Diversity Plan

FACULTY APPROVED
September 16, 2016
Diversity Statement

The Kent State University School of Journalism and Mass Communication (JMC or The School) recognizes the importance of a diverse faculty, staff and student body and embraces the concept that diversity will foster the acknowledgement, empowerment and inclusion of any person.

JMC teaches the history, culture, values and notable achievement of persons who represent the world’s diverse community. The mission of the school is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community.

JMC believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, race, ethnicity, religion, sexual orientation, age, gender identity, gender expression, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences.

Background and Context

The School has identified four dimensions in which to concentrate its efforts in diversity:

1. Institutional Climate, Culture and Community Relationships
2. Student Access, Retention and Recruitment
3. Education and Scholarship, and
4. Institutional Accountability

These dimensions are aligned with the standards set forth by Kent State University’s Strategic Roadmap to a Distinctive Kent State, including the Vision, Mission and Core Values of the university and Kent State University’s Priorities and University-Level Initiatives, the Accrediting Council for Education in Journalism and Mass Communication, (ACEJMC) and the Kent State University Equity Action Plan.

The JMC Diversity Plan identifies students, faculty and staff within the School who fall within historically underrepresented and underserved groups. Additionally, the Plan identifies students who represent diversity in a variety of ways, including but not limited to race, culture, national origin, ethnicity, religion, beliefs, social class, socioeconomic status, sex, sexual orientation, gender identity, gender expression, physical or mental ability, age, body size/type/shape, marital status, parental status, and military and veteran status in accordance with the broad definition of the term recognized by the Kent State Student Accessibility Office, the Kent State Division of Diversity, Equity and Inclusion, and the College of Communication and Information Office of Academic Diversity Outreach.
JMC has developed goals that support each of the four dimensions. Each goal’s alignment with ACEJMC and the university’s priorities and key initiatives as set forth by the Strategic Roadmap are listed below, along with the expected outcomes, implementation initiatives and measurement metrics for each goal. Results of the metrics from each of the dimensions will be tabulated and analyzed in an annual report to the JMC faculty.

This dimension focuses on the JMC environment with its prevailing attitudes, standards and/or environmental conditions – with respect to various groups within the university community.

1) Institutional Climate, Culture and Community Relationships:

The goal is to understand the perspectives and needs of the school community and to create supportive environments by way of building community, trust and credibility for all groups, including internal and external collaborative partners of JMC.

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

Kent State University Initiatives:

- Initiative 1.4: Strengthen diversity and the cultural competence of students, faculty and staff systemwide
- Initiative 2.3: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university
- Initiative 4.2: Enhance and advance, systemwide, university/community engagement efforts
- Initiative 5.1: Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff

Expected Outcome

1. A welcoming and inclusive environment reflective of all dimensions of diversity

Implementation

1. Include JMC’s diversity statement on all JMC syllabi and encourage faculty to read and promote it at the beginning of class to demonstrate JMC’s commitment to creating a supportive environment in the classroom and in the school.
2. Provide purposeful intellectual and social development through a variety of programs (e.g. reunions, yield events, speaker series, recognition events, etc.) for students, faculty, staff, alumni and the community to enhance the understanding of diversity, inclusive of all groups, global awareness and global citizenry.
3. Provide opportunities for the leadership of the Student Voice Team, JMC's student advisory board, to communicate directly with the JMC faculty and staff on issues of diversity and inclusion.

4. Engage alumni from underrepresented or underserved groups in diversity and inclusion efforts.

5. Encourage student groups (student media, KSU Independent Films, Franklin Ad Club, PRSSA, etc.) and their advisors to adopt domestic and global cultural diversity initiatives and activities in their annual programs.

**Metrics**

1. Keep a list of relevant events in the annual diversity progress report to highlight and keep diversity programs top-of-mind for our faculty and staff.

2. Periodically measure JMC student, staff and faculty perceptions through focus groups or surveys regarding the classroom and living environment at KSU with special attention given to issues of diversity and inclusion.

3. Engage the Student Voice Team with capturing and documenting issues and accolades related to diversity within the school.

2) Student Access, Recruitment, and Success:

_The goal is to increase engagement of underrepresented and underserved student groups to provide stronger bonds that will enhance academic goals within JMC. The main area of focus for this dimension is recruitment and retention to intentionally aid underrepresented and underserved students to enter, persist and graduate from the university._

ACEJMC Diversity Goal: The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruitment of underrepresented groups.

**Kent State University Initiatives:**

   Initiative 1.1: Enhance and expand student success programs systemwide to improve retention and graduation rates

The first priority for the Kent State strategic roadmap is “Students First,” and this dimension reflects that by focusing on greater inclusion and success of historically underrepresented and underserved student groups. This dimension also addresses the challenges for broader student populations such as international students.
**Expected Outcomes**

1. A healthy and appropriate level of recruitment of diverse students when compared to the overall university measure and that of select Kent State departments and schools.
2. A healthy and appropriate level of retention of diverse students when compared to the overall university measure and that of select Kent State departments and schools.
3. Healthy and appropriate four and six-year graduation rates among the School’s diverse populations.

**Implementation**

1. Coordinate activities with the Admissions Office, The Division of Diversity, Equity and Inclusion, and CCI’s Coordinator for the Office of Academic Diversity Outreach to identify and recruit high school students from diverse backgrounds.
2. Establish partnerships with regional high school administrators and guidance counselors to coordinate diversity-based recruitment activities.
3. Use Kent State admissions data to identify high performing students from diverse backgrounds for specific recruiting outreach.
4. Increase contacts to prospective freshmen with an emphasis on a diverse population within an appropriate ACT/GPA margin.
5. Utilize the services of the Center for Scholastic Journalism as an outreach to high school journalism teachers and media advisors to develop relationships with diverse students, and particularly diverse high school journalists.
6. Coordinate activities with the CCI’s Coordinator for the Office of Academic Diversity Outreach and the JMC advisors to monitor the persistence and retention of students from diverse backgrounds.
7. Encourage underrepresented and underserved students to participate in the CCI Commons living/learning community that provides special programming and services to support persistence through graduation.
8. Encourage student participation in the Student Voice Team and its events and continue to provide resources that allow SVT to carry out its mission.
9. Actively promote various student media outlets and media-related student organizations to students from diverse backgrounds.
10. Provide annual training sessions for student media and organization leaders on how to manage a diverse workforce.

**Metrics:**

1. Create a formalized plan to monitor and measure recruitment and retention efforts of students from diverse backgrounds.
2. Evaluate four and six-year graduation rates for Underrepresented and underserved students.
3. Gather feedback from academic advisors and CCI’s Coordinator for the Office of Academic Diversity Outreach on roadblocks or impediments to progress for diverse students.
4. Assess the quality of the experience of students from diverse background participating in student media and student organizations (through participation data, leadership roles, opportunities, etc.).
5. Measure participation in diversity-specialized programming targeting JMC students.

3) Education and Scholarship:

The goal is to broaden the curriculum to emphasize cross-cultural knowledge by providing diversity-teaching resources and by assisting faculty with global outreach education and by providing teaching and learning strategies focused on multicultural competencies.

ACE|JMC Diversity Goal: The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Kent State University Initiatives:

- Initiative 1.2: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences
- Initiative 1.3: Align the undergraduate educational experience to focus on purposeful and essential learning outcomes
- Initiative 3.1: Increase enrollment of international students and enhance their engagement in campus life
- Initiative 3.2: Enhance the internationalization of the university through programmatic and partnership engagement

This dimension pertains to the mission of JMC to prepare all of its students to thrive in a pluralistic society and in an increasingly linked global community. **Expected Outcomes**

1. A curriculum that fosters domestic and global cultural competencies
2. Multicultural / global competence in teaching and learning

**Implementation**

1. Expand diversity learning opportunities through assignments in syllabi that broaden cross-cultural knowledge.
2. Provide teaching resources from the Kent State Center for Teaching and Learning, the Division of Diversity, Equity and Inclusion and other academic and professional groups.
3. Assist faculty via education and coaching regarding best practices and relevant pedagogy for students with differing abilities.
4. Utilize the JMC intranet site as a central depository for diversity resources.
Metrics

1. Create a formalized communication process for faculty and student groups to submit academic global and diverse learning experiences for the benefit of documenting their effects and inspiring others.
2. Develop questions and tools to include in our ongoing JMC assessments to evaluate the impact of these domestic and global curriculum changes.

4) Institutional Accountability:

The goal is to increase the recruitment and success of a diverse faculty and staff.

ACEJMC Diversity Goal: The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

Kent State University Initiatives:

- Initiative 2.3: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university
- Initiative 5.1: Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff
- Initiative 5.3: Establish a culture of sustainability and continuous improvement

This dimension unites the first three dimensions simultaneously to help build and sustain a successful, diverse and inclusive School of Journalism and Mass Communication.

Expected Outcomes

1. Addition of new hires with content expertise in areas of study that examine diverse identities and cultures
2. Advancement of women and underrepresented and underserved groups
3. Successful leadership and career path programs for faculty and staff
4. Increase in philanthropic campaign efforts focused on diversity

Implementation

1. Utilize the support from JMC’s Diversity and Globalization Committee for all faculty and staff searches to assist in outreach and recruitment strategies to increase diverse hires.
2. Post faculty and staff openings in targeted and identifiably successful publications and electronic distribution lists to reach a broader pool of diverse candidates.
3. Work with the Division of Diversity, Equity and Inclusion to include search committee training for search committee members.
4. The School’s director will notify the JMC Diversity and Globalization Committee and the FAC when conversations with exiting faculty and staff could help improve the environment and outcomes of this dimension.

5. Conduct periodic surveys of faculty and staff to measure the climate for diversity within the school.

Metrics

1. Use data number and proportion of various underrepresented and underserved groups in comparison to total population in JMC.
2. Monitor annual percentage of movement, up or down, gain or loss, in the university’s diversity scorecard and action goals as it relates to underrepresented new hires and retention of underrepresented hires in JMC.
3. Conduct an annual review of the faculty body and hiring plan based on the needs of The School with consideration to further diversifying the faculty.
4. Include faculty body makeup in The School’s annual Diversity Plan Progress Report.

This plan was drafted in 2013 by the School’s Diversity and Globalization Committee with input and review from the University’s Division of Diversity, Equity and Inclusion. It was updated and approved by the FAC in the fall 2016.