

# **Celebrating Difference**

**A report about the status of Diversity at the  
USC Annenberg School for Communication and Journalism**

**2010-2011**

**(Submitted March 2011)**

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USC Annenberg School for Communication & Journalism*

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### Submitted by the USC Annenberg Diversity Initiative

**Sandra Ball-Rokeach**, professor of communication; **Sasha Anawalt**, lecturer & director of arts journalism programs; **Bill Celis**, associate professor of journalism & chair of the USC Annenberg Diversity Initiative; **Robeson Taj Frazier**, assistant professor of communication; **Josh Kun**, associate professor of communication & journalism & American Studies and Ethnicity; **Randy Lake**, associate professor of communication; **Erna Smith**, journalism professor of professional practice; **Diane Winston**, Knight Chair in Media and Religion; **Inna Arzumanova**, doctoral student; **Traci Hanamura**, graduate journalism and research assistant for the USC Annenberg Diversity Initiative; **Peter Griffin**, graduate journalism; **Sarah Bollinger**, undergraduate communication; **Josh Ortiz**, undergraduate communication; **Janet Ann Panen**, undergraduate public relations.

Ex-officio: **Carola Weil**, associate dean, planning and strategic initiatives **Abigail Kaun**, associate dean, academic programs and student affairs ; **Allyson Hill**, assistant dean, admissions; **Larry Gross**, director, School of Communication; **Geneva Overholser**, director, School of Journalism.

### Summary

The USC Annenberg School for Communication and Journalism has much to celebrate. From recent faculty hires at the School, to student recruitment and retention, to a rich offering of courses, scholarly and professional projects, the USC Annenberg School has few peers among institutions. The number of classes addressing diversity has grown, as have collaborations between the two schools on projects whose core values address diversity of every kind. Indeed, in a survey by the Diversity Initiative of 15 leading U.S. communication and journalism schools, only Arizona State University and New York University appear to match or exceed the USC Annenberg School's offerings in celebrating difference in its many forms.

But we must redouble our efforts to maintain-- and improve on -- our advantage. For all our wealth in curriculum, the Diversity Initiative also found opportunities for improvement in our teaching and core syllabi, findings backed by student feedback and by audits of core syllabi. Students increasingly asked us to include diversity conversations in all classes instead of creating more stand-alone courses dedicated to diversity in one form or another. For all the recent gains in

creating a more multicultural faculty, the ASCJ should be diligent in protecting and enhancing our faculty profile at all levels of appointments to better serve a student population more varied than the faculty. For the impressive offering of faculty research and projects and growing faculty collaboration, we still fail to take full advantage of our synergies between schools. This rich collection of research and projects could also be marketed more strongly by the School and should be shared with more faculty and students beyond those involved in these endeavors.

For purposes of this study, the Diversity Initiative defined diversity broadly; we focused our conversations on race, ethnicity, gender, class, sexual orientation, religion and how and where it is taught at ASCJ, how all these differences are presented in forums and other aspects of School life. Other reviews could be undertaken of additional School activities that study other aspects of diversity as identified by students, staff and faculty.

Our rapidly changing society demands we do more to help our students acquire a cultural competency that surely will become one of the new century's calling cards, if it isn't already. A Pew Research Center for the People and the Press study released in December 2009 indicates that 61 percent of polled Americans consider racial and ethnic diversity in the U.S. "a change for the better," compared with just 9 percent who said it represents "a change for the worse." [Full Pew report <http://people-press.org/report/573/>] In an environment in which diversity in its many forms is increasingly seen as a strength, the ASCJ is ideally positioned in Los Angeles to serve as a School of destination for scholars, journalists and other communication professionals interested and invested in substantive and forward-looking conversations about diversity.

To that end, we offer **12 recommendations** for action. Chief among our recommendations is the creation of a formal program that would package our impressive efforts and one that would encourage more collaboration between existing and new faculty projects and research between the two Schools. Seamless conversations about diversity across schools and courses, and in and between research programs and centers, seem certain to be the next step in how we think, talk and teach about difference at the USC Annenberg School.

A common theme throughout this report is a plea to faculty in both schools for continuing and stronger efforts to enhance diversity in syllabi. We encourage the two schools to engage in more rigorous and regular reviews of syllabi with an eye to consistent and greater coverage of issues of inclusiveness and diversity throughout. We also *strongly encourage* more expansive hiring practices at all faculty ranks, particularly at the more accessible contract and adjunct levels where results in the classroom are more immediate.

These recommendations are based on many conversations, reviews and inquiries conducted over the course of the last 18 months by members of the 14-person Diversity Initiative. Expansive in its reach, this report is intended to serve as a first step for continuing conversations in reconsidering how we teach, research and think about diversity in its many forms, and how we offer our students an education that will equip them to navigate a 21<sup>st</sup> century workplace.

Respectfully submitted,

The USC Annenberg Diversity Initiative

## RECOMMENDATIONS

1. Course syllabi, especially core classes, should be reviewed regularly by both schools to ensure diversity is being taught and discussed; small grants should be provided to faculty for course redesign.
2. Every faculty orientation – both for new permanent and adjunct faculty – should include a robust presentation and material about teaching across difference.
3. The Dean should provide each search committee with a copy of the Provost’s “Casting the Net Widely” memo and encourage wider consideration of adjunct hiring to match the recent successes in permanent faculty hiring.
4. The USC Annenberg School should conduct more directed recruiting trips to campuses with large enrollments of students of color –e.g., HBCUs for African-American students and Hispanic Serving Institutions for Latino students.
5. USC Annenberg student organizations should establish formal ties with professional organizations, with mentoring as the underpinning.
6. Improve the availability of financial assistance in the form of scholarships for all students through an aggressive fund-raising campaign directed at alumni.
7. The School must acknowledge in meaningful ways its responsibility to *all* students admitted conditionally. A majority of these students are members of underrepresented groups. Already admitted as “second class” students, the School’s track record is uneven in ensuring their success.
8. Enhance School forums that speak to diversity by offering grants for speakers; the expectation is that a certain percentage of forums would address difference.
9. The ASCJ home page should offer a stronger sense of the School’s rich offerings of programs, research and classes, with a dedicated diversity icon and a dedicated page
10. Strengthen relationships with ASCJ’s varied centers, as well as tighten relationships with organizations such as the Maynard Institute for Journalism Education.

11. USC Annenberg recruitment literature and publications should offer stronger narratives to showcase the School's diverse programs; these documents are widely distributed and offer strong opportunities to brand the School as a destination for scholars and professionals interested in research about multiculturalism in its many forms.
12. A standing Diversity Committee should be created and appointed by the dean. The committee's responsibilities would include assisting the two schools and affiliated centers implement recommendations in this report.

## CURRICULUM, TEACHING & FACULTY

**Curriculum & Teaching:** Diversity could be more explicitly addressed across our curriculum. As part of its work, the Diversity Initiative conducted an audit in the 2009-2010 academic year of the Communication core classes, and found diversity conversations largely absent in course descriptions; syllabi do not reflect, of course, the spontaneous conversations that often occur in our classrooms, but patterns of omission emerged during the audit, a finding supported by Communication students' feedback.

Diversity also is addressed unevenly in the Journalism School's undergraduate and graduate core reporting and writing courses, though it appears the J-School is slightly better positioned, based on an audit conducted in Spring 2009. The Journalism School's slight advantage may be the result of external pressures from accreditation requirements imposed by the AEJMC that speak directly to the inclusion of diversity in curriculum and teaching. There apparently are no such external pressures on our Communication School.

To be sure, the School offers an exceedingly strong selection of advanced and elective classes that speaks to difference. In both the Communication and Journalism Schools, courses on gender, race, ethnicity, youth, immigration and demographics, to name a few, are offered widely at all degree levels. These courses, taught by some of the School's strongest teachers, offer students tremendous opportunities for deeper understanding of our rapidly changing society; enrollment in these courses is also typically strong, an indication of student interest.

**Our core classes do not typically offer the same depth.** Course audits and student feedback suggest that the curious disconnect between the School's rich assortment of programs and the dearth of conversations about diversity may be the result of uneven teaching. In several meetings with the Diversity Initiative in the 2009-2010 academic year, USC Annenberg School students expressed their *strong* belief that it is the instructor's responsibility to produce stronger syllabi and to encourage and guide conversations. But this, students say, rarely occurs. Most student feedback suggests the absence of conversations about diversity may be a function of the instructor's [a] comfort and skill level to discuss or lead a conversation, [b] too much catering to political correctness and/or [c] perceived unwillingness to engage in these sometimes difficult and challenging conversations. Another conclusion from our conversations: Our students are more sophisticated in their thinking and talking about diversity than ASCJ faculty.

We believe there are first steps the School must take, starting with building instructors' classroom skills. We recommend that the Dean offer *small grants to faculty* to encourage syllabi redesign and/or to bring in guest speakers to campus to complement classroom conversations. Additionally, resources should be made available to *assist faculty*. For example, the Journalism School's curriculum committee this fall began using the Maynard Institute's "**Fault Lines**" concept as a required component in all core reporting and writing classes. [The "Fault Lines" concept, asserts that communication in all its forms breaks down along five areas: race, class, gender, generational and geography. <http://www.mije.org/faultlines>] The Fault Lines concept is a strong first step – but not the only one available -- in helping the faculty guide more effective classroom conversations. Similarly, the Poynter Institute offers a variety of self-directed courses, often free, which speak to framing of conversations about diversity, and can easily be used by both communication and journalism instructors. Though targeted for journalism audiences, the Poynter conversation could be adopted for use in communication courses.

Finally, continuing professional development for faculty should be regular features in the years ahead, as curriculum and student competencies change to reflect the rapidly evolving U.S. society and global community. In both schools, this already occurs with digital research and story-telling tools. The same urgency should be applied to diversity in both schools through regularly scheduled forums on teaching.

**Faculty:** Previous visits by outside review teams have noted that the ASCJ faculty is largely Caucasian and male. USC data also shows that the ASCJ faculty appears to be relatively *more Caucasian and more male than other units* at the university. In 2008-2009, for example, the percentage of ASCJ tenured white male faculty outpaced the USC percentage by a full 10 percentage points, 63 percent to 53 percent, according to the USC Office of Budget and Planning. [OBP's 2009-2010 report]

At the same time, the USC Annenberg School is *slightly ahead* of the University in the number of tenured and tenure-track women and faculty of color. ASCJ tenured female faculty eclipses the USC percentage by nearly 10 percentage points, 42.9 percent to 33.5 percent. Comparisons of faculty of color and gender with peer institutions are difficult; most institutions do not publish the racial, ethnic or gender breakdown of their faculties.

The Provost's "Casting the Net Widely" memo, distributed every fall [and encourages search committees to "cast" widely for job candidates] appears to have made a strong impact. In five searches in the last two academic years – two in the School of Communication and three in the School of Journalism – the searches produced a diverse pool of job candidates, resulting in an impressive class of new faculty colleagues. In the Communication school, for example, three searches in the last two academic years produced three new tenure-track colleagues, all of them faculty of color. In the Journalism school, five searches for tenure-track and professional practice, produced five new colleagues, two of them faculty of color and one of them a woman.

**The numbers matter. For potential students and faculty, a diverse School environment is the most obvious manifestation of an institution that values different voices and, in theory at least, manages those diverse voices with sophistication.**

Our adjunct faculty – which brings an impressive range of talent and skills – could benefit from the same sort of "casting the net widely." Adjunct faculty in both schools is largely white and,

while we could not do all we do without the dedication and contributions of our adjunct faculty, the Diversity Initiative believes the School should turn its attention to the profile and training of our adjunct colleagues.

More administrative oversight should be extended to all faculty hiring at all levels to ensure hiring pools are composed of the most diverse applicants possible, ostensibly creating a more diverse faculty. Part of the problem, at least for adjuncts, is the highly decentralized hiring function at the School, with each program hiring its own faculty. The Dean should distribute the Provost's memo a second time during the academic year – particularly when the School is in the midst of searches -- with an added reminder from the Dean that *strongly* encourages wider searches for colleagues at all appointment levels, particularly at the contract and adjunct levels where, given their numbers, their impact in classrooms is more widely felt.

To help the two schools achieve these and other goals recommended in the report, the Diversity Initiative strongly recommends the creation of a permanent Diversity Committee or Council, appointed by the Dean and operating under the auspices of the Dean. The group would be styled after the Faculty Council, but it would also include representation from staff and students; the Diversity Council would assist the two schools in their diversity initiatives and would monitor progress made by the two schools year to year in curriculum, hiring and other areas assigned to the Diversity Council by the Dean.

## RECOMMENDATIONS

1. Syllabi in both schools should be reviewed regularly and closely for substantive inclusion of diversity; this exercise could also serve as a first step in helping frame the seamless conversations that should occur in any given course and across both schools, particularly in undergraduate and graduate core classes.

*A rigorous and regular review of all syllabi should be conducted every three years by the two schools' respective curriculum committees, which should also establish benchmarks determined by both schools' faculties and students together on the teaching of diversity for permanent and adjunct faculty. Honest reports of syllabi reviews should be filed to the schools' directors and, when needed, suggestions offered to faculty on how to strengthen their course descriptions.*

**Recommendation:** Future reviews of syllabi – drawn from a common criteria and teaching expectations - should be conducted beginning in the 2011-2012 academic year [for purposes of comparison to the Diversity Initiative's findings in the 2010-2011 AY], and thereafter every three years by the respective curriculum committees of the two schools. Appropriate improvements should be suggested by standing curriculum committees for syllabi found lacking, and reports should be filed to the two School directors and to the Dean.

2. Both schools should provide more oversight of and support for the teaching of diversity by permanent and adjunct faculty, beginning in the 2011-2012 academic year. Strong first steps include the awarding of small grants for syllabi redesign, funds for guest speakers and the scheduling of regular teaching forums that present best practices. In addition, online self-directed courses that speak to enhancing the caliber of teaching across themes of difference should also be made available to all faculty.

*The School's leadership might consider making successful completion of these self-directed courses a condition of hiring and retention for adjunct colleagues. For permanent faculty, the teaching of diversity – demonstrated by syllabi and in student feedback through course reviews -- should be made part of the merit review progress.*

**Recommendation:** Beginning in the 2011-2012 academic year, every orientation in both schools for all faculty—both permanent and adjuncts—should include a robust presentation and material about teaching across difference. The responsibility for gathering reference material and designing orientation modules should be the responsibility of the two schools' curriculum committees.

3. Strong emphasis by the Dean of the Provost's "Casting the Net Widely" memo, encouraging wide, robust searches at all levels of hiring, especially at the more accessible levels of contract and adjunct instructors where we can make a difference in the classroom more quickly.

**Recommendation:** The Dean and/his staff should provide each search committee with a copy of the Provost's memo, with an accompanying statement from the Dean. Communication and journalism school administrators who hire outside the search committee function, particularly for adjuncts, also should have and actively refer to the memo. In searches that produce all-white or all-male candidates, the chair of the search committee should offer an explanation to the **Dean and the Associate Dean of Faculty Affairs and Research** justifying the composition of the candidates' lists.

## **STUDENT RECRUITMENT & RETENTION**

**Recruitment:** In the last decade, the USC Annenberg School has seen slow growth in the numbers of students of color enrolled in all degree programs. In some years, the number has remained flat for some of our programs.

In Fall, 2005, for example, the School enrolled only eight undergraduate African-American students [24 admitted], six Mexican-American students [29 admitted] and one Native American student [four admitted.] By Fall 2008 – the last year readily available – 18 African-American students enrolled [24 admitted], 14 Mexican-American students enrolled [22 admitted] and one Native American student enrolled [two admitted.]

The master's programs for both Schools are more diverse than they once were. In Communication, international students represent the diversity, namely in the popular Communication Management degree; In Journalism, the two-year master's program has seen incremental increases in Latino students, but representation of African-American students remains low. [all data from USC Enrollment Services]

Our Communication School may offer the best example yet in seating a diverse class. In the academic year beginning this fall, ASCJ's widely-respected doctoral program produced one of its most diverse classes. Enhanced recruitment efforts, lead by Director Larry Gross, and other

members of the communication faculty, exemplify that producing academically strong and diverse enrollments is, with work, within the grasp of other programs at the School.

**As our doctoral program suggests, it is clear that business as usual in recruiting students of color for all our programs is no longer effective business. Our peer institutions have introduced innovative programs that place them in stronger positions to recruit students that we would like to see in our various degree programs at USC Annenberg.**

**UC-Berkeley**, for example, has for several years embraced formal outreach programs with Howard University and **Spelman** and **Morehouse Colleges**, visiting the campuses to present digital workshops and offering one-on-one assistance to students with the application process. UC-Berkeley also dropped two years ago the Graduate Record Exam as a requirement for admission; the move has resulted in more diverse applicants and enrollment, according to our sister school. We have no comparable and/or formal partnerships with **HBCUs** or **Hispanic Serving Institutions, HSIs**. [Those institutions with enrollment of Latino students exceeding 25 percent of overall enrollment, as defined by the U.S. Department of Education.]

**Student retention:** The experiences of students of color – including those who are international students -- at the School is, in some cases, more uneven than they should be. Students report insensitive faculty and a lack of infrastructure to help them, particularly those students who represent the first generation in their families to attend college.

To achieve diversity in student enrollment, the School has been more than willing to admit students of color on a “conditional admission” basis, meaning they fall below the GRE cutoff score of 1,000 or the minimum GPA of 3.0. The number of conditional admits each academic year is not large, but they are admitted in strong enough numbers that they represent special challenges to and responsibilities for the School. Our track record suggests that we can, and should, do better by these students whose tuition money we have long happily accepted. An earlier warning system for *all* students, but particularly for students of color, is necessary. The Diversity Initiative continues to examine creation of an internal system that speaks more directly to ASCJ needs and goes beyond the University’s mid-term grade reporting requirement.

School progress, however, is already underway in some programs. The English language issue with international students, for example, in the Communication Management degree program prompted Prof. Rebecca Weintraub to create a Language Academy for our mostly Chinese students *before* they begin classes at ASCJ. The Journalism School, which has, from time to time, faced similar issues, now offers through its public relations program an English language training courses through the USC Language Academy.

For native-born students of color admitted conditionally, long-distance learning classes that speak to the culture of higher education, among other topics, is a first good step. Stronger mentoring programs are also an absolute must. The School is fortunate to have organizations for African-American, Latino and Asian-American students, but these groups have no formal outside ties to professional groups that could provide meaningful mentoring. One could argue that ASJC faculty should play that role, but there simply are not enough faculty to provide consistent mentoring during the rigors of a busy academic year.

**Recommendations:**

1. More directed recruiting trips should be made to campuses that have large populations of students of color –HBCUs for African-American students and HSIs for Latino students [those with an enrollment of 25 percent or more, as defined by federal guidelines] as well as other directed visits to campuses in California. ASCJ's recruitment staff already visits California State University-Los Angeles and plans this fall to visit Woodbury College in Burbank, a HSI campus.

*The ASCJ recruitment staff, with assistance from the Diversity Initiative, should enhance the number of its on-going campuses to visit and enlist faculty to visit those campuses. In time, ASCJ faculty may identify colleges and campuses with strong undergraduate academic programs with which to build formal ties.*

**Recommendation:** In expanding and enhancing its list of regular campus visits, the Admissions staff should identify faculty to make recruiting trips to those campuses. Additional funds may be required from the Dean to support faculty involvement in making these strategic campus visits with ASCJ recruitment staff.

2. Formal ties with professional organizations should be required of the various USC Annenberg student organizations, particularly those that serve students of color. Many of these organizations could offer our students access to vibrant programs and fellowship, but external ties must be established with relevant organizations, with mentoring as the underpinning. Virtually all 15 institutions we surveyed already boast formal affiliations with external professional groups for their student organizations.

*Faculty and staff advisors to and student officers of ASCJ's various student of color organizations in both schools should aggressively seek formal affiliations with professional organizations that provide strong opportunities for mentoring. In conversations with ASCJ faculty, already pressed by research, teaching and service demands, the task of mentoring students clearly is a responsibility that often is at risk of falling through the cracks.*

**Recommendation:** By the end of the 2010-2011 academic year, ASCJ student organizations, with assistance from faculty and staff sponsors, should at minimum have made contact with appropriate external professional organizations, with an eye toward formal affiliation or a strong, ongoing relationship in the 2011-2012 academic year. Progress should be reported to the Associate Dean for Academic Programs and Student Affairs, as the ranking School officer for student life. Assistance, if needed, will be offered to faculty and staff sponsors, student leaders and the Associate Dean for Academic Programs and Student Affairs by the Diversity Initiative.

3. Improve the availability of ASCJ financial assistance in the form of scholarships through large donors and an aggressive fund-raising campaign directed at alumni. Our competitors have launched innovative and effective fund-raising campaigns and are far

ahead of us in extending attractive scholarship and financial aid packages for incoming students.

*The ASCJ development office should launch an unrestricted scholarship fund that helps defray the expense for all students, and gives the School's various admission committees more latitude in recruiting, admitting and certifying students for admission.*

**Recommendation:** With assistance from the Diversity Initiative, the ASCJ Development Office should begin planning in the 2010-2011 a fund-raising campaign, which will initially target alumni, and then launch the campaign in the 2011-2012 academic year, with a full complement of mail, e-mail and e-mail blasts.

4. The School must acknowledge in meaningful ways its responsibility to *all* students admitted conditionally. A majority of these students are members of underrepresented groups. The School must do more to ensure their success and integration into the general student cohorts, and to counter any perceptions of “second class” status.

*When the School attempts to help, cultural differences have sometimes produced ineffective results. The Diversity Initiative strongly recommends earlier warning systems that sound alarms long before the midterm grades required by the University.*

**Recommendation:** The Associate Dean for Academic Programs and Student Affairs, working with ASCJ Student Services, should develop a stronger infrastructure, and earlier warning mechanisms, to support students who may need more assistance but don't receive it.

## **CELEBRATING ASCJ's OFFERINGS**

In a survey of 15 communication and journalism schools across the country – those we consider peer institutions and/or those that have launched innovative diversity initiatives – the USC Annenberg School compares very favorably. Only New York University and Arizona State University appear to match or exceed the ASCJ's impressive range of programs. **Unlike most of our peer institutions, however, the USC Annenberg School's communication and journalism schools, and the growing collaboration between the two, has produced programs and projects that speak to diversity and not found at most other institutions.**

Chief among ASCJ's growing projects is the Metamorphosis Project, founded and led by Prof. Sandra Ball-Rokeach, which now partners with two journalism projects and whose research on immigrant, working-class and ethnic neighborhoods across Los Angeles has provided important resources for Communication and Journalism School students. Retelling South Los Angeles, a more recent joint school project supported by the Dean's “Three I's” Fund, analyzes Black-Brown issues. There is also the individual faculty work conducted by Francois Bar, Josh Kun, Sarah Banet-Weiser, Stacy Smith in the Communication School that explores gender, children and youth, class and race all wrapped in entertainment, music, culture and society. In Journalism, Felix Gutierrez, Joe Saltzman, Roberto Suro, Diane Winston, Sandy Tolan, Sasha Anawalt and the multimedia community news web site, Intersections: The South Los Angeles Report, explore

a host of topics, including the arts and social issues. In addition, the School hosts many events that speak to diversity, including the film screenings of Quincy Jones III and the screening of USC Annenberg School Fellow and Los Angeles documentary film maker, Phillip Rodriguez.

Just as important is emerging faculty collaboration. Professors Ball-Rokeach and Michael Parks, for example, have partnered on the recently launched Alhambra Project, a community web project in English, Spanish and Mandarin. The South Los Angeles Report similarly has partnered with the Metamorphosis Project and Prof. Bar's Mobile Voices project. These collaborations represent a welcome evolution in the life of the school, enriching faculty research efforts and, just as important, our teaching.

This multi-colored tapestry of forward-looking projects and faculty research would benefit enormously from a formal framework that unites these varied but related efforts. Pursuing and presenting a more coherent package of existing programs, while imagining new ones, would infuse the School with sensibilities that encourage and promote seamless conversations about diversity in everything we do.

We are examining ways to strengthen ASCJ ties with other organizations committed to the advancement and support of media and communication professionals of color such as the Maynard Institute for Journalism Education, the CCNMA: Latino Journalists of California, housed since 1979 at the School of Journalism, among other organizations. An enhanced partnership with CCNMA might include, for example, formal mentoring of ASJC students.

## RECOMMENDATIONS

1. Create a formal program that packages existing research and projects and encourages new ones. This umbrella program would unite existing projects and encourage more collaboration between the School and the Entertainment and Economic Literacy and Entrepreneurship Initiatives. There are no peer institutions, as far as our research indicates, that offer seamless and collaborative diversity programs in this manner.

*The Dean's Forum, and the Journalism School's Director's Forum, already offer a rich collection of programs featuring scholars and journalists thinking and writing about difference, and both have set a standard for offering conversations that consider diversity across a number of frameworks. Moving forward, there is an expectation that a certain percentage of programs offered by both schools should encourage a focus on diversity issues in popular culture, scholarly conversations and current issues in the news.*

2. The ASJC home page should have a dedicated diversity icon and a dedicated page that presents in one place the School's rich offerings, with compelling narrative and links to the many programs, projects and faculty research conducted at the School. At minimum, the packaging should indicate to potential faculty and students that the School is indeed a place where difference is a welcomed and major component of what we do.

3. Strengthen relationships with ASCJ's partners, including ASCJ's varied centers, which already conduct an impressive range of programs, and organizations such as the Maynard Institute for Journalism Education.
4. A keen eye should be turned to the narratives to ensure that the School's diversity efforts are prominently discussed, in the next production cycle of USC Annenberg recruitment literature and publications. Photos of students and faculty of color on School literature are not enough.

These recommendations represent first steps in enhancing the School's already rich culture around conversations about difference. While the USC Annenberg Diversity Initiative's recommendations are sweeping in scope, they are by no means static. We welcome feedback that will help the USC Annenberg School community improve how we think, learn and teach about diversity. Your suggestions may be emailed to Bill Celis ([celis@usc.edu](mailto:celis@usc.edu)) or Alison Trope ([trope@usc.edu](mailto:trope@usc.edu)), co-chairs of the school-wide USC Annenberg Diversity Committee.