

Diversity and Inclusivity Plan

School of Journalism

University of Arizona

Updated Spring 2017 | Revised and Updated Spring 2024

OVERVIEW

In 2018, the University of Arizona achieved a significant milestone by becoming the first four-year public university in the state to receive federal recognition as a Hispanic Serving Institution (HSI). This designation, bestowed by the U.S. Department of Education, is granted to colleges and universities where at least 25% of the total undergraduate student population identifies as Hispanic. Eligibility must be reaffirmed annually.

Building upon this achievement, in 2019, the University of Arizona was one of the only nine higher education institutions to be awarded the Seal of *Excelencia* certification. This prestigious recognition, conferred by *Excelencia*, acknowledges institutions that demonstrate a deliberate commitment to fostering Latino student success across three key areas: data analysis, best practices implementation, and leadership development.

As a research-intensive land-grant institution and an HSI, the University of Arizona remains steadfast in its dedication to meeting the evolving educational needs of our dynamic and increasingly diverse communities in Arizona.

According to [Census](#) data as of July 2023, Hispanics comprise 32.5 percent of Arizona's population. Within the city of Tucson, according to the [Census](#) this percentage rises to 44.8 percent, reflecting a pronounced Hispanic presence in our local community. This demographic shift is also reflected in the composition of our student body at The University of Arizona.

In [Fall 2023](#), 25.7 percent of all students enrolled at the University of Arizona identify as Hispanic, mirroring the growing diversity of our state and city populations. As we continue to embrace and celebrate this diversity, we remain committed to providing an inclusive and supportive environment for all students, regardless of their background or ethnicity.

As demographics shift, our institution has implemented strategies to enhance our academic offerings and better serve our evolving student body. Since fiscal year 2009, the [Strategic Priorities Faculty Initiative](#) (SPFI) has allocated temporary financial support to academic departments, enabling them to recruit additional full-time, tenure-track faculty or continuing track academic professionals. These hires bolster our university's commitment to advancing Inclusive Excellence, encompassing equal opportunity, diversity, and inclusion, as outlined in our Purpose and Values statement.

The primary focus of the SPFI is to facilitate the recruitment of faculty who can address pressing issues in teaching, research, and service, particularly those highlighted by the Black Lives Matter movement. Furthermore, as a designated Hispanic Serving Institution, the University of Arizona recognizes the importance of expanding faculty representation to better support Latinx students. Given Arizona's status as the state with the highest percentage of Native Americans in

the United States, it is imperative to address the significant underrepresentation of both students and faculty from this community on our campus. To this end, the SPFI aims to prioritize the recruitment of faculty whose expertise aligns with the needs of our diverse student body, including those of Latinx and Native American backgrounds. By fostering a faculty body that reflects and understands the experiences of all our students, we aim to create a more inclusive and supportive academic environment.

In this context, the School of Journalism has been actively enhancing its initiatives to promote diversity among both faculty and staff. In 2019, through a SPFI hire we were able to recruit a new faculty member to help launch and lead the first program in bilingual journalism. In 2022, that faculty member became the head of the unit. We are committed to revitalizing our course offerings and introducing new programs that enable us to effectively serve diverse communities. Our efforts focus on not only diversifying our faculty and staff but also on redesigning our curriculum to reflect the needs and perspectives of a wide range of communities. By expanding our course offerings and launching new programs, we aim to equip our students with the knowledge and skills necessary to engage with and report on diverse issues in today's society. Through these initiatives, we aspire to foster a journalism community that is inclusive, representative, and responsive to the needs of all individuals and communities we serve.

The School's commitment to diversity and inclusivity is documented in an [annual Diversity Report](#), submitted each fall. This comprehensive report encompasses various aspects of our efforts to promote diversity and inclusivity within the school. Included in the report are details on student club activities, guest speakers representing diverse backgrounds, diversity-related topics and activities integrated into classes and outreach initiatives, as well as faculty research, affiliations, or trainings that contribute to our diversity efforts.

The information presented in the report is gathered from multiple sources, including faculty curricula vitae, annual reports, internal communications to the diversity coordinator from faculty and staff, and the school's monthly 'Kudos' announcements highlighting faculty and student accomplishments. Through this transparent and thorough reporting process, we aim to track and celebrate our progress in fostering a more diverse and inclusive learning and working environment within the School of Journalism.

The plan outlined below was crafted to advance diversity through targeted efforts in the recruitment and retention of underrepresented students, faculty, and staff. It also aims to integrate concepts of inclusivity and diversity into the curriculum and activities of the School. Initially revised in Fall 2017 to align more closely with the School's activities, this plan has been recently revisited in Spring 2024 to incorporate updated trends and anticipate future scenarios.

Consistent with [UA policy](#), our objective is to cultivate an environment within the School that promotes awareness of and sensitivity to individuals of all backgrounds. This includes but is not limited to considerations of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

HIGHLIGHTS

These highlights demonstrate the School's continuous dedication to fostering a diverse and inclusive environment where all members of the community feel valued and respected.

- **Diverse curriculum:** The School consistently integrates diverse perspectives and topics into its curriculum, ensuring that students engage with a wide range of voices and experiences.
- **Inclusive programming:** Various initiatives are organized throughout the year to promote diversity and inclusivity within the School. This includes guest lectures, panel discussions, workshops, and cultural celebrations.
- **Support for underrepresented groups:** The School provides targeted support and resources for underrepresented students, faculty, and staff, fostering an inclusive environment where everyone can thrive.
- **Community engagement:** The School actively engages with diverse communities both on and off-campus through collaborative projects, partnerships, and outreach initiatives, fostering meaningful connections and mutual learning.
- **Transparent reporting:** The School regularly publishes reports and updates on its diversity initiatives and progress, ensuring transparency and accountability in its efforts to promote diversity and inclusivity.
- **Diverse faculty and headship.** The Departmental faculty is comprised by mainly women and women of color. Incoming faculty this upcoming year will increase representation in terms of race, ethnicity, and sexual orientation.
- **SoJ student population has significantly diversified in the last years:**
 - 42.8 percent of SoJ's 416 students in Fall 2023 were minority, an increase from 35 percent in 2005. The UA had 32.3 percent minority undergraduates in Fall 2023
 - Among the SoJ students (as of fall 2023):
 - Hispanic students constituted 23.6% (107)
 - Black of African American 7.5% (46)
 - American Indian of Alaskan Native 1.2% (14)
 - Asian 20 (1%)
 - Native Hawaiian or Other Pacific Islander 2 (0.5%)
- **The Center for Border and Global Journalism.** The school launched the [Center for Border & Global Journalism](#) in 2014 and has sponsored numerous events featuring journalists from many countries and news organizations and reflecting media coverage of diverse global issues.
- **Border, international and global research.** Several faculty members have focused their research efforts on journalism in the US-Mexico border region, Mexico, Brazil, Peru, Japan, Spain, United Kingdom, France India, Iraq, Afghanistan, and Yemen.

- Study abroad programs. Faculty members have led students in study abroad programs in Costa Rica, Italy, Egypt, Oman, Dubai, and Spain.
- Nationwide representation. A faculty member has served as Academic Officer At-Large at the National Association of Hispanic Journalists. Another faculty member has served as trainer at the Student Project program during NAHJ convention several years.
- Transnational programs. Several faculty members have served at various micro campus projects in Peru and Chile.
- The School of Journalism offers several dual Degree Programs. Students can earn a dual master's degree in journalism and one of the following:
 - Dual M.A. in Journalism and Latin American Studies
 - Dual M.A. in Journalism and Legal Studies
 - Dual M.A. in Journalism and Middle Eastern and North African Studies
 - Dual M.A./M.S. in Journalism and Environmental Science
 - Dual M.A./M.P.A. in Journalism and Public Administration
 - Dual M.A. in Journalism and Bilingual Journalism
 - Dual M.A. in Journalism and Studies of Global Media
 - Dual M.A. in Bilingual Journalism and Latin American Studies
 - Dual M.A. in Bilingual Journalism and Studies of Global Media
 - Dual M.A. in Bilingual Journalism and French Studies
 - At least four journalism courses are cross-listed with Latin American Studies and Middle Eastern and North African Studies. The SoJ also offers JOUR 344: Journalism, Gender and Multiculturalism, cross-listed with the Department of Gender and Women Studies.
- New Bilingual Journalism M.A. In Fall 2021, the School introduced its inaugural Bilingual Journalism M.A. program, representing a pioneer initiative in the field. This innovative program provides comprehensive professional and academic training for students aspiring to report on of for Latinx communities in the United States and globally. It stands out as one of the few fully bilingual programs nationwide. Graduates of this program gain proficiency in both Spanish and English, equipping them with a formidable advantage in the competitive landscape of the media industry.
- Programs to support diverse high school and incoming students. Up until 2023, our School hosted the Dow Jones News Fund Diversity Workshop for High School students every summer, specifically tailored for minority students in Arizona. However, in Summer 2024, we reimagined our approach and introduced a new initiative: the Diversity High School Workshop Jumpstart Program. The proliferation of disinformation coupled with the decline of the local news industry has left young individuals bewildered about the fundamental role of journalism in our democratic society. In cities like Tucson, youths are growing up in what can only be described as news deserts, which complicates their ability to discern reliable, truthful, and accurate sources of information. Consequently, the School of Journalism has witnessed a decline in enrollment, partly due to these phenomena. Moreover, the pandemic has dealt a significant blow, particularly to our longstanding high school diversity workshop that has been a fixture since 1981. To counter these challenges, we are determined to expand our legacy Donald W. Carson High School Diversity Workshop into a comprehensive

JumpStart program, drawing inspiration from the successful Arabic JumpStart model. Under this new framework, students will engage in a weeklong workshop followed by enrollment in five-week summer courses. This immersive experience will enable them to earn between 3 to 6 college credits within just 5 to 10 weeks at the University of Arizona. Through this initiative, we aim to empower young individuals with the knowledge and skills necessary to navigate the complexities of modern media landscapes and contribute meaningfully to our society.

- Pioneering the landscape for local news production, *El Independiente* stands as a testament to innovation. Established four decades ago, it proudly holds the distinction of being the first bilingual community newspaper birthed from a U.S. journalism program. Originally conceived as a bilingual magazine spotlighting the vibrant Latino community of Southern Arizona, *El Independiente* has since evolved into a cornerstone of journalistic excellence. Building upon this legacy, the inception of the Arizona-Sonora News service in 2010 marked a significant milestone. This initiative provided students with invaluable opportunities to delve into news coverage spanning Arizona and the U.S.-Mexico border, enriching their journalistic acumen and fostering cross-cultural understanding. In the academic year of 2023-2024, the School embarked on a transformative journey, reimagining these pioneering projects to usher in a new era of integrated news media service. Guided by dedicated journalism faculty, both undergraduate and graduate students now actively contribute to local news coverage, generating compelling stories that resonate within our communities. This collaborative effort not only amplifies the voice of our student body but also serves as a vital resource for local news outlets, enriching the media landscape with diverse perspectives and comprehensive coverage. As we accelerate our commitment to fostering excellence in journalism, we remain steadfast in our dedication to nurturing the next generation of storytellers and empowering them to make a meaningful impact on our world.
- Introducing a cutting-edge newsroom bureau: In an exciting endeavor, we are currently spearheading the transformation of UArizona space into a dynamic, multipurpose newsroom. This innovative space will not only cater to the needs of our esteemed students but also extend its services to support local and independent journalists operating in and around the vibrant community of Tucson. The vision for this state-of-the-art newsroom transcends traditional boundaries, designed to be a nexus of collaboration and creativity. Situated alongside our newly established broadcast and podcast studios, it will seamlessly integrate with our existing multimedia production facilities, offering a comprehensive suite of resources to fuel journalistic endeavors of all kinds. This initiative represents a bold step forward in fostering synergy between academia and the broader journalistic community. By providing access to cutting-edge technology, professional guidance, and a collaborative workspace, we aim to cultivate an environment where innovation thrives, and boundaries are pushed. Ultimately, our goal is to empower aspiring journalists and seasoned professionals alike, equipping them with the tools and resources needed to excel in today's rapidly evolving media landscape. Together, we are poised to redefine the future of journalism and make a lasting impact on our local and global communities.
- The School proudly holds the distinction of being among the pioneering universities in the nation to establish student chapters of esteemed journalistic organizations. Notably, we were among the first to launch chapters of the Native American Journalists Association and the National Association of Hispanic Journalists. Additionally, our commitment to diversity and

inclusivity is further underscored by the presence of student chapters affiliated with the National Association of Black Journalists, the Asian American Journalists Association, and the Journalism and Women Symposium.

- Diversity Training. Faculty and staff members have attended the Dow Jones Multimedia Training Academy at University of Texas El Paso, which provides intensive multimedia training for instructors at Hispanic-serving universities. Faculty members participated in the 2024 Culturally Responsive Curriculum Development Institute, a week-long summer immersion focused on training and coaching faculty and instructors towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities, including distance and online learning environments. The institute brings together faculty and instructors to thoughtfully redesign an existing course through workshops, discussions, and pedagogical practice. Redesigned courses account for multiple learning environments and teaching modalities including, online, in-person, and hy-flex. Redesigned courses are informed by frameworks that guide practice at Hispanic Serving Institutions (HSIs).
- Faculty have served as visiting professors, Fulbright Scholars and/or professionals abroad, including in Mexico, India, Malaysia, Afghanistan, Iraq, South Korea.

GOALS AND METHODS

I. Goal: Recruit a Diverse Student Body

Methods for achieving the goal

- A. Instituting a Diversity Committee comprised of dedicated faculty members alongside student representatives marks a pivotal step in fortifying our commitment to fostering inclusivity and diversity within the School. Through collaborative efforts and strategic initiatives, the Diversity Committee will work to create a supportive and welcoming community where all individuals feel valued, respected, and empowered to thrive. By fostering diversity at every level, we will not only enrich the educational experience for our students but also strengthen the fabric of our School and contribute to a more equitable society.
- B. Secure funds to pay a part-time recruiter or faculty member, or develop other staff resources, to foster contacts with at least five Arizona high schools with large numbers of Native American, African American, Latino, Asian-American and/or refugee students.
- C. Continuing our commitment to fostering diversity and educational equity, we remain dedicated to supporting programs designed to facilitate the transition of high school students into college. The Dow Jones News Fund Journalism Diversity Workshop, a longstanding initiative tailored for minority high school journalism students in Arizona, has undergone an exciting transformation into the Diversity High School Workshop Jumpstart Program. This evolution reflects our unwavering commitment to innovation and inclusivity. Through the Diversity High School Workshop Jumpstart Program, we aim to provide an enriching and empowering experience for aspiring journalists from

underrepresented backgrounds. By offering a comprehensive curriculum and immersive learning opportunities, we seek to equip participants with the skills, knowledge, and confidence needed to thrive in higher education and beyond. As we embark on this new chapter, we are excited to build upon the legacy of the Dow Jones News Fund Journalism Diversity Workshop and further expand its reach and impact. Together, we will continue to champion diversity, equity, and excellence in journalism education, ensuring that all aspiring journalists have the support and resources they need to succeed.

- D. Develop recruitment strategies to encourage underrepresented students in the GenEd JOUR 150: News in a Digital Age to consider journalism as a potential major.
- E. Continue and support courses that serve diversity efforts such as Reporting in the US-Mexico Borderlands; Arizona-Sonora News Service; Latinx and the News Media in the United States; Global Latinx: Diasporic Transnationalism and Media in Latin America, Europe and Asia; Media Coverage of International Crisis; Media and Terrorism; Journalism, Gender and Race; and US Press in Latin America, among others.
- F. Sustain comprehensive coverage of underrepresented groups in Arizona-Sonora News Service. Our commitment to amplifying the voices of underrepresented communities remains steadfast. The Arizona-Sonora News Service will continue its tireless efforts to provide comprehensive coverage that accurately reflects the diverse fabric of our region. Through in-depth reporting and storytelling, we will strive to shed light on the experiences, challenges, and triumphs of marginalized groups, fostering greater understanding and empathy within our community.
- G. Strengthen collaborative partnerships with Mexican universities. Building upon our existing relationships, we are dedicated to nurturing collaborative partnerships with esteemed Mexican universities. By fostering cross-border exchanges and collaborative initiatives, we aim to cultivate a vibrant ecosystem of academic and cultural exchange. Through these partnerships, we will enrich the educational experience for our students, deepen our understanding of regional dynamics, and foster greater collaboration and cooperation between our institutions.
- H. Enhance Master's Degree in Bilingual Journalism. Our commitment to excellence in bilingual journalism education remains unwavering. We will continue to enhance and expand our master's degree program, both in-person and online, to meet the evolving needs of our students and the industry. By leveraging cutting-edge technology and innovative pedagogical approaches, we will ensure that our program remains at the forefront of bilingual journalism education, empowering students to excel in today's global media landscape.
- I. Continuing support for the Studies of Global Media Program. Our commitment to providing accessible and high-quality education in global media studies remains unwavering. The Studies of Global Media Program, offered online, serves as a cornerstone of our commitment to reaching diverse groups of students both within the country and abroad. Through innovative online delivery methods and a robust curriculum, we are dedicated to providing students with a comprehensive understanding of global media landscapes, fostering critical thinking, cross-cultural communication skills, and a nuanced understanding of media's role in shaping our world. As we move forward, we will continue to enhance and expand the Studies of Global Media Program, leveraging

emerging technologies and pedagogical approaches to ensure that it remains relevant, engaging, and accessible to students from diverse backgrounds and geographic locations. By providing flexible and inclusive learning opportunities, we aim to empower students to become informed global citizens and active participants in the ever-evolving field of media studies.

II. Goal: Retain a Diverse Student Body

Methods for achieving the goal

- A. Sustain support for the School of Journalism Student Council. We are dedicated to fostering student leadership and empowerment within our School. The recently formed School of Journalism Student Council, comprising diverse undergraduate and graduate students, plays a vital role in representing student voices and advocating for their needs and interests. We are committed to providing ongoing support and resources to ensure the success and effectiveness of the Student Council in fulfilling its mission. Continue to support the recently created School of Journalism Student Council formed by diverse undergraduate and graduate students.
- B. Strengthen support for student chapters under the SoJ Student Council Umbrella. As part of our commitment to student engagement and diversity, we reaffirm our support for the School of Journalism Student Council as the umbrella organization for diverse student chapters. These chapters, including the National Association of Hispanic Journalists, Women in Journalism, and First-Generation College Student, serve as vital platforms for student empowerment, networking, and professional development. We pledge to continue our support for these chapters and collaborate closely with them to promote inclusivity and excellence within our School.
- C. Establish Part-time mentorship program for writing skills enhancement. Recognizing the importance of academic support and skill development, we commit to developing a part-time mentorship program for students seeking to enhance their writing skills. This initiative, spearheaded in collaboration with the SoJ Student Council, will provide students with personalized tutoring and guidance to improve their writing proficiency. By offering targeted support, we aim to empower students to excel academically and professionally.
- D. Support the Diversity Award to recognize excellence in scholarship and news coverage. In alignment with our commitment to diversity and inclusivity, the Diversity Award honors graduate or undergraduate students who have demonstrated outstanding achievements in advancing scholarship or news coverage of underrepresented communities. This award serves as a testament to our School's commitment to recognizing and celebrating excellence in diversity-focused initiatives and contributions.
- E. Continue to prioritize the Internship Coordinator role with focus on diversity. The internship coordinator position will remain a priority within our School, with a specific mandate to seek and place diverse students in diverse news outlets. We recognize the importance of providing students with meaningful internship opportunities that reflect

the diversity of the media landscape. By prioritizing diversity in internship placements, we aim to provide students with valuable hands-on experience and facilitate their professional growth and development.

- F. Continue to provide comprehensive mentoring and assistance. We remain committed to providing students with comprehensive mentoring and workshop assistance to support their professional development. Whether through group workshops or one-on-one mentoring sessions, we will continue to assist students in crafting cover letters, writing resumes, preparing resume tapes, and choosing clips for portfolios. By offering personalized guidance and support, we aim to equip students with the skills and confidence needed to succeed in their careers.
- G. Recognize that inclusivity includes diverse political viewpoints. To encourage critical thinking, faculty will strive to frame and foster discussions of contemporary news events and coverage that reflect a variety of political, fact-based viewpoints. Faculty will strive to ensure a “safe” environment for classroom discussion.
- H. Encourage faculty to take part in some of the Project Implicit social attitude tests at <https://implicit.harvard.edu/implicit/takeatest.html> to assist them in recognizing and keeping tabs on their possible biases.
- I. Sustain feedback mechanisms for inclusivity. Our commitment to fostering inclusivity and diversity within the School remains unwavering. We will continue to conduct an annual survey and/or "listening tour" to actively solicit feedback from students on our efforts at inclusivity. By engaging directly with our student body, we aim to identify areas for improvement and implement initiatives that address their needs and concerns.
- J. Integrate diversity-related questions into student surveys. In our ongoing efforts to prioritize diversity and inclusion, we will include questions concerning students' perceptions of diversity-related issues in our annual student surveys. By gathering insights directly from our student body, we can gain a deeper understanding of their experiences and perspectives, informing our ongoing efforts to promote diversity and equity within the School.
- K. Facilitate engagement with news organization recruiters. We remain committed to providing students with valuable insights into the expectations of internship and job applicants in the journalism field. To this end, we will continue to invite recruiters from print, broadcast, and online news organizations to speak in the School. By facilitating these engagements, we aim to prepare students for successful careers in journalism and provide them with valuable networking opportunities.
- L. Continue to support a faculty or staff member to liaise with the Disability Resource Center to ensure the needs of differently abled students are addressed. This dedicated liaison will work collaboratively with students and disability support services to provide accommodations and support that enable all students to thrive academically and professionally.
- M. Continue to reach-out and provide opportunities to individuals with various special needs, including accommodations for physical and mental health challenges. Through proactive outreach and personalized support, we aim to create an inclusive learning environment where all students feel valued, supported, and empowered to succeed.

- N. Continue to offer to pay students' membership fees in journalism organizations that foster diversity. As part of our ongoing efforts to foster diversity and inclusion, we will continue to offer to pay students' membership fees in journalism organizations that prioritize diversity. By covering these costs, we aim to reduce financial barriers and provide students with access to valuable networking and professional development opportunities within diverse and inclusive media communities.
- O. Continue to forge and nurture relationships with media professionals to facilitate opportunities. We remain committed to forging and nurturing relationships with editors, producers, news executives, publishers, and reporters to build bridges that foster internship and job opportunities for diverse students. Through proactive outreach and engagement, we aim to create pathways to success for students from underrepresented backgrounds in the journalism industry.
- P. Continue to use the Facebook group UA Journalism Diversity Initiative to provide information about diversity-oriented scholarships, internships, fellowships, contests, and job opportunities. By centralizing this information in a dedicated online community, we aim to support and empower students in their pursuit of diverse and inclusive opportunities in the field of journalism.
- Q. Continue to seek more funding for student travel for research or study abroad opportunities and for conferences. In our ongoing commitment to student success and enrichment, we will continue to seek more funding for student travel for research or study abroad opportunities and for conferences. By securing additional resources, we aim to provide students with expanded opportunities for academic and professional growth, fostering their development as global citizens and future leaders in journalism.

III. Goal: Recruit Diverse Faculty

Methods for achieving the goal.

- A. Broaden faculty candidates pool through external lectures. To enrich the pool of potential candidates for future faculty positions, we will continue to invite outside faculty members to campus to deliver lectures. By diversifying the range of perspectives and expertise represented in these lectures, we aim to identify and cultivate relationships with talented individuals who may be interested in joining our faculty in the future. Invite outside faculty members to campus to lecture to diversify pool of potential candidates for future faculty positions.
- B. Make personal contacts with potential applicants at the AEJMC national convention and other conferences of journalism educators and professional journalists. Building on our commitment to attracting diverse talent, we will actively engage with potential applicants at professional conventions and other gatherings of journalism educators and professionals. Through personal interactions and networking opportunities, we aim to establish meaningful connections and communicate the exciting opportunities available within our School

- C. Continue to contact organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, the Native American Journalists Association, Unity: Journalists of color Inc., the National Lesbian and Gay Journalists Association, and the National Federation of Press Women, to be sure that members of those groups are aware of job opportunities in the School. Advertise on their websites.
- D. Maintain contact with alumni, especially minority graduates working in the academy or the profession through social media, personal emails and the *e-Cursor*. By maintaining strong ties with our alumni community, we can tap into their expertise and networks to identify potential candidates for faculty positions.
- E. Seek collaborations and partnerships with organizations such as the American Society of Newspaper Editors, the Robert C. Maynard Institute for Journalism Education, the Poynter Institute and the Society of Professional Journalists, Journalism and Woman Symposium to advance a shared interest in diversity issues and training. This would include advertising on their websites and using their networks to seek out potential applicants.
- F. Offer competitive salaries to attract top talent. In our commitment to recruiting and retaining top talent in the field of journalism, we will offer nationally competitive salaries in job offers to academics. By providing competitive compensation packages, we aim to attract diverse and highly qualified candidates who will contribute to the excellence and diversity of our School's faculty.

IV. Goal: Retain a Diverse Faculty

Methods for achieving the goal

- A. Address pay inequities for current faculty. We are committed to proactively addressing any pay inequities among our current faculty members. Through thorough evaluation and analysis, we will work to identify and rectify any disparities to ensure fair and equitable compensation for all faculty members.
- B. Support continuing education opportunities. Recognizing the importance of ongoing professional development, we will offer opportunities for continuing education by providing funding for faculty to attend conferences, workshops, and programs that support their research and teaching specialties. By investing in faculty development, we aim to enhance the expertise and effectiveness of our faculty members, ultimately benefiting our students and the broader academic community.
- C. Facilitate mentorship for junior faculty. To support the growth and development of junior faculty members, we will facilitate connections with academics both within and outside of the School to serve as formal and informal mentors. By fostering mentorship relationships, we aim to provide junior faculty members with guidance, support, and opportunities for professional growth and advancement.

- D. Provide funding for conference attendance and memberships. We will provide funds for faculty to attend professional conferences and cover membership fees for organizations such as the Asian American Journalists Association, the National Association of Black Journalists, the National Lesbian and Gay Journalists Association, and others. By supporting faculty participation in these organizations and conferences, we aim to facilitate networking opportunities, professional development, and collaboration within the broader journalism community.
- E. Promote awareness of fellowships and grants. We are committed to providing information to minority faculty members and others about fellowships and grants that can support their teaching and research performance. By promoting awareness of available funding opportunities, we aim to empower faculty members to pursue their scholarly interests and enhance their contributions to the academic community.

V. Goal: Recruit and Retain Diverse Staff

Methods for achieving the goal

- A. Adhere to university procedures for diversity and fair consideration. We are committed to following university procedures designed to ensure that our applicant pool is diverse and that all candidates receive fair consideration. By upholding these procedures, we aim to foster an inclusive hiring process that promotes diversity and equity within our staff and faculty.
- B. Reclassify staff positions to foster career growth. When opportunities arise, we will explore reclassifying staff positions to allow staff members to be eligible for higher pay and to provide avenues for career advancement. By reclassifying positions, we aim to recognize and reward the contributions of our staff members and support their professional growth and development.
- C. Implement job-posting strategies to encourage diversity. We will develop job-posting strategies that are designed to attract a diverse pool of applicants. This may include outreach to diverse professional networks, targeted advertising in diverse communities, and ensuring that job postings are accessible and inclusive to all potential applicants.
- D. Provide time for training and skill development. Recognizing the importance of ongoing professional development, we will provide staff members with dedicated time for training and other opportunities to learn new skills. By investing in the growth and development of our staff, we aim to enhance their capabilities and support their career advancement.
- E. Recognize and celebrate staff diversity in evaluations. In staff evaluations, we will recognize and celebrate staff members for their diverse interests and skills, including proficiency in a second language and multicultural experiences. By acknowledging and valuing the diverse talents and backgrounds of our staff, we aim to foster an inclusive and supportive work environment where all employees feel appreciated and empowered.

VI. Goal: Promote Diversity and Inclusion in the Curriculum

Methods for achieving the goal

- A. Expand and deepen the resources available on the [Diversity and Inclusion journalism website](#), including funding resources.
- B. Provide all faculty members a continually updated Tip Sheet for including diversity in their courses.
- C. Include in all faculty orientation programs, a discussion of workshops on campus and creative ways in which diversity-related issues could be effectively communicated in the classroom.
- D. Continue to seek external funding for students to do research, writing, photojournalism, and multimedia projects in other nations.
- E. Continue and support courses that serve diversity efforts such as Reporting in the US-Mexico Borderlands; Arizona-Sonora News Service; Latinx and the News Media in the United States; Global Latinx: Diasporic Transnationalism and Media in Latin America, Europe and Asia; Media Coverage of International Crisis; Media and Terrorism; Journalism, Gender and Race; and US Press in Latin America, among others.
- F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the bilingual publication, *El Independiente*.
- G. Continue to offer students the opportunity to report in diverse and culturally rich communities that include South Tucson and Tombstone, and in multicultural areas such as the U.S.-Mexico border and overseas.
- H. Provide programs and courses that offer instruction with a global context and give students opportunities to do fieldwork in other countries, especially in Latin America and the Middle East.
- I. Seek additional funding to support study abroad (student travel) and diversity courses.
- J. Continue to provide Study Abroad opportunities for students to study journalism in diverse cultures.
- K. Ensure that all School media coverage includes events and issues related to people of diverse cultures, economic status, gender, sexual orientation and ableness.

VII. Goal: Foster a Supportive Environment that Promotes Diversity

Methods for achieving the goal

- A. Offer faculty and staff opportunities to attend diversity-oriented workshops and courses throughout the semester.

- B. Include in annual student survey questions concerning their perceptions related to diversity-related issues.
- C. Conduct a “Listening Tour” every other year to get direct feedback from students.
- D. Encourage a diversity of political opinion in the classroom. In doing so we will keep in mind the core values that we hold dear:
 - 1. A commitment to facts and to finding truth; recognizing the distinction between complex and contextual notions of objectivity and truth, on the one hand, and willful bias and fake news, on the other.
 - 2. A commitment to free and open communication of ideas, to careful and respectful listening, to adopting an analytic approach to evaluating arguments.
 - 3. To remember that as educators our job to impart to students the skills of critical analysis and questioning that will enable them to form their own views and perspectives. Opinions are likely to change over time, but one cannot unlearn the process of critical inquiry.

Diversity and Inclusivity Action Plan School of Journalism For Academic Year 2024-2025

The University of Arizona School of Journalism recognizes the importance of fostering a diverse and inclusive faculty, staff and student body, as well as contributing to a more diverse journalism in the 21st century. The faculty is dedicated to the UA’s effort toward “inclusive excellence” and to continuing to build on the school’s longtime commitment to diversity, initiated in the 1960s, to promote an academic community at the forefront of educating students to live and work in a multicultural country and world.

In addition to the five-year Diversity and Inclusion Plan, this action plan is intended to guide faculty and staff efforts during the 2024-2025 academic year.

Toward recruiting and retaining diverse students, staff and faculty:

- A. Appoint a Diversity Committee of faculty members with a chair and one or more students, if possible, to support the School’s recruitment and retention program for underrepresented groups.
- B. Invite a “diversity fellow” to lecture at least once a year to expand and diversify our pool of potential faculty job candidates.

- C. Support the recently formed SoJ Student Council and work with the board in planning activities to advance diversity efforts in the school as well as collaborate with diverse student chapters such as the National Association of Hispanic Journalists, Women in Journalism and the First-Generation student club. Plan at least one organizational meeting in the fall and one in the spring.
- D. Task Diversity Committee to explore successful strategies for recruiting diverse students from high schools with large numbers of minority students.
- E. Apply for additional funds for the Journalism Diversity Workshop for minority high school journalism students in Arizona.
- F. Develop recruitment strategies in the Gen-Ed Journalism 150: News in a Digital Age to encourage underrepresented students to consider journalism as a potential major.
- G. Conduct a student survey in fall 2024 that includes demographics and questions concerning student perceptions of diversity-related issues.
- H. Conduct a “listening tour” in spring 2025 to solicit feedback from students, staff and faculty on the School’s efforts at inclusivity. The Diversity Committee will write a summary of crucial elements from the report for inclusion in next year’s action plan.
- I. Hold at least one diversity-related event (lecture, training, reception, presentation) in fall and spring semesters.
- J. Offer a new online course, contingent on resources, on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women’s Studies.