

The Florida Educational Equity Act Report
July 2017 – June 2018
(Your responses may include events that will happen through June of this year)
College of Journalism and Communications

Executive Summary

The College of Journalism and Communications' commitment to diversity and inclusion goes back more than 25 years, when the College established a separate office to attract and retain students from underrepresented groups. The College succeeded in attracting funding to support the activities of this office, renamed the John S. and James L. Knight Division for Scholarships, Career Services, and Multicultural Affairs in honor of the donor who made its continuity possible.

The College provides funding support to two student organizations: the Gator Chapter of the National Association of Black Journalists and the Hispanic Communicators Association. The Knight Division creates an email listserv of minority students to maintain contact, and disseminates information on fellowship, internship, mentorship, scholarship and career opportunities that target underrepresented populations. The Division and the Professional Advising and Teaching Hub (PATH) also communicate with minority students via Facebook and Twitter.

The diverse composition of the four departmental Advisory Councils also helps the College provide opportunities for students to interact meaningfully with professionals from underrepresented ethnic and racial groups. Each of the departmental Advisory Councils has bylaws that emphasize the importance of diversity and inclusion in the recruitment of new members and succession of leadership. The Department of Advertising's advisory council conducted a gap analysis to assess the diversity of gender, race, ethnicity and professional background among current membership and to identify priorities to drive nominations and selection of new members, leading to the induction of Tania Paul, an African-American woman, to join the council in 2018 and formal nomination of another woman and an African-American man to join the council in 2018-19.

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

Fulfilling a goal from last year, the College hired a new faculty member, Joanna Hernandez, who will hold an administrative role as Director of Diversity and Inclusion. In her role as Director of Inclusion and Diversity, she will be responsible for evaluating the College's climate, diversity and inclusiveness on an ongoing basis and recommend strategies and tactics for a more inclusive culture.

Across the curriculum, the College fosters an understanding and appreciation of diversity. Required and elective courses have components dealing with diversity and several courses address various diversity issues as the primary focus. Course syllabi include language regarding the rights of and accommodations made for students with disabilities. Introduction to Media and Communications, a required course for all undergraduates, includes assignments, activities and discussions on diversity and inclusion in communications careers, as well as how it overlaps with ethics principles. The History of Journalism course includes discussion of the early Black Press in America and its place

in journalism history. The College offers graduate and undergraduate versions of a course titled Race, Gender and Class in Media, as well as courses on international advertising and international public relations. The introductory courses in each of the departments include materials on the effects of mass media and communication on diverse audiences. Additionally, these courses stress the important roles played by members of underrepresented groups in building mass communication industries. Public Relations Research and Public Relations Strategy emphasize the importance of diversity in developing more effective programs and campaigns with audience research, message design, and evaluation techniques.

The Department of Advertising revised its undergraduate curriculum with continued commitment to diversity in all courses, and specific catalog language highlighting the role of diversity and culture in revised course descriptions for ADV 3008 Principles of Advertising, ADV 3001 Advertising Strategy, and ADV 4101 Copy & Visualization. The newly launched and required Branding course (ADV 3403) also was designed for students to “learn to think creatively and critically about strategies and tactics applied to build and manage brands with insight into diverse audiences.” The undergraduate course, Race, Gender and Class in Media, is now online and taught every semester with an enrollment of 25 to 50. There also are both graduate and undergraduate courses in International Communication. The undergraduate course is MMC 4302 World Communication Systems, and the graduate course is International Communication. There is also a graduate course in intercultural communication. Two courses in Journalism address religion and the news and LGBT issues and another in Telecommunication deals with Islam, media, and popular culture. Our College-wide media ethics course, MMC 3203, emphasizes the importance of diverse stakeholders with diverse value systems and loyalties in professional media contexts. A key premise in the course is that growth in moral development means a widening arc of empathy with others who are different from the decision-maker in ethical dilemmas.

The Knight Division coordinates the College's minority recruitment and retention activities. The Knight Division Director visits high schools and community colleges with high minority enrollments, including specially targeted schools with predominantly African-American and Hispanic enrollments. The College actively participates in all UF minority recruitment and retention activities, including recruitment conferences/fairs, and the Minority Mentor Program. The College (Knight Division) offers scholarships for low socioeconomic, underrepresented high school students to attend the College's Summer Media Institute.

The Graduate Division has designated diversity recruiting goals and for the past several years has recruited, for example, at the combined Historic Black College and Universities' Professional/Graduate Fair in Atlanta. The Graduate Division then contacts each of the students who completed a card. The College also participates in the UF's Minority Spring Visitation program, in which prospective minority graduate students visit the campus and meet with faculty in their areas of interest. The Graduate Division works with the University's McKnight program to bring in the top minority candidates.

The College has recognized the outstanding work of women and minority faculty members. The College awarded the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College—Knight Chair for Journalism

Technologies and the Democratic Process, McClatchy Professor for Freedom of Information, and the Frank Karel Chair for Public Interest Communication.

The College has consistently nominated women and minorities for the University of Florida Research Foundation Professorship. Among the 17 nominated by the College and selected by UF, nine are women and four are minorities.

The College has continued to focus on attracting and retaining female and minority faculty. Women make up 45 percent of the college's faculty. In Spring 2018, the College had 60 full-time faculty; there were 33 men and 27 women. However, among the 44 tenured or tenure-accruing faculty positions, women and men are equal: 22/22. These 44 are divided as follows: At the full professor level, there are 14 men and 10 women. At the associate professor level, there are eight women and four men. At the assistant professor level, there are four women and three men. Among the faculty who are not on tenure-accruing lines, there are 11 men and five women. Among the 60 faculty members, ethnic minorities account for 25 percent of the faculty.

The College hosts a large number of visiting professionals, guest speakers, and faculty each year. Many of them are women, members of minority groups, or professionals who address issues related to diversity and inclusion. Sessions included an all-woman panel for mentoring undergraduates, featuring Michelle Ebanks, publisher and president of *Essence* Magazine, JaNeika and JaShieka James, executive story editors at FOX Television's "Empire" program, and Helen Stefan Moreau, CEO/president of The Midtown Group, an executive hiring firm. During Black History Month, the College hosted a Faculty Snack and Chat featuring Jeraldine Williams, the first African American to graduate from the College and one of 14 African Americans to integrate UF. In conjunction with the Gator Chapter of the National Association of Black Journalists, the College hosted a panel featuring Eric Deggans, an NPR TV critic and MSNBC contributor and author, as well as Melodi Smith, multimedia producer and reporter with WKMG-TV. A three-day conference for social change communicators included Amy Ray of The Indigo Girls, Rashad Robinson from Color of Change, and Shanelle Matthews from Black Lives Matter Global Network. Prominent diverse visitors also regularly visit the college. Recently, best-selling author Alexandra Horowitz was our Science Journalist-in-Residence. The College provides funding to make these visits possible. Visiting scholars in the College ranged from universities in China to Norway.

I. Equal Opportunity Compliance

Describe internal and external policies that are followed to encourage non-discrimination practices. What were the results of any assessment, self-assessment, and monitoring of your program services?

The College of Journalism and Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communication. "Diversity and Inclusiveness" is one among nine accrediting standards for which the College must demonstrate compliance. The underlying philosophy of this standard can be summarized as follows:

- To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.

- Programs seeking accreditation should develop curricula and instruction that educate faculty and prepare students with the multicultural knowledge, values and skills essential for professional practice.
- Programs should document their efforts to ensure the representation of women and people of diverse racial and ethnic identity in the student body and faculty and to expand these students' opportunities for entry into the communications professions.

ACEJMC looks for the following metrics in evaluating compliance with the Diversity and Inclusiveness standard:

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation, including instruction in issues and perspectives in a range of diverse cultures in a global society in relation to mass communications.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and provides an environment that supports their retention, progress and success.

(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams apply this standard in compliance with applicable federal and state laws and regulations. Evidence that is assessed during the accreditation process includes the following:

- A written plan, including progress toward goals
- Syllabi and other course materials
- Coursework in international cultures and in international communication
- Records and statistics on faculty and staff hiring and on promotion and tenure decisions
- Records and statistics on student recruitment, retention and graduation
- Records on part-time and visiting faculty and speakers

The College was reaccredited in 2018 and was determined to have remained in compliance with the diversity and inclusiveness standard.

II. Equity Accountabilities

List or describe specific programs, visits, outreach activities and statements used to support diversity.

Advertising Advisory Council members Tania Paul, Associate Media Director for Digital Strategy & Activation at Horizon Media, and Dayana Falcon, Sales Marketing Leader at The Walt Disney Company and CMO of Millennial Women, Inc., organized and led a workshop on “The Intersection of Cultural Awareness and Work Politics For Multicultural Women” (February 16, 2018).

The Knight Division for Scholarships, Career Services and Multicultural Affairs is the office responsible for coordinating the College’s programs, services, and activities for undergraduate students from underrepresented groups.

Outreach activities for the 2017-2018 academic year included the following:

- The Knight Division Director serves as the advisor for the CJC Student Diversity Task Force.
- Coordinated “Campaign of Kindness” to counteract effects of Richard Spencer’s campus visit
- Nominated for Inclusive Excellence Award for “Best Collaboration” and “Best Staff Member”
- Co-Hosted Black History Month Faculty Snack and Chat, featuring the college’s first African-American graduate
- Co-Hosted “Coloring the Media” Panel, focused on media decisions on the presentation of minorities in the news
- Visits to high schools and two-year colleges to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College is shown during visits. Visited high schools include journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of minority students.
- Updated the student recruitment database with information submitted by students completing a “Prospective student” contact card, also created in the Division. Information obtained from cards is used to invite students to summer programs, track their progress through high school and share information with UF Admissions for recruitment purposes.
- Provided operational support to the UF Chapters of the National Association of Black Journalists (NABJ) and Hispanic Communicators Association (HCA). Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. The Knight Division also provides funds for members to attend the National Association of Black Journalists annual convention and the National Association of Hispanic Journalists annual convention
- Created “Knight Division” recruitment supplies/materials that included pens, folders, key chains, and note pads
- Provided tours and information sessions for students attending UF College Reach Out summer program
- Provided scholarships for select students to attend the College’s Summer Media Institute (SMI), a residential summer program for high school journalists

- Provided emergency funding to underrepresented students based on referrals from faculty, the College's Student Services office staff and Director's assessments
- Used listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship programs
- Participated in UF Black Student Union and Institute of Black Culture undergraduate student retention activities
- Collaborated with student volunteers to conduct a Phone-A-Thon, welcoming newly admitted underrepresented students, with the goal of answering their questions about CJC prior to making their enrollment decision.

Since the hiring of Spanish-language news manager Dania Alexandrino last spring (March 2017), the Noticias platform has seen noticeable growth. In addition to producing the half-hour weekly public affairs radio show *Asuntos Publicos* for WUFT-FM, the Noticias team has expanded its products to include daily news briefs (*Noticias in 90s*) for WUFT-TV and a weekly Facebook Live TV newscast. This summer, Noticias also launched a sports briefs product, *Deportes in 60s*. Enrollment last fall semester in the Noticias course doubled, reaching a record class size of 14. The projected number for this fall is 14 or higher. In partnership with Telemundo, Noticias piloted a training academy in October 2017 for bilingual students interested in pursuing broadcast careers in the Spanish-language market. From October through May 2018, Telemundo professionals provided onsite instruction and coaching to a cohort of seven students, which focused on four areas: digital, MMJ, writing/producing and on-air presentation. Last year, CJC also worked with Telemundo on creating a fellowship for a graduating senior to gain real-world experience right out of college in a Telemundo newsroom. As a result of the fellowship and academy, three Noticias students landed fulltime positions at Telemundo stations (Miami, D.C. and San Antonio) within one year of us starting both opportunities.

This summer (2018), CJC multimedia reporting class, WUFT and The Gainesville Sun are collaborating to produce a multiplatform project focusing on lynching in Alachua County. In Alachua, the known number of lynchings to date is 43. That number moves the North Central Florida county to the No. 1 spot of most lynchings in the state. This project looks at not only the history of these racial terror acts but how open conversation, education and commemoration may pave the way for reconciliation and unity in the county and beyond.

In 2017, 20 advertising majors were selected as finalists for the American Association of Advertising Agencies Multicultural Advertising Internship Program, and all 20 were placed in national internships. UF was second only to University of Texas in the number of MAIP interns placed.

III. Diversity in Services

Provide data, population statistics, cost, awards, participants and staffing that reflects diversity in services.

The College regularly collects data on the gender and race of its undergraduate and graduate students. The following breakdown summarizes the data for the beginning of Spring 2018:

Undergraduate Students	
Male	663
Female	1876
Black Male	62
Black Female	143
White Male	373
White Female	1059
Hispanic Male	150
Hispanic Female	471
Asian Male	41
Asian Female	105
Indian Male	5
Indian Female	17
Alien Male	32
Alien Female	74
Unknown Male	n/a
Unknown Female	n/a
Total	2532

Graduate Students	TOTALS	On Campus	Online
Male	119	45	74
Female	280	97	183
Black Male	9	5	4
Black Female	23	7	16
White Male	74	21	53
White Female	163	41	122
Hispanic Male	9	4	5
Hispanic Female	33	6	27
Asian Male	6	1	5
Asian Female	11	4	7
Am. Indian Male	0	0	0
Am. Indian Female	0	0	0
Alien Male	13	13	0
Alien Female	37	37	0
Not Reported Male	8	1	7
Not Reported Female	13	2	11
Total	399	142	257

IV. New Initiatives

What are your plans for 2018-2019 to support equity and increased diversity?

The College seeks to build upon its success in diversity and equity initiatives for the upcoming academic year. Specifically, our PATH Office, working in collaboration with the College's Knight Division for Scholarships, Career Services and Multicultural Affairs, plans to begin forming an Advisory Council for Multicultural Affairs. In addition, we are exploring expanding our international partnerships with universities in China and Latin American. The College has a strong model for such relationships.

As a result of an internal strategic planning process, the College established the following priority formally:

- Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students.

The Dean's Office and Dean's Student Advisory Council have worked collaboratively to establish a student task force on diversity and inclusion. The task force supports College-wide efforts to make the CJC a more inclusive space while increasing the diversity of its student body. The college also wishes to continue incorporating diversity issues into the curriculum and to prepare students to handle the stories of our increasingly multicultural nation. The College also hired a Director of Diversity and Inclusion, as mentioned earlier.

V. Accolades

What events afforded you the best results in equity and diversity in this reporting year?

The College's revised Diversity Statement was approved by faculty on April 12, 2017:

The College of Journalism and Communications understands the importance of diversity as a contribution to the industries of journalism and communications in our increasingly multicultural nation and globalized marketplace. We value diversity and the development of competence in intercultural communication and behavior for all who are a part of our college, industry and society. Thus, we are committed to incorporating diversity and inclusiveness in our faculty, staff, student, curriculum, research, immersion properties and culture.

We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities and abilities, to express their culture and perspectives through the art and science of journalism and communications.

The College also completed a three-year strategic plan this spring that identified strategies to help enhance diversity and create a more welcoming environment. Below is a section of the plan addressing diversity and inclusion:

Goal: Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students

Rationale: The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of the United States and the increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity and inclusion in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

Strategies

A. Expand the Knight Division Multicultural Affairs function to attract new students from all backgrounds and create an environment welcoming to a multicultural population.

The College intends to provide greater resources to our multicultural affairs function to help guide strategies and programs, introduce more opportunities for cultural awareness, more aggressively promote our programs and work with individual units to craft their own diversity and inclusion policies consistent with the College's overall policy.

Key milestone: Hire a director of inclusion (to be shared with two other colleges)

Timeline: Accomplished Spring 2018

B. Design a recruitment process that addresses and mitigates bias and ensures a broad and diverse pool of high-caliber faculty and graduate students.

The College will actively review faculty hiring criteria, recruitment and interview processes to ensure they are free of bias and that promotion of job openings is targeted at multicultural markets. For the recruitment of graduate students, The College will pursue more opportunities to meet in person with diverse groups of students (e.g. at conferences, on-campus visitations), look for funding for additional Ph.D. lines focused on relevant multicultural research and build awareness of our pool of diverse graduate students among peer institutions.

Key milestone: Review and recruitment process and implement process changes

Timeline: Fall 2019

C. Create processes and mechanisms to make the environment and culture more welcoming for diverse students and faculty

The College will conduct regular climate surveys to assess improvements, improve its mentoring for junior multicultural faculty, establish a more unbiased and incentivized faculty evaluation process, provide regular diversity and inclusion training, help subsidize low-income student immersion opportunities, establish relationships with external programs (e.g. African Studies program) to bring a more diverse set of undergraduates to our College.

Key milestone: Establish mentoring system for multicultural faculty

Timeline: Spring 2019

D. Integrate diversity and inclusion into curriculum and immersion experiences

Expand curriculum focused on diversity and inclusion, expose students to different races and cultures through intentional class groupings and assignments that build awareness of different races and cultures, recruit visiting lecturers and guest speakers that reflect diversity and can address race and cultural issues.

Key milestone: Incorporate classroom and immersion assignments that expose students to different cultures.

Timeline: Fall 2019

Among other accomplishments this academic year:

- A revised B.S. in Advertising curriculum was approved with the following goal explicitly stated in the new university catalog: “Learning outcomes prepare students for the challenges of culturally diverse and technologically changing marketplaces.”
- In the last fiscal year, among new staff and faculty hired, eight were women, two were African-American, two were Hispanic and one was LGBTQ.
- The College invited a variety of outside speakers to discuss issues related to diversity and inclusion including:
 - ESPN Editor Claire Smith, the first African-American woman to receive the Baseball Writer’s lifetime achievement award
 - Chad Ochocinco, former NFL wide receiver, discussed race relations
 - Debbie Cenziper, Washington Post reporter, discussed her book on marriage equality
 - Joanne Sylvestre, Total Market Strategy Supervisor at Hearts & Science in New York, spoke to Ad Society about her responsibilities in multicultural marketing, specifically Procter & Gamble’s ‘My Black is Beautiful’ platform.
 - Juan Woodbury, SVP Executive Producer & Experiential Creative Director at Leo Burnett, visited with two others in April 2018 to review student presentations and discuss with instructors and administrators a number of topics, including how to create a formal bridge between diverse talent at UF and Leo Burnett, queerness in the advertising

industry and academia, and attracting diverse talent to UF for future instructional positions.

The College encouraged faculty to conduct research related to diversity and equity issues. Examples of scholarship this year include the following:

Refereed Journal Publications, Books, and Book Chapters

Journal Article (Accepted)

Lee, Y. J., Chen, H. (in press). Empowerment or Alienation: Chinese and Korean immigrant mothers' perception of mobile media in constructing their social role and facilitating parenting practices in the U.S. *Mobile Media & Communication*.

Journal Article (Published)

Canzona, m., Ledford, c., Fisher, C., Garcia, D., Raleigh, M., Kalish, V. (2018). Clinician barriers to initiating sexual health conversations with breast cancer survivors: The influence of assumptions and situational constraints. *Families, Systems, and Health*, 36, 20-28.

Journal Article (Submitted)

Fahey, J. J., Johns, T. L., Goodman, R. J., Morris, J. D., Scicchitano, M. J. Emotional Voting, Racial Animus and Economic Anxiety in the 2016 Presidential Election. *American Review of Politics*.

Conference Proceeding (Accepted)

Fahey, J., Johns, T. L., Morris, J. D., Goodman, R. J., Schcchitano, M. J. (2018). *Emotional Voting and Racial Tension in the 2016 Presidential Election*. Chicago, IL: Midwest Political Science Association.

Journal Article (In Preparation; Not Yet Submitted)

Morton, C., Ju, I. Y., Morris, J., Williams, S. The Effect of Nostalgia Bump on Self-Efficacy and Emotional Response in Women Sexual Health Ads.

Journal Article (Published)

Shen, M.J., Peterson, E., Costas-Muniz, R., Hernandez, M.H., Jewell, S.T., Matsoukas, K., Bylund, C.L. The effects of race and racial concordance on patient-physician communication: A systematic review. *Journal of Racial and Ethnic Health Disparities*.

Journal Article (Not Accepted)

Coffey, A. J. Challenging Assumptions about Ownership and Diversity: An Examination of Local On-Air Television Newsroom Personnel. *Journalism & Mass Communication Quarterly*.

Journal Article

Walsh-Childers, K., Odedina, F., Poitier, A., Kaninjing, E., Taylor, III, G. Choosing Channels, Sources and content for Communicating Prostate Cancer Prevention Information to Black Men: A Systematic Review of the Literature. *American Journal of Men's Health*.

Journal Article (Submitted)

Lee, M., Frederick, R. Impacts of health provider communication strategies for empowerment of low-income African American patients at two inner-city health clinics. *Health Communication*.

Journal Article (Submitted)

Frederick, R., Lee, M. The Importance of Dialogue: Communication Strategy for Empowerment of Low-income African American Patients: In-depth interviews of health care providers at inner-city health clinics. *Journal of Communication in Healthcare*.

Journal Article (Accepted)

Gaylord, M., Kelleher, T. (in press). Degree Satisfaction and Likelihood of Giving: A Survey of Professional School Millennial Alumni. *Journal of Education Advancement and Marketing*.