gainesville’s “Downtown Latino Festival,” at the $800 and $1,000 levels, respectively.

Each of the undergraduate departments has a professional Advisory Council whose members visit campus twice a year. During their meetings they meet extensively with students in formal and informal settings and meet with faculty and administrators. The diverse composition of these councils provides students with further exposure to professional diversity. Overall, there are nine Hispanic members of the Councils and seven African Americans. For six years, the chair of the Department of Telecommunication’s Advisory Council has been an African-American male. He recently stepped down although the vice-chair, who is a Hispanic female, remains in office. The gender breakdown is as follows: Advertising—18 men and nine women, Journalism--15 men and eight women, Public Relations--15 men and 13 women, and Telecommunication--14 men and 11 women.

The Graduate Division has designated recruiting goals related to diversity. Although race is no longer included on the graduate application, statistics for gender indicate there is gender diversity among students applying for and being admitted to the graduate program although women outnumber men. Among the 511 students who applied for the 2010-2011 academic year, 344 (83%) of the master’s applicants were female and 72 (17%) were male; 56 (59%) of the doctoral applicants were female and 39 (41%) were male. Among those admitted to the master’s
program, 125 (77%) were female and 38 (23%) were male while among doctoral admissions, 20 (59%) were women and 14 (41 %) were men.

The College participates in the University's Minority Spring Visitation program, in which prospective minority graduate students visit the campus and meet with faculty in their areas of interest. In addition, the Division of Graduate Studies participates in the Graduate and Professional Day hosted by the University.

The College works closely with UF’s Office of Graduate Minority Programs, which provides prospective and enrolled graduate students in underrepresented demographic groups with material aid and mentoring to help in their successful pursuit of a graduate school education. This includes professional development workshops in which minority graduate students in the college participate. Many minority graduate students are members of UF’s Black Graduate Student Organization and the Hispanic Graduate Student Association. Faculty members in the College provide mentoring to minority graduate students through assistance and feedback in selecting research topics, career planning, and personal counseling. The Division of Graduate Studies also works through the University to recruit qualified minority doctoral students through the auspices of the McKnight Fellowships.

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.

University Admissions makes all freshmen admissions decisions with no input from the College. The state of Florida prohibits admission based on race. In recent years, approximately 36 percent of applicants for the freshmen class are admitted to the University. Admission is very competitive, with strong reliance on high-school GPAs and SAT/ACT scores. The College does handle admission decisions for students with Associate in Arts degrees transferring from community colleges in Florida. In addition, UF students in other majors wishing to transfer into one of the College's departments, but who do not meet the College's minimum GPA requirements, may petition the department for admission. In deciding whether to approve the petition, department chairs and faculty committees consider many factors, including the inclusion of members of underrepresented groups.

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

The College has made a strategic effort to balance its resources not only to recruit but also to retain minority students. All faculty members in the College participate in student advisement, including advising minority students. The Office of Undergraduate Affairs also is a place where students can go at any time for answers to questions or to receive advisement.

Within the College, the Knight Division provides funding support to three student organizations; the Association of Black Communicators, the Hispanic Communicators Association, and the Association of Asian Communicators. Funds are provided to the organizations to bring speakers to campus and assist members in attending national and regional conventions and conferences for professional mentoring and career development. The Knight Director is the faculty adviser for ABC and co-advises HCA and AAC.

The Knight Division provides emergency aid to all students, especially minority students seeking assistance due to financial hardships that arise during the year.
The Knight Division maintains an email listserv of minority students in the College. Minority students are informed via the listserv of special opportunities, including minority internship and scholarship opportunities outside of the college. Students also are informed about speakers visiting the College that have a diversity message or perspective.

The Knight Division director advises minority students on career and personal matters and interacts with many minority students formally and informally.

In hiring student office assistants, some of the departments give preference to those who qualify for Federal Work Study. Because of the relationship between economic status and ethnicity, many student employees in the College are members of ethnic minorities. For example, in 2011, the Department of Telecommunication has employed four student assistants. Three of the students are women, two of whom are African American.

The University Minority Mentor Program is open to all first-year minority students. According to the University, the program is designed to

- Promote personal and intellectual growth;
- Assist with academic and personal concerns, through one-on-one relationships;
- Connect students with a person who cares about them and can help them navigate UF’s climate successfully;
- Encourage students to take full advantage of university resources for achieving academic success, finding employment, research and internship opportunities;
- Create a professional relationship with a faculty/staff member who may serve as an academic or professional reference (http://www.multicultural.ufl.edu/ummp/).

The program teams each participating student with a faculty member who provides support, advice, and guidance throughout the first year and beyond. Most of the interactions and activities are informal. However, the program includes a number of planned activities each semester designed to enhance the mentor-mentee relationship. Since 2006, 22 College faculty members have served as minority mentors:

Cory Armstrong
Johanna Cleary
Lisa Duke Cornell
Patricia Dunn-White
Mike Foley
Charles Harris
John Kaplan
Hyojin Kim
Spiro Kiousis
Mark Leeps
Belio Martinez
Mindy McAdams
Mike Mitrook
Juan-Carlos Molleda
Jon Morris
Cynthia Morton
Ron Rodgers
9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment”).

The university has developed detailed, written procedures which describe and guide the process for hiring new faculty. These are specified in the UF Faculty Toolkit http://www.aa.ufl.edu/Data/Sites/18/media/documents/faculty_toolkit.pdf and the Faculty Contract, Article 12, http://www.hr.ufl.edu/labor-relations/union.asp.

The Faculty Recruitment Toolkit, a 60-page online handbook that covers all aspects of the hiring process, details UF’s plan for developing faculty diversity through searching, recruiting, and hiring. Another piece of UF’s plan is diversity certification for all faculty members assigned to faculty search committees via an online tutorial. The goal of both the toolkit and the tutorial is to teach faculty how to engage in proactive outreach and search activities that increase opportunities for building a diverse faculty. The Office of the Provost also includes faculty recruitment and career enhancement funds for Dual Career Services in its budget which offer support to units in need of assistance in recruiting and retaining faculty, including minority and female faculty (http://www.hr.ufl.edu/eeo/reports/general/florida_equity_2010.pdf). To date, the College has not had a situation where these funds were requested, but several recent searches indicate that assistance with dual career situations is an important factor for some faculty candidates.

A major purpose for strictly adhering to UF’s procedures is to assure that the College fulfills its commitment to effectively recruit minority and female applicants. The College Search procedures include each of the following practices:

a) Search committees must include gender and racial/ethnic diversity.
b) All search committee members must pass the UF diversity tutorial prior to serving on a committee and keep their certification up to date.
c) The College Coordinator for Human Resources reviews the search procedures in detail during the initial committee meeting and monitors the entire search process.
d) The position opening is advertised as broadly as possible in publications and on websites.
e) Search committee members contact faculty members and professionals around the nation and the world to enhance recruitment efforts.
f) Faculty members send the position description to friends and acquaintances at other institutions.
g) The list of female and minority applicants, interviewees, and hires is monitored by the UF’s Institutional Equity and Diversity Office and a yearly report is created that includes the College’s performance record. This report is reviewed in an annual one-on-one meeting among UF’s Assistant Director for HR-EEO compliance, the dean, and executive associate dean.
The search process for staff members in the College is initiated when the College posts an opening through UF's Division of Human Resources. For staff searches, the Division of Human Resources is responsible for assuring that the pool of candidates for each position is diverse and inclusive. In addition, the College makes every possible effort to ensure that the pool of finalists includes a representative number of minorities and women. Staff positions must be posted for a minimum of seven days before interviews may be conducted. For all faculty and staff searches, the selection process is conducted under the provisions of Florida's "Government in the Sunshine" laws. All meetings and interviews are announced and are open to all who wish to attend.

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.

Throughout the College, teaching loads for all tenure-accruing faculty normally are two courses per semester in order to give faculty sufficient time to carry out assignments in research/creative activities and service. And, recent new tenure-track faculty have received a course release their first semester to help them jump start their research agenda. The College also has a formal Mentoring Policy to help with advising new faculty and associate professors seeking promotion. The Faculty Development and Welfare Committee, in conjunction with the dean’s office, plans and conducts workshops, typically once a semester. Although the topics are broad and designed to be relevant to all faculty (developing teaching effectiveness, managing research expectations), the workshops serve female and minority faculty and offer them the opportunity to come together and share ideas. The Committee also has conducted a survey of faculty topic interests for workshops and organized faculty social events.

The College supports professional staff including women and minorities through professional development funding for travel to professional conferences related to their expertise (e.g., student advising). The College also hosts regular breakfasts and lunches to honor staff.

The College recognizes outstanding work of women and minority faculty members and rewards that work with promotion and tenure. In the past six years, women have been promoted, three to the rank of professor, and two minorities have earned promotions, one to the rank of professor. The College also supports women through endowed professorships. Four of these professorships provide additional summer salary to female full professors, and all six of the women with endowed professorships receive graduate student support.

The College also has offered professional development opportunities to women and minority faculty members. Two female faculty members, both minorities, have been funded to participate in the Higher Education Resource Services Institute, designed to support women’s leadership development in higher education. And, the College actively publicizes opportunities for conferences of special interest to women and minorities (e.g., the Florida Office of Women in Higher Education Annual Conference).

The dean has taken advantage of leadership opportunities related to diversity. An example includes his participation in the Florida Commission on the Status of Women. The College hosted the quarterly meeting of the Commission June 12, 2010. The session involved a three-hour meeting of the group’s 20 commissioners and their staff where the dean gave the welcome statement and participated in the committee’s deliberations. In August 2010, the College hosted the Commission’s “Gender Bias in the Media” roundtable at Pugh Hall on the UF
campus that the dean also participated in.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

Adjunct faculty members are hired as needed (Tables 7 and 9). The fact that Gainesville is located at least two hours from major media markets constrains the pool of potential adjuncts, especially since adjuncts normally are required by UF to have at least a master's degree. However, all college administrators, especially department chairs who are responsible for hiring adjuncts, are cognizant of the need for a diverse faculty and actively seek to hire qualified women and minorities to fill adjunct positions. Efforts have been made to compensate adjuncts for travel expenses, allowing the hire of adjuncts from outside the area, increasing the diversity of the pool. One recent initiative that evolved from discussions between the administration and the College’s Faculty Senate was to encourage departments to proactively develop a formal database of diverse adjuncts.

List of Female and Minority Adjuncts Hired in the Past Three Years

Helena Angell
Kimberly Bauldree
Margaret Beland
Kelley Benham
Katherine Blasewitz
Kara Camley
Jean Chance
Youjin Choi
Alisson Clark
Meredith Cochie
Christina Cozart
Theresa Collington
Gary Corbitt
Karen Dooley
Lisa Emmerich
Christine Eschenfelder
Wayne Garcia
Vicki Gervickas
Donna Green-Townsend
Lauren Hertel
David Hipschman
Erica Kight
Ji Hoon Lee
Elian Machado
Renee Martin-Kratzer
Jasmine McNealy
Kelli Munn
Carrie Pratt
Lakshmi Ramachandran
Denise Reagan
Kathryn Reed
Sarah Rice
Melanie Ross
Stacy Samuel
Diana Schuh
Rosemary Stang
Maureen Tartaglione
Jane Tolbert-Rouchaleau
Diana Tonnessen
Denise Trunk
Kimberly Wilson

12. List visiting 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.

Advertising

2007-2008
Nakeisha Ferguson, doctoral candidate, University of Texas
Tayo Oyedeji, doctoral candidate, University of Missouri

2008-2009
Daryl Rand, Founder and President of Harrison Advertising Inc.
Les Marguiles, Distinguished Visiting Professor

2009-2010
Troy Elias, Doctoral Candidate, Ohio State University

2010-2011
D. Benny Bennafield, Consultant
Nina Howard, Media Manager, Disney Destinations

Journalism

2008-2009
Summer Best, Florida Equine Publications
Jane Bornemeier, New York Times
Jon DeCarmine, Alachua County Coalition for the Homeless and Hungry
Carlos Frias, the Palm Beach Post
Linda Hallam, Former Magazine Editor for several Meredith Publications
Kristin Harmel, Author and Magazine Writer
Gretchen Howard, Victim-witness Advocate for the Florida State Attorney’s Office, Eighth Judicial Circuit
Dianna Hoyt, Shands at UF, Stepmother of one of the students, Christa Hoyt, slain in 1990

UF: College of Journalism and Communications/Self-Study Report October 2011/Diversity and Inclusiveness
2009-2010
Summer Best, Florida Equine Publications
Mary Ann Giordano, Editor for The Local, (a special community journalism project of the *New York Times*)
Kristen Bartlett Grace – Freelance Photographer, formerly with *The Naples Daily News* and UF News Services
Gretchen Howard, Victim-witness advocate, Alachua County State Attorney’s Office
Dianna Hoyt, Shands at UF
Mickie McKenzie – Keep Alachua County Beautiful
Marta Montenegro, Founder/Publisher/Editor, *SOBeFit Magazine*
Andrea Moore – Card Services for Credit Unions
Mary Roach, Best-selling Author (Skype)
Keith Woods, Poynter Institute
Kim Wilmath, St. Petersburg Times

2010-2011
Lillian Castro, *Gainesville Sun*
Gretchen Howard, Director of Victim-Witness Services, Florida Office of the State Attorney, 8th Judicial Circuit
Dianna Hoyt, Stepmother of victim of Danny Rolling, serial murderer
Linda McCoy Murray (videoconference), Widow of famed sports columnist Jim Murray
Lisa Salters (videoconference), ABC/ESPN

Public Relations

2008-2009
Christine Ahearn, Vice President of Public Relations, Lowe’s
David Albritton, Corporate Relations, ITT
Angela Buonocore, Vice President and Director, Corporate Relations, ITT
Gigi De Mier, Principal of De Mier & Sainz de la Maza
Rebecca Hart, Principal, Hart and Partners
Linda McGurn, McGurn Investment and University of Florida Foundation Board Member
Debbie Menoher, Director of Prospect Research, University of Florida Foundation
Christine Pietryla, Owner, Pietryla Enterprises, Inc.
Al Quintana, Al, Senior Vice President and General Manager Axis/Weber Shandwick
Oscar Suris, Director, Corporate Communications and Development, Ford Motor Company
Susan Towler, Vice President of Community Affairs, Blue Cross and Blue Shield of Florida and Executive Director, The Blue Foundation for a Healthy Florida
Ashley Zandy, Account Director, Brunswick Group

2009-2010
Jack Agnew, Principal Retired, MSL/Publicis Worldwide
Odete Aguiar da Silva, Directorate General “Education and Culture”
“Civil Society: Partnerships and Visits” Unit, European Commission (Brussels)
Christine Ahearn, Vice President of Public Relations, Lowe’s
David Albritton, Corporate Relations, ITT  
Bruce Bach, Defense Policy and Planning Division, Force Planning Directorate, NATO (Brussels)  
Jan Barnes, European Director, European American Business Council (Brussels)  
Jean-Pierre Beaudoin and Ann McCloskey Ann, Groupe i & e (Paris)  
Jennifer Bullock, Public Diplomacy Attache, U.S. Embassy (Paris)  
Paul Charoy, Director of Corporate Affairs, Ketchum Public Relations  
Wendy Crites-Wacker, Director, Corporate Communications, Regeneration Technologies, Inc  
Katie Foster, Chief Development and Communications Officer, Broward Partnership for the Homeless, Inc.  
Jean-Pierre Giovenco, Le Monde  
Denise Gray-Felder, President and CEO, Communication for Social Change Consortium  
Rebecca Hart, Principal, Hart and Partners  
Agnès Hubert, Counselor, Bureau des Conseillers de Politique Européenne (BEPA) (Brussels)  
Joseph Luppino, Corporate Relations Director – EU Institutions, Diageo Plc (Brussels)  
Angeles Moreno, Professor, University Rey Juan Carlos (Madrid)  
Ruth Raymond, Institute for Bio-diversity (Rome)  
Loic Seailles, Managing Director, Pietri Publicis  
Sara Sidner, CNN International News  
James Snyder, Public Information Officer, NATO (Brussels)  
Martina Stuben, Senior Manager French Press, and Aurelia Gilli, Manager European Press, Disneyland Paris  
Oscar Suris, Director, Corporate Communications and Development, Ford Motor Company  
Col. Bruce Sweeney, former Army Defense Attaché Afghanistan and faculty member, Asia-Pacific Center for Security Studies (APCSS) in Hawaii  
Jo Vandercapellen, External Speakers Team of the European Commission (Brussels)  

2010-2011  
Jane Adams, Vice President of University Relations, University of Florida  
Odete Aguiar da Silva, Directorate General “Education and Culture” “Civil Society: Partnerships and Visits” Unit, European Commission (Brussels)  
Christine Ahearn, Vice President of Public Relations, Lowe’s  
Ruth Avidar, Lecturer, Communication Department, University of Haifa and Emek Yezreel College, Israel  
Jan Peter Balkenende, former Prime Minister, The Netherlands  
Andy Burness, President Burness Communications  
Ahed Darwish, Minister Administrative Development, Egypt  
Marianne Dayrit Sison, Deputy Dean and Faculty Member at RMIT (Melbourne, Australia)  
Gigi De Mier, Principal, De Mier & Sainz de la Maza  
Craig Dezern, Vice President of Global Public Relations, Disney Destinations  
Jaffar Diab, Vice Counsel, U.S. Embassy in Paris  
Sarah Festa, Manager of Annual Giving, National Geographic Society  
Mitja Gaspari, Minister for Development and European Affairs of the Republic of Slovenia  
Dena Gellmann, U.S. Recruiting Manager, Burson-Marsteller  
Jean-Pierre Giovenco, Secretaire General, Le Monde
Anne Glauber, Vice President, Ruder Finn
Angel Gurria, Secretary General, OECD
Rebecca Hart, President, Hart & Partners
Cheryl Heller, Heller Design Communications
Agnès Hubert, Counselor, Bureau des Conseillers de Politique Européenne (BEPA) (Brussels)
Oh-Seok Hyun, President, Korean Development Institute and Jose Manuel Barroso, President, European Commission
Corinne Jeannin, Associate Director, Ketchum Pleon Public Relations
Joseph Luppino, Corporate Relations Director – EU Institutions, Diageo Plc (Brussels)
Michaël Maibach, European American Business Council (Brussels)
George Papaconstantinou, Finance Minister of Greece
Loic Seailles, Managing Director, Pietri Publicis
James Snyder, Public Information Officer for Denmark, Norway and USA
Jo Vandercapellen, External Speakers Team of the European Commission (Brussels)

The department also hosted Kenon Brown, doctoral student, University of Alabama

**Telecommunication**

**2008-2009**
Kristy Andersen, Emmy-Award Winning Filmmaker, Producer of American Experience film on Zora Neale Hurston
Eleanor Blair, Artist and Owner, Eleanor Blair Studio
Ben Bloom, Poet
Jane Blackburn Bornemeier, Former *New York Times* editor
Christian De La Rosa, Central 13 News
Summer Hallett, Officer, Gainesville Police Department
Peter Gilbert, Academy-Award Nominated Filmmaker, *Hoop Dreams* and *At the Death House Door*
Kim Mayden, Executive Director, Ronald McDonald House of Gainesville
Hilla Medalia, Filmmaker, Producer of *To Die in Jerusalem*
Teodoro Petkoff, Founder and Editor-in-Chief, *Tal Cual*, Venezuela
Erica Rodriguez, Reporter, WCJB-TV
Jessica Thompson, Director of Marketing, Hippodrome Theatre

**2009-2010**
Sofie van Bauwel, Professor of Communication Sciences, University of Ghent, Belgium
Elizabeth Becker, Travel Reporter, *New York Times*
Eleanor Beardsley, Paris Correspondent, National Public Radio
Ben Bloom, Poet
Mato Brautovic, Fulbright Scholar/University of Dubrovnik, Croatia
Jessica Hurov, Director of Marketing, Hippodrome Theatre
Vickie Oldham, Special Assistant to the President for Marketing and Public Relations, Fort Valley State University
Sara Sidner, International Reporter, CNN

**2010-2011**
Ben Bloom, Poet
Sunam Dolatshahi, BBC Persian Service TV Broadcast Journalist
Golnoosh Golshani, BBC Persian Service Senior Producer
Jessica Hurov, Director of Marketing, Hippodrome Theatre
Myra Monroe, GTN News Director
Vickie Oldham, Marketing Director, Fort Valley State University
Richard Quest, Anchor, CNN International
Leigh Seaman, Co-Exec. Producer/Creative Director, Ty Pennington Productions
Sara Sidner, Correspondent, CNN International
Babak Tourani, BBC Persian Service Radio Broadcast Journalist