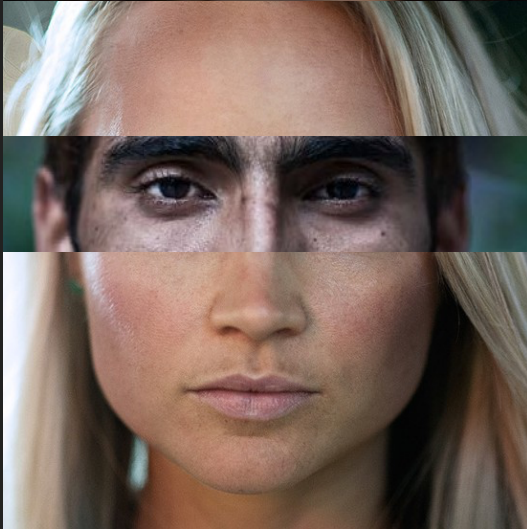


DIVERSITY & INCLUSION PLAN



SJSM

WAVE 2 DIVERSITY PLAN

INTRODUCTION

The School of Journalism and Strategic Media (SJSM) ranks among the elite, fully accredited journalism schools in the country. As one of the largest undergraduate programs in the Fulbright College of Arts and Sciences at the University of Arkansas (with nearly 700 enrolled students), we understand our role in preparing future journalists, storytellers and media makers to craft fair narratives that impact marginalized voices and underserved communities.

SJSM is dedicated to the University of Arkansas's goal to enrich campus diversity and inclusion. We are committed to fostering an inclusive learning and work environment for our students, faculty and staff.

As stated in the SJSM mission, our students learn the importance of diversity, which requires the inclusion of voices from all economic backgrounds, ages, races, genders and religions in pursuit of accurate coverage of our pluralistic society.

In the plan outlined below, we have listed a number of goals and methods to incorporate more inclusive practices for our unit in the following areas: Recruitment, retention and support of underrepresented students, faculty and staff; enrichment of journalism and strategic media curriculum; reinforcement for the role and structure of the diversity committee; faculty training, development and accommodations; and education and support for emerging student media leaders.

HIGHLIGHTS AND ACHIEVEMENTS

SJSM has introduced new programs and partnerships to complement ongoing diversity initiatives, programming and policies that demonstrate our commitment to inclusive excellence at the University of Arkansas.

PROGRAMS

- Continuation of the **Lemke Journalism Project**, an annual newspaper program for high school students interested in writing about diversity issues in northwest Arkansas. The program experienced growth in Spring 2019 with a record number of participants on the project.
- Revival of the summer journalism workshop for students of color primarily from the Arkansas Delta – **Arkansas Soul Travel Writing Project** debuted in Summer 2019.

- Hosted the second annual **Emerging Voices** graduate diversity visitation program in November 2019. The program is geared toward prospective graduate students from underrepresented backgrounds with academic interests in media.
- The University of Arkansas's Women's Giving Circle awarded more than \$12,000 to the upcoming **Student Media Professional Attire Project Pilot Program**. The program assists student journalists who have a financial need for professional attire.

SCHOLARSHIPS

- In Spring 2019, the faculty voted to approve a recurring \$5,000 scholarship for minority incoming or transfer students majoring in Journalism.

DISTINGUISHED VISITING PROFESSORS

- In the past four years, the Center for Ethics in Journalism has brought five distinguished visiting professors to campus – three of the five visiting professors were media professionals of color and two of the five were women in serving in male-dominated positions in media. The 2019 Distinguished Visiting Professor has a background in backpack, global journalism and documentary work that has taken him around the world to cover stories involving the wars in Iraq and Afghanistan, the earthquake in Haiti, youth violence in Chicago, political turmoil in Egypt and Libya, the fight for Mosul, extremism in Africa, and cartel violence in Mexico.

PARTNERSHIPS

- Formed partnerships with HBCUs -- University of Arkansas – Pine Bluff's Multimedia Department in 2018 and Langston University in Oklahoma.

FACULTY

In the last few years, we have hired the following domestic diverse faculty:

- Teaching Assistant Professor Niketa Reed to help teach diversity in media courses, build relationships with minority-serving education institutions and other organizations, recruit underrepresented students and navigate diversity and inclusion efforts for SJSM.
- ColleenThurston, Assistant Professor
- Meera Kumar, Instructor
- Renette McCargo, Instructor and Assistant Director of the Center for Ethics in Journalism

FACILITIES

- First floor of Kimpel Hall, part of the home of SJSM, has two new gender-neutral restrooms that were installed during the renovations of the department and building.
- SJSM designated a lactation room for nursing mothers on the first floor of Kimpel.

PROMOTIONAL

- Used more than \$200 for digital advertising of diversity media programs such as Arkansas Soul and Emerging Voices.
- Created and launched a video to promote the online minor to journalism. The central figure in the video is Jerrica Frazier, a woman of color from Fort Smith. We used this video to help recruit diverse students to our online program: youtu.be/RsAU983wI3c

MULTICULTURAL CLUBS AND ORGS.

- SJSM contributes \$500 each year to fund memberships of minority journalism students to the multicultural professional organization of their choice including National Association of Black Journalists (NABJ), National Association of Hispanic Journalists (NAHJ), Native American Journalists Association (NAJA), and Asian American Journalists Association (AAJA).

- Two graduate students from SJSM served leadership roles for two multicultural professional organizations: Ninette Sosa – Regional Director (Region 5) for NAHJ and Bryan Pollard – Director of Programs and Strategic Partnerships (previously President) of NAJA.
- Graduate student Breybinda Alvarez was selected as a 2019 student intern for the NAHJ national conference. Alvarez has a leadership position waiting for her upon graduation at La Prensa newspaper, a local Spanish newspaper paper that serves the regional Hispanic population.

STUDY ABROAD

- SJSM faculty has led trips abroad to Bolivia, Costa Rica and Rome, Italy.
- Journalism students can enroll in our Travel Writing course, taught by Professor Kathleen McGovern at the UA Rome Center. This course provides an opportunity for students to focus first-hand on the art and craft of travel writing, with particular emphasis on Italy.

CURRICULUM

- SJSM has a cultural diversity course requirement in place for all students under the major. Courses that qualify include Indigenous Documentary Film and Storytelling, Asians and Asian Americans in Media, Minorities in Media and cross listed courses such as History of the Black Press (JOUR/AAST), African Americans in Film (JOUR/AAST/COMM) and African Americans in Documentary Film (JOUR/AAST/COMM).

FILM SERIES

- The documentary production program hosted an Indigenous Storytelling Series in partnership with the Pryor Center featuring Native American filmmakers, writers and media creators.

DIVERSITY GOALS AND METHODS

1. **GOAL: Share the roles, responsibilities and influence of the diversity committee.**

Implementation: *On-going – Implemented immediately*

Methods

- a. Assemble a diverse, active and responsive group of committee members who rotate each school year.
- b. Appoint at least one faculty representative from each sequence to the diversity committee (Broadcast, News Editorial, AD/PR).
- c. Entrust the diversity committee with the task of organizing, reinforcing and updating the annual diversity plan for SJSM.
- d. Use the diversity committee as a resource for recommendations and suggestions in the hiring process and/or during faculty search processes.
- e. Send at least one (1) diversity committee member as a representative to the quarterly Student Media board meetings.

2. **GOAL: Promote, instill and evaluate diversity and inclusion in all SJSM curriculum and courses.**

Methods

- a. Develop an open digital resource of teaching materials, guides, tips, learning activities and classroom exercises for faculty to incorporate in courses. This resource will also include updates on class diversity projects and assignments from SJSM colleagues.

Implementation – *Available by Fall 2020*

- b. Add a diversity addendum to the annual resume updates completed by faculty to detail their efforts for the year on diversity and inclusion issues.

Implementation – *By Fall 2020, for 2020 annual resume updates*

- c. Encourage faculty to add a question to course evaluations that will help them improve how they incorporate diversity and inclusion into their curriculum.
Implementation – April 2020/on-going
- d. Encourage faculty to add a diversity policy to every course syllabus.
Implementation – May 2020/on-going
- e. Invite more diverse guest speakers to our School including journalists, advertisers, marketers, publicists, photographers, broadcasters, producers, filmmakers, and media researchers; will review and share list of speakers in faculty meetings.
Implementation – Immediately/on-going
- f. Invite experts from a specific field and/or diversity officers from the University to talk with journalism students about diversity and inclusion in their industry.
Implementation – Immediately/on-going
- g. Address media accessibility concerns in digital, multimedia and broadcast journalism courses. This includes teaching students how to add subtitling/captioning, audio descriptions, text structure for screen readers and other accessibility provisions to help people with visual or hearing impairments.
Implementation – For immediate consideration by Curriculum committee and formal incorporation into appropriate courses by Fall 2020.
- h. Provide accommodations for hearing-impaired students through PDF transcripts for locally generated audio and video content used in online journalism courses.
Implementation – Summer 2020/on-going
- i. Retain a host of diversity in media courses that students can take to fulfill the major’s cultural diversity requirement.
Implementation – On-going
- j. Continue to offer journalism study abroad opportunities in Italy and countries in Latin America.
Implementation – On-going
- k. Continue to incorporate class assignments related to diversity and inclusion in all courses at SJSU. All syllabi should approach diversity & inclusion as assignments for students to complete as well as topics for classroom discussion. Also, journalism students are required to use more diverse sources to encourage

diversity in JOUR classes and in media overall.

Implementation – *On-going*

- I. Encourage faculty to review quiz and exam material to eliminate questions that could be construed to reflect gender or racial bias. The online instructor for JOUR 1003 Journalistic Writing Skills began this review process in 2018 and will continue each year.

Implementation – *On-going*

3. GOAL: Recruit a diverse student body with consideration for prospective students from underserved groups in Central Arkansas and the Arkansas Delta.

Methods

- a. Continue the Lemke Journalism Project (the most successful and enduring minority outreach program presented by the School), present a major community presence for the upcoming 20th anniversary of the Project and draft high achievers to be student ambassadors from each successive program. | Relaunching the LJP website in May 2020 to improve digital presence and increase reach to target demographic.

Implementation – *On-going*

- b. Continue to connect with the Admissions Office and the MCC to have the Journalism School added to on-campus tours of diverse student groups and for the Talent Search summer program. | 2020 goal of attending three (3) tours.

Implementation – *On-going*

- c. Visit ten (10) high schools around the state, but particularly in South and Central Arkansas with large minority student populations, to inform them about the opportunities offered at SJSJ.

Implementation – *Spring 2021 and On-going*

- d. Continue the Arkansas Soul Summer Travel Writing project for minority high school students from around the state. | 2020 goal to recruit at least two (2) students to enroll in the Journalism program by Fall 2021.

Implementation – *On-going*

- e. Continue the Emerging Voices graduate diversity visitation program. | 2020 goal to recruit at least two (2) students to enroll in the Journalism graduate program in Spring or Fall 2021.

Implementation – *On-going*

- f. Encourage faculty to identify and recruit minority undergraduates for graduate school.

Implementation – *Immediately/on-going*

- g. Develop new relationships with faculty and staff at minority-serving educational institutions in and around the state of Arkansas including Lemoyne-Owen College, University of Memphis, Lane College, Langston University, Philander Smith and Arkansas Baptist College.

Implementation – *Medium-term/Evaluating progress in Fall 2022 or Spring 2023*

- h. Award one scholarship to an incoming freshman majoring in the School (based on academic credentials, participation in journalism and mass communication activities in high school, etc.) from a diverse or underserved background who has financial need. If the student continues as a major and earns good grades in courses in the School, continue the scholarship over at least four years to enable the student to matriculate through the program and graduate.

Implementation – *Spring 2023*

4. GOAL: Retain and graduate a diverse student body.

Methods

- a. Launch a student club for “Multicultural” journalism students to provide mentoring, support, guidance and peer support. Students in the club will also receive funding for a one-year membership to the multicultural media organization of their choice: NABJ, NAHJ, NAJA and AAJA.

Implementation – *Fall 2020*

- b. Continue to highlight internships at diverse news and media outlets. | Establishing annual review of number of internships completed at diverse news and media outlets by Spring 2021.

Implementation – *On-going*

- c. Create and implement an annual climate survey and/or “listening tour” to solicit feedback from graduate and undergraduate students on SJSM’s diversity and

inclusion efforts, and perception of diversity-related issues/concerns.

Implementation – April 2020

- d. Continue to encourage students to apply for journalism scholarships and locate other scholarship support for ethnic minorities and students from underserved communities.

Implementation – Immediately/On-going

- e. Encourage students to connect with the Black Alumni Society and the Latino Alumni Society of the Arkansas Alumni Association. | Establish a stewardship program of sorts, in partnership with the Lemke Journalism Alumni Society, that will also review number of journalism students of color that enter alumni societies upon and after graduation.

Implementation – Spring 2021

- f. Encourage each faculty member to take responsibility in his/her teaching, advising and informal contacts for mentoring and encouraging students from underrepresented groups in pursuit of a degree.

Implementation – Immediately/On-going

5. GOAL: Recruit and retain a diverse faculty.

Methods

- a. Develop new relationships with peers in the field, through contacts approached at conferences and national conventions, contacts at graduate programs that include minority-serving educational institutions, and minority or women professional organizations such as JAWS, NABJ, NAHJ, NAJA, AAJA, Unity: Journalists of Color, the National Lesbian and Gay Journalism Association, and the National Federation of Press Women. | Identify and reach out to one key contact at least five (5) of the listed organizations above.

Implementation – Fall 2020/On-going

- b. Maintain contact and sustain relationships with minority graduates to enrich our network.

Implementation – Immediately/On-going

- c. Develop a set of action steps to help future search committees achieve a diverse candidate pool.

Implementation – August 2020

- d. Ensure search committees consult with the diversity committee in the search process. SJSM's diversity committee will provide each faculty search committee with written recommendations for a proactive approach to diverse recruitment.
Implementation – *On-going*
- e. Continue the faculty mentorship program for new and junior faculty with formal and informal mentors in and outside the School.
Implementation – *On-going*
- f. Continue to provide information to minority faculty about special fellowships and grant opportunities that could help with teaching and research.
Implementation – *On-going*

6. GOAL: Foster an inclusive and supportive environment for faculty professional development, training and sense of belonging.

Methods

- a. Enter diversity research topics for the monthly Brown Bag Lunch Series.
Implementation – *Spring 2020*
- b. Provide reasonable accommodations in regard to dietary needs if providing a meal for faculty meetings and gatherings.
Implementation – *On-going*
- c. Provide reasonable accommodations for faculty members with disabilities in the workspace and/or at work gatherings and outings.
Implementation – *On-going*
- d. Provide all faculty access to opportunities for professional development, conference attendance, continuing education and programs that support research and teaching specialties. | Brief presentation or email communication from travel committee once a year to remind faculty about said opportunities.
Implementation – *Fall 2020/on-going*
- e. Create and implement an annual climate survey just for faculty and staff to solicit feedback on SJSM's diversity and inclusion efforts, and perception of diversity-related issues/concerns.
Implementation – *December 2020/on-going*

- f. Encourage faculty to participate in diversity, equity and inclusion trainings/workshops/classes offered on and off campus.

Implementation – *Immediately/On-going*

7. GOAL: Enlist student media to help with diversity and inclusion best practices and diverse student participation.

Methods

- a. Starting in Spring 2020, SJSM will host an annual diversity workshop with student media leadership to promote and instill best practices for diversity and inclusion at the following student media outlets: Arkansas Traveler, Razorback Yearbook, Main Hill Media, UATV, KXUA, and The Hill Magazine. Discussions in the workshop will include how to create a positive, welcoming workplace for all, and ways to ensure student media coverage includes stories, news, events and issues related to people of diverse cultures, socio-economic status, able-bodiedness, gender and sexual orientation.

Implementation – *April 2020/on-going*

- b. Help student media leaders review and update diversity and inclusion guidelines in student media manuals/style guides as needed.

Implementation – *April 2020/on-going (annual review)*

- c. Encourage student media leaders to create a positive, welcoming workplace.

Implementation – *On-going*

- d. Recommend student media leaders and faculty advisors create and publish “diversity/inclusivity” programming or content on their platforms. | Conduct annual audit with Director of Student Media of number of diversity-focused stories across student media platforms – will present findings at annual diversity workshop with student media leadership.

Implementation – *Spring 2021/on-going (annual review)*

- e. Host a student media and PR workshop for minority-student serving RSOs and other organizations for underrepresented student communities – many students, regardless of background, don’t know how to write a standard press release and where to send it for coverage in student media.

Implementation – *Fall 2020*

- f. Present a journalism recruitment opportunity through work with student media to students of color and other underrepresented student populations on campus. Make presentations for minority RSOs and Black Greek-letter organizations to sell journalism as a portable skill.

Implementation – Fall 2020

- g. Design a bulletin-board that will increase journalism’s presence in the Multicultural Center and other safe spaces for underrepresented students.

Implementation – Fall 2020

- h. Encourage UATV and other student media outlets to provide accommodations for people with hearing or vision impairments – this could be in the form of closed captioning on all live and recorded content, better color choices in story layouts, and proper content structuring for people who use screen readers on websites.

Implementation – Fall 2020