

**The Florida Educational Equity Act Report**  
**July 2016 – June 2017**  
*(Your responses may include events that will happen through June of this year)*  
**College of Journalism and Communications**

***Executive Summary***

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

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

The diverse composition of the four departmental Advisory Councils also helps the College provide opportunities for students to interact meaningfully with professionals from underrepresented ethnic and racial groups. Each of the departmental Advisory Councils adopted revised bylaws that emphasize the importance of diversity and inclusion in the recruitment of new members and succession of leadership. A task force for the Advertising advisory council conducted a gap analysis to assess the diversity of gender, race, ethnicity and professional background among current membership and identify priorities to drive nominations and selection of new members.

The College assesses progress in achieving student diversity goals in a number of ways, including monitoring enrollment and graduation trends and surveying graduating seniors and alumni. The College also revised and endorsed its diversity and inclusion plan during the Spring 2017 term, and set specific goals and metrics for these areas in its long-range strategic plan.

**The College is in the process of hiring a Director of Inclusion in partnership with the College of Health and Human Performance and the College of Law to ensure that best practices are developed and followed consistently and effectively.**

Across the curriculum, the College fosters an understanding and appreciation of diversity. Required and elective courses have components dealing with diversity and several courses address various diversity issues as the primary focus. Course syllabi include language regarding the rights of and accommodations made for students with disabilities. The History of Journalism course includes discussion of the early Black Press in America and its place in journalism history. The College offers graduate and undergraduate versions of a course titled Race, Gender and Class in Media, as well as courses on international advertising and international public relations. The introductory courses in each of the departments include materials on the effects of mass media and communication on diverse audiences. Additionally, these courses stress the important roles played by members of underrepresented groups in building mass communication industries. Advertising

Research, Public Relations Research, Advertising Strategy, and Public Relations Strategy emphasize the importance of diversity in developing more effective programs and campaigns with audience research, message design, and evaluation techniques. The undergraduate course, Race, Gender and Class in Media, is now online and taught every semester with an enrollment of 25 to 50. There also are both graduate and undergraduate courses in International Communication. The undergraduate course is MMC 4302 World Communication Systems, and the graduate course is International Communication. There is also a graduate course in intercultural communication. Two courses is journalism address religion and the news and LGBT issues and another in telecommunication deals with Islam, media, and popular culture. The College also offers a certificate in international communication for undergraduate students. Our College-wide media ethics course, MMC 3203, emphasizes the importance of diverse stakeholders with diverse value systems and loyalties in professional media contexts. A key premise in the course is that growth in moral development means a widening arc of empathy with others who are different from the decision-maker in ethical dilemmas.

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

The Graduate Division has designated diversity recruiting goals and for the past several years has recruited, for example, at the combined Historic Black College and Universities' Professional/Graduate Fair in Atlanta. When the Knight Division Director attends the National Association for Black Journalists and National Association of Hispanic Journalists national conventions as an exhibitor for the College, the Knight Division director distributes approximately 50 Division of Graduate Studies information packets, which include a card that allows prospective students to declare their interest in the graduate program. The Graduate Division then contacts each of the students who completed the card. The College also participates in the University's Minority Spring Visitation program, in which prospective minority graduate students visit the campus and meet with faculty in their areas of interest. The Graduate Division works with the university's McKnight program to bring in the top minority candidates.

The College has recognized the outstanding work of women and minority faculty members. The College awarded the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College—Knight Chair for Journalism Technologies and the Democratic Process, McClatchy Professor for Freedom of Information, and the Frank Karel Chair for Public Interest Communication.

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

Since the College's last accreditation review in 2012, a woman was appointed as Dean, the top

leadership position within the College. Two women were granted tenure along with another promotion to associate professor and a woman was hired into the College's Preeminence faculty position in STEM translational communication. This year, two additional women were hired for top leadership positions in the College including the director of the Innovation News Center and chair in the Department of Public Relations.

The College hosts a large number of visiting professionals, guest speakers, and faculty each year. Many of them are women, members of minority groups, or professionals who address issues related to diversity and inclusion. Sessions included an all-woman panel for mentoring undergraduates, featuring Yvette Miley, Senior Vice President of MSNBC & NBC News and Jeanne Mitchell, Senior Director of Federal Relations at ExxonMobil. A three-day conference for social change communicators included Amy Ray of The Indigo Girls, Rashad Robinson from Color of Change, and Shanelle Matthews from Black Lives Matter Global Network. Prominent diverse visitors also regularly visit the college. Recently, best-selling author Alexandra Horowitz, was our Science Journalist in Residence. The College provides funding to make these visits possible. Visiting scholars in the College ranged from universities in China to Norway.

**Because we are aware that inclusive cultures require participation from all members of the community, in August 2016 we held a faculty and staff retreat centered on diversity and inclusion. The full day retreat consisted of interactive sessions facilitated by the university's Multicultural and Diversity Affairs directors, a panel of alumni, faculty, and industry representation, as well as breakout sessions to discuss application within multiple facets of the College of Journalism and Communications. Amongst the guest speakers were Dr. Ibram Kendi, author of *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, Tim O'Sullivan, SVP of Multicultural at Geometry Global, and Dr. Lloren Foster, Executive Director of Multicultural and Diversity Affairs at the University of Florida.**

## **I. Equal Opportunity Compliance**

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

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

- To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.
- Programs seeking accreditation should develop curricula and instruction that educate faculty and prepare students with the multicultural knowledge, values and skills essential for professional practice.

- Programs should document their efforts to ensure the representation of women and people of diverse racial and ethnic identity in the student body and faculty and to expand these students' opportunities for entry into the communications professions.

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

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

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

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

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

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

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

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

The College was reaccredited in 2012 and is determined remain in compliance with the diversity and inclusiveness standard.

## **II. Equity Accountabilities**

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

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

Outreach activities for the 2016-2017 academic year include the following:

- Visits to high schools and two-year Colleges to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College is shown during visits. Visited high schools include journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of minority students.
- Updated the student recruitment database with information submitted by students completing a "Prospective student" contact card, also created in the Division. Information obtained from cards is used to invite students to summer programs, track their progress through high school and share information with UF Admissions for recruitment purposes.
- Provided operational support to the UF Chapters of National Association of Black Journalists (NABJ) and Hispanic Communicators Association (HCA). Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. The Knight Division also provides funds for members to attend the National Association of Black Journalists annual convention and the National Association of Hispanic Journalists annual convention
- Created "Knight Division" recruitment supplies/materials that included pens, folders, key chains, and note pads.
- Provided tours and information sessions for students visiting UF from UF Alliance partnership schools. Represented College at UF Alliance program summer career/majors fair.
- Provided tours and information sessions for students attending UF College Reach Out summer program.
- Provided scholarships for select students to attend College's Summer Journalism Institute (SJI), a residential summer program for high school journalists.
- Provided emergency funding to underrepresented students based on referrals from faculty, the College's Student Services office staff and Director's assessments.
- Used listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship programs.
- Participated in UF Black Student Union and Institute of Black Culture undergraduate student retention activities.
- The Knight Division Director serves as the advisor for the CJC Student Diversity Task Force.
- Collaborated with student volunteers to conduct a Phone-A-Thon, welcoming newly admitted underrepresented students, with the goal of answering their questions about CJC prior to making their enrollment decision.

**In a major development serving both the Hispanic community and bilingual students at UF, the College hired its first Spanish language news director in Spring 2017. This full-time position will help expand media and curricular offerings in Spanish language journalism within the College, as well as better prepare students for the evolving needs of today’s workforce. The weekly award-winning radio newscast, Noticias WUFT, has aired for seven years on 89.1/WUFT-FM throughout 17 counties of North Central Florida. However, with a full-time news director, more media offerings can now be produced across various other platforms, and the goal of a fully bilingual newsroom can be realized. In addition, part of the Spanish language news director’s role will be to develop an undergraduate certificate in Spanish language journalism, in partnership with the Center for Latin American Studies.**

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

**III. Diversity in Services**

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

The College regularly collects data on the gender and race of its undergraduate and graduate students. The following breakdown summarizes the data for the beginning of Spring 2017:

<b>Undergraduate Students</b>	
Male	624
Female	1836
Black Male	58
Black Female	131
White Male	368
White Female	1063
Hispanic Male	135
Hispanic Female	457
Asian Male	37
Asian Female	100
Indian Male	6
Indian Female	16
Alien Male	7
Alien Female	35
Unknown Male	13
Unknown Female	34
<b>Total</b>	<b>2460</b>

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

The College has continued to focus on attracting and retaining female and minority faculty. Women make up 48 percent of the college's faculty. In Spring 2016, the College had 50 full-time faculty; there were 26 men and 24 women. However, among the 38 tenured or tenure-accruing faculty positions, women and men are equal: 19/19. These 38 are divided as follows: At the full professor level, there are 13 men and 10 women. At the associate professor level, there are four women and five men. At the assistant professor level, there are five women and one man. Among the faculty who are not on tenure-accruing lines, there are seven men and five women. Among the 50 faculty members, ethnic minorities account for 24% of the faculty, with a total of 13 positions filled. These include three full professors (one of which is a Preeminence professor and one a department chair) as well as three associate professors, and six assistant professors and one non-tenured-accruing faculty.

#### **IV. New Initiatives**

What are your plans for 2016-2017 to support equity and increased diversity?

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

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

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

The Dean's Office and Dean's Student Advisory Council have worked collaboratively to establish a student task force on diversity and inclusion. The task force is proposed to support College-wide efforts to make the CJC a more inclusive space while increasing the diversity of its student body. The college also wishes to continue incorporating diversity issues into the curriculum and to prepare students to handle the stories of our increasingly multicultural nation. The task force has conducted research to assess the student perception of the CJC climate, and is preparing to continue discussions with the student body, in collaboration with each of the CJC student organizations during the 2017/18 school year.

## V. Accolades

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

Diversity and inclusion has emerged as one of the six strategic goals for the College. Our 2020 strategic plan includes establishing the College "as a leader in the recruitment, retention, and placement of multicultural faculty, staff, and students."

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

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

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

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

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

**Rationale:** The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of the United States and the

increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity and inclusion in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

## **Strategies**

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

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

Key milestone: Hire a director of inclusion (to be shared with two other colleges)  
Timeline: Fall 2017

### **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

Among other accomplishments this academic year:

- In the last fiscal year, among new staff and faculty hired, eight were women, two were African-American, two were Hispanic and one was LGBTQ.
- From Fall 2015 to Fall 2016, the percent of non-White students rose from 30 to 33.
- In August 2016, the College conducted a college-wide climate survey of faculty and staff to gauge perspectives on bias and feelings about the overall climate at the College and set a baseline to measure improvement.
- Also in August 2016, our annual faculty retreat was dedicated to diversity and inclusion, and included a workshop in the morning on implicit bias and brainstorming in the afternoon on strategies to address diversity in teaching and curriculum, faculty recruitment and retention, student recruitment and immersion experiences. That meeting helped kick-start the process for revising our diversity statement and fleshing out our diversity plan.
- Also in 2016, members of the Dean's Student Advisory Council established a student task force to address issues of diversity and inclusion.
- 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.
- In 2015, the College debuted the Becoming a Woman of Influence Series. The annual series features prominent women 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.
- The College invited a variety of outside speakers to discuss issues related to diversity and inclusion including:
  - Chad Ochocinco, former NFL wide receiver, discussed race relations

- Debbie Cenziper, Washington Post reporter, discussed her book on marriage equality
- Tim O’Sullivan, SVP, Head of Multicultural at Geometry Global, discussed growth of multicultural marketing
- Shane Santiago, VP and Digital Director, St. John and Partners; Angela Buonocore, former Chief Communication Officer for Xylem; Erin Hart, managing director, Spitfire Strategies; and Bill Imada, chairman, IW Group, all participated in an October 2016 Public Relations forum for students on diversity and inclusion.

**Goal:** Encourage faculty to conduct research related to diversity and equity issues.

**Outcome:** Examples of this scholarship this year alone include the following:

Refereed Journal Publications, Books, and Book Chapters

1. Hon, L. (in press). Digital social advocacy in the Justice for Trayvon Campaign. *Journal of Public Relations Research*.
2. Spell, D.C., Gallego-Ruiz, M., Molleda, J.C., Bayliss, L., Alvarez-Moreno, M., & Botero-Montoya, L.H. (2014). A propósito de un análisis desde las relaciones públicas: la revisión yuxtaposicional de la comunicación y la persuasión, una encrucijada para confrontar la industria farmacéutica [With regard to an analysis from public relations: Yuxtaposicional review of communication and persuasion, a crossroads to confront the pharmaceutical industry]. *Anagramas*, 24(13), 119-140.
3. Jain, R., De Moya, M., & Molleda, J.C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. *Public Relations Review*, 40, 595-597.
4. Özdora, E., & Molleda, J.C. (2014). Immigrant integration through public relations and public diplomacy: An analysis of the Turkish diaspora in the capital of the European Union. *Turkish Studies* 15(2), 220-241
5. Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, due Fall 2015).
6. Tripp, Bernell E., “The Antebellum Press.” Wm. David Sloan (ed.), *The Media in America: A History*, 9th edition, (Northport, AL: Vision Press, 2014), 141-158.
7. Tripp, Bernell E., “1820s-1830s: The Beginning,” in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
8. Tripp, Bernell E., “1840s-1850s: Radical Rebellion,” in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
9. Tripp, Bernell E., “1860s: Civil War & Patriotism,” in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
10. Alkazemi, M. F., & Wanta, W. (in press). Kuwaiti political cartoons during the Arab Spring: Agenda setting and self-censorship. *Journalism: Theory, Practice & Criticism*.
11. Lee, M. J. & Sobralske, M. (in press). Potential Motivators and Barriers for Encouraging Health Screening for Cardiovascular Disease among Latino Men in Rural Communities in the Northwestern United States. *Journal of Immigrant and Minority Health*

12. Hwang, K., Chan-Olmsted, S.M., Nam, S., & Chang, B. (submitted). Factors affecting mobile application usage: Exploring the roles of gender, age, and application types, *International Journal of Mobile Communications*.
13. Coffey, A.J. (2014). The power of cultural factors in Spanish-language advertising. *Journal of Advertising Research*, 54(3), 346-355.
14. Wohn, D. Y., Lee, Y.-H., & Ozkaya, E. (accepted). Social contributors and consequences of habitual and compulsive game play. *International Journal of Technology and Human Interaction*.
15. Krieger, J. L., Palmer-Wackerly, A. L., Krok-Schoen, J. L., Dailey, P. M., Wojno, J. C., Schoenberg, N., Paskett, E., & Dignan, M. (in press). Caregiver perceptions of their influence on cancer treatment decision-making: Intersections of language, identity, and illness. *Journal of Language and Social Psychology*.
16. Krieger, J., Palmer-Wackerly, A., Dailey, P., Krok, J., Schoenberg, N., & Paskett, E. (in press). Comprehension of randomization and uncertainty in cancer clinical trials decision-making among rural, Appalachian patients. *Journal of Cancer Education*.
17. Katz, M. L., Keller, B., Tatum, C. M., Fickle, D. K., Midkiff, C., Carver, S., Krieger, J., Slater, M. D., Paskett, E. D. (in press). Community members' input into cancer prevention campaign development and experience being featured in the campaign. *Progress in Community Health Partnerships: Research, Education, & Action*.
18. Krok-Schoen, J. L., Krieger, J. L., Palmer-Wackerly, A. L., & Dailey, P. (in press). The conceptualization of self-identity among residents of Appalachia Ohio. *Journal of Appalachian Studies*.
19. Pettigrew, J., Graham, J. W., Miller-Day, M., Hecht, M. L., Krieger, J., Shin, Y. (in press). Adherence and delivery: Implementation quality and program outcomes for the 7th grade keepin' it REAL program. *Prevention Science*.
20. Shin, Y., Miller-Day, M., Pettigrew, J., Hecht, M. L., & Krieger, J. (in press). Typology of delivery quality: Latent profile analysis of teacher engagement and delivery techniques in a school based prevention intervention, keepin' it REAL Curriculum. *Health Education Research*.
21. Krieger, J. (2014). Last resort or roll of the die? Exploring the role of metaphors in cancer clinical trials education among medically underserved populations. *Journal of Health Communication*, 19, 1161-77. doi: 10.1080/10810730.2013.801537
22. Graham, J. W., Pettigrew, J., Miller-Day, M., Krieger, J., Zhou, J., & Hecht, M. (2014). Random assignment of schools to groups in the Drug Resistance Strategies Rural project: Some new methodological twists. *Prevention Science*, 15, 516-525.
23. Palmer-Wackerly, A. L., Krok, J. L., Dailey, P. M., Kight, L., & Krieger, J. (2014). Community engagement as a process and an outcome of developing culturally grounded health communication interventions: An example from the DECIDE project. *American Journal of Community Psychology*, 53, 261-274.

**Goal 10:** Pursue external funding related to gender, race, diversity, and internationalization.

**Outcome:**

In 2013, the College received a sub-award from the Florida Department of Children and Families titled "Family Nutritious Program." Working with IFAS faculty, Dr. Cynthia Morton developed a social marketing program to empower parents and caregivers to improve health through culturally

appropriate diet and exercise, as well as offering healthful food options and opportunities for children to be physically active at home. The campaign will research different audience segments among SNAP-eligible parents/caregivers of children less than 18 years of age, with a specific focus on mothers. These segments may be identified by neighborhood, nationality, class or education. Almost 65% of the Miami-Dade population is Hispanic or Latino. Languages other than English are spoken at home for more than 70% of the population. Audience characteristics and priority behaviors will be determined using the CBSM model of engaging community partners to guide segmentation research and help us select targets for specific campaigns and prioritizing behaviors and approaches to change. The College's life-to-date share of the grant is \$103,109.

In 2015, the College was awarded an internal seed funding award titled "Advancing the Science of Cancer Clinical Trials Recruitment through Engagement: A Pilot Test of a Strategic Communication Intervention" to promote clinical research participation among minorities. Many people are supportive of efforts to find a cure for cancer, but they don't fully understand that efforts to treat cancer more effectively can only be found through cancer research studies. Unfortunately, most cancer research studies have difficulty in patient recruitment because only about 3-5% of eligible cancer patients enroll in such studies. Members of racial and ethnic minority groups have even lower rates of participation, which makes it challenging for healthcare providers to know if a new treatment can effectively be used with patients who identify as racial and ethnic minorities. The purpose of the current proposal is to help increase awareness of the importance of cancer research and improve attitudes about the safety and efficacy of current studies. We will conduct two community forums with African-American and Latino patients. In the forums, healthcare providers and patients will answer questions about participation in cancer research. Award amount of \$60,000.

In 2015, the College was awarded a contract from Experiencias Xcaret, a company in Mexico to develop a communication and public relations strategy for Experiencias Xcaret through public relations campaigns and media relations. The College will work to create speaking opportunities with a goal of successfully creating brand awareness, will audit social media presence and make recommendations for improvement. Total award amount of \$25,000.

Most recently, in 2016, the College was awarded a grant from the National Endowment for Arts. Dr. Churchill Roberts will lead a project entitled "The Curse of the Terracotta Warriors." Dr. Roberts is filming a documentary that tells the story of the discovery of the Terracotta Warriors and its aftermath, mainly through the eyes of one of the farmers, Yang Zhifa. As a child, Yang Zhifa had played in the area near the emperor's mausoleum, but neither he nor anyone else knew what lay beneath it. When his shovel struck a piece of terracotta, he had no idea it would be the key to one of the greatest archeological finds in history—the magnificent Terracotta Army of China's first emperor. What began as three cartloads of fragments grew and grew and grew—and continues to grow—until presently more than 8,000 life-sized soldiers, chariots and horses, and 10,000 weapons have been discovered. An equally great treasure, the actual tomb of Qin Shi Huang, has yet to be excavated. Historian Gengzhe Yu says that years ago local farmers found figurines in the mausoleum area but smashed them for fear they would bring bad luck. Despite the notoriety the discovery brought to Yang Zhifa and his crew of well diggers, they too wondered from time to time whether as a result of the discovery they had been blessed or cursed. To make room for the building of museums, the Chinese government took away their homes, their land and their livelihood, and

relocated them. For years the government refused to give them official recognition for their discovery. Some of the farmers, like Yang Zhifa and Yang Quanyi, were eventually given jobs in the Terracotta Warriors museum signing autographs.

### **Pending proposals**

To promote internalization, the College participated in a collaborative proposal with the Center for European Studies on a project titled “Getting to know Europe.” If funded, the College faculty will guide a student-run public relations agency to develop an overall communications plan and brand to use for the events planned for the duration of the project.

Supporting research in culturally sensitive communication, the College submitted a proposal to the Prevent Cancer Foundation. If funded, an existing educational platform will be adapted to reflect the needs of an underserved, rural African American population. Improvements will be made based on the suggestions provided by a community-representative sample of participants across a series of preliminary focus groups.