

SOJC DIVERSITY ACTION PLAN EXECUTIVE SUMMARY

The University of Oregon School of Journalism and Communication finds itself at a key moment. Our journalism, public relations, advertising and media studies students will begin their careers in an increasingly diverse world. Success requires they develop complex social and cultural competencies and embrace deeper understanding of issues related to diversity and inclusion. Instilling these values requires a robust discussion and bold vision. Accordingly, while the SOJC diversity committee took a first step in 2017 to draft a framework for next steps and initiatives related to diversity and equity, in early January 2018 the committee solicited feedback from faculty and staff in order to formalize, focus, and prioritize the final plan, which is presented here.

The SOJC has been working for almost a quarter century on questions of diversity, beginning with a 1993 plan that was drafted with the intention of increasing the presence of women and members of ethnic minorities among the School's students and faculty. In the years since, the SOJC has made important strides in those areas.

Among other things, in 2017-18, 27.3% of our undergraduate students are students of color. The percentage of tenure-track faculty from groups "of color" is 19, though that percentage is lower among non-tenure track faculty. Topics of cultural diversity are now routinely taken up in SOJC—sponsored public events, including the 2017 "Gay Storytelling Started Here," in tribute to alumnus Randy Shilts, and the 2017 Ruhl Lecture with Ta-Nehisi Coates. The School's curriculum includes several courses that take up diversity and inclusion, addressing topics such as Oregon's "Latino

roots," hate speech, and transnational Asian media; and the School organizes a yearly summer program in Ghana. That said, much work remains to be done. Women remain underrepresented among faculty, and the school has lagged in its recruitment of African-American students. Given the growing complexity of diversity issues in the United States and Oregon, such as those related to gender identity and sexuality, our School must be ready to address challenges and expectations unforeseen in 1993.

Today's context therefore requires that we move beyond mere tasks of monitoring demographics and percentages. Rather, it is a concern that requires a holistic approach that touches on nearly every aspect of student life and administration. Accordingly, the SOJC proposes a series of measures that will affect everything from classroom pedagogy to retention of underrepresented students, and the culture we help create for our students in Eugene, Portland and elsewhere.

Beginning in Winter 2018, for example, the School made available new icons for syllabi, among which are symbols that indicate aspects of a course that are devoted to diversity and cultural understanding. Second, a revised curriculum launching in fall 2018 will require all SOJC students to take a "Gender, Media and Diversity" course. Third, Dean Juan-Carlos Molleda established a self-appointed student advisory council to help identify diversity-related issues and needs among SOJC students. Finally, as evidenced among the five new tenure track hires beginning fall 2018, we have taken strides to increase diverse representation among our faculty. That said, while it is important to have diversity leaders and scholars on the faculty, the DAP asks that all SOJC faculty and staff play a role in championing diversity, rather than relegating issues of diversity to a handful of individuals.

To that end, work is still needed in a number of areas. First, we believe the SOJC should make efforts to increase the retention and graduation rate of underrepresented students. This mandate requires first investigating which specific underrepresented

groups have the greatest need. Similarly, the school must determine how the university's digital and media resources can support recruitment efforts and link underrepresented students to the resources that can help them to be successful. We also have identified administrative opportunities to ensure that factors of diversity are considered in SOJC decision-making processes. For example, one needed discussion is the composition of the diversity committee itself, as currently there is no formal process to ensure that each area of the SOJC is represented. The committee currently helps lead diversity efforts and responds to larger institutional needs such as the drafting of this plan. There needs to be a clearer mandate, though, for the committee and SOJC's role more broadly.

Fundamental to this plan is how we define the guiding concepts of diversity, equity, and inclusion. First, diversity is about difference, and embracing those unique perspectives that result from our diverse backgrounds and experiences. Second, equity addresses issues of fairness. Different individuals sometimes require different resources to participate equitably with their peers. Addressing those individual needs helps level the playing field and provide everyone access. It goes beyond the goals of equality; providing equal resources to everyone can still preclude access for some. Finally, perhaps inclusion is the most important of these concepts. Inclusion is truly valuing the importance and benefit of diversity, and pursuing an equitable playing field for all. As one diversity consultant, Verna Myers, has been known to say, "Diversity is being invited to the party. Inclusion is being asked to dance." Guided by this foundation, we hope the following plan will position the SOJC to continue to be a campus leader in efforts of diversity, equity, and inclusion. Accordingly, we see this plan as a living, breathing document. Initiatives, and the measures we use to evaluate their success, will necessarily come more into focus as we venture forward; the detail provided simply helps us get started.

2017 - 2020 UO Diversity Action Plan Template

Instructions

This template is for deans and vice presidents to use in preparing plans to increase diversity, equity, and inclusion in their units consistent with our university mission, strategic priorities, and the IDEAL Framework. **Action plans will include a brief executive summary and a structured format for delineating tactics, measurement plans, lead personnel, and timelines.** Plans should cover three years, with priorities addressed in year one. Yearly progress reports will provide opportunity for ongoing consultation and collaboration. Plans for the first year are due no later than March 17, 2017 and should be submitted to IDEAL@uoregon.edu. Additional resources and assessment data are available to assist in creating plans at inclusion.uoregon.edu/IDEAL/resources. For technical assistance and advice, please contact VP Alex Assensoh at IDEAL@uoregon.edu or via telephone at 6-3175.

Executive Summary (1-2 pages)

- Statement from the unit's leadership that:
 - Describes the stakeholders and the developmental process
- Briefly summarizes the unit's demographic context and tactics for each of the identified strategies
- Explains lessons learned along the way, and any recommendations for university-wide action plan initiatives

Goals, Strategies, and Tactics

- Consistent with the president's priorities and the *IDEAL Framework*, the Action Plan should focus on four goals:
 - (a) creating an environment that is welcoming and respectful for all;
 - (b) recruiting excellent, diverse faculty, staff and students;
 - (c) retaining excellent, diverse faculty, staff and students;
 - (d) facilitating achievement at all levels of the university and;
 - (e) inspiring leadership to prioritize equity, inclusion and diversity in plans as well as actions.

The appendix includes foundational questions that will be helpful as units engage in discussion and develop tactics for each of the identified strategies.

For each of the identified strategies, list your unit's tactics (including the specific target groups of students, staff, faculty, alumni, etc.). measures of success, lead personnel and their titles, timeline, the resources you plan to deploy, and also how they will be identified (e.g., reallocating staff time, reallocating funds, fundraising). Advancement will work with VPEI to develop a "clearinghouse" for fundraising proposals to minimize duplication or

conflict.

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all. Pursuing this climate has been embraced and championed by SOJC's leadership, through a focus on more-open and transparent dialog and communication. For example, the Dean now issues a regular email to faculty and staff providing updates on initiatives, including detailed decision-making process as appropriate. New leadership, coupled with an infusion of new faculty and staff, has created a unique opportunity to help shape a new generation of inclusion and respect in the school.

Strategy 1: School , College, Research , or Administration - Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Create Dean's Council on Diversity to liaison between faculty / staff and SOJC leadership. Council initially will comprise diversity committee membership, the composition of which will be evaluated to determine representation from all areas of SOJC.	Meet quarterly w/ Dean to discuss needs and grievances. Begin issuing end-of year annual report regarding topics discussed with leadership, progress made, gaps that remain, and action items for next academic year.	Dean's office meeting space. Reporting tools.	Juan-Carlos Molleda, Dean	Target launch Spring 2018
1.2 Create student-focused mentor-mentee program to support holistic student development. Initial target of 10 mentor/mentee pairs.	At end of pilot program in year 1, feedback solicited from 10 initial pairs in order to identify strengths, weaknesses, and needs for future years, and to provide a baseline of expectation.	Leverage PRSSA student mentorship program VP or Equity and Inclusion resources as needed	Sequence heads and faculty, student group advisors.	Launching during AY 2018-19
1.3 Encourage syllabi to contain course material on issues of cultural diversity and a section highlighting the importance of an inclusive environment	Sample and distribute "best practices" sections from current syllabi. Report percentage or syllabi containing the inclusion statement at end of year,	Dean of Student's Office	Pat Curtin, Associate Dean	Began fall term 2017
1.4 Annual diversity town hall that promotes current and timely topics on diversity and inclusion. Types of diversity addressed will depend on current issue. For example, in winter 2016, the committee hosted an "Oscars so White" panel to correspond with the Oscars.	While it is difficult to predict which diversity-related topic(s) are relevant at any given time, the goal is to increase attendance to a minimum of 50 attendees per forum. Each forum should include mechanisms for discussion and feedback from attendees.	SOJC leadership to encourage engagement. Event planning staff and budget	Diversity Committee and SOJC Communication office events coordinator	Modeled from events in AY 2015-16 Could begin spring 2018
1.5 Reach out to the Black Student Union and other diversity-oriented campus groups such as the ASUO and ECC to solicit input regarding what kinds of actions SOJC could take on a one-time or recurring basis that they would find supportive of their groups and organizations	In addition to the single SOJC-sponsored town hall outlined above, these discussions should lead to one co-sponsored "listening" town hall open to campus	Event planning staff and budget	SOJC Diversity Officer. Diversity Committee and SOJC Communication office events coordinator	Modeled on 2016 FLUX "listening" forum for special diversity issue

<p>1.6 Reach out to diversity-oriented community groups such as the NAACP to solicit input as to what kinds of actions SOJC could take on a one time or a recurring basis that they would find supportive of their groups and organizations</p>	<p>One community "listening town hall" to be held off campus - for instance at the Eugene and/or Springfield Public Libraries</p>	<p>Event planning staff and budget</p>	<p>SOJC Diversity representative. Diversity Committee and SOJC Communication office events coordinator</p>	<p>Modeled on 2016 FLUX "listening" forum for special diversity issue</p>
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Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Qualitative survey of syllabi. follow-up conversations with Black Student Union leaders and other diversity-related groups, elicit quantitative and qualitative feedback on Diversity Council and town hall meetings.

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

Strategy 2: School, College, Research, or Administration - Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and intercultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.



Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Produce annual SOJC diversity and inclusion report, pulling from individual faculty and staff reports to report SOJC progress.	Identify trends, gaps, and best practices. Report submitted to SOJC community. Report will include a formal SWOT (Strengths, Weaknesses, Opportunities, and Threats) section, from which action items will be identified as priority areas for the subsequent academic year. Compiling such a report also will highlight opportunities for the SOJC to apply for national diversity awards.	Dean's office (compiling), Diversity committee (analyzing and reporting)	Dean's office; Diversity Committee	Pilot test at end of AY 2017-18 - report Fall 2018.
2.2 Establish recurring diversity-focused forum across faculty to discuss best practices for how D&I is taught across the curriculum.	Hold at least one forum in year one. Based on solicited feedback from attendees, identify gaps and needs for future forums.	Diversity Committee	Diversity Committee and SOJC Communication office events coordinator	Winter 2018
2.3 Create a faculty and staff-driven scholarship committee with a clearly articulated policy that includes considerations specific to a range of diversity factors, particularly race, ethnicity, sexual orientation, gender identity and socio-economic status.	Increased Faculty and staff involvement in scholarship award. The initial focus will be on the many current scholarships already awarded by the SOJC. Doing so will help identify potential scholarship gaps for which future development opportunities might arise.	Faculty and staff	SOJC Diversity Officer, Diversity Committee and SOJC Communication office events coordinator	Spring 2018

Describe: the evaluation tool that you will utilize to measure progress and ensure accountability.

Diversity Committee analysis of annual report, faculty feedback, end-year report from Diversity Committee confirming the staging of diversity focused forums and creation of scholarship committee, further the Diversity Committee will determine to what extent these measures succeeded (by means of surveys) in the second year of the Plan.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 1: School, College, Research, or Administration - Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.



Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Increase undergraduate recruitment of under-represented students in the SOJC through participation in professional and personal development programs targeted at secondary URS.	Initially measure based on recruiting visits by individuals from URS groups. In subsequent years, compare measure of increased recruiting visits with actual enrollment of URS and eventual graduation rates.	Continued financial and personnel support of the scholastic J outreach program	Anthony Whitten, Scholastic Journalism Outreach Coordinator	Begin Spring 2018 and continue all terms over the next three years.
1.2 Review SOJC job search committee guidelines on the importance of diversity on search committees and develop a plan that ensures diversity when appropriate and possible.	Establish an SOJC policy by end of spring 2018 term. Track diversity within search committee composition beginning 2017-18. Note – the purpose of this tactic is to ensure the questions have been considered, rather than forcing committees to have a diverse composition – which would be difficult or not applicable in some searches.	Establish a sub-committee of SOJC faculty to develop and present the policy. Track diversity among search committee members as they are appointed	Leslie Steeves, Senior Associate Dean for Academic Affairs	Begin Winter 2018 and continue all terms over the next three years .
1.3 Require all SOJC search committee members to complete the UO implicit bias training within the term of their service. Training will be valid for three years.	Because this requirement is now a university mandate, the UO will be able to identify individuals who have not completed or updated their needed training.	See target measures.	Each search committee chair	Begin Fall 2017 and continue all terms over the next three years,

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Work with human resources at the SOJC and UO level to ensure compliance with search committee standards. Work with Scholastic Journalism program to track recruitment and retention of URS.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 2: School, College, Research or Administration - Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Support recruitment efforts and generally promote involvement opportunities for students, with heightened support for student groups focused on engaging underrepresented populations, such as National Association of Black Journalists or NLGJA	Maintain active, annual email list of student group leaders. Doing so will provide an efficient, streamlined way to establish open lines of communication among leaders and with SOJC administration, which will identify promotion opportunities specific to diversity-related activities. Potentially helps establish a SOJC student group listserv.	SOJC communication office to develop digital signs and PowerPoint slides for classroom Announcements. Ask faculty in each faculty meeting to identify student groups we could email to request they send us a promotional message that could be shared with students.	SOJC Communication Director. Faculty Student Group Advisors Sequence Heads	Begin Fall 2017 and continue all terms over the next three years
2.2 Revise the structure of the Journalism Advancement Council to include faculty in the selection and review of Council members and develop clearly articulated diversity guidelines for representation and action. Similar to the composition of search committee, this proposed tactic is to ensure that the questions of diversity are being raised, knowing that securing diverse representation is not always feasible.	Establish clear policy, in conjunction with SOJC leadership, faculty, staff and development that creates a transparent, set process for selection to the JAC that helps ensure diversity factors are being considered and represented.	SOJC Faculty	Diversity Committee and Ad Hoc Task Force	Develop and implement 2017-2018 academic year.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Diversity Committee will conduct end-year investigation to measure progress regarding support for recruitment efforts and to track progress on the revision of the Journalism Advancement Council.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, (URS) faculty, staff, and alumni.

Strategy 1: School, College, Research, and Administration - Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title or lead personnel	Timeline
1.1 Increase graduation rates of URS/undergraduates.	Graduation begins with retention. In first year, identify specific retention issues across URS groups, which should help identify the resources needed to retain and then graduate.	Research-supported best practices involving URS as defined by the SOJC & Division of Equity and Inclusion (DEI).	Pat Curtin, Associate Dean	Begin tracking Spring 2018, but not expecting increases until Spring 2019
1.2 Expand SOJC website to highlight diversity-related programs, faculty, research, and community service	Identify baseline of website usability by focus group(s) of URS, faculty, and staff to determine what information is available and missing. Potential to leverage Dean's student advisory group.	Research supported best practices involving URS as defined by the SOJC & DEI	SOJC Communication office and the Dean's SOJC Student Advisory Council on Diversity	Spring 2018
1.3 Initiate faculty-student and peer-to-peer mentorship program for URS/undergraduates	Solicit feedback independently from faculty members and students regarding strengths and weaknesses. Target 10 pairs of mentors/mentees in year 1, to expand based on feedback from participants. Leverage DEI to help set expectations at beginning of mentorship and then going forward.	Research-supported best practices involving URS as defined by the SOJC & DEI	SOJC Student Services, SOJC Diversity Committee; DEI	Develop during 2017-2018, implement fall 2018.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability. All of the aforementioned measures can be evaluated with quantitative data. 1.1 & 1.2: demographics. 1.3: Creation of direct active links on the SOJC website (research, teaching, community engagement, and awards and other exemplars).

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, (URS) faculty, staff, and alumni.

Strategy 2: School, College, Research, and Administration - Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) in global leadership Experiences, research professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Increase awards and scholarships for and regarding URS populations.	Partner with UO General Counsel about how to creatively devise programming that is effective and legally permissible. Based on those conversations, work with development on a five-year plan to increase designated funds.	Contact current scholarship funders. Identify alumni who are connected to URS populations	SOJC Development office and SOJC Alumni Center	Beginning Fall 2018
2.2 Increase ability of URS students to participate in global experiences and educational development opportunities by creating specific and directed URS-based recruitment and funding programs (possibly working with SOJC alumni to identify opportunities and funding).	Explore the ability to earmark funds to aid URS in study abroad / experiential learning opportunities. Once determined, ensure the earmark falls within university policy allowance. Once a formal policy is adopted, publicize the opportunities throughout Allen Hall and in communication sent to SOJC students / faculty / staff.	Current Study Abroad committee could assist in these efforts Also, coordinate with SOJC Development Office	Leslie Steeves Senior Associate Dean for Academic Affairs and SOJC Development Office	Exploration Spring 2018, begin new policy by Fall 2019
2.3 Increase support of research into URS related subjects by creating specific and directed funding, publication and travel programs to further research.	Once a funding source is identified, measure how many faculty take advantage during a three-year period. In lieu of external funding, determine the potential of using rollover funds from different internal sources to help subsidize. It will be important to specifically name this research support, with the goal of creating a longstanding legacy of diversity-focused research associated with the award.	SOJC finance office already maintains individual ASA account balances, and this could be a special fund, similar to the longstanding Dean's Fighting Fund, which has helped new faculty for years engage in research.	SOJC Finance, Dean's office	Winter 2019

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

All of the aforementioned measures can be evaluated with quantitative data. 2.1 Number of and financial compensation from URS based scholarships. 2.2 & 2.3: Track demographics of participants, as well as changes in financial support for relevant programs.

GOAL #4 (L Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 1: School, College, Research, or Administrative - Develop and promote programs that support, mentor and prepare members of underrepresented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1 Identify those faculty directly involved with D&I-related initiatives and establish resource for SOJC.	Similar to the UO media experts list, establish an SOJC diversity in the media experts list	Crowdsourcing and approval from SOJC diversity committee and leadership.	Diversity Committee, Senior Associate Dean	Spring 2018
4.2 Determine composition of all standing committees in the SOJC to ensure attention to factors of diversity, and representation across all units and personnel. Similar to the composition of search committees and the FAC, this tactic is to ensure that questions of diversity are being raised, with the understanding that diverse representation might not always be feasible.	Leverage models that will be established by diversity committee and search committee composition (see prior sections) and apply across leadership groups in SOJC by end of year 2.	Diversity committee, Human Resources, Dean's office	Dean Molleda, Jessica Marquez, Donnalyn Pompper	Exploration Winter/Spring 2018, begin new policy by Fall 2019
4.3 Ensure aspects of diversity and equity have been considered in proposals for new SOJC initiatives.	In proposals for new SOJC initiatives, include a new, required question asking how the new initiative addresses diversity and equity. While the understanding is that certainly not every initiative directly addresses diversity, our diverse faculty, staff and students must be considered in the process.	Dean's office and administration. Human Resources	Dean Molleda, SOJC leadership.	Winter 2019

Describe the evaluation tool that you will use to measure progress and ensure accountability.

In Fall 2018, the Diversity Committee will be responsible for evaluating the state of progress on all three tactics and address next steps needed in case sufficient progress has not been made.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 2: School, College, Research, or Administrative - Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Establish undergraduate and graduate awards for research and creative work dedicated to D&I topics	One award at each level by end of three-year plan,	Outreach to donors regarding possible funding possibilities	Development Office	Fall 2017-18 • outreach to donors. AY 2018-19 first year with award,
2.2 Refocus the Randy Shilts Scholarship	Redefine the purpose and criteria for the Shilts scholarship. In past years, the scholarship definition has blurred to an extent. The measure of success is to demonstrate that the scholarship goes to a student based on its stated purpose— focused on the LGBTQ community.	Research regarding history and funding source. Possible outreach to donors.	Diversity Committee Sub-committee	Evaluate and address by end of AY 2017-18
2.3 Establish SOJC Alumni Center that will generate data about post-graduation achievements of diverse students. Once established, it may eventually be used as a resource to connect new diverse alums with employers	Measure center's creation and data tracking annually through a report to the Dean's office. During groundwork stage, working group of alumni will identify resource needs for permanent center.	Collaboration among Student Services, Development, Diversity Committee, and Dean of Students resources. Also will loop in Executive Director of the UO Alumni Association, Kelly Menachemson, to identify best practices and reduce risk of duplication.	Sally Garner, Director or Student Services; Pat Curtin, SOJC Dean or Students; Development Office	Begin investigation end of AY 2017-18 , groundwork to begin by AY 2019-2020

Describe the evaluation tool that you will utilize to measure progress and ensure accountability. In each case, the Diversity Committee will evaluate and make recommendations to the Dean.