CHANGE FORWARD

EQUITY, DIVERSITY, AND INCLUSION REPORT 2022

Prepared by Chanta Haywood
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LETTER FROM THE DEAN</td>
<td>2</td>
</tr>
<tr>
<td>LETTER FROM THE LIAISON</td>
<td>3</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>4</td>
</tr>
<tr>
<td>SECTION I: DEVELOPING A STRATEGIC APPROACH</td>
<td>6</td>
</tr>
<tr>
<td>A GENERATIVE APPROACH</td>
<td></td>
</tr>
<tr>
<td>GUIDING PRINCIPLES</td>
<td>7</td>
</tr>
<tr>
<td>STRATEGIC APPROACH</td>
<td>8</td>
</tr>
<tr>
<td>ACTION ITEMS FROM THE REPORTS</td>
<td>10</td>
</tr>
<tr>
<td>THE STRATEGIC PLAN</td>
<td>12</td>
</tr>
<tr>
<td>SECTION II: WHO AND HOW OUR STRATEGIC APPROACH FOR IMPLEMENTATION</td>
<td>13</td>
</tr>
<tr>
<td>FUNCTIONS, ROLES, AND ACTIVITIES</td>
<td>15</td>
</tr>
<tr>
<td>SECTION III: EDI ACTIVITIES ACROSS THE COLLEGE</td>
<td>21</td>
</tr>
<tr>
<td>FACULTY &amp; STAFF RECRUITMENT AND DEV.</td>
<td>22</td>
</tr>
<tr>
<td>STUDENT RECRUITMENT</td>
<td>23</td>
</tr>
<tr>
<td>STUDENT EXPERIENCES</td>
<td>24</td>
</tr>
<tr>
<td>RESEARCH &amp; FUNDING</td>
<td>25</td>
</tr>
<tr>
<td>CURRICULUM &amp; PEDAGOGY</td>
<td>26</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>27</td>
</tr>
<tr>
<td>EVALUATION &amp; ASSESSMENT</td>
<td>28</td>
</tr>
<tr>
<td>SECTION IV: LESSONS LEARNED AND NEXT STEPS</td>
<td>29</td>
</tr>
<tr>
<td>WORKS CITED</td>
<td>31</td>
</tr>
</tbody>
</table>
Two years ago, in the wake of the public murder of George Floyd, Dean Larry Dennis was concerned about whether the College of Communication and Information was doing as good of a job as could be in including and serving our whole community in Florida. Learning about others and hearing different ideas, he contended, makes us more creative researchers, problem solvers, and people. Doing so would also benefit our students by preparing them for the society and workforce in which they will participate.

While departments and units were making some progress with diversity, he felt that our College needed a strategy and a plan for equity, diversity, and inclusion. It needed to be substantive and informed by the views of everyone in the college. More importantly, the process of developing the plan needed to reflect our vision for fairness and inclusivity. He asked Dr. Chanta Haywood, faculty member in the School of Communication, to lead the creation of the plan. In the summer of 2021, a CCI-EDI Strategic Plan was finalized and published. As we said last summer:

“Diversity will make our College richer. Inclusion will ensure full participation and support of all members of our College community. Equity will ensure fairness across the board. Achieving all three cannot be done without you, so I ask you to join CCI’s effort to make this endeavor a success.”

In August and September 2021, we held meetings with faculty and staff to identify a set of priorities to move forward in the 2021-2022 academic year. The Steering Committee continued its work through the year.

As part of that plan, we also identified the importance of reporting back to the College community each year on what we have done.

The 2021-2022 report that follows outlines activities in several areas. Firstly, it outlines the process of forming the plan and the activities of the EDI Steering Committee, a group that was formed in Fall 2021 to serve as the central coordinating body for the EDI initiatives. Secondly, it documents activities and challenges in each of the six goals set out in the EDI strategic plan of 2021. Of note here is the inclusion of efforts led by the steering committee as well as EDI activities initiated by students, staff and faculty, many of them ongoing. Thirdly, it reflects on lessons learned in this process. It also provides an opportunity for all of us to review and reflect on continuing and emerging challenges.

I thank Dr. Haywood and members of the Steering Committee for all their work this past year in leading this important effort.

I again invite members of the CCI community, students, alumni, staff, and faculty to read the report and to provide comments and suggestions. This will be very useful in informing our work going forward.

Sincerely,

Steve McDowell
Interim Dean
As a faculty member in the College of Communication and Information, I was honored and excited when Dean Emeritus Larry Dennis asked me to lead the College’s equity, diversity, and inclusion strategic planning and implementation processes. He had a vision to strengthen the College by including and respecting its diverse people, views, and ideas. He wanted to be strategic in doing so.

To develop our approach to the process, I drew from my multi-disciplinary academic scholarship, collaborative and interdisciplinary administrative leadership style, and multi-cultural pedagogical practices to create an inclusive, open, thorough, collaborative, collegial, and data-driven framework. The views, thoughts and insights of our faculty, staff, and students were valued. We engaged all stakeholders in discussions, meetings, regular communication, and surveys. We used the information gathered and set clear, measurable goals that we assessed and evaluated with plans to continually improve over time.

I was also aware that other colleges on Florida State’s campus, in the state, and around the country were undergoing similar endeavors as we grappled with creating safe and equitable environments in the wake of the death of George Floyd. Therefore, from the onset, I set out to be methodical in developing and documenting our process with the idea that it can be a model for our campus and at other universities in the state and country.

I only led the process. This first report describes the past two years of work of many dedicated faculty, staff, students, and alumni who feel passionately about making CCI more inclusive. Executing the plan would have simply been impossible without the Steering Committee and the Dean’s office. In this report, we share our values and goals, celebrate our successes, and provide transparent and honest assessments of areas we need to improve.

We realize that there is so much more to do. We are happy to share where we are at this juncture with the goal of showing even more progress for next year’s report. We welcome your input, feedback, and continued involvement in our work.

Sincerely,
Chanta Haywood
EDI Liaison
EXECUTIVE SUMMARY

PURPOSE OF THE EDI REPORT

This first annual Equity, Diversity, and Inclusion (EDI) report of the College of Communication and Information is presented in four sections, each reflecting the generative approach we took to developing and implementing our EDI strategic plan. It aims to do the following:

1. Share CCI’s strategic framework for equity, diversity, and inclusion and its connection to Florida State University’s goals for diversity and inclusion articulated in its strategic plan
2. Provide a review of the results of our work to date
3. Share our method with hopes of it being replicable or useful for other schools on campus
4. Acknowledge EDI activities in place prior to our formal planning process
5. Reflect upon the lessons learned during the EDI strategic planning process
6. Provide a roadmap of key priorities for the upcoming year.

GENERATIVE APPROACH

Our approach adheres to the theory of generative interactions. It was generative in that we knew we would have to challenge, reconsider, and perhaps change aspects of our College’s culture – a feat that could not be accomplished without the views, insights, buy-in, and participation of all stakeholders in CCI. From the onset, we established principles that would guide every aspect of the process. We share those here. We also discuss our method of identifying our college-wide issues, creating focus groups to address them, developing procedures to guide deliberations, analyzing their reports, and devising the actual strategic plan.

STRUCTURE AND IMPLEMENTATION

Section two describes our process for developing a comprehensive structure for implementation that would ensure that our plan did not die on a shelf. We want to keep it alive through the continual involvement of students, faculty, staff, and alumni on all levels. After careful analysis, we devised a structure which had a liaison who would organize and collaborate with five key committees: steering, outreach, student advisory, leadership, and special projects. We describe the functions, roles, and activities of each of these groups, the challenges and solutions we faced, and the approaches we took to prioritizing activities and recommendations.
EDI INITIATIVES ACROSS THE COLLEGE

Section three acknowledges and applauds EDI-related work related directly to the strategic planning initiative as well as work that was already being done in the College prior to our efforts. We have taken a selective sample of those activities and categorized them under specific strategic goals they speak to. As we begin centralizing our EDI efforts, we use this work to offer brief analysis or reflections on how we are doing well, what we can do more of, and what we can do to change. We hope that moving forward, units will be inspired to continue with their work and to take a broader, more strategic perspective on equity, diversity, and inclusion when planning events, conducting research, and making decisions.

LESSONS LEARNED

This process over the past two years wasn't without mistakes, trials, and hurdles. We had a few. With the hope of providing further guidance to other academic areas planning similar initiatives, section four outlines the lessons we learned about identifying and tracking specific targets and metrics, communicating more effectively, and organizing and planning events and activities. We are extremely appreciative of the important contributions of many people in our College. Going forward, we will report on the prior year’s progress in each annual edition of this report.
Faculty, students, and staff involved in the strategic planning process were driven by a desire to develop and shape a long-term culture of equity, diversity, and inclusion in CCI. Our collective approach to achieve this goal adheres to the theory of generative interactions. Posited by Bulger Bernstein et al, the theory of generative interactions encourages “pursuing an important, shared organizational purpose, mixing diverse members frequently over protracted periods of time, enabling differing groups to have equal standing and insider status in contributing to success, and providing collaborative interdependence, interpersonal comfort, and self-efficacy” (395). As such, we were intentional about being inclusive, open, thorough, collaborative, collegial, and data-driven so that the insights of all stakeholders in our College were valued and given equal consideration.

Our approach was generative in that we knew we would have to challenge, reconsider, and perhaps change aspects of our College’s culture. Such an undertaking would have to be guided by principles that factored in diverse views. Those underlying values were centered around collaboration, strategic alignment, and inclusivity.
GUIDING PRINCIPLES

CROSS-DISCIPLINARY AND FUNCTIONAL COLLABORATION

We felt that promoting a collaborative and cross-disciplinary approach to EDI would make our efforts more comprehensive. Leveraging the expertise and experiences of all faculty, staff, students, and alumni was needed, encouraged, considered, and appreciated. We worked together across disciplinary and functional lines to optimize the results.

ALIGNMENT WITH FSU & SUS GOALS

The University prioritized equity, diversity and inclusion in its strategic plan. The Office of the President created a diversity taskforce to begin addressing EDI-related issues on campus. We made sure CCI’s efforts aligned with and supported FSU’s and SUS’ goals for diversity.

INCLUSIVE COLLEGE CULTURE

Having a more diverse population is just one half of the equation. The other half is ensuring that we have a culture in our College that shows intentional efforts to be inclusive. Our deliberations were nuanced by our acute awareness that we would have to make cultural shifts in programming, course development, student recruitment, community involvement, and more.

OPENNESS AND INCLUSIVITY

Fostering an open and inclusive process ensures that all voices and perspectives are heard. Therefore, we listened and responded to all recommendations and views. We also allowed stakeholders to pursue various paths to achieving goals. Transparency and communication were and continue to be priorities.
SECTION I

STRATEGIC APPROACH

Our approach to equity, diversity, and inclusion involved identifying our issues, creating focus groups, reporting focus group findings, and taking actions based on those findings.

IDENTIFYING OUR ISSUES

It was critical that we used internal stakeholder data to gather a collective understanding of our issues. We got a sense of our self-identified challenges via trend analyses, needs assessments, and other surveys.

TREND ANALYSIS

In addition to studying national trends in EDI efforts, we reviewed and analyzed the University’s strategic plan, specifically its priority for equity, inclusion, and diversity. A review and analysis of the strategic plans for each School within CCI were also conducted to understand their written goals on EDI, identify their goals on collaborative work, and to see their similarities across units.

NEEDS ASSESSMENT & COMMON THEMES

A survey was conducted to ascertain faculty, staff, and student views of the equity, diversity, and inclusion needs in the College. Common responses and themes were identified, and from those, the following strategic priorities emerged:

- Develop curriculum and pedagogical strategies that will enhance diversity and inclusion and explore innovative ways to include diversity in courses.
- Recruit diverse faculty and staff and create an inclusive culture for everyone.
- Recruit diverse students and create an inclusive culture for them all to thrive.
- Identify and pursue collaborative EDI research and grant funding.
- Create and ensure an inclusive student environment and increase student awareness of diversity issues.
Focus groups of faculty, staff, and student volunteers were formed based on the aforementioned priorities. The Dean identified convening chairs who would organize initial meetings of the groups and help establish the groups’ approach to producing the deliverables. They were tasked with creating reports used to develop action items in the final plan. The following table describes their areas and specific charges:

<table>
<thead>
<tr>
<th>Curriculum &amp; Pedagogical Strategies</th>
<th>Identify co-curricular activities that will enhance diversity and inclusion and focusing innovative ways to include diversity in courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, Staff, &amp; Student Recruitment</td>
<td>Identify strategies for recruiting and developing diverse faculty, staff, and students.</td>
</tr>
<tr>
<td>Research &amp; Grants</td>
<td>Identify areas for EDI research collaborations and grant funding.</td>
</tr>
<tr>
<td>Student Experience &amp; Development</td>
<td>Identify practices to develop an inclusive student environment and increase student awareness of diversity issues.</td>
</tr>
<tr>
<td>Data Trends &amp; Best Practices</td>
<td>Identify current EDI trends and practices in higher education.</td>
</tr>
</tbody>
</table>

**FOCUS GROUP GUIDELINES**

Guidelines were developed for each group to follow during their deliberations. When meeting, the focus groups were asked to consider the following principles guiding the development of the CCI’s EDI Plan:

A. Be Collaborative, Cross-disciplinary, and Inclusive: The views, opinions, and insights of all faculty, staff, and students involved in this effort are encouraged, considered, and appreciated.

B. Reflect Florida’s Population: We are interested in having more faculty, staff, and students that reflect the population of the State of Florida and the country.

C. Consider Cultural Shifts: Having a more diverse population is just one half of the equation. The other half is ensuring that we have a culture in our College that shows intentional efforts to be inclusive. This means that we would have to make cultural shifts in programming, course development, student recruitment, community involvement, and more.
FOCUS GROUP REPORTS

Each group produced a 3-5 page report, which had to provide the following:

1. Summary of the key issues identified by the group as important to the development of the plan as it relates to their focus topic
2. Recommendations for measurable administrative actions the group feels needs to be taken to address their issue
3. A list of resources or sources referenced while making final recommendations
4. A list of each team member
5. Other information pertinent to understanding their recommendations

ACTION ITEMS FROM THE REPORTS

DEFINING EQUITY, DIVERSITY, AND INCLUSION

Faculty, staff, and students involved in CCI’s equity, diversity, and inclusion planning efforts felt that defining equity, diversity, and inclusion was a critical step in our process. Doing so puts each of us on the same page as we carry out our goals, strategies, and tactics. Preliminary definitions informed by language in the original survey were drafted and sent to stakeholders for input. The following definitions were agreed upon as a result of that process:

- For the purposes of this plan, diversity is defined as the sum of all ways that people are alike and different. This includes the full spectrum of human and social identities with regard to sex, sexual orientation, gender identity, race, color, ability, national or ethnic origin, religion, age, beliefs, or socioeconomic status.

- Equity is the deliberate creation and reinforcement of behavior, actions, policies, and practices that ensure access, opportunities, and fair treatment for all CCI students, staff, and faculty.

- By inclusion we mean having a college culture in which all individuals are treated fairly and respectfuo and are valued for their distinctive skills, experiences, beliefs, and perspectives.
SECTION I

CREATING A DIVERSITY STATEMENT

Faculty, staff, and students felt that we needed a statement that publicly declared our internal and external commitment to creating a more diverse and inclusive college that ensures that everyone enjoys the same treatment, considerations, and protections. We engaged the faculty and staff via survey and discussions. The following statement reflects our collective sentiments:

The College of Communication and Information at Florida State University recognizes and believes in equity, diversity, and inclusion as core principles. We believe that diversity among our faculty, staff, and students strengthens the College, enriches the College culture, fuels creativity, fosters learning, promotes the exchange of ideas, prepares our students for a global workforce, and improves problem solving.

As such, we seek to:

- Recruit, admit, hire, and retain students, faculty, and staff from diverse backgrounds and life experiences, including but are not limited to sex, sexual orientation, gender identity, race, national or ethnic origin, ability, religion, age, or status
- Design and offer curricula that promote learning about human diversity
- Educate faculty, staff, and students to be culturally aware and sensitive by providing curricula, programs, and workshops
- Ensure that our students have classroom and extra-curricular experiences that embrace, promote, and celebrate difference
- Create opportunities for collaborative research and teaching on diversity, equity, and inclusion
- Retain and promote growth for faculty, staff, and students by providing support and professional development
- Examine practices and policies for impact and effectiveness and changing them when necessary.
THE STRATEGIC PLAN

The following is an outline of the goals in the EDI Strategic Plan developed from the aforementioned actions. We envision it as a living document that will be updated and revised as our College culture changes. The specific goals and strategies will strengthen our College’s environment for equity, diversity, and inclusion. The 7 goals, 16 strategies and 57 tactics were prioritized for implementation by CCI faculty, staff, and students over the next three years with support from the Office of the Dean.

1. Goal: Faculty & Staff Recruitment & Development
   Improve recruitment efforts of diverse staff and faculty and develop a CCI-wide and School-specific staff and faculty culture that reflects and pursues our EDI ideals.

2. Goal: Student Recruitment
   Develop and execute strategies to recruit and develop diverse students.

3. Goal: Student Experiences
   Ensure an inclusive student environment and increase student awareness of diversity issues.

4. Goal: Research and Funding
   Identify areas for EDI research collaborations and grant funding to support and fund EDI projects that support individuals from diverse backgrounds.

5. Goal: Curriculum and Pedagogy
   Improve the quality of EDI-related content and culturally responsive teaching practices used in CCI.

6. Goal: Communication
   Develop and promote EDI programs and initiatives and create mechanisms for sharing them.

7. Goal: Evaluation and Assessment
   Develop evaluation and assessment strategies.
During the 2018-2019 academic year, the School of Communication, under the direction of Jennifer Proffitt, completed a strategic planning process. The summary document provided by the consultants for the process noted these questions posed by the SOC’s faculty:

“Who will do this? It’s a good idea, but again, extra work for already really busy faculty.”

“Who is going to do all of this? It appears most of this will fall on the director or associate director and they already do so much.”

“...My questions are all about implementation. Who will do it, how, when?”

“Again, as with many of these, the question is who is going to do this and keep track of it?”

“Again, I have questions about how this would be implemented -- who would conduct the research, when, and how?”

In short, faculty were concerned that their new strategic plan could end up in its elephant’s graveyard - that mystical place where elephants automatically guide themselves to die when their time is near. They were concerned that the plan could “transition” to a binder, jump drive, zip drive, shared folder, or the marginal link of a website.
Anticipating that stakeholders for our college-wide EDI strategic plan may have similar questions about implementing and executing our change forward, we responded to a call made by Eckel and Trower in an article on colleges’ approaches to strategic planning. In “Stop Planning,” they asked colleges and universities to focus more heavily on the other half of strategic planning: the strategy (Eckel and Trower, 2019). They note that successful strategy must be “advanced by a collaborative effort,” and that it must come “through collective and intentional efforts as well as emergent activities” (2). To do so “involving key stakeholders is important, if not essential” (2).

The focus group reports, survey results, and formal and informal meeting discussions from our planning process responded to Eckel and Trowers’ admonition. Analysis of these sources revealed not only a consistent concern for structure to ensure that the EDI effort is fully executed, but also a uniform desire to involve students, alumni, faculty, and staff are on all levels.

The following is structure was therefore developed for our College EDI initiative:
FUNCTIONS, ROLES, AND ACTIVITIES

EDI LIAISON

Conceptually, we needed a “hub” around which our work and efforts would be organized. To meet this need, we created the position of EDI Liaison, who would work closely with the steering committee, special projects groups, student advisory board, outreach committee, and leadership committee. Since Chanta Haywood led the strategic planning process, she was identified as the Liaison, and she received a course reduction to carry out these duties. Over the course of the year, she worked with Stephen McDowell (after Larry Dennis returned to the faculty), Michelle Kazmer, and Elaine Howard in the Dean’s office to collaborate with all committees, propose solutions, conduct research, develop strategic actions, update stakeholders, and devise, plan and implement seminars and other EDI meetings and activities. The following are some of the activities the Liaison engaged in:

1. **CCI EDI Canvas Course/Repository:** This site was created to house documents and materials related to creating and implementing the strategic plan. It will also serve as a resource for faculty, staff, and students to retrieve and provide EDI-related information.

2. **EDI training:** To learn strategies for effective EDI strategic execution, the Liaison participated in Cultural Competency training at Florida State and received the Fostering Equity and Inclusion Certificate from Yale.

3. **Data Collection and Assessment:** To ensure that the plan and its execution were informed by all stakeholders in CCI, the Liaison developed and used over 11 surveys which targeted faculty, staff, alumni, and students.

4. **Process Evaluation:** The Liaison used the results of surveys and evaluations to documents and improve the strategic planning and implementation process.

5. **Trend Analyses:** To stay current on the recent trends that our peer institutions are engaging in, the Liaison conducted and used research in planning and reporting on CCI’s process and progress.

6. **Interactive Activities:** To ensure inclusivity in planning and implementation, the Liaison held interactive, hands-on sessions during the faculty and staff retreats and meetings. The outcomes of those activities were used in the plans and reporting.

7. **General Administration:** The Liaison participated almost weekly in various meetings, which included the CCI Leadership Board, Human Resources, departmental, school-wide, student organizations, and others.
THE STEERING COMMITTEE (SC)

To “steer” the execution of key objectives of our plan and to ensure its impact across all Schools, we needed a multi-unit team. A Steering Committee (SC) was created which consisted of faculty, staff, and students who were nominated by their schools, as well as a member of the College's Leadership Board. The SC’s role was to work with the EDI Liaison, prioritize EDI deliverables, monitor progress, propose solutions, and serve as EDI advocates. The members in 2021-2022 are Elaine Howard (staff), Kelley Smith (staff), Kelly Farquharson (faculty), Davis Houck (faculty), J. Barnes Mitchell (staff), Christy Chatmon (faculty), Michael McDonald (student), Ghazal Hussain (student), and M.J. Little (Leadership Board). Representatives from the Dean’s Office also participated in SC meetings.

Ensuring that their actions were in keeping with the University’s strategic EDI effort, the SC was challenged with establishing the foundation for how we would operate while carrying out specific EDI activities and events. Over the course of the year, the committee held five meetings, received HR EDI training, organized two cross-unit activities, participated in conferences, and more.

CHALLENGES AND SOLUTIONS

HB233

From the onset the SC realized the need be mindful of legislation and its impact on the committee's actions. At the beginning of the SC's deliberations, HB233 was a major item. After extensive discussion and research, the committee realized that the bill did not impact their activities; therefore, no action was necessary at that moment. It will continue to monitor this and other legislative actions that can influence their work.
IDENTIFYING MEASURABLE PROJECTS AND ACTIVITIES

The next challenge was identifying measurable projects and activities for each of the strategic goals. To do so, we capitalized on the intellectual capital of faculty and staff during their respective retreats in August and September of 2021. During those retreats, attendees were placed in breakout rooms according to the top five focus areas. A live Google document was created, and each group was tasked with recommending three strategic activities or projects, identifying success indicators for each suggestion, and providing an idea for the first step that they felt should be taken to execute the project/activity. At the end of the exercise, we had a document produced by faculty and staff of excellent ideas for carrying out the strategic plan.

PRIORITIZATION

To prioritize these recommendations, the committee categorized each one according to the time and resources it would take to complete them. As such, they were labeled as short term, near term, or long term. We then determined which areas in our new structure would be best suited for owning and executing those projects.

The following table shows the Committee’s prioritization of the College’s recommendations:

<table>
<thead>
<tr>
<th></th>
<th>Recommended Project</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT</td>
<td>EDI Related PIVOT training for faculty and staff</td>
<td>Committee, Staff</td>
</tr>
<tr>
<td>LT</td>
<td>Add EDI topics to the ‘research day’</td>
<td>Committee</td>
</tr>
<tr>
<td>ST</td>
<td>Increase availability of diversity statements/ demographic explanations</td>
<td>EDI Admin.</td>
</tr>
<tr>
<td>ST</td>
<td>Create a list of student orgs</td>
<td>Student Adv.</td>
</tr>
<tr>
<td>NT</td>
<td>Series of alumni virtual lectures</td>
<td>EDI Admin.</td>
</tr>
<tr>
<td>ST</td>
<td>Student diversity panel</td>
<td>Student Adv.</td>
</tr>
<tr>
<td>NT</td>
<td>Waive GRE requirement, letters of recommendation, and application fee</td>
<td>Leadership</td>
</tr>
<tr>
<td>LT</td>
<td>Collaborate with local high schools, FAMU, and TCC</td>
<td>Outreach</td>
</tr>
<tr>
<td>ST</td>
<td>Integrate faculty and staff in committees. Include an EDI statement in a statement of teaching for future faculty searches</td>
<td>Leadership, EDI Admin.</td>
</tr>
<tr>
<td>LT</td>
<td>Examine retention of diverse faculty &amp; staff</td>
<td>Special Issue Committee</td>
</tr>
<tr>
<td>ST</td>
<td>Build shared repository of syllabi, resources, and materials on a Canvas</td>
<td>EDI Admin.</td>
</tr>
<tr>
<td>NT</td>
<td>Strategies for courses that feel harder to integrate EDI content</td>
<td>Special Issue Committee</td>
</tr>
<tr>
<td>LT</td>
<td>Help faculty navigate changes in EDI related educational policy</td>
<td>Special Issue</td>
</tr>
<tr>
<td>LT</td>
<td>EDI video</td>
<td>Special Issue</td>
</tr>
<tr>
<td>ST</td>
<td>Regular transparent communication with all audiences</td>
<td>Leadership. Admin. Outreach</td>
</tr>
</tbody>
</table>

ST: Short-Term    NT: Near-Term    LT: Long-Term
EXECUTING SHORT-TERM PROJECTS

We understood that while many of the short-term projects were low-hanging fruit that would require administrative and organizational steps that did not need many resources, we could not complete them all in a year’s time. We moved forward with the understanding that we would make micro-steps. We began communicating with appropriate personnel to gather diversity statements and compile the list of student organizations. Regarding integrating staff and faculty in committee, we looked to the example provided by the School of Information, which was noted as having best practices in ensuring representative mixtures of faculty and staff. No formal action was taken other than deciding to have a committee member begin exploring SOI strategies for the purposes of sharing this information with the other units.

EDI TRAINING AND CERTIFICATIONS

Cultural Competence in Higher Education Training

Despite the good faith intentions in leading this effort for the College, members of the Steering Committee felt limited in their ability to address some of the issues that rise out of EDI-related discussions and interactions. The members were acutely aware of their own unconscious biases, lack of knowledge about terminology, and limited overall view of how to navigate sensitive exchanges or difficulty dialogues. The SC felt that to offer guidance to the stakeholders in the College, they needed training. On February 1, 2022, the Office of Human Resources provided a Cultural Competence in Higher Education workshop. The session enhanced the SC’s awareness, knowledge, and skills in multicultural competence to help them work effectively with diverse groups of students, faculty, and staff.

Yale University’s Fostering Diversity and Inclusion Certification

Additionally, because the Liaison was responsible for translating the strategic plan into action, she received training and a certificate from Yale’s Fostering Inclusion and Diversity program. The 3-week online program was designed to help leaders apply key EDI conceptual models to their organizations. This program consisted of corporate and institutional leaders from around the world. It is worth noting that the program professors and participants acknowledged that CCI was ahead of the curve of many organizations with the development and implementation of its strategic plan.
SECTION II

RESOURCES REPOSITORY ON CANVAS

During the process of developing the strategic plan, the Liaison compiled survey results, meeting minutes, reports, and data. In keeping with Strategy 6.1 in the plan, to have transparent communication with all audiences and have a space where faculty and staff can access information, we created a Canvas course, which consists of the following modules:

- The Strategic Plan
- Implementation
- Presentations
- Focus Groups Reports
- Surveys and Questionnaires
- Meetings and Minutes
- EDI Related Links and Videos
- The EDI Course taught by Dr. Haywood

Our vision is for stakeholders to visit this site for data and information related to our plan. It will be updated regularly.

EDI IN ACTION: STUDENT PANEL

Strategy 6.2 states that we will “host a series of round tables in which faculty, students, and staff are invited to participate and attend to talk about EDI issues.” In keeping with this goal, the Steering Committee organized an alumni panel to discuss EDI-related issues and initiatives in their current work environments and how FSU could have prepared them for navigating those issues. The meeting was held via Zoom on February 1, 2022. The panelists were Pablo Correa, Professor at the St. Joseph’s University, Arianna Davis, Product Designer and Engineer at Stocktwits, Fabienne Collins, Instructor at DC Prep Edgewood Middle Campus, and Lars Stoltzfus, Professor at Gonzaga. A news article about the EDI Panel and YouTube video of the EDI Panel provide insight into the event.
STUDENT ADVISORY BOARD

Goal 3 of the strategic plan highlights the commitment to ensuring “an inclusive student environment and increase in student awareness of diversity issues.” The Student Advisory group was designed to share information, build community through conversation, and receive student response regarding CCI’s diversity, equity, and inclusion initiatives. It was created to adhere to the following strategies.

This first year was organizational, and Michael McDonald served as the student representative. It was determined that the following actions needed to be taken:

1. **Create a structure to galvanize student effort:** The SC looks to activate the EDI Student Advisory Council (SAC) in the Fall of 2022. We will ask staff, faculty, students, and leaders for recommendations and help with reaching out to students.

2. **Gauge students’ feelings about EDI in CCI:** We created and disseminated the CCI Undergrad & Grad Student EDI Needs Assessment Survey to gauge student perceptions of their needs. Feedback was minimal, with only 6 students responding. A more concerted effort will be put forth during the 2022-2023 academic year to attain a more comprehensive sense of student needs.

3. **Develop a communication plan to reach students:** The SC felt the need for a clear and consistent message to begin speaking with students about EDI. The committee agreed to begin collaborating with appropriate personnel to reach out to students in classes, via email, and social media.

THE OUTREACH COMMITTEE

This committee was created to educate, involve, and engage CCI’s stakeholders such as alumni and community partners. Its purpose is to learn stakeholder priorities and then to craft messages and engagements that are inclusive of them. While this committee was not active during the first year of implementation, outreach to outside partners did take place through the work of the other committees.

EDI LEADERSHIP

This committee consists of the Directors and Chairs with the goal of these leaders helping their areas prioritize and schedule promoted initiatives as well as delegate authority, adopt policy to different contexts, and negotiate joint benchmarks and measures. The Directors and Chairs led the efforts in their colleges to devise diversity statements and continue to develop and execute their specific EDI plans.

SPECIAL PROJECTS COMMITTEE

There are likely to be times when leadership would like to ensure coordinated focus on the suggested projects or a single issue. Special Projects committees will convene when necessary to do the work. During this year, no special projects team was convened.
This report focuses on the work of this specific initiative over the past two years. Reviewing our process has also given us the opportunity to discover and acknowledge the EDI-related work already being done in the College prior to this initiative. Faculty, staff, students, and administrators have been providing opportunities, conducting research, making decisions, creating policies and practices, and having activities with the goals of being inclusive and making their departments more diverse and equitable. From a college-wide perspective, these efforts were decentralized, but the work was being done, nonetheless.

In fact, recent data from Dean's office show that just in the last year, the College has had 71 stories or social media posts featuring the EDI-related research, symposia, speeches, and articles of our faculty, staff, and students. In this section of the report, we have combined the Steering Committee's with a few selective samples of activities across the College and categorized them under specific strategic goals they speak to. We offer brief analysis or reflections on what we are doing well, what we have not being doing enough of, and what we can do to change. We hope that moving forward, units will be inspired to continue with their work and to take a broader yet strategic perspective on equity, diversity, and inclusion when planning events, conducting research, and making decisions.
GOAL: FACULTY & STAFF RECRUITMENT & DEVELOPMENT

The focus group reports, surveys, and dialogue all reflected a strong desire to increase a sense of relatedness between faculty and staff, provide opportunities to enhance faculty and staff knowledge on diversity, and expand and develop our faculty and staff talent pipeline. In response, this objective aims to improve recruitment efforts of diverse staff and faculty and develop a CCI-wide and school-specific staff and faculty culture that reflects and pursues our EDI ideals.

SELECTED ACTIVITIES 2020-2022

- J Barnes Mitchell was named Equity, Diversity, & Inclusion Program Coordinator & Internship Coordinator in the iSchool. In this capacity, Mitchell is providing leadership for researching, developing, implementing, and maintaining the iSchool's EDI practices and events.
- Elaine Howard attended a series of EDI workshops designed to explore biases and find ways to implement culturally sensitive practices in the workspace and in public engagement.
- The Steering Committee received EDI training from the Office of Human Resources.
- Several faculty members and staff participated in Human Resource's training and workshops.
- Chanta Haywood participated in the Yale School of Management's Executive Education program on Fostering Inclusion and Diversity. This training will be used to help advance the College's EDI agenda.

INSIGHTS/REFLECTIONS

While we are making progress, we do recognize that there are some challenges we must address. We had successful searches this year and have recruited diverse faculty and staff.
GOAL: STUDENT RECRUITMENT

We understand the importance of extending our admissions outreach to identify and admit more diverse students. The objective of this goal is to develop and execute strategies to recruit and develop diverse students.

SELECTED ACTIVITIES 2020-2022

- The College launched Black Men in Tech (BMIT), a project that focuses on strengthening the pipeline for young Black men interested in Science, Technology, Engineering, and Mathematics (STEM), with a focus on Information Technology (IT). BMIT is led by Faye Jones, PhD, Faculty Researcher at Florida State, and Ebrahim Randeree, Associate Dean of Finance & Administration. Christy Chatmon is BMIT’s instructional lead.
- Betsy Crawford has attended several graduate student recruitment fairs across the state, including HBCU’s.
- Stars Alliance is an NSF sponsored activity to increase the number of women and minorities in IT/Computing; FSU CCI accomplished this through on campus peer events and K-12 outreach across Florida. STARS was originally launched by former Dean Larry Dennis.
- The iCamp summer camp and the ASCENT program in West Florida both seek to develop a pipeline of diverse middle and high school students to pursue careers and education in information technology services.

INSIGHTS/REFLECTIONS

We recognize that programs have different compositions and that each program may want to think about how to best ensure that the students they admit reflect the population of the State. To do so, units are revisiting their admissions criteria, such as eliminating the GRE as a requirement for graduate admissions to open the pipeline for more students. These areas strongly feel that they are not lowering their standards, as they acknowledge that the test is not always a good predictor of student success. The School of Information began waiving the GRE in 2017.

Additionally, units in CCI are working to remove specialized admission in selected majors, which we anticipate will broaden our pool of prospective students, possibly including more students from North Florida and more transfer students.
GOAL: STUDENT EXPERIENCES

Our students bring their varied experiences, eagerness to learn, and leadership abilities to our College and classroom. Diversifying the student population will enhance the learning and cultural environment. We recognize the importance of making the student experience as welcoming as possible. This goal is intended to ensure an inclusive student environment and increase student awareness of diversity issues.

SELECTED ACTIVITIES 2020-2022

• Doctoral student Victor Lugo presented at the Southeast Regional Clinical Translational Science Symposium. His presentation, titled “Diversity, Equity, and Inclusion in Team Science,” gathered responses from over 900 researchers across the United States about their perspectives on team science.

• The College of Communication and Information hosted EDI in Action: A Dialogue with Former CCI Students. This panel, moderated by Dr. Davis Houck, provided a space for CCI alumni to discuss their experiences at FSU and their vision for the College’s progression.

• Diverse World Fashion (DWF) Magazine celebrated the launch of their latest issue, titled “Duality”. An Editor-in-Chief of the magazine and recent CCI graduate Taylor Mair shared her views about the event and the launch of the new issue.

• CCI hosted the 9th Annual Women in Leadership Conference, which featured notable female leaders from Florida and beyond, including FSU and CCI Alumna. The goal of the conference was to connect female students and alumna with mentors.

• Doctoral student Denisha Campbell presented her work that explored the manner in which Speech-Language Pathologists (SLPs) are able to support students from culturally and linguistically diverse backgrounds, specifically with their literacy development, at the National Black Association for Speech-Language and Hearing (NBASLH) Convention.

INSIGHTS/REFLECTIONS

While we are pleased that so many students are getting exposure and experience, we want to think about ways to provide funding to support student engagement to enhance accessibility. Students with limited means, for instance, may not be able to undertake internships or go on club trips. Many of these students may not bring this to the attention of their coordinators. We seek to identify and provide support for students who may not be participating in co-curricular activities. Also, when we review applications for admission to programs, without minimizing any student’s accomplishments, we must realize some of the barriers to resources and previous experiences some students face.
GOAL: RESEARCH AND FUNDING

CCI is encouraging faculty and students to conduct, publish, present on, and seek funding for research on topics related to diversity and inclusion. This goal seeks to identify areas for EDI research collaborations and grant funding to support and fund EDI projects that support individuals from diverse backgrounds.

SELECTED ACTIVITIES 2020-2022

• The Center for Hispanic Marketing Communication (CHMC) hosted its annual Gala. This year’s Gala was virtual, bringing together over 100 students, alumni, and community members in a celebration of “Hispanidad”. By the end of the event, the CHMC had reached its goal of $100,000 raised. These funds will help support the continued professional development of the Hispanic marketing communication students at the CHMC.
• Mafe Brooks offered her expertise on creating an EDI fundraising campaign to raise dollars to support executing the plan. Funds could support recruiting more diverse staff, faculty, and students and to fund their research or development.
• The Research and Funding focus group received PIVOT training on pursuing funding that will be specific to grants that are related to EDI topics or directed towards supporting individuals from diverse backgrounds as well as how to find collaborators.
• The Research focus group provided a list of resources to support recommended EDI research, which included
  ○ A list of foundations with EDI initiatives/topics/foci
  ○ A list of grant opportunities that support EDI
  ○ Diversity Statement examples from previously submitted grants

INSIGHTS/REFLECTIONS

We have had success in areas such as workforce development, resilience, and serving bi-lingual communities. We want to continue to understand opportunities and enhance programs that will serve our communities and reach individuals with diverse backgrounds. Our expertise in health sciences and our insights in multicultural marketing communication can help enhance our focus and efforts to seek funding for these areas.
GOAL: CURRICULUM AND PEDAGOGY

In addition to aiming to serve students who represent the population of the State of Florida, we also believe that we should prepare them to lead and work in diverse environments. As such, the College seeks to improve the quality of EDI-related content and culturally responsive teaching practices used in CCI.

SELECTED ACTIVITIES 2020-2022

- The Curriculum and Pedagogy focus group created a menu of resources and expertise already present at FSU university wide, and from national forums and organizations that focus on EDI.
- The EDI Liaison developed and taught an EDI course designed to help students navigate diverse and cross-cultural organizational settings more effectively and improve their ability to work within and lead diverse teams and global organizations. The students produced an eBook titled *All In: FSU Students’ Perspectives on Practical Ways College Campuses Can Approach EDI*.
- Assistant Professor of Communication Science and Disorders, Dr. Lakeisha Johnson, spoke at the Milton S. Carothers Faculty Lecture Series on February 15th, 2022. Her presentation, titled "Literacy and Justice for All: Cultural Considerations for Diverse Readers," explored the benefits which readers of diverse backgrounds bring to the classroom, as well as culturally responsive practices in literacy instruction.

INSIGHTS/REFLECTIONS

As we think about how we serve our students, we must consider the fact that the world in which they will exist and work is diverse and cross-cultural. Their workplace requires interactions with diverse peers, managers, and customers from different backgrounds and experiences. When differences are misunderstood, they can create challenges and hinder progress. We realize that even in our college, we are limited in ways to infuse EDI principles in the classroom. Chanta Haywood’s professional development leave during Fall 2022 is intended to address this issue by providing a guide for using techniques for syllabus building, cultivating inclusive classrooms activities, and suggesting ways for students to lead EDI change in the workforce.
GOAL: COMMUNICATION

We recognize that creating spaces and opportunities for people to share their ideas, contributions, and successes related to EDI is one way to effectuate change. We set out to enhance communication to ensure that the CCI community understands our commitment to a climate of equity, diversity, and inclusion.

SELECTED ACTIVITIES 2020-2022

- Dr. Davis Houck ran a 2-week program in the MS Delta (along with Dr. Brian Graves and CCI alumnus Dr. Pablo Correa) that teaches civil rights history parallel with filmmaking to high school students in the area. This year, they had 22 students. Recent alumna Valencia Simmons also joined the effort as an instructor.
- Dr. Yolanda Rankin recently shared her work and was featured at the Association for Computing Machinery on Human Factors in Computing Systems (ACM CHI) in New Orleans, LA where one of her featured papers received an “Honorable Mention” award.
- Dr. Sana Tibi was recently invited to speak at the 4th webinar hosted by the World Bank and Queen Rania Foundation. The talk was part of a series of webinars geared towards advancing Arabic language teaching and learning to reduce learning poverty in the Middle East and North Africa (MENA).
- Several SCSD researchers, students, and faculty members showcased their work at the 9th National Symposium on Spanish as a Heritage Language (NSSHL).
- The College of Medicine hosted a series of workshops on medical staff’s interactions with patients with disabilities in conjunction with faculty from the School of Communication Science and Disorders.
- CCI visiting faculty member Maurice Johnson presented his research at the American Educational Research Association (AERA) Annual Meeting.

INSIGHTS/REFLECTIONS

We need to do more to highlight the activities that students and faculty are engaged in. We must also connect what we are doing to the larger strategic priorities of the University. For example, a main concern of the University has been extending our EDI reach in the health sciences. As the work at the NSSHL symposium and SCSD’s collaboration with the College of Medicine show, we have expertise in this area. We are not only preparing students to work in and lead diverse organizations, but also in our professional preparation of librarians and speech pathologists, as they will be working with diverse populations. Moving forward, we will be deliberate in publicizing all our EDI efforts.
Because of the cultural changes we expect to come out of executing our EDI Strategic Plan, it was important to have a process to evaluate and assess our progress and to make any modification if and when warranted. This objective seeks to monitor CCI’s efforts toward equity, diversity, and inclusion to develop and improve EDI practices. We conducted student, faculty, and staff surveys of EDI efforts, goals, and performance and use the results in our publicized plan.

SELECTED ACTIVITIES 2020-2022

The following surveys and forms were executed during our planning process:

- Faculty and Staff Input Survey at the beginning of the process
- Faculty, staff, and student review of the first draft of the EDI Strategic Plan and proposed structure
- CCI EDI Plan - Faculty/Staff Input on Definitions
- CCI EDI Input on Diversity Statement
- CCI EDI - Input on Two Additional Goals
- CCI Student Needs Survey
- CCI’s EDI Plan Graduate Student Questionnaire

INSIGHTS/REFLECTIONS

While this information was needed to develop the plan, we recognize now that we need to develop metrics and set specific, measurable goals to ascertain whether we are making progress. Moving forward, we will have to evaluate all EDI events, meetings, and activities and use the data to not only improve our EDI efforts but to also report our progress regularly.
SECTION IV
LESSONS LEARNED AND NEXT STEPS

In addition to the reflections and objectives discussed for each of the previous goals, and to draw out some of these reflections further, we want to note some overall lessons learned in the areas of communication, data collection and usage, organization and planning, and target tracking and identification. These are presented here as guidelines moving forward.

COMMUNICATION

In 2021-2022, we provided some information to our constituencies about activities initiated by the EDI Steering Committee. In preparing this annual report we understood the large number of related events, research, and programs ongoing in the College. While this annual report is an important opportunity to report on these activities, we can prepare periodic updates and reports.

DATA COLLECTION AND USAGE

With three Schools, around 90 faculty, and 50 staff, our College is undertaking numerous activities at any given time. The College Communication Team prepares stories and social media postings on many events, but we depend on staff and faculty to let us know. We will reach out more deliberately and try to make it easy for people to provide reports on EDI initiatives and events.
ORGANIZATION AND PLANNING

We also realized this past year that while we have broad and long-term objectives, we need to finalize a plan for specific initiatives, activities, and events for each academic year relatively early in the academic year.

TARGET TRACKING AND IDENTIFICATION

We have organized our work so far around the goal areas discussed above. During the first year of our implementation efforts, we have learned about the wide range of activities that fit within each of these goal areas. This information will assist in further data collection efforts going forward, and can be used to identify and refine a more specific and limited set of targets within goal areas and metrics we can use to track our progress.
WORKS CITED

https://doi.org/10.1007/s10551-019-04180-1