

**College of Communications and Information Studies
Diversity Committee 2011-2012**

Member composition: Donald Case, Lisa O'Connor,* Ning Yu,^a Michael Arrington,* Kevin Real, Don Lowe, Zixue Tai, Deborah S. Chung, Lisa A. Brown, Heather Saxon,* Kosta Tovstiadi, Emily Sallee,^b 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.

**denotes members no longer serving on the committee starting spring 2012 semester*

^adenotes members who have joined the committee from spring 2012 semester

^bdenotes members who have joined the committee from fall 2012 semester

Main College Diversity Committee Activities

- Tai took over chair duties during Chung's sabbatical leave during the fall semester. The committee along with Dean O'Hair met with Dr. J.J. Jackson, VP for institutional diversity, to discuss better aligning the college's strategic plan on diversity and inclusivity with the university's goals in this area. The committee plans to meet periodically with the VP's office on diversity to discuss progress and share ideas.
- Specific committee members worked on the College SACS and Strategic Plan Report (See Appendix 1 CCIS SACS Report, pg. 5).
- During the course of the academic year, the committee gathered existing college indicators (e.g. demographic makeup of faculty, staff and students; recruitment efforts; curriculum offerings) and created a draft master file (See Appendix 2 College Master File, pg. 21, for most recent discussion). This file is the first step toward integrating all units' information related to diversity/inclusivity into one document. This file is incomplete and still needs much work, such as including specific information from the Instructional Communication Division and the Graduate School. The draft also lacks information related to student organizations, events/extra curricula activities, specific faculty recruiting attempts, staff information on race, gender, and recruiting process for more diverse groups. Additionally, a more comprehensive effort is needed in assessing curriculum issues related to diversity statements in course syllabuses, discussion topics, exercises, and assignments.
- The issue of re-asking the diversity perception questions that were included during the College 2010 self-study survey was raised in relation to measuring progress/change of perceptions/composition over the past two years. How the committee might ask these questions and solicit participation was also a point of discussion.
- The committee reviewed and modified existing questions regarding diversity, which include questions on the College's educational environment, perceptions toward disparate treatment, and openness to diversity (still on-going discussion).
- In a more recent meeting, the committee discussed that the focus on how diversity has been discussed and communicated in this institution has been primarily based on race and gender. The committee believes that it should conceptualize diversity more broadly and include additional metrics, for example, religious beliefs, sexual orientation among other

demographic indicators. How to define diversity is a continued discussion that the committee has had over the course of the year.

- The committee made efforts to research how other institutions were measuring diversity (e.g., best practices from similar colleges at other universities/benchmarks to see what they are doing with regard to diversity)
- Based on the above search and discussion, the committee deemed it necessary to add additional questions and metrics to the upcoming survey to more appropriately and adequately assess diversity perceptions and inclusivity activities within the College (still on-going discussion). See Appendix 3 Diversity Survey Items, pg. 25, for most recent discussion. Target time period for survey is September 2012.

Future Work:

- Continue to work on College Master File to collect more accurate and comprehensive information and also identify absent data.
- Continue to develop and fine-tune diversity survey items for the fall assessment and discuss specific goals/aims of the survey.
- Continue to define diversity in a meaningful way within the college/university.
- Participate in campus and community related diversity/inclusivity events.
- Discuss ways to suggest creating more candid, open and respectful discussions of diversity/inclusivity.

CCIS Recruitment, Retention, Outreach: Coordinator represented the College at the following events, many of which involved meeting a diverse body of students and parents

2011 Preview Nights: set up by the Admissions office (all around Kentucky and several out-of-state).

Aug. 29 – Paducah, KY
 Aug. 31 – Owensboro, KY
 Sept. 01 – Elizabethtown, KY
 Sept. 06 – Dayton, OH
 Sept. 08 – Maysville, KY
 Sept. 12 – Lexington, KY
 Sept. 14 – London, KY
 Sept. 15 – Bowling Green, KY
 Sept. 26 – Pikeville, KY
 Sept. 27 – Ashland, KY
 Oct. 03 – Naperville, IL
 Oct. 06 – Indianapolis, IN
 Oct. 10 – Atlanta, GA
 Oct. 13 – Nashville, TN

2011 Come See For Yourself (CSFY) College Preview sponsored by the Office of Multicultural Affairs: a minority recruitment event through Admissions.

Oct. 17
 Oct. 21

Oct. 24
 Oct. 28
 Nov. 04
 Nov. 07
 Nov. 14
 Nov. 16

Dec. 19 – **2011 GSP/GSA Day** (Governor’s Scholars Program/Governor’s School for the Arts) College Fair

Other Service

Oct. 26 – UK After-Office Hours, **First Generation** Student Dormitory – shared pizza and visited with first generation students

College staff appointed to the **Office of Institutional Diversity Advisory Council** (attended both meetings this academic year: Nov. 08, 2011; Mar. 22, 2012)

March 26 – participated in **Major Talks Panel** (sponsored by the Office of Multicultural Affairs)

May 1, 2012 – The College appointed six CCIS Student Ambassadors for 2012-2013. This year’s group is a dynamic and diverse group of young people who will be tremendous assets to the College’s diversity recruitment, retention, and outreach efforts.

Division of Instructional Communication

The Division is responsible for teaching the University Composition and Communication CORE. Diversity is central to both CIS 110 and CIS 111. During the first sequence, students learn about diverse communities and during the second sequence, students learn to work collaboratively with a diverse group of peers to conduct research for two major projects. For example, in **CIS 110** – students are assigned a major project on diversity: ***Composing Community: Exploring Your Surroundings***

During this project, students research and spend time in a community or organization of which they are not already a part of and give a formal presentation on their experience/findings.

Rationale: By examining a community that they do not belong to (e.g., race, gender, age, sexual orientation, socio-economic status, or religion) students can begin to build empathy toward people and groups who do not share the same worldview as they do. Exploring a new community through observation and research (interview, ethnography, and secondary research), students will see how perceptions of other communities are formed, thereby understanding and respecting different ways of experiencing the world.

School of Journalism and Telecommunications

1) Journalists Laura Ungar and Sujoy Dhar made a return visit to The School of Journalism and Telecommunications to discuss international journalism and multimedia/visual story telling. They spoke to students in Introduction to Journalism, Web Publishing and Design and Media Convergence courses. Topics they discussed and shared include:

- How new technology tools are used in reporting in India; how technology can link countries
- Using the Internet and social media to strengthen linkages between Kentucky/the U.S. and India
- Story ideas for international stories linking India and Kentucky

They also held a discussion with undergraduate/graduate students and faculty on media education and practice in India, possibilities for future collaboration, including issues related to health concerns in India.

2) JAT has promoted several study abroad courses and faculty members have taught non-UK students abroad. Their positions have included, for example, guest-lecturers at the Zambia Institute of Mass Communication (ZAMCOM), the School of Journalism and Telecommunications' partner program in Zambia

The School regularly coordinates visits with local, national and international media and other campus faculty members based on the journalist's particular interests.

CCIS Faculty

•Faculty within the College regularly attend national and international conferences/meetings, such as ICA and NCA and other conferences (e.g., such as the 2011 China Communication Forum held at Shanghai University), and make efforts to present a strong presence and in the process promote the CCIS program and attract/recruit diverse students and potential faculty members.

Appendix 1 CCIS SACS Report

Goal 5: Promote Excellence in Inclusion and Diversity Across the College

Objective 5.1. Establish and operate from a common understanding of diversity and inclusion that equips all members of the College to navigate effectively in a diverse world.

Evaluation: Successful

Strategy 5.1.1 Adopt a College structure that makes explicit the shared responsibility of the entire community for inclusive excellence.

The College of Communications and Information Studies formed a diversity committee in May 2010. The committee includes faculty members from all three units within the College: Donald Case and Lisa O'Connor from the School of Library and Information Science; Michael Arrington, Kevin Real and Don Lowe from The Department of Communication; Zixue Tai and Deborah S. Chung from the School of Journalism and Telecommunications. Lisa A. Brown, Kosta Tovstiadi, and Heather Saxon, and Emily Sallee are also participating members of the committee. Chung is the current diversity officer for the College. The School of Journalism and Telecommunications also has its own diversity committee and its chair is Kakie Urch.

Future goals: The committee is in the process of recruiting student members within the College to reflect their suggestions and perspectives.

Strategy 5.1.3 Develop an evaluation strategy for assessing the College's progress in achieving greater diversity and inclusion in all its endeavors.

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.

Future goals: The above 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.

Objective 5.2 Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity.

Evaluation: Need more progress in certain units; more student information needed

Strategy 5.2.1 Develop a coherent and focused College- and unit-level implementation strategy for achieving greater diversity and inclusion in curricular and co-curricular activities.

The School of Journalism and Telecommunications and School of Library and Information Science each has a diversity plan. The Department of Communication has developed specific goals in attempting to meet diversity and inclusivity awareness.

Future goals: The Diversity Committee is in the process of drafting a College-level diversity plan that will integrate each unit's plan and also appropriately reflect the strategic goals from those of the university into a coherent, actionable set of short-term and long-term strategic goals and activities.

Strategy 5.2.2 Attract and retain talented and diverse faculty, students and staff.

JAT

•Faculty efforts: As of Fall 2008, the school has twenty-one full-time tenure-track faculty members and the director. Of that group, 10 (45 percent) are white males, one (4.5 percent) is an African-American male, five (22.7 percent) are international males, five (22.7 percent) are white females and one (4.5 percent) is an Asian-American female. JAT has made efforts to actively recruit minority and women faculty. The most recent hire periods were during the 2006-08 academic years. JAT made job offers to three females during these years, only one of which was accepted. In Fall 2011, JAT hired an international female post-doctoral instructor to assist in ISC instruction. The current director is the first female to hold this position. Two of the three sequence coordinators are also females.

•Staff efforts: The school's professional staff includes three full-time employees (one white female, one African-American female, one white male) and a half-time student services assistant (African-American female). The school has provided funding for the student and multicultural affairs director (an African-American female) to attend several professional conferences, generally at least one each year. The National Association of Black Journalists is a student organization that has active participation from the School.

*JAT advertises positions widely. Typical placements include the Chronicle of Higher Education and the AEJMC newsletter for all positions, and then more specialized publications and websites relevant to the position. The director also seeks recommendations from doctoral programs around the country, including those with minority student populations.

•Student efforts: The school has held a Dow Jones summer high school journalism workshop. The workshop was specifically for students from under-represented groups, but beginning with Summer 2007, the Dow Jones Newspaper Fund mandated that admission could no longer be restricted based on race. JAT still makes special efforts to

recruit minority students, primarily through contacts established with feeder high schools and through the director of student and multicultural affairs' extensive contacts in the African-American community, but JAT has also broadened the potential audience for the workshop. One consequence of the Dow Jones workshop has been that JAT is now attracting white students from eastern Kentucky, one of the state's poorer areas. This area is an important target for university recruitment overall. Once students participate in the Dow Jones workshop, JAT maintains contact with them throughout the rest of their high school career. They receive the school's alumni publication, e-mail updates on school activities, and notices about speakers that might be of interest. JAT sends reminders about admissions activities, including the university's fall preview nights and deadlines for applying and scholarships. JAT's student and multicultural affairs adviser also stays in close contact with many of the students

The College participates in two annual recruiting events, UK Preview Nights and Come See For Yourself. The former is an information session for prospective students and their parents held at locations around the state during September. JAT faculty and staff regularly participate in these events.

- Curriculum: Diversity and inclusiveness are covered throughout the school's curricula, primarily through weaving in of diversity topics throughout required and elective coursework. JAT also offers a diversity-specific course, JOU 455, Mass Media and Diversity, each semester. While Journalism majors have first priority to take this course, there are also generally seats available for students in the other two majors, Media Arts and Studies and Integrated Strategic Communication. JAT faculty is also encouraged to include a statement regarding diversity in their syllabi. Additionally, JAT makes special efforts to bring in speakers who represent diverse backgrounds and viewpoints. In addition to classroom speakers, JAT tries to make sure alumni symposia panels include a diverse line-up of graduates.

COM

- The Communication Department makes efforts to, at minimum, reflect that of college-going students in Kentucky. Faculty to student ratio show that out of 23 faculty members, 95.6% of the faculty is White (compared with 81.2% White reported for "Total Enrollment by Race" for students enrolled in Kentucky public institutions according to the CPE; Web site accessed October 10, 2011) and 4.4% was Black (compared with 6.4% for Kentucky students); there was no Asian/Pacific Islander, Hispanic, Am Indian/Al Native, Non-resident Alien, or Unknown (compared with 1.3%, 1.2%, 0.3%, 1.9%, and 6.3%, respectively). Females comprised 47.8 % of the faculty, (compared with 55% of Kentucky students).

- The Department also reviews courses and syllabi for diversity topics and is making efforts to ensure that readings and/or assignment related to diversity will be included in at least 75 percent of COM courses. Currently, about 81 percent of COM courses include readings and/or assignments related to diversity.

SLIS

- Faculty and staff efforts: During its most recent review period, 76 percent of the faculty was Caucasian, 18 percent Asian, and 6 percent African-American. Given that more than seven percent of the Kentucky population is African-American, it is reasonable to expect that the faculty make it a priority to recruit African-American faculty members, to more accurately reflect the composition of the state population.

- SLIS strives to increase diversity in the faculty and staff by recruiting members of underrepresented groups by calling for applications in appropriate academic journals, newspapers, magazines and newsletters, and contacting colleagues at other universities, including institutions that have traditionally served minority students, alumni, practitioners, UK minority faculty members and staff and potential candidates at professional conferences. The names and addresses of potential candidates are relayed to the school's director, who maintains a file and contacts these individuals, when position opens, to encourage them to apply.

- SLIS student efforts: To retain, educate, and graduate students of under-represented groups, the school strives to provide an inclusive and motivating academic environment with challenging curricula, sound advising, and social reinforcement. The unit monitors the progress and graduation rates of all students, and particularly those from under-represented groups, providing students with feedback and counsel to achieve the best possible education outcomes. The faculty also works hard to ensure that all students are treated fairly and without any advantage or disadvantage, based on age, race, ethnicity, gender, sexual orientation, religion, disability, or military service. All course syllabi contain statements to promote diversity and inclusion, and all courses within the curriculum are periodically evaluated to ensure that readings and lessons foster perspectives that respect diversity. The school furthermore works to include guest speakers from under-represented groups for its regular classes and special events. Students from under-represented groups, are also encouraged to apply for internships, scholarships, grants, and awards.

Future goals: The College diversity committee will work with each unit to put in place and expand appropriate initiatives in minority faculty/student recruiting and retention. We will take advantage of particular institutions, academic/professional organizations and conferences, and work out a pool of possible candidates in student/faculty recruiting. The committee will also work with the Dean and unit heads to come up with recommendations in addressing specific needs and concerns of minority faculty/student individuals and groups. Also, the committee will explore resources and venues at the university in achieving the above goals.

Strategy 5.2.3 Promote student, faculty, and staff understanding of, and respect for diversity and inclusion

JAT has had an active diversity committee, and over the course of the past eight years, the department has hosted five diversity-themed events. The most recent event was hosted during the 2010-11 academic school year with the topic focusing on international

journalism and multimedia story telling. These events were promoted throughout the College.

With the creation and implementation of the college-level diversity committee, events and talks related to diversity, hosted within the college or the university, were more actively circulated and promoted.

Future goals:

The College diversity committee will work to identify and make available resources that can be shared across all units in promoting diversity and inclusion; it will also sponsor/promote student events (especially among specific student organizations) in promoting/celebrating diversity and inclusion.

There should also be efforts by the diversity committee to make a presence by raising awareness and promote understanding diversity at our College through participating in UK and community events/activities.

Strategy 5.2.4 Establish clearly defined expectations, incentives, interventions, and accountability measures as key components of the diversity and inclusion strategy.

The committee has made a baseline assessment of College faculty, students and staff's perceptions of diversity/inclusivity and will continue this effort periodically.

The committee will also evaluate progress at the college level as compared with other colleges at UK on key matrixes of diversity and inclusion. The committee must clearly map out progress at the College as compared with UK's institutional goals and strategic plans in diversity and inclusion, and identify clearly where the College is in terms of achieving key benchmarks, such as where the College is ahead and where lagging, what can be done, what measures need to be in place, etc.

Future goals:

Resources need to be provided to support diversity initiatives, including recruiting, retention, research on diversity, and faculty time devoted to extra-service work involving the development of such expectations, incentives, interventions and accountability measures.

--The College should benchmark for diversity in ways that the University benchmarks for other areas of excellence. It should use diversity statistics from institutions with good diversity records as a metric by which to measure our diversity efforts.

--Furthermore, the definition of diversity needs to be 1) clarified; and 2) expanded to align with broader constituent groups at UK, within CIS, and U.S. and Kentucky law, which prevent discrimination based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status.

--As for expectations, at the very least, they should include 1) a supportive climate for diversity, for both personnel decisions and scholarly dialogue; 2) specific goals aimed at the recruitment and retention of women and minority faculty, graduate students, and undergraduate students; and 3) an environment supportive of open dialogue about diversity in Kentucky's flagship university.

Objective 5.3 Enhance College/campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

Evaluation: Successful progress made at college level; more progress necessary at the campus and community levels

Strategy 5.3.1 Establish a plan for better internal and external communication with respect to the College's efforts at diversity and inclusion.

The College now has a diversity and international affairs sections on the College Website.

<http://cis.uky.edu/cis/diversity>

<http://cis.uky.edu/cis/international-affairs>

JAT has promoted several study abroad courses and faculty members have taught non-UK students abroad. Their positions have included guest-lecturers at the Zambia Institute of Mass Communication (ZAMCOM), the School of Journalism and Telecommunications' partner program in Zambia; the University of Botswana; Shanghai University; and Qingdao University.

As part of the Transatlantic Media Fellows program, JAT has hosted four visiting journalists for a week-long visit. Guest have been from Germany, Greece, Great Britain, and Denmark. When guests are here during the academic year, they speak to relevant classes. Otherwise, the School coordinates visits with local media and other campus faculty members based on the journalist's particular interests.

JAT has an active diversity committee, and the School has sponsored a diversity-themed event annually since the 2005-2006 academic year with topics covering cross-cultural communication, international journalism and multimedia storytelling, the magazine industry and Islam in the media. These events were promoted throughout the college, university and community.

Future goals: The committee will make efforts to develop a stronger presence on the College website, including a space for interactive communication between the diversity committee members and individuals with questions or concerns related to diversity issues. The committee also will more actively promote college, university and community-wide diversity events.

Strategy 5.3.2 Develop partnerships with local, regional, and statewide organizations that promote excellence in diversity and inclusion.

JAT has an active diversity committee, and the School has sponsored a diversity-themed event annually since the 2005-2006 academic year with topics covering cross-cultural communication, international journalism and multimedia storytelling, the magazine industry and Islam in the media. These events were promoted throughout the college, university and community.

Future goals:

The College will more actively promote college, university and community-wide diversity events.

The committee also plans to invite the staff from the VP Office to sit in on the College diversity meetings and to brief committee members on updates, progress, events, etc. The College shall develop a working relationship with the central Kentucky community to promote an effective understanding of diversity, and engage communities throughout the state in this dialogue.

Strategy 5.3.3. Encourage faculty, staff, and student participation in international conferences and events, as well as national and local events that attract diverse and inclusive audiences.

Scholars in the Communication Department and the School of Journalism and Telecommunications in particular attend the International Communication Association (ICA) conference every year. Past conferences have convened in Singapore (2010), Montreal (2008), Dresden (2006), and the 2013 conference will be held in London. The College also co-sponsored the health communication session at the China Communication Association annual convention in Shanghai University. There will be a China panel at the April KCHC meeting in 2012.

Future goals:

The College must continue to have a strong presence at international and national conferences/meetings.

Strategy 5.3.4. Develop promotional materials and web content in languages other than English.

This was discussed by the diversity committee and decided that there was not a great enough need at this time based on an examination of primary traffic. Though the College has several international visitors to its website and social media sites, the analytics show that most are English speaking.

Future goals: The committee will continue to monitor visitors and develop strategies for most effective and appropriate methods in sharing the College's diversity/inclusivity efforts.

Strategy 5.3.5. Actively recruit international undergraduate and graduate students via three channels: direct contact with prospective students during international travel by the College administration, faculty and staff; web delivered advertising; and interaction with the University's International Office.

In 2010, the Dean for Graduate Studies and JAT faculty members attended the AEJMC national conference for active recruitment of graduate students and faculty members.

Faculty within the College regularly attend national and international conferences/meetings, such as ICA and NCA, and make efforts to present a strong presence and in the process promote our program and attract/recruit future students and potential faculty members.

Objective 4.3 Create a workplace *culture that articulates values and initiatives to engage employees as stakeholders.*

Evaluation: Continued progress needs to be made

Strategy 4.3.1 Reinforce values and practices necessary to foster a culture of respect, learning, innovation, efficiency, and service to support students, colleagues, and customers.

--University administrators (President, Vice-Presidents, Provost, Deans, Chairs, etc) should be held accountable, in measurable ways, for creating, implementing, and sustaining an environment inclusive of diversity within their respective areas.

Strategy 4.3.2 Improve performance management to motivate and challenge employees to excel in support of University and department goals; link achievement to recognition, rewards, and compensation; and enhance communication at all levels.

--Provide tangible rewards to employees at all levels for their work that furthers diversity efforts at UK and CIS. Regularly recognize faculty and staff members who have made significant contributions in this area.

Strategy 4.3.3 Review and revise faculty/staff temporary disability policies to include policies for dealing with faculty temporary disabilities and childbirth.

--Develop thoughtful policy recommendations to meet the needs of faculty and staff who face personal issues.

The committee should take the lead in identifying UK policies and resources in these regards, and make sure that the College is following through in providing support in dealing with faculty/staff in this category.

Objective 4.4 Continually enhance recruitment, selection, orientation, and retention of top talent.

Evaluation: Continued progress needs to be made

Strategy 4.4.1 Sustain continuous progress in employment of women and minorities at all levels of the University.

--Provide institutional resources for mentoring of women and minority employees at all levels of the College and University

--Track the progress of women and minority employees and develop interventions where needed in order to maintain and improve progress toward increasing the diversity of the College and University.

It would be useful to identify a pool of potential candidates for recruiting. Reachout activities through alum organizations, conferences and other venues are desirable.

Strategy 4.4.2 Strengthen market competitive compensation and benefits to attract, retain, and reward top talent and high performers.

--The College shall be provided with resources from the University in order to attract, retain, and reward top talent and high performers.

Appendix A (within CCIS SACS Report)

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	158	3.59 (.918)

high value on diversity.		
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 (within CCIS SACS Report)

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.

Appendix 2 College Master File

*need staff information

	COM	JAT	LIS
Students			
Race	Comm-BA/BS N=187 91.4%(171) White 4.28% (8) Black 1.07% (2) A, AAM, PI 1.07% (2) Hisp/Latino PComm N=142 82.39%(117) White 6.34% (9) Black 1.41% (2) A, AAM, PI 4.23% (6) Hisp/Latino .7%(1) International 2.11(3) Multiracial	JOU/ISC/MAST N=411 89.29%(367) White 4.38% (18) Black 1.21% (5) A, AAM, PI 1.46% (6) Hisp/Latino .75% (2) International 1%(4) Multiracial PJAT = 293 80.89%(237) White 9.9% (29) Black 0.7% (2) A, AAM, PI 3.8% (11) Hisp/Latino 1% (3) International 1%(3) Multiracial	N=231 97% (224) White 2.6%(6) Black .4%(1) Hispanic
Gender	Comm 58.82%(110) female 41.18%(77) male PComm 54.23%(77) female 45.77%(65) male	JOU/ISC/MAST 63.26%(260) female 36.74%(151) male PJAT 61.09%(179) female 38.91%(114) male	76.6%(177) female 23.4%(54) male
Courses (How to adequately address course content? Here we have three different methods	Dept. encouraging use of diversity in courses. Assessment Method: Review of courses/syllabi. <u>Criterion</u> : Readings	Courses that are inclusive in terms of gender, race, ethnicity and sexual Orientation. *ISC 161 *ISC 261 *ISC 311 *ISC 351 *ISC 441	All course syllabi contain statements to promote diversity and inclusion, and all courses within the curriculum are periodically

<p>of reporting information: go with faculty self report?)</p>	<p>and/or assignments related to diversity will be included in at least 75% of COM courses.</p> <p><u>Results:</u> 80.8% of COM courses included readings and/or assignments related to diversity.</p> <p><u>Use of Results:</u> We have exceeded our goal and will keep up the good work.</p>	<p>*ISC 541 *ISC 543 *JOU 101 *JOU 301 *JOU 302 *JOU 404 *JOU 303 *JOU 304 *JOU 531 *JOU 499 *TEL 101 *TEL 300 *TEL 310 *TEL 520 *TEL 555 *TEL 590 and JOU455 Mass Media & Diversity</p>	<p>evaluated to ensure that readings and lessons foster Perspectives that respect diversity. The school furthermore works to include guest Speakers from under-represented groups for its regular classes and special events. Students from under-represented groups, are also encouraged to apply for internships, Scholarships, grants, and awards.</p>
<p>Discrimination change to assessment or evaluation</p>	<p>No data</p>	<p>Senior exit survey asking how supportive the college was for climates such as: gender, race, disabled, and sexual orientation</p>	<p>No data</p>
<p>Guest Speakers change to Events/ Extracurricular Activities</p>	<p>No data</p>	<p>Yes; in classroom and extracurricular event speakers</p>	<p>No data</p>

<p>Recruiting process for more diverse groups</p>	<ul style="list-style-type: none"> •Preview Night •Come see for yourself 	<ul style="list-style-type: none"> •Dow Jones Summer High School Journalism Workshop •Come see for yourself •Preview Night 	
<p>Faculty (include lecturers/post-docs)</p>			
<p>Race</p>	<p>95.6% white, 4.4% black.</p>	<p>N=23 69.6% (16) White 4.3% (1) African-American 4.3% (1) Asian-American 21.7% (5) international</p>	<p>N=12 58% (7) White 42% (5) Asian/Indian 58% (7) U.S.- born 42% (5) International</p>
<p>Gender</p>	<p>Yes, 47.8% Female, 52.2% Male</p>	<p>26.1% (6) female 73.9% (17) male 52.2% (12) U.S.-born male 21.7(5) International male 26.1 (6) U.S.-born female</p>	<p>50% (6) male, 50% (6) female ---- 33% (4) U.S.-born male, 17% (2) International male, 25% (3) U.S.-born female, 25%(3) International female</p>
<p>Background (Place of birth, education, work)</p>	<p>No data</p>	<p>No data</p>	<p>Full time faculty. *81.25% <u>born</u> in U.S. 18.75% born outside of U.S. *75% <u>education</u> in U.S. 25% earned <u>education</u> in U.S & outside U.S. *87.5% <u>work</u> in U.S. 12.5% has</p>

			worked in both.
Recruiting process for more diverse groups	Active attempt to recruit diverse faculty candidates	Active attempt to hire diverse faculty/lecturers/post docs	Active attempt to recruit diverse faculty candidates

Notes looking ahead:

- Need to include two additional columns related to Instructional Communication and the Graduate School
- Contact unit heads or personnel who would be able to obtain the below information (JAT, COMM, LIS AND Instructional Comm. and the Graduate School):
 - Student: race, gender, courses (statements in syllabus, topics, assignments, exercises: this info can be provided in narrative form), diversity/inclusivity assessment, event/extra curricula activities (i.e., guest speakers), student organizations, recruiting process for more diverse groups
 - Faculty (including part/full-time lecturers and post-docs): race (also need to know if U.S.-born or international), gender, recruiting process for more diverse groups (include recruitment attempts as well)
 - Staff: race, gender, recruiting process for more diverse groups

Appendix 3 Diversity Survey Items

	Faculty/staff	Students
ORIGINAL ITEMS/MODIFIED ITEMS		
<i>College media (e.g., newsletters, website content)</i> communicate that CCIS places a high value on diversity	✓	✓
CCIS promotes diversity as an essential part of a high quality education	✓	✓
Faculty and staff work proactively to remove barriers to success for diverse populations	✓	✓
Policies and procedures in CCIS help diverse individuals feel welcome	✓	✓
I have heard CCIS <i>faculty or staff</i> express stereotypes about different groups of people	✓	✓
I have heard CCIS <i>students</i> express stereotypes about different groups of people	✓	✓
ADDITIONAL ITEMS		
The curriculum in CCIS adequately represents the contributions of many identity groups		✓
In general, students in CCIS respect <i>minority faculty (e.g., female faculty, younger faculty, gay/lesbian faculty)</i> less than white faculty		✓
Sometimes in CCIS <i>classes</i> I get singled out to speak on behalf of an identity group of which I am a member		✓
Sometimes in CCIS <i>meetings</i> I get singled out to speak on behalf of an identity group of which I am a member	✓	
I feel a sense of belonging in CCIS	✓	✓
Evaluation of my <i>work (e.g., job-</i>	✓	

<i>related</i>) in CCIS is not biased based on any of my identity groups		
Evaluation of my <i>work</i> (e.g., <i>course-related</i>) in CCIS is not biased based on any of my identity groups		✓
I am comfortable expressing my views or ideas in CCIS <i>classes</i>		✓
I am comfortable expressing my views or ideas in CCIS <i>meetings</i>	✓	
Sometimes I feel a bit out of place in my <i>department</i> in CCIS because of my identity group(s)	✓	
Sometimes I feel a bit out of place in my <i>classes</i> in CCIS because of my identity group(s)		✓
DELETED ITEMS		
Enhancing student ability to live in a multicultural society is part of CCIS' mission		
Knowing about the different experiences of other cultures helps me understand my own problems better		

*Strongly disagree— disagree—neither agree nor disagree—agree— strongly agree (5-point scale)

ADDITIONAL DEMOGRAPHIC VARIABLES

•Do you consider yourself to be ...?

- Straight/Heterosexual
- Bisexual
- Gay/Lesbian
- Transgender/transsexual*
- Other
- Prefer not to answer