

School of Journalism and Mass Communications
Faculty Meeting
January 26, 2018

Faculty and staff in attendance: Julie Adam, Patrick Allen, Hyejin Bang, Genelle Belmas, Kerry Benson, Gerri Berendzen, Peter Bobkowski, Ann Brill, John Broholm, Yvonne Chen, Janice Collins, Chad Curtis, Joseph Erba, Pam Fine, David Guth, Angie Hendershot, Penny Hodge, Carol Holstead, Jammie Johnson, Tien Lee, Frances Lyons, Chuck Marsh, Lisa McLendon, Kerry Navinsky, Jennifer Paasch, Scott Reinardy, Janet Rose, Steve Rottinghaus, Hyunjin Seo, Susanne Shaw, Eric Thomas, Matt Tidwell, Max Utsler, Gayle Vannicola, Tom Volek, Hong Vu, Mike Vrabac and Mike Williams.

Updates: Ann Brill introduced Janice Collins who is visiting from the College of Media at the University of Illinois Champaign-Urbana <https://media.illinois.edu/janice-collins> Collins is visiting the School during the spring semester and teaching Statehouse Reporting-Advanced Media at the Topeka State Capital.

Stauffer-Flint remodel (Brill) The first floor needs to be a more involved space so it can showcase the J-School to prospective students and School visitors. We need to solicit feedback from current students on how the building can be more active and inviting. Remodeling will likely begin on the third floor. Construction of a new main entrance and replacement of the elevator are priorities.

WAW 150th birth year anniversary of William Allen White (Brill) White's Feb. 10 birthday will be celebrated on Thursday, February 8 with birthday cupcakes and a mentoring launch. Events scheduled on April 25-27 will include visiting Pulitzer Prize winners and previous citation recipients.

Search committee update (Barnett, Marsh) Two candidate visits have been completed and two more are scheduled. Faculty were asked to encourage colleagues and acquaintances to apply for our faculty searches.

DIAG (Diversity and Inclusion Action Group): Cultural assessment survey results – Faculty and staff read the Cultural Competence Self-Assessment Report (attached) then divided into small groups for discussion of these four topics.

1. Headline/Teaser
2. Nut graph
3. "So What?"
4. Next steps

Topics in rank order of importance to faculty were:

- Publicize efforts - 9
- More Transparent - 7
- Training for faculty/staff/students - 7
- Annual survey - 6
- Raise students' self-confidence - 4
- Syllabus language - 3
- Need more context for results-qualitative research - 2
- Awareness - 2
- "Safe?" area - 1
- Tease out faculty/staff issues - 1
- Generations interaction - 1
- Who/where to report - 1
- "Diversity" requirement - 0
- Welcoming in class - 0

Working and active newsroom to practice what is being learned and taught. – faculty/students/staff

Meeting adjourned.

Priorities AY 2017-2018

- 1. Planning for strategic enrollment growth – Undergraduate, graduate, diversity, areas of study*
- 2. Searches – three current faculty searches. At minimum, two will contribute to the diversity of the School*
- 3. Enhance student professional experiences*
 - a. Student/alumni mentorship program – work with Alumni Association to launch PeopleGrove*
 - b. Student professional organizations*
- 4. Curriculum*
 - a. Assessment, norming across sections – focus this year on 300-level courses*
 - b. Implement cultural diversity assessment, training – cultural competency survey launched this week*
 - c. Awareness, competency about media literacy- seven town hall tours across Kansas*
- 5. Celebrating William Allen White – 150th birthday with distinguished visiting professionals*
- 6. Renovations to Stauffer-Flint Hall – more contemporary use of internal space*

Cultural Competence Self-Assessment Report

Summary

The Diversity and Inclusion Action Group (DIAG) conducted a self-assessment survey exploring how students, faculty and staff in the School of Journalism and Mass Communications (JMC School) perceive their level of cultural competence. The self-assessment was completed by 263 students, 25 faculty and 11 staff members. Results revealed that overall, students, faculty and staff perceive themselves as highly culturally competent. Differences were found between students and faculty pertaining to attitudes towards gender and age, with faculty feeling more comfortable than students in their attitudes. In addition, faculty were less likely than students to perceive other faculty as culturally competent with matters of race/ethnicity, gender and political beliefs. Faculty were also less likely than students to perceive staff as culturally competent with matter of race/ethnicity. Participants, especially students, perceived the racial/ethnic composition of the JMC School as more diverse than it actually is. Participants' political and religious beliefs also affected their cultural competence levels. Lastly, while most participants were comfortable in the JCM School, 30 participants reported having experienced exclusionary, intimidating, offensive and/or hostile conduct in the JMC School, mainly related to gender and race/ethnicity.

Purpose

As part of the diversity plan of the JMC School, DIAG conducted a self-assessment survey exploring how students, faculty and staff in the JMC School perceive their level of cultural competence. The cultural competence self-assessment aimed to follow-up on the campus-wide climate study that the University of Kansas had administered approximately one year earlier.

Overview

All students, faculty and staff in the JMC School were contacted via email to complete the cultural competence self-assessment, which was administered via an online survey in September and October 2017. All responses were confidential and no identifiable data were collected.

The cultural competence self-assessment included scales used in previous research studies and was divided into eight sections: (1) cultural competence attitudes and beliefs, (2) perceptions of cultural sensitivity, (3) cultural competence awareness, (4) language/cultural acceptance, (5) cultural competence definition, (6) JMC School experiences, (7) perceptions of racial/ethnic diversity in the JMC School, and (8) demographics.

The first section, cultural competence attitudes and beliefs, represented the main section of the self-assessment. It included eight sub-sections with questions pertaining to race/ethnicity, gender, age, disability, social class, religion, sexual orientation and political beliefs.

Participants

A total of 299 participants completed the self-assessment. Most participants were White American (214, 71.6%) and female (188, 63.0%). The majority of participants were undergraduate students (233, 77.9%). There were 30 graduate students (10.0%), 25 faculty (8.4%) and 11 staff (3.7%). These numbers represent approximately 28.07% of all undergraduate

students in the JMC School, 46.15% of all graduate students, 62.5% of all faculty, and 61.1% of all staff.

Cultural competence attitudes and beliefs

Overall, participants rated themselves fairly high on all items of the cultural competence attitudes and beliefs scale, thus indicating that they have a very favorable self-perception of their cultural competency levels.

The only differences among participants dealt with attitudes towards gender and age (no differences were found for the self-assessment items pertaining to race/ethnicity, disability, social class, religion, sexual orientation and political beliefs). Participants' political and religious beliefs were also found to be related to their attitudes towards cultural competence in general.

Gender: Graduate students and faculty felt *more* comfortable than undergraduate students discussing problems with people from a gender that is not their own.

Age: Graduate students and faculty felt *more* comfortable than undergraduate students talking to people from any age group. Graduate students, faculty and staff felt *more* relaxed than undergraduate students in the company of older people. Lastly, undergraduate and graduate students were *more* likely than faculty to wish that young people would stop making a fuss about everything.

Cultural competence and political beliefs: Participants' attitudes and beliefs towards cultural competence were significantly correlated to their political beliefs in all categories except disability. Participants who rated themselves as more liberal were also more likely to rate themselves as more culturally competent in terms of race/ethnicity, gender, age and sexual orientation. In terms of social class, more liberal participants were also more likely to display empathy towards poor people but less likely to display empathy towards rich people. For religion, more liberal participants were less likely to display empathy towards religious people as well as less likely to support religious assimilation.

Cultural competence and religious beliefs: Participants' religious beliefs were also significantly correlated to their attitudes and beliefs towards cultural competence, although to a lesser extent than their political beliefs. More religious participants were less likely to be sensitive to other people's cultural heritage. More religious participants were also less likely to rate themselves as cultural competent in terms of gender, sexual preference and political beliefs.

Perceptions of cultural sensitivity

Similar to their self-perception scores, participants perceived students, faculty and staff as being overall sensitive to matters pertaining to cultural competence.

The only differences among participants dealt with perceptions of faculty's sensitivity towards race/ethnicity, gender, and political beliefs, as well as perceptions of staff's sensitivity towards race/ethnicity (no differences were found for perceptions of students).

Faculty perceived other faculty as *less* sensitive to race/ethnicity than undergraduate and graduate students did. Similarly, faculty perceived other faculty as *less* sensitive to political

beliefs than undergraduate and graduate students did. Lastly, faculty and staff perceived faculty as *less* sensitive to gender than graduate students (no differences were found for undergraduate students).

For perceptions of staff, faculty perceived staff as *less* sensitive to race/ethnicity than undergraduate and graduate students did (no differences were found for staff).

Cultural competence awareness & Language/cultural acceptance

Overall, participants displayed high levels of cultural competence awareness as well as high levels of language/cultural acceptance. Contrary to other items in the self-assessment that used first-person, overt statements pertaining to cultural competence, these two scales included more generic and covert statements. Nevertheless, results are consistent with how participants responded to the more overt self-assessment items. No differences were found among students, faculty and staff.

Participants' cultural competence awareness and language/cultural acceptance were significantly correlated to their political beliefs. More liberal participants reported *higher* levels on both scales.

Participants' cultural competence awareness and language/cultural acceptance were also significantly correlated to their religious beliefs. More religious participants reported *lower* levels on both scales.

Cultural competence definition

About four-fifths of participants included, in descending order, ethnicity, religion and race in their definition of cultural competence. About two-thirds included social class, sexual orientation and gender, while about three-fifths included political beliefs, disability and age.

Participants were asked about the definition of cultural competence either at the beginning or at the end of the self-assessment. No differences were found between the two, thus indicating that completing the self-assessment did not influence their answers.

JMC School experiences

This section included questions pertaining to participants' satisfaction with the JMC School's efforts to address diversity matters, level of comfort in the JMC School, and experiences with exclusionary, intimidating, offensive and/or hostile conduct in the JMC School.

Overall, participants were satisfied with the JMC School's efforts to address diversity matters. However, 56 participants (18.73%) reported not being aware of any efforts. Faculty were *less* satisfied with the JMC School's efforts than undergraduate and graduate students. Staff were *less* satisfied with the JMC School's efforts than graduate students. No other differences were found.

Participants also reported feeling comfortable in the JMC School. No differences were found among students, faculty and staff.

Thirty participants (10.03% of participants) reported having personally experienced exclusionary, intimidating, offensive and/or hostile conduct in the JMC School: 15 undergraduate students (6.47% of undergraduate participants) (8 seniors, 4 juniors, 2 first-years, 1 fifth-year senior), 8 faculty (32% of faculty participants), 4 graduate students (36.36% of graduate participants), and 3 staff (27.27% of staff participants).

The gender demographics of these 30 participants were: 19 women, 8 men, 1 non-binary gender and 2 did not report gender. Their racial/ethnic demographics were: 20 White Americans, 3 African American, 3 Hispanic Americans, 1 Asian American, 1 Native American, 1 Middle Eastern American, and 1 did not report race/ethnicity.

The majority of the experiences reported dealt with sexism and racism from faculty to students as well as from faculty to faculty and staff. Individual instances of hostile conduct against political beliefs, religion and English as a second language were also reported.

Perceptions of racial/ethnic diversity in the JMC School

Participants differed in how racially/ethnically diverse they perceived the JMC School. For this particular section of the self-assessment, undergraduate and graduate students were combined as “students.” Perception of racial/ethnic diversity is related to cultural competence because members of the majority group (White Americans) tend to perceive more racial/ethnic diversity than there actually is, thus usually revealing lower levels of cultural competence awareness.

Students perceived the JMC School as having *more* African-American and *less* White-American students than faculty did. Students also perceived the JMC School as having *more* African-American faculty than faculty did. Similarly, students perceived the JMC School as having *more* Asian-American and *more* African-American staff than faculty did. Lastly, students perceived the JMC School as having *less* White-American staff than faculty and staff did.

Comparing the racial/ethnic composition of the JMC School’s student body to participants’ perceptions, students, faculty and staff all perceived the JMC School’s student body as more racially/ethnically diverse than it actually is. The only exception pertains to faculty and staff’s perceptions of the percentage of Hispanic American students, whom they slightly underestimated.

Gender differences (undergraduate students only)

Undergraduate students’ responses were further examined to explore potential differences based on their gender (male-female; only one student identified as non-binary and was kept out of this particular analysis). This analysis only takes into account responses from undergraduate students who disclosed their gender ($N = 191$; 152 women and 39 men). Gender analyses could not be conducted with graduate students, faculty or staff because the two gender groups for these categories of participants were too small.

Cultural competence attitudes and beliefs

Race/Ethnicity: Women were *more* likely than men to report being able to greet people from a different racial or ethnic group in a warm and sincere manner and *less* likely than men to feel hesitant to communicate with people from different racial or ethnic groups.

Gender: Women were *more* likely than men to relate to issues from people from a gender that is not theirs, as well as *less* likely to feel comfortable discussing problems with people from a gender that is not theirs.

Age: Women were *less* likely than men to wish that young people would stop making a fuss about everything.

Disability: No differences were found based on participants' gender.

Social class: Women were *less* likely than men to blame poor people for being poor.

Religion: Women were *less* likely than men to avoid the company of religious people.

Sexual orientation: No differences were found based on participants' gender.

Political beliefs: Women were *less* likely than men to feel comfortable discussing political issues.

Perceptions of cultural sensitivity

The only gender difference pertained to students' perceptions of students' sensitivity to age, with women perceiving other students as more sensitive to age-related matters than men. No differences were found for students' perceptions of students' sensitivity to other cultural competence items or for students' perceptions of faculty and staff.

Cultural competence awareness & Language/cultural acceptance

Women displayed *higher* levels of cultural competence awareness than men while no gender difference was found for students' levels of language/cultural acceptance.

Perceptions of racial/ethnic diversity in the JMC School

Only two gender differences were found. Both pertained to perceptions of African Americans in the JMC School. Women perceived that the JMC School included more African-American students and more African-American staff members than men did.

Conclusion

Results reveal that students, faculty and staff in the JMC School perceive themselves as fairly culturally competent. Undergraduate students felt less comfortable with matters pertaining to gender and age than graduate students and faculty. The main differences among participants' perceptions of their levels of cultural competence were due to their political and religious beliefs. In addition, gender also played a role in how participants perceived their levels of cultural competence, with women reporting more sensitivity to matters pertaining to race/ethnicity, gender, age, social class, religion and political beliefs. However, when participants were asked to rate the cultural competence levels of others in the JMC School (i.e. other students, faculty and staff), scores were a little lower than the ones for the first-person, self-assessment items. Faculty, in particular, perceived other faculty as less sensitive to race/ethnicity, gender and political beliefs. Faculty also perceived staff as less sensitive to race/ethnicity. In addition, all participants overestimated the number of racial/ethnic minority in the JMC School and underestimated the number of White-American students, thus revealing a lack of cultural competence vis-à-vis race/ethnicity. These particular data, in addition to the gender differences mentioned above, are reflected in the open-ended responses, as the main reported experiences of exclusionary, intimidating, offensive and/or hostile conduct in the JMC School dealt with racism and sexism. About one in ten participants reported having experienced hostile conduct.