School of Journalism
Faculty Meeting Minutes
April 1, 2016

Those in attendance were Julie Adam, Chris Bacon, Barbara Barnett, Genelle Belmas, Tim Bengtson, Kerry Benson, Peter Bobkowski, Ann Brill, John Broholm, Cal Butcher, Yvonnes Chen, Jerry Crawford, Joseph Erba, Pam Fine, David Guth, Penny Hodge, Carol Holstead, Jammie Johnson, Tien Lee, Denise Linville, Monique Robinson Luisi, Frances Lyons, Kerry Navinskey, Jon Peters, Scott Reinardy, Janet Rose, Susanne Shaw, Eric Thomas, Max Utsler, Gayle Vannicola, Hong Vu, Doug Ward and Mike Williams.

Updates on William Allen White Day, budget, reaccreditation (Brill) The structure of WAW Day was discussed. Budget concerns will lead to faculty travel funding restrictions in the coming year.

Fall and spring schedules (Volek, Lyons) Lyons reported summer enrollment and fall adjustments. Brill discussed the importance of filling classes and shared a report received from administration tracking seats filled in classes.

School Plan for Diversity, Equity and Inclusion (committee) The revised diversity plan, attached, is based on input from the town hall meeting. Erba explained the tactics and took note of comments. The plan will be rewritten according to the meeting discussion and faculty will receive a revised draft for their comments.

Enrollment and direct admission requirements (Brill, Lyons) Lyons reported the School’s number of direct admits is down 27%. Brill pointed out the need to review pre-journalism requirements in hopes of being able to admit students sooner. Lyons reported the 20th day number of students and the makeup (gender, ethnic group) of the students.

Announcements: Reinardy reminded faculty of Graduate Student Appreciation Day; Williams, University Senate President, asked faculty and staff for thoughts and suggestions about concealed carry on campus; Eric Thomas requested volunteers for judging the next KSPA contest.

Meeting adjourned.

Save the Dates: Thursday, Apr. 14 3 p.m. Scholarship and Awards Presentation; Friday, April 29 Lunch and Faculty meeting; Saturday, May 14 School recognition ceremony; Sunday, May 15 KU Commencement

Priorities for AY 2014-2015: Reaccreditation; Curriculum; Diversity; Engagement – professional, civic, interdisciplinary, academic; Marketing; Fundraising
DIVERSITY PLAN
DRAFT

Diversity is an evolving concept, which encompasses a variety of experiences, perspectives, identities, and actions.

The J-School recognizes the need to use a narrow conceptualization of diversity based on certain demographic characteristics (mainly race and gender) in order to comply with demands from KU and accreditation organizations. The J-School also recognizes that this focus on race and gender when measuring the diversity of a particular unit is the result of a society that has been built on and continues to function in a system of institutional racism and sexism. A system in which social constructs such as race and gender were used to deny people’s humanity. A system in which the myth of meritocracy provided a rationale for keeping members of racial and gender minority groups in subaltern positions. Given this legacy, the J-School encompasses race and gender in its definition of diversity and broadens it by being more inclusive of people’s multiple identities, how these identities intersect, and how they change over time and based on context. Moving beyond identity, and exploring other facets of diversity, the J-School conceptualizes diversity as the variety of experiences, perspectives, identities and actions. The J-School aims to take a cultural competency and social justice approach to guide its decision pertaining to diversity.

The plan focuses on three goals:
- Goal I: Develop an academic environment fostering cultural competency and social justice
- Goal II: Develop a culture based on intellectual curiosity and inclusiveness (research paradigms, theoretical perspectives, etc.)
- Goal III: Develop a structure to hold the J-School accountable to implement the diversity plan

Goal I: Develop an academic environment fostering cultural competency and social justice

Objective I.1: Significantly increase cultural competency skills among students, faculty and staff

Strategy 1: Use appropriate instruments to evaluate cultural competency of students, faculty and staff as they enter the school. Use these results to fine tune learning opportunities and to evaluate progress.
   Tactic 1.A: Measure cultural competency of students (mandatory surveys distributed at the beginning of each academic year. Graduating seniors will take a final survey as well)
   Tactic 1.B: Measure cultural competency of faculty and staff
   Tactic 1.C: Discuss results of cultural competency assessment and future steps
   Tactic 1.D: Assess the number of diversity-related events in the J-School annually
   Tactic 1.E: Assess the number of diversity-related events co-sponsored by the J-School annually

Strategy 2: Provide cultural competency learning opportunities through the integration of cultural diversity elements in courses, the development of specialized workshops, online and social media tools.
   Tactic 2.A: Invite guest speakers from various backgrounds and companies; open such guest lectures to all
   Tactic 2.B: Promote open discussions among students addressing diversity topics such as race, ethnicity, gender, diversity of ideas, etc.
   Tactic 2.C: Celebrate cultural experience
Tactic 2.D: Promote study abroad and encourage students that upon return they should share their experiences with other students in the school
Tactic 2.E: Encourage the inclusion of diversity in syllabi
Tactic 2.F: Feature syllabus links and web page to various ‘diversity-oriented’ professional associations, such as the National Association of Black Journalists, the National Lesbian and Gay Journalists Association, the Native American Journalists Association, etc.
Tactic 2.G: Feature web page links to various campus organizations supporting diversity matters, such as Queers and Allies, Able Hawks, etc.
Tactic 2.H: Develop an online ‘diversity toolbox’
Tactic 2.I: Use extra credit as incentive to attend certain campus events
Tactic 2.J: Identify internship opportunities that promote knowledge of diversity
Tactic 2.K: Invite faculty and students members of CEHCUP to present their multicultural research and experiences to undergraduate and graduate courses
Tactic 2.L: Encourage the development of diversity-focused classes (e.g., women in sports)
Tactic 2.M: Encourage team building and interactive activities
Tactic 2.N: Encourage faculty to share cultural events on campus with students
Tactic 2.O: Display more prominently throughout Stauffer-Flint opportunities related to cultural competency
Tactic 2.P: Start national Asian/Black/Hispanic/Native American journalists chapters

Strategy 3: Celebrate diversity in the J-School through actions aimed at highlighting students’ and faculty accomplishments related to diversity.
Tactic 3.A: Create a display panel in the Resource Center to highlight student/course accomplishments reflecting the diversity of experiences in the J-School
Tactic 3.B: Organize town hall meetings about current events and use scheduled events (such as “Doughnuts with the Dean” to discuss and promote diversity)
Tactic 3.C: Organize a bi-annual exhibition in the Clarkson Gallery (both printed material and digital media) on current topics focused on diversity and as an opportunity for faculty and students to present their accomplishments and interact with other students. Invite speakers from other disciplines, multicultural centers.
Tactic 3.D: Create and celebrate a J-school Diversity Day
Tactic 3.E: Provide awards for Best Diverse Article, Best Diverse Multi-Media Story, etc.

NOTE: Objectives II-IV deal with students, faculty and staff, and are meant to meet ACEJMC’s current diversity requirements (specific measures to be determined based on data from US Census and US Dept. of Education):

Objective II: Recruit students who belong to underrepresented groups that reflect demographics trend in the U.S. in general and in higher education in particular

Strategy 4: Continue assisting underrepresented students with funding opportunities
Tactic 4.A: Identify internal and external funding and/or scholarship opportunities for students
Tactic 4.B: Encourage students to apply for such opportunities and provide feedback on their applications
Tactic 4.C: Continue to support students seeking to attend job fairs and other recruiting events
Tactic 4.D: Continue to pay the tuition and fees for students attending the summer Kansas Journalism Institute
Strategy 5: Increase awareness about the J-School to potential students in and outside KU
Tactic 5.A: Feature profiles of diverse current students on the J-School’s website
Tactic 5.B: Feature profiles of diverse alumni on the J-School’s website
Tactic 5.C: Increase financial resources devoted to supporting the Journalism Multicultural Scholars Program
Tactic 5.D: Make a priority for the recruiting office to visit high schools in Kansas and throughout the country with high diverse populations
Tactic 5.E: Work with KU’s Admissions Office and other KU organizations to involve the J-School in KU’s recruiting efforts with diverse populations
Tactic 5.F: Recruit diverse alumni to reach out to diverse students
Tactic 5.G: Feature the profiles of all graduate students in the J-School
Tactic 5.H: Develop KU print and online materials in Spanish geared at Spanish-speaking family members of potential students
Tactic 5.I: Recruit MA students from the National Conference of Undergraduate Research (NCUR) and other conferences and other graduate programs
Tactic 5.J: Recruit diverse J-School ambassadors to travel to high schools and participate in college fairs in nearby cities

Objective IV: Recruit faculty who belong to underrepresented groups that reflect demographics trends in the U.S. in general and in higher education in particular

Strategy 6: Present the J-School to potential employees
Tactic 6.A: Develop advertisements for new employees that encourage diverse candidates to apply
Tactic 6.B: Network at professional meetings, such as the annual conference of the International Communication Association and the Association for Education in Journalism and Mass Communications
Tactic 6.C: Expand professional development opportunities to include programs not affiliated with media.
Tactic 6.D: Consider the inclusion of faculty and staff who belong to underrepresented groups when forming search committees

Strategy 7: Use current programs to attract diverse faculty
Tactic 7.A: Network with graduate programs to recruit top diverse faculty
Tactic 7.B: Explore a faculty exchange program with Historically Black Colleges and Universities, and Latino-Serving Institutions
Tactic 7.C: Explore recruiting a professor for the university’s Langston Hughes professorship
Tactic 7.D: Explore a faculty exchange program with universities outside the United States (e.g., currently, the J-School is working with the University of Costa Rica)
Tactic 7.E: Use CEHCUP to attract and engage faculty interested in underserved populations
Objective V: Recruit staff who belong to underrepresented groups that reflect demographics trend in the U.S. in general and in higher education in particular

Strategy 6: Present the J-School to potential employees (see above)

Goal II: Develop a culture based on intellectual curiosity and inclusiveness (research paradigms, theoretical perspectives, etc.)

Objective I: Increase interdisciplinary collaborations within the school, with other departments/schools, and outside the university

Strategy 8: Develop internal and external research partnerships for both basic and applied research
   Tactic 8.A: Establish research partnerships with Haskell University
   Tactic 8.B: Collaborate with programs and centers, including International Studies and the Global Health Initiative, and the Center for Excellence in Health Communication to Underserved Populations (CEHCUP)
   Tactic 8.C: Encourage community-based participatory research (CBPR) projects
   Tactic 8.D: Establish a summer grant for J-School collaborative research projects that explore diversity matters ($3,000 to $5,000)

Strategy 9: Showcase undergraduate/graduate and faculty research projects
   Tactic 9.A: Showcase graduate students and faculty research projects on the J-School's website
   Tactic 9.B: Showcase graduate students and faculty research projects that have been presented or published on a dedicated board in the J-School
   Tactic 9.C: Showcase graduate students and faculty research projects during J-School Generations and Visit week
   Tactic 9.D: Create bi-annual research colloquia to share research ideas/findings

Objective II: Increase participation in professional development opportunities that have a diversity component

Strategy 10: Engage faculty in multiple projects showcasing diversity
   Tactic 10.A: Engage faculty in service projects coordinated by CEHCUP
   Tactic 10.B: Facilitate for faculty to spend a week working with media agencies in Kansas City area addressing multicultural/diversity projects

Strategy 11: Encourage faculty to be part of campus centers or organizations focused on other cultures, ethnicities
   Tactic 11.A: Provide a list of centers for faculty to explore (Center for Latin American and Caribbean Studies, etc.)
   Tactic 11.B: Provide incentive for faculty to join these centers
Goal III: Develop a structure to hold the J-School accountable to implement the diversity plan

Objective I: Make the diversity committee an integral part of the J-School (similar to other committees)

Strategy 12: Establish a permanent diversity committee
   Tactic 12.A: Have a public forum to establish the competency/structure of diversity committee
   Tactic 12.B: Recruit members of the faculty, staff and students to serve as members of the diversity committee
   Tactic 12.C: Provide funding ($5,000) to support diversity initiatives
   Tactic 12.D: Establish a timeline to implement diversity plan
   Tactic 12.E: Evaluate actions of the diversity committee