

College of Communications and Information Studies
Diversity Committee 2010-2011

A committee to foster diversity and inclusivity within the College of Communications and Information Studies was established in May 2010.

Broadly, the committee will work toward raising consciousness, comfort and competency in dealing with diversity/inclusion issues within the College. It will also develop an evaluation strategy for assessing the College's progress in achieving greater diversity and inclusion in all its endeavors. The committee's objectives are to work toward Goal 5 of the College's Strategic Plan: Promote Excellence in Inclusion and Diversity Across the College, which is also in line with Goal 4 of the University's Strategic Plan: Promote Diversity and Inclusion.

More specifically, the committee will make efforts to 1) establish a common understanding of diversity and inclusion that equips all members of the College to navigate effectively in a diverse world; 2) promote curricular and co-curricular transformation that recognizes the educational advantages of diversity; and 3) enhance College/campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

The committee includes members from all three units within the College: Donald Case, Lisa O'Connor, Michael Arrington, Kevin Real, Don Lowe, Zixue Tai, Deborah S. Chung, Lisa A. Brown, Heather Saxon, Kosta Tovstiadi, and Nathan Stevens. Deborah S. Chung is the current diversity officer for the College. The diversity officer for the College will serve on the University's Institutional Diversity Advisory Council.

College Diversity Committee Activities (May 2010 – present)

1. The committee has discussed past and current efforts made within the three units.

The School of Journalism and Telecommunications aims to hold an annual diversity-themed event and encourages inclusion of a statement on diversity within course syllabi. Additionally, the School regularly offers a "diversity" course, which is one of three conceptual courses that is required of all journalism majors.

All three units made efforts to recruit diverse faculty but expressed frustration in finalizing recruitment and/or dealing with retention. The committee expressed general frustration in successfully recruiting a diverse student body.

The committee's overall assessment is that much work must be accomplished to ensure that the College promotes diversity/inclusivity as an essential part of its mission.

2. The committee has agreed that a baseline assessment of College faculty, students and staff is necessary to begin an evaluation. Questions assessing the College's educational environment, perceptions toward disparate treatment, and openness to diversity were included in a College self-study survey in November 2010. These survey items (and likely more extensive questions) will be re-administered periodically to track progress. The committee plans to implement an "intervention" based on survey results to assess

whether such a strategy will be helpful toward increasing diversity/inclusivity awareness. Based on this initial assessment, there is much work ahead. In sum, respondents ranked diversity as the lowest perceived important strategic plan priority in the College. The seven diversity/inclusivity questions will serve as a base-line assessment moving forward and will need further analysis and interpretation. See Appendix A for details.

3. Committee members have divided into groups to develop specific practices to address curriculum, recruitment and outreach issues. These issues will be addressed more rigorously in the upcoming school year. See *Future Work*.

4. The committee plans to work with the School of Journalism and Telecommunications (JAT) in promoting a College-wide diversity themed event. The School has held such an event annually since the 2005-2006 academic year. JAT held its annual diversity-themed event on April 18 afternoon and April 19 morning, 2011. The topic was international journalism and multimedia story telling. See Appendix B for details.

5. Committee members will show more commitment and participation in diversity related activities/events and, further, actively promote and encourage faculty, staff and student participation.

6. The Committee will discuss ways to facilitate candid, open and respectful discussion of diversity/inclusivity. Current terms associated with how the College defines diversity/inclusivity: common respect and understanding, multicultural sensitivity, excellence

7. Recruited new member: Don Lowe from Communications.

8. The Committee established a Sharepoint area to provide a space for current diversity/inclusivity-related documents/materials/discussions.

Plans for Future Work:

1) Identify student helper to assist in the following activities:

- Gather all existing UK indicators for diversity/inclusivity for CCIS (e.g., campus climate surveys) and compile report/table for each unit into a unified format
- Gather all existing CCIS indicators (e.g., demographic makeup of faculty, staff and students; recruitment efforts; curriculum offerings) and compile report/table for each unit into a unified format
- Gather CCIS course syllabi and assess content (e.g., discussion topics, exercises, assignments related to diversity/inclusivity)
- Collect definitions/perspectives of diversity from faculty, staff and students

2) Activity participate in campus-wide diversity events/meetings

- 3) Become a role model in fostering diversity/inclusivity understanding
- 4) Use new media tools/space to encourage interactive communication with faculty, staff, and students on diversity/inclusivity issues.

NOTE: Chung will be on sabbatical leave during the fall 2011 semester. Zixue Tai will take over officer duties during her leave. All communication during this time should be directed to ztai2@uky.edu.

Appendix A

Results of College self-study

The below statements reveal how diversity is perceived and assessed within the College. The following modified paragraphs were included in the most recent College self-study report. In sum, respondents ranked diversity as the lowest perceived important strategic plan priority in the College. The seven diversity/inclusivity questions will serve as a base-line assessment moving forward and will need further analysis and interpretation. (Note: The College has developed six strategic plan priorities. Table 1 indicates how respondents ranked the six strategic plans in order of perceived importance within the College. Table 2 illustrates the seven individual diversity/inclusivity related items included in the questionnaire. All questions were asked on a 5-point Likert scale from strongly disagree to strongly agree with lower values indicating lower levels of agreement.)

Strategic Plan Priorities

Aggregate mean scores related to strategic plan priorities for all participants across affiliations and roles (n = 176) who responded to the online survey (see Table 1) ranked Preparing Students for Leading Roles in an Information Driven Economy as the most important strategic goal (n=176, M=1.86, SD=1.10), followed by Establishing the College as a Leader in Information and Communication Technologies (n=176, M=2.93, SD=1.58), Promoting Research and Creative Activity that Deepens and Maximizes Social, Intellectual, and Economic Opportunities for all Citizens (n=177, M=3.07, SD=1.37), Developing the Human, Physical and Technological Resources of the College (n=177, M=4.06, SD=1.57), Improving the Quality of Life of Kentuckians through Engagement, Outreach, and Services (n=176, M=4.43, SD=1.53), and finally, Promoting Excellence in Inclusion and Diversity Across the College (n=176, M=4.63, SD=1.26).

Table 1. Descriptives for the Six Strategic Plan Priorities

	N	Mean (SD)
SPG2: Prepare students for leading roles in an information-driven economy	176	1.86 (1.103)
SPG1: Establish the college as a leader in information and communication technologies (ICT)	176	2.93 (1.581)
SPG3 Promote research and creative activity that deepens and maximizes social, intellectual, and economic opportunities for all citizens	177	3.07 (1.365)
SPG4: Develop the human, physical and technological resources of the College to achieve the institution's top 20 goals	177	4.06 (1.566)
SPG6: Improve the quality of life of Kentuckians through engagement, outreach and services	176	4.43 (1.533)
<i>SPG5: promote excellence in inclusion and diversity across the College</i>	<i>176</i>	<i>4.63 (1.263)</i>

Role of Diversity

Aggregate mean scores related to the role of diversity in the college for all participants across affiliations and roles (n = 152-194) who responded to the online survey (see Table 2) generally agreed that knowing about other cultures helps understand personal problems (n=194, M=4.21, SD=.88). Other mean responses were over 3.0 for all diversity questions including those related to enhancing student ability to live in a multicultural society is part of the College's mission (n=176, M=3.79, SD=.94), faculty and staff work proactively to remove barriers to success for diverse populations (n=166, M=3.63, SD=1.07), policies and procedures in the College help diverse individuals feel welcome (n=152, M=3.60, SD=1.08), publications place a high value on diversity (n=158, M=3.59, SD=.92), and the College promotes diversity as an essential part of a high quality education (n=167, M=3.57, SD=1.02). Only one mean response was less than 3.0. Aggregate mean scores for whether respondents have heard College faculty, staff, or students expressing stereotypes about different groups of people (n=187, M=2.49, SD=1.21).

Affiliation Analysis

When comparing differences in perceptions related to the role of diversity in the College using a one-way analysis of variance, there were two statistically significant differences based on affiliation related to whether policies and procedures in the College help diverse individuals feel welcome [$F(3,148)=3.88, p<.01$] and whether individuals had heard College faculty, staff, or students express stereotypes about different groups of people [$F(3,183)=6.09, p=.001$].

Post-hoc analyses for affiliation revealed that participants from the College (n=19, M=2.84, SD=1.34) disagreed that policies and procedures helped diverse individuals feel welcome and that the College participants' rankings were considerably lower than participants from the School of Journalism and Telecommunications (n=31, M=3.77, SD=1.26) ($p=.003$), participants from the School of Library and Information Science (n=69, M=3.71, SD=.93) ($p=.002$), and participants from the Department of Communication (n=33, M=3.64, SD=.86) ($p=.009$).

Post-hoc analyses for affiliation revealed that participants from the Department of Communication (n=36, M=3.14, SD=1.13) reported that they had heard College faculty, staff, or students express stereotypes about different groups of people significantly more than participants from the School of Journalism and Telecommunications (n=35, M=2.46, SD=1.27) ($p=.015$) and participants from the School of Library and Information Science (n=96, M=2.20, SD=1.13) ($p=.0001$).

Role Analysis

The only statistically significant difference in the role of diversity revealed with a one-way analysis of variance based on college role was related to whether individuals had heard College faculty, staff, or students express stereotypes about different groups of people [$F(3,183)=6.05, p=.001$]. Post-hoc analyses for role revealed that graduate students (n=95, M=2.15, SD=1.08) reported significantly fewer stereotypes expressed in the College than undergraduate students (n=34, M=2.76, SD=1.33) ($p=.009$), faculty (n=43, M=2.77, SD=1.21) ($p=.004$), and staff (n=15, M=3.20, SD=1.15) ($p=.001$).

Table 2. Descriptives for the Seven Role of Diversity Questions

	N	Mean (SD)
Welcoming College Environment		
Publications and other media communicate that the College places a high value on diversity.	158	3.59 (.918)
The College promotes diversity as an essential part of a high quality education.	167	3.57 (1.020)
Faculty and staff work proactively to remove barriers to success for diverse populations.	166	3.63 (1.069)
Policies and procedures in the College help diverse individuals feel welcome.	152	3.60 (1.075)
Enhancing student ability to live in a multicultural society is part of the College's mission.	176	3.79 (.936)
Perceptions of Disparate Treatment		
I have heard College faculty, staff or students express stereotypes about different groups of people.	187	2.49 (1.211)
Openness to Diversity		
Knowing about the different experiences of other cultures helps me understand my own problems better.	194	4.21 (.881)

Appendix B

Diversity event 2010-11

April 18 afternoon and April 19 morning, 2011*

Afternoon program – This program will focus on diversity in journalism, or the similarities and differences in how journalism is practiced in the United States and India during these changing times. We will also discuss how to bridge the two countries and make people care about world news by bringing it home to readers. We will show examples, and also provide perspectives on how India and other countries play world news. We will also have a story proposal exercise, where students develop story ideas linking the U.S. to other countries.

Morning program – The morning program will focus on use of multimedia in India, and the growth of independent journalism. The future of news gathering and dissemination is tied to the Internet, and India is ahead of the U.S. in many ways. Indians and Americans are also doing more independent journalism as the educated middle class grows in India and the U.S. faces newspaper layoffs, closings and changes. Journalists are and will continue to start small, independent ventures.

Bios of guests:

Laura Ungar covers health and medicine for *The Courier-Journal* and has been a journalist for 21 years. Before coming to the C-J 6.5 years ago, she was a reporter for *The News Journal* in Wilmington, Del. and *The Hartford Courant* in Connecticut. In addition to print journalism, she also blogs, shoots and edits video and has even had a few front-page photo credits. She has years of experience in enterprise and narrative writing and concentrates largely on major projects. Several of her projects have inspired action, including a series she co-authored on high cancer mortality rates in Delaware, which inspired the governor to allocate \$10 million to help poor Delawareans get diagnosed earlier. Projects in Louisville have examined Kentucky's poor health, health insurance problems among middle-class Americans, the scourge of cervical cancer in India and suicide in India. Ungar first visited India through an international journalism fellowship in 2007 and has gone every year since to write stories. She has won more than 25 national, regional and local awards and fellowships, including two national prizes for the India cervical cancer project (www.courier-journal/india). She also does freelance work for *The Washington Post* and *The Boston Globe*, recently writing about Harvard medical residents working in India for the *Globe*.

Sujoy Dhar has been a journalist for 18 years, covering every major mainstream event in eastern India's West Bengal state. He is a correspondent for *The Washington Times* and for several years was the only regional correspondent for Reuters, covering topics such as business and economy, politics and entertainment. But health, environment, human rights and development are the subjects closest to his heart. Some of his stories have examined poor sex workers' fight against HIV/AIDS and a violent farmers' movement against the

policy of industrialization over seized farmland pursued by the Communist government. Dhar is also an entrepreneur, setting up a feature agency, Trans World Features, in 2002, and more recently a news portal called India Blooms. While the portal aims to be a one-stop shop for news and information about India, the feature service caters to the weekend supplements of some of India's newspapers, portals and other outlets. Dhar is also a well-known travel writer and consulting editor of *Steel Xpress*, a steel industry magazine.

He is an examiner of the Calcutta University journalism degree course and has co-authored *The Reporter*, an exhaustive book on reporting for students and working journalists that is used at many major journalism schools, colleges and universities. Dhar has contributed articles to several national and international journals and magazines and has been abroad on scholarships, reporting on issues such as nuclear reactors in Europe. Before joining Reuters, he worked with Indo-Asian News Service and United News of India, two leading Indian news agencies.

*Note: This event was held on the first two days/nights of Passover. This scheduling of events was due to the busy schedule of the visitors. These were the only two days they could visit. Future events will attempt to further expand multicultural sensitivity in scheduling.