

Standard 3 Diversity and Inclusiveness

Executive Summary

Diversity and inclusion remains an important goal for the College of Journalism and Communications. We strive to interweave diversity into all aspects of our culture, whether in recruitment of students and faculty, classroom instruction, or support for multicultural students and faculty. Since our last accreditation report, the College has identified diversity and inclusion as one of our six strategic goals and as the first point of our mission statement. Our 2020 strategic plan includes establishing the College “as a leader in the recruitment, retention, and placement of multicultural faculty, staff, and students.”

Since the last accreditation report, the College has been aggressive in establishing a welcoming culture, inclusive environment, and diversity among its ranks. Our commitment has been demonstrated in a variety of quantifiable ways, including:

- 45 percent of students are multicultural, up from 38 percent in 2010.
- 36 percent of faculty and staff are multicultural and 58 percent are female.
- Of the 11 faculty members hired since Jan. 1, 2015, two are African-Americans, five are women, one is a Hispanic male, one identifies as a member of the LGBT community, two are Asian, and five are white males.
- The dean, appointed in 2012, is a female with a professional background. The College’s leadership team is now 45 percent female.
- In August 2016, our annual faculty retreat was dedicated to diversity and inclusion. We included workshops on implicit bias and strategies to address diversity in teaching and curriculum, faculty recruitment and retention, student recruitment and immersion experiences.
- In 2016, members of the Dean’s Student Advisory Council, itself a diverse group, established a task force to address issues of diversity and inclusion. Students’ recognition of the importance of understanding different cultures is reflected, in part, by the 20 advertising students who applied for and were finalists in the American Academy of Advertising’s Multicultural Advertising Internship program. All 20 were placed in agencies to focus on multicultural marketing, the second largest placement of all participating universities.
- In 2017, we began a search for a Director of Inclusion, later elevated to Assistant Dean of Inclusion, a position that will be shared with two other colleges.
- The College hired its first director of Spanish-language news in early 2017. The new staff member, a Hispanic female, is a former employee of Univision and CNN en Español. She will help expand the College’s Spanish-language news offerings across media and digital platforms, including oversight and production of the weekly *Noticias* WUFT radio broadcast. This will not only benefit students, but also the 19-county North Central Florida listening audience served by the College through its stations.

- The newly hired Director of Spanish-language news will also be responsible for developing and teaching a Spanish-language news curriculum and working with the University of Florida's Center for Latin American Studies to develop an undergraduate joint certificate program in Spanish-language journalism.
- The College annually recognizes four prominent alumni as "Alumni of Distinction." Of the 12 alumni chosen since 2015, six have been women, two are Hispanic, and one is African American.
- The College also sponsored a speakers series, *Becoming a Woman of Influence*, featuring female industry leaders.

The College has a strong record on issues surrounding diversity and inclusion that spans more than 25 years. The College's Knight Division, formed in 1992, coordinates the college's undergraduate scholarship and assistantship programs, career resource activities, and recruitment and retention of students from underrepresented groups. The Division provides students from underrepresented groups with information about the college, student activities, and available scholarships. The Division director routinely visits Florida high schools and community colleges to meet with prospective students.

The Knight Division also provides operational support to four student organizations at the college, including the Hispanic Communicators Association (HCA), Journalism and Communications Ambassadors (JCA), and the National Association of Black Journalists (UF NABJ). In 2016, the Knight Division began to support the newly formed College of Journalism and Communications Student Diversity Task Force. They have conducted a student climate survey, reached out to welcome newly admitted students to the college, and partnered with the Dean's Student Advisory Council on inclusion initiatives.

Among the faculty, women and minorities are consistently recognized for their achievements. Of the five winners of the College's top faculty awards for 2016-17, four are woman and one of the women is an African American. In 2016-17, the University established a "Term Professorship" program to support UF's preeminence goals. Our College selected eight faculty members for the program, and six are women. One of the women is African-American and two are Asian.

Alumni and friends of the College have also embraced our diversity and inclusion mission. Our four department advisory councils, detailed in Appendix 1D, are culturally diverse and representative of the College's student and alumni base. The Public Relations Department assembled a panel of industry executives to discuss issues of diversity and inclusion in the public relations industry. The Advertising Department's Advisory Council, comprised of alumni and other industry executives, formed a Diversity Committee tasked with developing a council member recruitment and selection process with the goal of increasing diversity.

The University of Florida has also identified diversity as key goal, endorsing: "An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds."

The University's Division of Student Affairs developed a definition of diversity that our College supports: "Diversity recognizes the variety of personal and social experiences that make individuals and communities different from one another. These differences include race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, size, marital status, national origin, political opinions or affiliations, genetic information, veteran status, and the many other ways one might identify."

During the accreditation review period, the College lost faculty members and administrators who contributed significantly to our diversity. However, we made some significant hires during this period that we believe will help us somewhat offset these departures. All four departments and the College leadership are committed to strive for diversity in recruiting guest speakers and lecturers. Our charge to hire 15 new faculty members over the next year will provide a good opportunity to expand our diverse mix of faculty with academic and professional backgrounds.

Question 1. Complete and attach the following tables.

Table 5 Area Population

| | Gainesville, Fla.* | State of Florida** | U.S.** | UF Enrollment |
|--|--------------------|--------------------|-------------|---------------|
| Population estimates | 131,591 | 20,612,439 | 323,127,513 | 39,240 |
| Female persons | 51.6% | 51.1% | 50.8% | 54.4% |
| Black or African American alone | 23.0% | 16.8% | 13.3% | 5.9% |
| White alone, not Hispanic or Latino | 57.8% | 54.9% | 61.3% | 53.6% |
| American Indian and Alaska Native alone | 0.3% | 0.5% | 1.3% | 0.3% |
| Asian alone, percent | 6.9% | 2.9% | 5.7% | 7.2% |
| Hispanic or Latino | 10.0% | 24.9% | 17.8 % | 17.4% |
| Native Hawaiian and other Pacific Islander alone | 0.1% | 0.1% | 0.2% | 0.5% |
| Two or More Races | 2.9% | 2.1% | 2.6% | 2.48% |

* 2010 Census

**2016 Census

Source: U.S. Census

Table 6: University of Florida Student Populations for Fall 2016

| Group | Male | Female | % of total in unit | % of total in institution |
|----------------------------------|---------|---------|--------------------|---------------------------|
| Black/African American | 52 | 139 | 7.4% | 5.9% |
| White | 355 | 1061 | 55.1% | 53.6% |
| American Indian | 5 | 12 | 0.7% | 0.3% |
| Asian | 29 | 103 | 5.1% | 7.2% |
| Hispanic/Latino | 132 | 446 | 22.5% | 17.4% |
| Native Hawaiian/Pacific Islander | Unknown | Unknown | Unknown | 0.4% |
| Two or more races | Unknown | Unknown | Unknown | 2.5% |
| Other races | Unknown | Unknown | Unknown | 3.1% |
| International students | 18 | 70 | 3.4% | 7.9% |

Table 7.1: CJC Faculty Populations (Full time) for Fall 2017

| Group | Female | % of Total Faculty | Male | % of Total Faculty |
|----------------------------------|--------|--------------------|------|--------------------|
| Black/African American | 3 | 5.2% | 2 | 3.50% |
| White | 18 | 31.6% | 27 | 47.4% |
| American Indian | 0 | 0% | 0 | 0% |
| Asian | 5 | 8.8% | 2 | 3.5% |
| Hispanic/Latino | 0 | 0% | 0 | 0% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% |
| Two or more races | 0 | 0% | 0 | 0% |
| Other races | 0 | 0% | 0 | 0% |

Table 7.2: CJC Faculty Populations (Part time) for Spring 2017

| Group | Female | % of Total Faculty | Male | % of Total Faculty |
|----------------------------------|--------|--------------------|------|--------------------|
| Black/African American | 0 | 0.0% | 2 | 3.0% |
| White | 28 | 42.4% | 30 | 45.4% |
| American Indian | 0 | 0% | 0 | 0% |
| Asian | 1 | 1.5% | 1 | 1.5% |
| Hispanic/Latino | 1 | 1.5% | 1 | 1.5% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% |
| Two or more races | 0 | 0% | 0 | 0% |
| Other races | 0 | 0% | 0 | 0% |

Table 8: Full-time Faculty Recruitment for College

| Academic Year | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------------------|
| Openings | 6 | 2 | 3 |
| Total applicants in hiring pool | 197 | 86 | 77 |
| Females in hiring pool | 80 | 31 | 3 (70 not disclosed)* |
| Female finalists considered | 6 | 1 | 2 (4 not disclosed) |
| Offers made to females | 3 | 1 | 2 |
| Offers accepted by females | 3 | 1 | 2 |
| Minorities in hiring pool | 75 | 30 | 3 (70 not disclosed) |
| Minority finalists considered | 6 | 3 | 0 (4 not disclosed) |
| Offers made to minorities | 3 | 1 | 0 |
| Offers accepted by minorities | 3 | 1 | 0 |
| International faculty in hiring pool | 2 | 1 | 0 (70 not disclosed) |
| International faculty considered | 2 | 0 | 0 (4 not disclosed) |
| Offers made to international faculty | 2 | 0 | 0 |
| Offers accepted by international faculty | 2 | 0 | 0 |

* The increased lack of disclosure is due to a change in the application system that makes providing this information optional.

Table 9 Part-time/Adjunct Faculty Recruitment for College

| Academic Year | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| Openings | 77 | 93 | 122 |
| Total applicants in hiring pool | 77 | 93 | 122 |
| Females in hiring pool | 26 | 38 | 54 |
| Female finalists considered | 26 | 38 | 54 |
| Offers made to females | 26 | 38 | 54 |
| Offers accepted by females | 26 | 38 | 54 |
| Minorities in hiring pool | 3 | 3 | 5 |
| Minority finalists considered | 3 | 3 | 5 |
| Offers made to minorities | 3 | 3 | 5 |
| Offers accepted by minorities | 3 | 3 | 5 |
| International faculty in hiring pool | 2 | 3 | 7 |
| International faculty considered | 2 | 3 | 7 |
| Offers made to international faculty | 2 | 3 | 7 |
| Offers accepted by international faculty | 2 | 3 | 7 |

The College's records of recruitment of part-time/adjunct were incomplete for the accreditation self-study period. We will be closely tracking such data going forward. However, the actual make-up of our part-time/adjunct faculty reported on page 26 indicates that we have been successful in securing a diverse pool of instructors for our students that complement our faculty, full-time teaching staff, and graduate students teaching courses.

Question 2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

Diversity Statement

Statement in place during review period, Adopted by the faculty September 28, 2011

The College considers a critical mass of individuals who are members of minority groups, or women, or are members of a low socio-economic or other under-served group to be important to the overall mission of the College. Individuals who contribute to a robust academic, research, and campus environment, including experience, perspectives, disciplines, geographic background, talent, socio-economic background, disability, ethnicity, race, gender, and other characteristics, are valuable members of the College and assist with the College's mission of service to all residents of the state of Florida as well as the nation and global community.

The College understands the importance of embracing diversity as a shared responsibility among faculty, staff, and students and is committed to the overall goal of creating a welcoming environment for individuals of all races, genders, nationalities, religions, sexual orientation, sexual identity and expression, viewpoints, ethnicities, and for those with disabilities

This revised 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.

Diversity Strategic Plan

During the review period, the College adopted the University of Florida's Diversity Action Plan, approved in August 2011. Diversity and inclusion were also integrated into the College's strategic plan, which affirmed the College's commitment to (1) preparing future journalism and communications professionals to work in a diverse, multicultural, global community; (2) developing a faculty and student body that is inclusive; and (3) ensuring the curriculum exposes students to issues of inclusiveness affecting journalism and communications. The College's overarching goal related to diversity during this period: "To maintain and improve the quality of the College's efforts to prepare our students to function in a multicultural, diverse global community and enhance the internationalization of UF in teaching, research, and service."

In April 2017, CJC faculty approved the College’s 2020 Strategic Plan, of which Diversity and Inclusion was one of six major goals.

The strategic plan for the College explicitly addresses diversity and professional responsibilities in a global society within its statement of core values and principles:

| Values Statements | Guiding Principles |
|--|--|
| <ul style="list-style-type: none"> • Highest standards of academic excellence • Commitment to the well-being and betterment of society and its institutions • Preparing students to achieve life goals • A culture of collaboration, cooperation, entrepreneurship, and risk-taking • <u>Embracing diversity in ethnicity, race, gender, and other characteristics among faculty, staff, and students</u> • Courage, honesty, and integrity in professional and academic endeavors | <ul style="list-style-type: none"> • Dedication to ethics, legal and social responsibilities • Interdisciplinary teaching and initiatives with specialized expertise • Grounding in forward-thinking scholarship—scientific and creative • Integrated theoretical and practical education and experience • <u>Diverse mix of faculty with academic and professional backgrounds</u> • Global reach and impact • Thought leadership • Nurturing of faculty and staff welfare and accomplishment |

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

Primary audiences: Academic community, current and prospective faculty, current and prospective undergraduate and graduate students, industry.

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 Florida, 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: | 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 2017

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 2018

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 2018

Metrics: Expansion of faculty/staff/student multicultural presence, recruitment and retention of diverse faculty, recruiting and academic success of diverse, high-quality Ph.D. students, audits of curriculum and classroom approaches to addressing diversity.

Diversity in Services

The Knight Division's outreach activities for the 2015-2017 academic years included the following:

- Visited four high school and college fair events to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College was shown during visits. Visited high schools including journalism/broadcastmagnet programs, high schools with strong journalism programs, and schools with high numbers of underrepresented students.
- Visited four community colleges in diverse areas to increase the number of underrepresented students that apply for transfer admissions. In addition to a PowerPoint about the college, pamphlets were disbursed with admissions requirements, college resources, and contact information. Q & A sessions were held covering topics such as local cost of living, scholarship and financial aid resources, curriculum, academic support systems, campus amenities, underrepresented student support and much more.
- The College also participated in UF Admissions recruitment programs on campus including Preview parent panel, Preview college workshops, UF Open House, and the Majors and Minors fair. ("Preview" is the University of Florida's orientation program for incoming students.)
- Created a student recruitment database from information submitted by students completing a "Prospective student" contact card. 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 Association of Black Communicators and Hispanic Communicators Association. Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. Funding is also reserved to assist students with costs of attending professional conferences.
- Created "Knight Division" recruitment supplies/materials that include pens, folders, and key chains.
- Provided tours and held information sessions to students visiting UF from UF Alliance partnership schools.
- Provided tours and held information sessions to students attending UF's College Reach Out summer program.
- Provided scholarships for underrepresented students with financial need to attend the College's Summer Journalism Institute, a residential summer program for high school journalists. This program serves as a recruitment opportunity for talented students.

- Provided emergency funding to underrepresented students based on referrals from faculty, the College's Undergraduate Affairs office staff, and Director's assessments.
- Maintain a listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship/fellowship programs.
- Created CJC Student Diversity Task Force for student feedback and data collection on the climate within the College of Journalism and Communications
- Organized annual Knight Division Phone-A-Thon to allow current underrepresented students to reach out to newly admitted students, with an emphasis on underrepresented students, to provide them with a warm welcome. The goal is to answer any questions new students may have and address any concerns about attending the University of Florida. The calls focus on student support systems, while simultaneously informing them of our resources and reputation in the industry of journalism and communications.

Question 3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Each of our four departments made specific efforts toward our inclusion goals.

The **Department of Advertising** has continued to encourage a culture of success among students of all backgrounds by engaging mentors who model career paths that break down cultural barriers. Bienvenidos (Benny) Torres, an alumnus of the College and 2007 winner of the American Advertising Federation's Most Promising Minority Student Award, returned to the College in 2015 as a full-time visiting professional to mentor and inspire dozens of students with his teaching of core courses and as a role model for success in the advertising industry. The department is also committing to finding ways to bring more diverse students into the major.

In 2016, Facebook Creative Strategist and 2004 alumna Neisha Tweed returned to speak to the Ad Society and classes on topics related to diversity and inclusion in the advertising and technology industries. In 2017, the Ad Society also hosted a number of speakers and visitors on topics related to diversity and inclusion, including Doug Melville, Chief Diversity Officer, North America for TBWA\Worldwide, and Carl Desir, Vice President, Talent Initiatives at American Association of Advertising Agencies. Desir serves on the board of the Multicultural Advertising Internship Program (MAIP). Our program has a history of placing one or two students in MAIP internships each year, but had astonishing success in 2017 when 20 of our students were placed:

Victoria Alsina – JWT in New York City, NY
Antonio Casuso – GroupM in New York City, NY
Eykis Chavarro – Publicis Media in New York City, NY.
Theo Chiong – Fitzgerald & Co in Atlanta, GA
Patricia Cuadra – Starcom in Chicago, IL
Deidry Gomez – Edelman in New York City, NY
Edward Heraldo – DigitasLBI in New York City, NY
Alexandra Le Cras – Arnold Worldwide in Boston, MA
Megan Mundo – Translation in New York City, NY
Lauren Tram Nguyen – Leo Burnett in Detroit, MI

Lauren Perez-Maiy – Moxie in Atlanta, GA
 Camila Portillo – R/GA in Portland, OR
 Alana Saavedra – GSD&M in Austin, TX
 Geena San Miguel – Omnicom Group in New York City, NY
 Sana Sourivongs – Huge in Brooklyn, NY
 Nuchanart Tuntiserirat – MEC Global in New York City, NY
 Olivia Vera – Ad Council in New York City, NY
 Mayra Yaji – Omnicom Health Group in New York City, NY
 Christina Yi – Carrot Creative in Brooklyn, NY
 Alicia Zurita – FCB in New York City, NY

The Department of Advertising Advisory Council also identified diversity and inclusion as core to its purpose and has activated membership around these issues. During the spring 2016 meeting, diversity was selected as an area of focus for UF, CJC, and particularly the Department of Advertising and its Advisory Council. An Advisory Council committee was formed, led by Dawne Widener-Burrows, to perform a gap analysis of the council's current diversity. The results were circulated prior to the fall 2016 meeting (which was cancelled due to Hurricane Matthew). The analysis identified under-represented areas. Based on the gap analysis, the council formed a diversity committee tasked with developing a council member recruitment and selection process with the goal of increasing diversity demographically, in terms of race and ethnicity, and in terms of professional area. Shane Santiago was elected chair of the Advisory Council for 2017-2019. Santiago, who is Filipino, is a departmental alumnus and Vice President and Digital Director at St. John & Partners. He serves as an ADCOLOR Advisory Board Member and was named an ADCOLOR Innovator in 2012.

The Department of Journalism offers several courses which emphasize diversity. They include *MMC 4302 World Communication Systems* which surveys the diversity in world culture. In *JOU 4004 History of Journalism*, instructors discuss the early Black Press in America and its place in journalism history. In *JOU 4930 Sports and Social Issues*, all kinds of social issues are discussed – including race, domestic violence, gender, LGBT issues, and more. The Department of Journalism has also offered classes such as *Religion and News*, which looked at the portrayal of faith in the media. One semester, the topic of the capstone course *Journalism Studies* focused on gender and diversity. In addition, diversity is a point of emphasis in most reporting and writing classes, including *JOU 4201 News Center Practicum*.

The Department of Telecommunication addresses these issues and perspectives in a variety of ways. *TV and American Society*, a required course for all Telecommunication majors, includes modules dedicated to the impact of media on racial and ethnic groups, and in gender differences. *Race, Gender, Class and Media*, an elective course which can fulfil degree requirements in the Media and Society track, directly addresses these issues. In 2016, 2017, and 2018 (scheduled) we have offered a special topics course, taught by an adjunct, *Islam and Popular Culture*, which is cross-listed with the Department of Religion. Students in *Telecommunication Programming*, required of all students in the Management and Strategy, and Production sequences, addresses audience behaviors in conjunction with demographic groupings.

In addition to formal courses, the department supports and provides resources for *Noticias WUFT*, a Spanish-language newscast. We actively promote the International Radio-Television Society's annual diversity workshop, and several of our students have been selected for inclusion. Over its history our Advisory Council has placed a great deal of emphasis on encouraging a diverse student body. At each meeting they are presented with the current enrollment report of gender, ethnic, and racial distribution of our students. While we have not been as successful as desired, the council has emphasized the importance of a diverse membership.

The Public Relations Department offers several courses which include a focus on diversity. For example, in the writing course, *PUR 4100 Public Relations Writing*, diversity is discussed early and often since each specific written item must consider the audience. Careful attention is taken to challenge the students to write for different audiences throughout this course and others. In the strategy course, *PUR 3801 Public Relations Strategy*, students look at case studies that address different challenges, many of which include companies not understanding their audience and finding this lead to a crisis. In the campaigns course, *PUR 4800 Public Relations Campaigns*, students work all semester for a client on a public relations campaign. This work often included a deep research dive into understanding the audiences for the campaign. For public relations campaigns or materials to be effective, audience ethnographic and psychographic characteristics must be considered, so diversity is an ongoing topic of discussion throughout the public relations curriculum.

Question 4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Department of Advertising

All required advertising courses and electives have components regarding diversity, including *ADV 3008 Introduction to Advertising*, *ADV 3001 Advertising Strategy*, *ADV 4101 Copy and Visualization*, *ADV 3500 Advertising Research*, and *ADV 4300 Media Planning*. *ADV 4400 International and Cross Cultural Advertising*, focuses specifically on diversity and inclusiveness issues, as does *MMC 3203 Media Ethics*.

Department of Journalism

MMC 4302 World Communication Systems surveys the diversity in world culture and media operations.

In *JOU 4004 History of Journalism*, instructors discuss the early Black Press in America and its place in journalism history. In *JOU 4930 Sports and Social Issues*, a variety of social issues are discussed, including race, domestic violence, gender, LGBT issues and more.

The Department of Journalism has also offered classes such as *JOU 4930 Religion and News*, which looked at the portrayal of faith in the media. One semester, the topic of the capstone course *JOU 4008 Journalism Studies* focused on gender and diversity. In addition, diversity is a point of emphasis in most reporting and writing classes, including *JOU 4201 News Center Practicum*.

Department of Public Relations

The Department's PUR 4404C International Public Relations course helps students understand different cultures and nationalities to learn to craft more effective strategies and messaging overseas. The Public Interest Communications course teaches students about strategic communication for social change using case studies from the equal rights, marriage equality, and social justice movements. In January 2015, the Public Relations Department hired our student-run firm Alpha Productions to assist in executing a Diversity in Public Relations panel.

The public event was designed to dig deeper into the important topic of diversity in the public communications industry. Panelists included Bill Imada, founder and chairman of IW Group; and Cheryl Proctor-Rogers, former PRSA chair and communications consultant.

Department of Telecommunication

The Department has a newly approved course, *JOU 3002 Understanding Audiences*, which looks at the role of demographics in users' content and platform choices.

RTV 3411 Race, Gender and Class in Media and *MMC 4302 World Communications Systems* are two of the five choices for the three required electives in the Media and Society track in the Department of Telecommunication.

Efforts to focus on diversity issues extended to international diversity. Faculty hosted visiting scholars from a variety of institutions throughout the world and collaborated on research. Examples of visiting scholars included Eisa al Nashmi, Kuwait University, Elsa Moreno, University of Navarra, Spain; Byeng-Hee Chang of Sungkyunkwan University in South Korea; and several scholars from China, including Lingyan Li and Weihong Zhou of Donghua University, Qiu Fei of Chongqing University of Arts and Sciences, and Yanyan Ma of Zhejiang Shuren University.

The College also provides ongoing study abroad opportunities for its students. Every May, approximately 100 students participate in a month-long study abroad program, rotating between countries including Italy, France, England, Spain, Greece, Australia, and Ireland. Other study abroad groups go to Berlin every year, and a recent group went to Cuba.

College faculty also lectured at a number of universities around the world.

In the **Advertising Department**, the following faculty have lectured overseas: Jon Morris, Belgium; Eunice Kim, S. Korea, Hong Kong, Japan; Janice Krieger, Japan, Thailand, Bangladesh; Tom Kelleher, Japan; Robyn Goodman, England; Huan Chen, Canada, China. Mike Weigold led study-abroad trips to, and taught classes in, Italy, Greece, Spain, and Australia in the last three years. Debbie Treise also led study-abroad trips to (and taught classes in), Italy, Greece, Spain and Australia in the last three years.

Journalism Department faculty who have lectured overseas include Wayne Wanta, China, New Zealand, Bangladesh, Brazil, and Romania; Sri Kalyanaraman, China, Hong Kong, Germany, and India; Norm Lewis, England, France, Italy, and Australia; Mindy McAdams, New Zealand, South Africa, Italy, Vietnam, and Laos.

The **Public Relations Department** has maintained a strong commitment to service internationally, including cooperative agreements with Universidade de Sao Paulo in Brazil, Universidad de San Martin Porres in Peru, and Universidad de Medellin in Columbia. In 2014, the Department designed and offered an executive seminar to members of the Colombian Center of Public Relations and Organizational Communication in Medellin. Former Department Chair Juan-Carlos Molleda lectured in cities around the world, including Tehran, Barcelona and Medellin. Spiro Kiouisis has been an external reviewer for university programs in Greece and lectured in Hong Kong and Seoul, Korea, at multiple universities. In 2015, the department became one of the few academic institution members of the Global Alliance for Public Relations and Communication Management.

Telecommunication Department faculty also lectured at a number of international universities, including Churchill Roberts, China; Michael Leslie, China, Zambia, and Cameroon; Sylvia Chan-Olmsted, China, South Korea, Germany, Switzerland, and Sweden; Jasmine McNealy, China; Johanna Cleary, Italy, England, Ireland, Greece, Spain, and France; and David Ostroff, Belgium.

Question 5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

UF has well-established, published [policies and guidelines for dealing with instances of alleged harassment](#) and [sexual harassment](#). The College maintains strict adherence to the university policies. Sexual harassment is defined broadly at UF and includes introduction of any behaviors that are sexual in nature and create a situation of quid pro quo or a hostile environment. Administrators regularly remind faculty and staff members that any form of sexual harassment of employees, students, or visitors will not be tolerated by the College or the University. Every new employee is required by the University to complete the online “Preventing Sexual Harassment” training and to regularly review the online refresher tutorial.

Through the Office of the Vice President for Student Affairs, the University provides [accommodations for students with disabilities](#). Instructors inform students at the outset of each semester that accommodations are available, and a statement similar to the following appears in each syllabus: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.”

Each department has identified the essential physical and mental capabilities required of students majoring in that discipline and the accommodations that can be made under the American with Disabilities Act. For example, the Department of Telecommunication lists nine such areas, including:

“Ability to work and contribute to overall goals as part of a team, to function effectively in a racially and ethnically diverse group, to tolerate disagreement, to work consensually, and to give and take constructive criticism, all within the context of a timed or quick- deadline (e.g., within one hour) situation and a loud, busy, and otherwise stressful and confusing environment.”

UF also has Rules and Regulations in support of diversity and equity that the College adheres to. These regulations are available at the Office of the General Counsel’s website. These policies include UF’s Non-Discrimination policy, Affirmative Action Plan, and Americans with Disabilities Act.

The College’s Knight Division offers its services to students and faculty to assist in conflict resolution in disputes that may be sensitive to a student’s disability status, ethnicity, culture, or religion. Recommendations are provided to both the student and faculty member. Additional resources are distributed on a case by case basis. The University of Florida has a breadth of resources including but not limited to, the Bias Response Team, the Counseling and Wellness Center, Gator Well, Gator Professional Clothing Closet, Gator Food Pantry, and the Dean of Student’s office.

Throughout the semester, the Professional Advising and Teaching Hub (PATH) also distributes teaching and communication tips to all faculty and staff. These tips are meant to encourage proactive measures in making courses and offices more inclusive. They include tips on writing a syllabus, campus resources, and handling sensitive discussions with students.

Question 6. Describe the unit’s efforts to 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.

UF continues to be committed to actively supporting initiatives that enable access to higher education for qualified students from all socio-economic backgrounds. In 2015, *The New York Times* ranked UF sixth on its College Access Index, which measures top colleges efforts on economic diversity. All Colleges on the Index had five-year graduation rates for low-income students at 75 percent or higher. In January 2017, a *New York Times* examination of colleges compared students from the top 1 percent of the income scale to those in the bottom 60 percent. The survey ranked UF 298th, with 3.2 percent of its students in the top 1 percent and 30 percent in the bottom 60 percent.

In fall 2005, UF designed a new financial aid access program for first-generation college students from economically disadvantaged backgrounds. The [Florida Opportunity Scholars Program](#) provides full grant/scholarship financial aid packages to first-generation-in-college freshmen Florida resident students from families that make less than \$40,000 per year. The program provides recipients a full grant and scholarship package each year for enrollment in a baccalaureate degree program. The program has a \$26 million endowment and, in its first decade, more than 4,000 students received scholarships.

Recruitment and retention of a diverse student population takes many forms, including proactive recruiting activities, orientation programs, advising and mentoring, fostering a comfortable social environment, and providing role models. While the University handles undergraduate admissions to UF centrally, the College is active in trying to diversify its student population. The Knight Division Director visits select high schools and state colleges with high minority enrollments to recruit students. Additionally, the director oversees distribution of financial support for underrepresented student organizations within the college, including advising the student chapter of the National Association of Black Journalists (NABJ).

The Knight Division Director and staff from the Professional Advising and Teaching Hub (PATH) participate in UF Admissions recruitment activities, including on-campus recruitment programs. The Knight Division director also hosts National Achievement finalists and their parents who express an interest in the College and visit UF. The Division coordinates the distribution of scholarships for underrepresented high school students with financial need to attend the College's Summer Media Institute, a week-long communications workshop which provides an excellent recruitment opportunity for promising potential students.

Students who are met during any of the Division's recruitment activities complete a prospective student contact card. Students include their email addresses which are used to inform the students of College and UF activities, scholarship opportunities, and other recruitment programs.

Support for diversity also can be seen by the College's allocation of funds to support other student-centered activities. For the past two years, the College has sponsored the Black Student leadership conference.

Each of the undergraduate departments has a professional Advisory Council whose members visit campus twice a year. During the meetings, members meet extensively with students in formal and informal settings, and meet with faculty and administrators. The diverse composition of these councils provides students with further exposure to professional diversity. Of the four council chairs, two are women and all four are Hispanic. Overall, there are currently 87 council members. Five are African-American, nine are Hispanic, one is Asian and 42 are women.

As noted in the Executive Summary for this Standard, the non-White student population has grown from 38 percent in Fall 2010 to 45 percent in Fall 2016. While the African-American student population has decreased slightly, the Hispanic population has grown from 18 percent to 22.5 percent, compared to 17.8 percent for the nation and 17.4 percent for the University.

Question 7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The University admissions office makes all freshmen admissions decisions with no input from the College. The state of Florida prohibits admission based on race. In recent years, 38-43 percent of applicants for the freshmen class were admitted to the University. Admission is very competitive, with strong reliance on high-school GPAs and SAT/ACT scores. The College does handle admission decisions for students with Associate in Arts degrees transferring from community colleges in Florida. In addition, UF students in other majors wishing to transfer into one of the College's departments, but who do not meet the College's minimum GPA requirements, may petition the department for admission. In deciding whether to approve the petition, department chairs and faculty committees consider many factors, including the inclusion of members of underrepresented groups.

Question 8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The College has made a strategic effort to balance its resources not only to recruit but also to retain minority students. All faculty members in the College participate in student advisement, including advising minority students. The Professional Advising and Teaching Hub (PATH) also is a place where students can go at any time for answers to questions or to receive advising.

Within the College, the Knight Division provides funding support to two student organizations: the Gator chapter of the National Association of Black Journalists, and the Hispanic Communicators Association. Funds and guidance are provided to the organizations to invite speakers to their meetings and to assist members in attending national and regional conventions and conferences for professional mentoring and career development. The Knight Center Director is the faculty adviser for NABJ and co-advises HCA.

The Knight Division provides emergency aid to students seeking assistance due to financial hardships. Particular consideration is given to underrepresented students.

The Knight Division maintains an email listserv of minority students in the College. Minority students are informed via the listserv of special opportunities, including minority internship and scholarship opportunities outside of the College. Students also are informed about speakers visiting the College that have a diversity message or perspective.

The Knight Division director advises all students, including underrepresented students, on career matters, and interacts with many students formally and informally throughout the year.

Diversity in Services

The Knight Division's outreach activities for the 2015-2017 academic years included the following:

- Visited four high school and college fair events to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College was shown during visits. Visited high schools including journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of underrepresented students.
- Visited four community colleges in diverse areas to increase the number of underrepresented students that apply for transfer admissions. In addition to a PowerPoint about the college, pamphlets were disbursed with admissions requirements, college resources, and contact information. Q & A sessions were held covering topics such as local cost of living, scholarship and financial aid resources, curriculum, academic support systems, campus amenities, underrepresented student support and much more.
- The College also participated in UF Admissions recruitment programs on campus including Preview parent panel, Preview college workshops, UF Open House, and the Majors and Minors fair. ("Preview" is the University of Florida's orientation program for incoming students.)
- Created a student recruitment database from information submitted by students

completing a “Prospective student” contact card. 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 Association of Black Communicators and Hispanic Communicators Association. Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. Funding is also reserved to assist students with costs of attending professional conferences.
- Created “Knight Division” recruitment supplies/materials that include pens, folders, and key chains.
- Provided tours and held information sessions to students visiting UF from UF Alliance partnership schools.
- Provided tours and held information sessions to students attending UF’s College Reach Out summer program.
- Provided scholarships for underrepresented students with financial need to attend the College’s Summer Media Institute, a residential summer program for high school journalists. This program serves as a recruitment opportunity for talented students.
- Provided emergency funding to underrepresented students based on referrals from faculty, the College’s Undergraduate Affairs office staff, and Director’s assessments.
- Maintain a listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship/fellowship programs.
- Created CJC Student Diversity Task Force for student feedback and data collection on the climate within the College of Journalism and Communications
- Organized annual Knight Division Phone-A-Thon to allow current underrepresented students to reach out to newly admitted students, with an emphasis on underrepresented students, to provide them with a warm welcome. The goal is to answer any questions new students may have and address any concerns about attending the University of Florida. The calls focus on student support systems, while simultaneously informing them of our resources and reputation in the industry of journalism and communications.

In hiring student office assistants, some of the departments give preference to those who qualify for Federal Work Study. The Knight Division commits to keeping its student staff diverse in ethnicity, major, socioeconomic status, and skill sets. This fosters an additional learning experience in cross cultural communication, teamwork, and synergy.

The [University of Florida’s Minority Mentor Program](#) is open to all first-year minority students. According to the University, the program is designed to

- Promote personal and intellectual growth.
- Assist with academic and personal concerns, through one-on-one relationships.
- Connect students with a person who cares about them and can help them successfully navigate UF.
- Encourage students to take full advantage of university resources for achieving academic success, finding employment, research and internship opportunities.
- Create a professional relationship with a faculty/staff member who may serve as an academic or professional reference.

In hiring student office assistants, some of the departments give preference to those who qualify for Federal Work Study. The Knight Division commits to keeping its student staff diverse in ethnicity, major, socioeconomic status, and skill sets. This fosters an additional learning experience in cross cultural communication, teamwork, and synergy.

The [University of Florida's Minority Mentor Program](#) is open to all first-year minority students. According to the University, the program is designed to

- Promote personal and intellectual growth.
- Assist with academic and personal concerns, through one-on-one relationships.
- Connect students with a person who cares about them and can help them successfully navigate UF.
- Encourage students to take full advantage of university resources for achieving academic success, finding employment, research and internship opportunities.
- Create a professional relationship with a faculty/staff member who may serve as an academic or professional reference.

The program matches each participating student with a faculty member who provides support, advice, and guidance throughout the first year and beyond. Most of the interactions and activities are informal. However, the program includes a number of planned activities each semester designed to enhance the mentor-mentee relationship. Since 2013, six College employees have served as minority mentors:

- Randy Bennett, executive director, external relations
- Phoebe Cochran, WUFT TV and FM donor relations coordinator
- Sorangi De Leon, associate director of development
- Bridget Dunbar, academic adviser
- Dr. Katrice Graham, director, Knight Division for Scholarships, Career Services, and Multicultural Affairs
- Melanie Perry, WUFT-FM traffic coordinator

Question 9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

The university has developed detailed, written procedures which describe and guide the process for hiring new faculty. These are specified in the [UF Faculty Toolkit](#) and in the [Faculty Contract, Article 12](#).

The toolkit is a series of PDFs and is designed as a companion to the online Faculty Search Tutorial, which is required for members of search committees. The toolkit contains specific information and practical resources for search committee members, including appointing an Equity Adviser to the committee to assist in ensuring an unbiased and inclusive process, what topics are acceptable and unacceptable, and inclusion statements in job ads. The goal of both the toolkit and the tutorial is to teach faculty how to engage in proactive outreach and search activities that increase opportunities for building a diverse faculty.

The Office of the Provost also includes faculty recruitment and career enhancement funds in its budget for Dual Career Services which [offer support to units in need of assistance in recruiting and retaining faculty](#), including minority and females.

To date, the College has not had a situation where these funds were requested, but several recent searches indicate that assistance with dual career situations is an important factor for some faculty candidates.

A major purpose for strictly adhering to UF's procedures is to assure that the College fulfills its commitment to effectively recruit minority and female applicants. The College Search procedures include each of the following practices:

- a) Search committees must include gender and racial/ethnic diversity.
- b) All search committee members must pass the UF diversity tutorial prior to serving on a committee and keep their certification up to date.
- c) The College Coordinator for Human Resources reviews the search procedures in detail during the initial committee meeting and monitors the entire search process.
- d) The position opening is advertised as broadly as possible in publications and on websites.
- e) Search committee members contact faculty members and professionals around the nation and the world to enhance recruitment efforts.
- f) Faculty members send the position description to friends and acquaintances at other institutions.
- g) The list of female and minority applicants, interviewees, and hires is monitored by the UF's Institutional Equity and Diversity Office and a yearly report is created that includes the College's performance record. This report is reviewed in an annual one-on-one meeting among UF's Assistant Director for HR-EEO compliance, the dean, and executive associate dean. The report is still created on an annual basis, however, the AD for HR-EEO compliance no longer meets with the dean and executive associate dean to discuss. This used to be the case, but has not happened for several years.

The search process for staff members in the College is initiated when the College posts an opening through UF's Division of Human Resources. For staff searches, the Division of Human Resources is responsible for assuring that the pool of candidates for each position is diverse and inclusive. In addition, the College makes every possible effort to ensure that the pool of finalists includes a representative number of minorities and women. Staff positions must be posted for a minimum of seven days before interviews may be conducted. For all faculty and staff searches, the selection process is conducted under the provisions of Florida's "Government in the Sunshine" laws. All meetings and interviews are announced and are open to all who wish to attend. All meetings and interviews for staff/TEAMS positions are not announced. It is only not required for faculty, so some hiring managers opt not to announce interviews for staff.

Question 10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

Throughout the College, teaching loads for all tenure-accruing faculty normally are two courses per semester in order to give faculty sufficient time to carry out assignments in research/creative activities, and service. Recent new tenure-track faculty have received a course release their first semester to help them launch their research agenda. The College also has a formal mentoring policy to help with advising new faculty and associate professors seeking promotion.

Over the past two years, the College's Faculty Welfare and Development Committee has focused on ways to improve faculty inclusiveness and diversity by focusing on improving faculty mentoring. In 2016, the committee held a workshop for all faculty on retention and mentoring, facilitated by the dean of the College of Education. In March 2017, the College held a second workshop focusing on tenure and promotion featuring the dean of the UF College of Law and the former UF Director of Multicultural and Diversity Affairs.

Over the past two years, members of the committee have been involved at various stages in College-wide discussions related to improving diversity and inclusion, including direct interaction with the 2020 strategic planning task force and our College deans.

In August 2016, we conducted a college-wide climate survey of faculty and staff to gauge perspectives on bias and feelings about the overall climate at the College. (The University also conducted a campus-wide climate survey in 2016.) The results from the College's survey were shared prior to a faculty retreat that focused on diversity and inclusion.

The faculty retreat held August 17, 2016, included a workshop conducted by the University's Division of Multicultural and Diversity Affairs and was intended to sensitize participants to implicit bias and micro-aggressions. During the retreat, the faculty were divided into five teams to discuss diversity and inclusion strategies, including strategies for recruitment and retention of faculty, graduate recruitment, career readiness, teaching and curriculum, and immersion.

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, including the Knight Chair for Journalism Technologies and the Democratic Process, the 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.

Since the College's last accreditation review, a woman was appointed as Dean, the top leadership position within the College. Of the 19 faculty members up for promotion or tenure since 2011, 12 were women and six were Asian-American. A woman was hired to lead the college program in STEM translational communication, which has now been elevated to a center. A woman was also hired as chair of the Department of Public Relations. The Director of the Innovation News Center, a new position since the last review, is an African-American woman.

The College's leadership team is now 45 percent women, compared to 30 percent at the last review.

In 2015, the College debuted the *Becoming a Woman of Influence Series*. The series features prominent female alumni who discuss the challenges and opportunities for young women in careers generally, and communication careers specifically, and offer advice on how to navigate their advancement. While targeted at students, faculty members can and do participate as well. (For more on this series, see Standard 8, Question 3.)

Question 11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

When hiring adjuncts, chairs look to recruit teachers from diverse backgrounds. Some of this is done via networking with various people across campus and in Gainesville who may have experience teaching journalism, media, and communications classes. In a small city like Gainesville with a small media industry, it can be a difficult to draw a large pool of diverse adjuncts, but some departments have had success in recruiting adjuncts from Jacksonville, Orlando, and Tampa (all of which are about two hours away). The college supplements stipends to assist with these recruitment efforts. In addition, the development of online teaching has expanded the pool. For example, the Department of Journalism has hired an adjunct who is one of the leading national voices for LGBT issues in sports to teach a course in sports and social issues.

Listed below are part-time, adjunct or visiting professionals over the past six years who are minority and/or female professionals:

Department of Advertising

Tiffany Robbert
 Katherine Sohar
 Benny Torres
 Kara Lowe Page
 Christina Loosli Cozart
 Megan Mallicoat
 Jihye Kim
 Erin Jester

Department of Journalism

Andrea Billups
 Jennifer Braddock
 Darlena Cunha
 Karen Dooley
 Czerne Reid
 Lillian Guevara-Castro
 Nicole Irving
 Megan Mallicoat
 Jessica Marsh
 Renee Martin-Kratzer
 Joy Mater
 Nicole Neal
 Melanie Ross
 Diana Schuh
 Sarah Stewart
 Tonyaa Weathersbee

Department of Public Relations

Amelia Bell
Florida Bridgewater-Alford
Lisa Buyer
Darlene Cunha
Judith Donohue
Gina Giacusa
Michelle Hinson
Sora Kim
Tina McCorkindale
Marian Linda Perry
Jorie Scholnik

Department of Telecommunication

Kathryn Allred
Kim Bauldree
Ginger Blackstone
Lisa Buyer
Kathy Chambers
Gladys Cleland
Theresa Collington
Donna Green-Townsend
Eva Egensteiner
Michelle Friedline
Regina Giacusa
Nicole Hisler
Sunny Skye Hughes
Angela Long
Ronnie Lovler
Jessica Mahone
Myra Monroe
Milagros Rivera-Sanchez
Nataliya Roman
Anne Sugar
Robert Williams
Iman Zawahry
Katrice Graham
Ryan Vasquez

Question 12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year is sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list online.)

2017

- Pat Ford, male Caucasian, vice chair of the Burson-Marsteller who founded the firm's Diversity and Inclusion Council, which he chaired for five years, and instituted diversity training, is a professional-in-residence at the College this year teaching public relations strategies and the importance of tailoring messages to diverse audiences
- Richard Johnson, African-American male, writer for SBNation, spoke about race relations in sports.
- Kelly Price, female, NBC affiliate in Green Bay, spoke about jobs in sports media, including issues related to women in sports media
- Yvette Miley, female, African-American, SVP/MSNBC and NBC News; Jeanne Mitchell, female, senior director of federal relations, ExxonMobil; Helen Stefan Moreau, female, CEO, The Midtown Group spoke at the 2017 *Becoming a Woman of Influence* event, an annual event since 2015, that provides advice to young women on how to navigate their professional and person life.
- Tania Paul, female African American, (Associate Media Director for Horizon Media, Los Angeles), Donovan Triplett, male African American (Account Planner for BBDO, Atlanta), and Jina Choi, female Asian (Junior Account Executive for Zimmerman Advertising, Washington, D.C.) spoke on panel "From Florida Halls to Industry Walls" and about multicultural career paths.
- Bill Imada, male Asian-American, (Chairman and Chief Creativity Officer of IW Group, a communications firm that specializes in reaching the Asian-American community) spoke at an Ad Society meeting about his experience in marketing, public relations and advertising.
- Doug Melville, Chief Diversity Officer for TBWAWorldwide, spoke at an Ad Society meeting.
- *frank*, an annual three-day gathering of social change communicators and movement builders, organized as part of our Public Interest Communications programs, includes a number of speakers who speak about communication strategies to address issues such as poverty, race, gender and sexual orientation equality, health disparities, etc. Speakers in 2017 included: Shanelle Matthews, African-American female, communications director, Black Lives Matter; Bridget Evans, African-American female, founder, Fuel; Dr. Ibram Kendi, African-American male, winner of 2016 National Book Award for non-fiction and founding director of the Antiracist Research and Policy Center at American University; Rashad Robinson, African-American male, executive director, Color of Change.

2016

- Chad Ochocinco, male African-American, former NFL wide receiver discussed race relations
- Debbie Cenziper, female, *Washington Post*, discussed her book on marriage equality
- Tim O'Sullivan, male Caucasian, SVP, Head of Multicultural at Geometry Global, discussed growth of multicultural marketing

- Shane Santiago, male Hispanic, VP and Digital Director, St. John and Partners; Angela Buonocore, female, former Chief Communication Officer for Xylem (PR); Erin Hart, female, managing director, Spitfire Strategies; and Bill Imada, male Asian, chairman, IW Group, all participated in an October 2016 Public Relations forum for students on diversity and inclusion.
- Laura Rutledge, female, ESPN reporter, talked about sports media, including the role of women in sports media
- Jenn Sterger, former sports media personality at center of Brett Favre sexting issue, talked to Sports Media class about gender inequality in sports
- Kristin Flanik, female, CEO of BBBD NY; Ava Parker, female and African American, president, Palm Beach State College; and Rebecca Patterson, female, chief investment officer, Bessemer Trust spoke at the *2016 Becoming a Woman of Influence* event.
- The College's retreat for faculty and staff this year was focused on diversity and inclusion. Staff from the University's Division of Multicultural and Diversity Affairs conducted a workshop on inherent bias. Other speakers included: : Dr. Michael Bowie, African-American male, director of the Office for Recruitment, Retention, and Multicultural Affairs for the UF College Of Education; Tim O'Sullivan, male Caucasian, SVP, head of Multicultural, Geometry Global; Dr. Ibram Kendi, African-American male, then assistant professor of Contemporary African American History at UF; alumna Laura Guzman, Hispanic female; and graduate student Rafael Guzado, Hispanic male, M.A. Latin American Studies at UF.

2015

- Darlena Cuhna, female, freelance journalist, discussed women in media
- Attica Scott, male African-American, community coach, County Health Rankings & Roadmaps, discussed social determinants of health
- Nisha Tweed Bell, female African-American, creative strategist, Facebook, discussed strategies for reaching multicultural audiences
- Ashley Camacho, female Hispanic, digital media executive, *Essence* Digital, marketing to multicultural audiences
- Joe Zubi, male Hispanic, owner, Zubi Advertising, marketing to Hispanics audiences
- Steve Bryant, male Caucasian, managing director, MSL Group, understanding LGBTQ segment
- Herton Escobar, male from Brazil, freelance writer, talked to Science Writing class about variety of issues in science reporting in less developed countries.
- Angela Rodriguez, director of strategic insights, Alma agency, spoke about multicultural marketing
- Gale King, female African-American, EVP and Chief Administrative Officer, Nationwide; Samantha Avivi, female, founder, Avivi Marketing; Mindy Marques Gonzalez, female Hispanic, executive editor, the *Miami Herald*; Katherine Green, female, former SVP/News for Tribune Broadcasting; and Leigh Radford, female, VP, Procter & Gamble spoke at the *2015 Becoming a Woman of Influence* event.

2014

- Danny Sanchez, male Hispanic, audience development manager, *Orlando Sentinel*, using social media to reach multicultural audiences
- Amy Rettig, female, SVP of Public Affairs, Nielsen Company, audience demographics
- Cyd Zeigler, founder of outsports.com and one of leading voices on LGBT issues in sports, talked to Sports Media class about social issues and coverage of them in the media
- Poh Si Teng, female from Malaysia, *New York Times*, videographer