

# 100 THINGS

## Faculty Can Do Right Now To Help Drive the 3% Number Upward

### WRITTEN BY:

Sheetal Patel | *Stanford University*

Yeuseung Kim | *DePaul University*

### WITH CONTRIBUTIONS FROM:

*Carolyn Bronstein* | *DePaul University*

*Sydney Busch* | *Netflix*

*Laura Dominguez Chan* | *Stanford University*

*Harsha Gangadharbatla* | *University of Colorado*

*Paula Hunsche* | *Triad Retail Media*

*Karen Lancendorfer* | *Western Michigan University*

*Karen Mallia* | *University of South Carolina*

*Teresa Mastin* | *Northwestern University*

*Madeline McCullough* | *Wichita State University*

*Erika Tribble* | *JWT Atlanta*

*Kasey Windels* | *Louisiana State University*

*Chase Lortie* | *Stanford University*

### QUICK THINGS YOU CAN ADD TO YOUR COURSE RIGHT NOW

- 1 Include a diversity statement in your syllabus.
- 2 Teach the historical importance of both men and women to the advertising industry. For example, if mentioning Doyle, Dane, Bernbach, make sure you talk about Phyllis Robinson; if you mention David Ogilvy, also talk about Mary Wells Lawrence.

- 3 Give attribution to creative directors copywriters/art directors and show examples from diverse sources: men and women, people of all races, ages, ethnicities, and religions.
- 4 Inform students of the statistics and facts on women in the workforce, such as these statistics from the US Department of Labor:
  - 70%-75% of women with children under the age of 18 participate in the labor force
  - 50% of all women participate in the labor force
  - 30-40% of women out-earn their spouse
  - In 2012, women contributed 40% of total household income on average which is a considerable increase from 27% of total household income in 1970
- 5 Teach students to be comfortable with ambiguity and to avoid closure when solving creative problems.
- 6 Teach students about the certainty of failure in creative industries. Prepare them to overcome adversity and continue believing in their own value.
- 7 Discuss the advantages of diversity for all genders. More women in a workplace benefits men, too. More people of color benefits the majority ethnicity too. Diverse ages benefits all.

### VIDEOS AND READING MATERIALS YOU CAN USE IN CLASSROOM

- 8 Use Angela Lee Duckworth's Ted Talk "Grit: The power of passion and perseverance" to teach students about grit and its value in creative fields.
- 9 Use Elizabeth Gilbert's Ted Talk "Your elusive creative genius" to teach students about the value of hard work in creative fields.
- 10 Use books such as "Lean In" by Sheryl Sandberg.
- 11 Use creative visualizations from Glen Griffin and Deborah Morrison's book *The Creative Process Illustrated* to showcase that a quality idea come from a huge quantity of ideas, and that even the best creatives experience fear and uncertainty about their abilities.
- 12 Incorporate the major trade publications, especially *Ad Age*, into curriculum and create assignments that connect students to the current issues and debates in the industry.
- 13 Use videos from 3% Conference events for in-class or flipped-room discussions.
- 14 Share and discuss "100 things You Can Do Right Now To Help Drive the 3% Number Upward" and "50 Things Students Can Do Right Now To Help Diversity Issues" with students.

- 15 Show students ads that empower women (e.g., Always Like a Girl) and discuss.
- 16 Show students ads that play on negative gender stereotypes (e.g., Clorox Mud Bath) and discuss.
- 17 Use Stanford University's Voice & Influence videos from the Center for the Advancement of Women's Leadership to help female students increase their leadership skills.
- 18 Show stories before class begins of alumni from your institution who are now in leadership roles or have the alumni visit the class. An interested student could also put together some videos for future use in the class (see Stanford student's example who did research and put together videos of inspiring leaders).
- 19 Teach students how to give constructive feedback. Resources, such as author Nancy Tag's text Ad Critique can help.

## **ENSURE THAT STUDENTS ARE FAMILIAR WITH AND COMFORTABLE DISCUSSING THE ISSUE OF DIVERSITY**

- 20 Foremost, acknowledge that we all have implicit biases.
- 21 Discuss and debunk various common stereotypes. Let students bring specific examples.
- 22 Teach students about and discuss microaggressions, which can be more subtle forms of bias but can result in more harmful effects.
- 23 Have a conversation with students about gender issues in the industry. E.g., what is the ideal? What is the reality?
- 24 Lead a discussion on why diversity matters and on the importance of diverse perspectives in creative fields.
- 25 Invite guest speakers to discuss the issue of diversity in the classroom. Consider asking your university's Title IX director as a guest speaker.
- 26 Encourage advertising clubs to have a discussion on diversity; provide ad clubs with diversity discussion topics and dedicate a meeting to discuss them.
- 27 Create an ongoing (online or in person) community to allow students to have a continuous resource and support system of advice. Whether it's a monthly event to connect or a peer-to-peer mentorship to keep students connected on these issues.

## **SPECIFIC ASSIGNMENT AND EVENT IDEAS**

- 28 Have students research different types of agency cultures and discuss them in class.
- 29 Have students bring advertisements to class and critically read and evaluate any hidden message or stereotype. Have students discuss how the message might change if different models were used.

- 30 Go global. Have students find foreign ads and evaluate how those reflect diversity. Students can learn about cultural differences in advertising.
- 31 Have students think about their roles in the industry and present how they want to be agents of change.
- 32 Have students write about their diversity and internship experiences in different channels (such as the 3% blog) so they become self-aware of their own values and what they hope to look for in their work environment.
- 33 Have students take an Implicit Associations Test (IAT) for homework. In class, discuss the results and how to account for implicit biases in future decisions.
- 34 Have students start an online discussion, post an article, or share views on social media about diversity using hashtags such as #gethired or #3PercentConf.
- 35 Have students research how men and women work differently and identify the positive attributes of each and how an organization can benefit from that diversity.
- 36 Compare different university's Title IX campaigns or develop a student creative assignment that works to communicate your university's Title IX services addressing sexual misconduct, which includes sexual discrimination.
- 37 Have an event panel in the college and have 20-, 30-, 40-, 50-, and 60-something women share their experiences.
- 38 At the beginning of each term, have a panel of students share their great or not-so-great internship experiences. Moderator should be an outstanding professional and ideally should be held at a professional membership meeting.

## **CONNECT STUDENTS TO THE INDUSTRY**

- 39 Introduce students to The 3% Conference.
- 40 Encourage eligible students to apply for a summer internship through Multicultural Advertising Intern Program (MAIP).
- 41 Invite female leaders in the industry to campus to provide opportunities for students to connect with them.
- 42 Provide opportunities for students to practice networking with industry professionals.
- 43 Help students to connect with mentors who have similar backgrounds. Connect with industry associations, such as AdCraft or AMA, or MAIP's Alumni Association to set up mentor-mentee relationships. Help make sure these relationships last throughout the year.
- 44 Invite women and people of color in leadership roles into the classroom as guest speakers.
- 45 Have students interview female industry professionals.

- 46 Have students shadow local female advertising industry professionals, or one male and one female so they can see the difference in how they lead and how they are perceived.
- 47 Encourage students to join local chapters of advertising associations like American Advertising Federation (AAF).
- 48 Encourage students to follow industry professionals on Twitter and start conversations with them.
- 49 Create a blog space where students pose questions to industry professionals, “How would you have answered this question?” “What would you have done in this situation?” It helps both students and professionals.
- 50 Consider an intersession course (e.g., the New York Way at DePaul) where faculty bring students to visit advertising agencies in a major hub like New York, Chicago, or Los Angeles; be sure to visit diverse shops and woman-owned shops.

## PREPARE STUDENTS FOR JOBS AND CAREERS

- 51 Focus on performance and skill sets first and foremost. There are few things more valuable than a skilled, professional, hard-working employee.
- 52 Teach students the difference between careers and jobs—and the value of career planning from the start.
- 53 Encourage students to visit the campus career center to utilize its resources. Arrange a visit to the center or have them visit for a class assignment.
- 54 Lead students to find an agency that values diversity.
- 55 Cross reference lists, like Working Woman’s top 100 companies for working women with the lists of the top advertising agencies; help female students target supportive agencies that seek to hire and promote women.
- 56 Give students measurable objectives in terms of the job search, such as conducting one informational interview per month, attending one local networking event per month, etc.
- 57 Consider giving extra credit in classes or student advertising groups for meeting those measurable objectives.
- 58 Make the extra effort to make sure that students have perfected their resumes and portfolios. Consider inviting female industry leaders to class or AdClub to review resumes and conduct practice interviews.
- 59 Invite female creatives to class or AdClub to conduct portfolio reviews.
- 60 As future leaders, inform students on the benefits of offering generous family benefits, such as extended maternity leave, paternity leave, etc. Employees with

generous policies tend to stay at companies longer and are more motivated due to their employer being sensitive to their needs.

- 61 Have an honest conversation with students interested in work-life balance, a trait quickly being seen in Gen Z. Or invite a diverse panel to discuss the importance of a work-life balance and/or the dangers of a poor work-life balance—people who have seen, and lived through both.
- 62 Discuss solutions to common issues that may arise as women enter the workforce and motherhood. From pay to progression to motherhood, there are unique challenges that women sometimes face.
- 63 Discuss the benefits of hiring and working with women, including working moms such as from this article: [http://www.nytimes.com/2015/05/17/upshot/mounting-evidence-of-some-advantages-for-children-of-working-mothers.html?\\_r=0](http://www.nytimes.com/2015/05/17/upshot/mounting-evidence-of-some-advantages-for-children-of-working-mothers.html?_r=0)
- 64 Lead interview training programs, including interview role play sessions to help students be prepared for challenging questions and adapt to intimidating interview environments.
- 65 Teach students to recognize industry creative codes and culture, like the currency in creative awards.

## DEVELOP SOFT SKILLS

- 66 Partner with the career center to utilize their counseling/coaching resources and ensure that students are self aware. Assessments such as MBTI and Strengths Quest can help students understand their strengths and areas for improvement.
- 67 Provide resources to students on developing soft skills typically associated with masculinity, such as negotiation and networking skills.
- 68 Help students recognize gender differences in communication.
- 69 Provide opportunities for students to develop and practice soft skills in class. For example, have students present creative ideas, negotiate with and persuade team members, and lead group projects.
- 70 Create a one-day or one-hour workshop for students on women in leadership.
- 71 Create a course or unit of study on diversity issues in advertising or women in leadership.
- 72 Let students know about organizations that support women and skill development, such as the Association of Women in Communication (AWC) or Advertising Women of New York (AWNY).
- 73 Encourage students to go to women in leadership workshops or conferences to develop leadership skills.
- 74 Prepare women and students of color for leadership—through classes or certificate programs.

- 75 Teach students about the value of storytelling to add personality and credibility to cover letters and on interviews.
- 76 Incorporate peer review into your curriculum so students learn the skill of creative directorship.
- 77 In group projects, assign leadership roles to unlikely candidates, which includes women, introverts, and people of color in mixed-gender, mixed personality and mixed race groups. Show students Susan Cain's talk on introversion.
- 78 Offer public speaking classes to strengthen presentation skills and ensure that female voices are heard in a meeting full of male counterparts.
- 90 Keep up-to-date on diversity trends in the industry. Know the key statistics and learn the names of female leaders.
- 91 Follow female leaders in the industry on Twitter and start conversations with them.
- 92 Follow the 3% Conference on Facebook, Twitter, LinkedIn, and Pinterest.
- 93 Lend your voice to the discussions on the issue of diversity via social media.
- 94 Set up a women and advertising Google Alert.
- 95 Learn about Gen Z, so you can understand their perspectives. Diversity is important to them.

## START THE CONVERSATION WITH COLLEAGUES

- 79 Have a conversation about diversity and gender issues in the industry with colleagues and visiting industry professionals.
- 80 Continue having conversations around these issues at national conferences; seek and attend sessions that revolve around these issues.
- 81 Then, take the lessons learned back your students and colleagues.
- 82 Write blog posts, op-eds, or Tweet about your view on diversity using hashtags such as #gethired or #3PercentConf.
- 83 Bring up the diversity issue at a faculty meeting, faculty enrichment workshop or retreat, or lunch-and-learns to discuss different perspectives on the issue.
- 84 84. When students apply to your program, consider adding a prompt that addresses diversity and gender issues. For example, have students explain why diversity might matter in the advertising industry.
- 85 Talk to your colleagues and add a piece about diversity to all communication courses.
- 86 If your department hasn't already been speaking about diversity in recruitment of new faculty and instructors, start the conversation. If they have, be a part of that conversation.
- 87 Make an effort to ensure equitable numbers of men, women, various religions, and ethnicities at every job fair, career fair, and networking opportunity in your department and campus-wide, if possible.
- 88 Begin female support groups both within and outside of work hours to openly discuss career issues.
- 96 As educators, use your own experiences with gender identification and working to teach and mentor.
- 97 Follow up with alumni and learn how classroom discussions apply to the industry.
- 98 Actively network with industry professionals through organizations, such as Advertising Educational Foundation (AEF).
- 99 Do meaningful research that shines light on the issues surrounding diversity, or lack of it. For example conduct academic Research about gender issues, media representations, or economics of pay.
- 100 Provide data that gives support points to the arguments for diversity.

## EDUCATE YOURSELF ON THE ISSUE OF DIVERSITY

- 89 Recognize that everyone has implicit biases, including yourself. Educate yourself on what yours might be and how they might influence your students.