

Diversity and Inclusivity Plan

School of Journalism

University of Arizona

Updated Spring 2017

OVERVIEW

In a state where nearly 31 percent of the population is Hispanic,¹ 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.

The School's achievements in diversity and inclusivity are detailed in an annual Diversity Report, submitted each fall, which generally runs from six to 14 pages and includes student club activities, guest speakers reflecting diversity, diversity topics and activities included in classes and outreach; and faculty research, affiliations or trainings reflecting diversity efforts.

The plan outlined below is designed to foster diversity in the recruitment and retention of underrepresented students, faculty and staff and to facilitate incorporation of the concepts of inclusivity and diversity into the curriculum and School activities. In line with UA policy, we seek an environment in the School that fosters awareness of and sensitivity to all people regardless race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

www.policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

HIGHLIGHTS

Some highlights that illustrate the School's ongoing commitment to diversity include:

- Some 37 percent of SoJ's 475 majors in fall 2016 were minority, an increase from 19.7 percent in 2005. The UA had nearly 40 percent minority undergraduates in fall 2016.²
- Among the SoJ students (as of fall 2016):
 - Hispanic students constituted 22 percent (104 students)
 - Black, Non Hispanic constituted 9.5 percent (45 students)
 - American Indian/Alaska Native constituted 2.3 percent (11 students)
 - Asian or Pacific Islander constituted 3.4 percent (16 students)

- 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.
<https://borderjournalism.arizona.edu/>
- The School offers dual Master's degrees with Latin American Studies and Middle Eastern and North African Studies and several other departments.
- In a fall 2016 survey of 99 students, 90 percent agreed that the School of Journalism encourages diversity.
- *El Independiente*, the first bilingual community newspaper published by a U.S. journalism program, was launched 40 years ago and continues today as a bilingual magazine focusing on the Latino community in Southern Arizona.
- The Arizona-Sonora News service that began in 2010 allows students the opportunity to cover news in Arizona and along the U.S.-Mexico border.
<http://arizonasonoranewsservice.com/>
- 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.
- The School hosts a Dow Jones News Fund Diversity Workshop for High School students each summer for minority students in Arizona.
- Several faculty members have focused their research efforts on journalists working in the Mexico, US-Mexico border region, Iraq, Brazil, India and Afghanistan. One faculty published an article on the 2013 Malaysian election in the Malaysian Journal of Communication.
- A faculty member served more than a decade on the board of the Maynard Institute for Journalism Education, a national organization that advocates on behalf of diversity training.
- New one-time and repeating study abroad programs have been developed in Costa Rica, Italy, Egypt, Oman and Dubai.
- The School was one of two homes to *The New York Times* Student Journalism Institute that accepts 20 minority students from around the country into a training program to work with *Times* professionals.
- The School completed a three-year project to train Afghan journalism professors, which involved a number of SoJ faculty members and graduate students and brought several Afghan journalism professors into the School for short periods of time.

- The School was one of the first universities in the country to launch a student chapter of the Native American Journalists Association and the National Association of Hispanic Journalists, and also has student chapters of the National Association of Black Journalists, Asian American Journalists Association, and Journalism and Women Symposium.
- Five faculty and staff members attended the Dow Jones Multimedia Training Academy at University of Texas El Paso, which provides intensive multimedia training for instructors at Hispanic-serving universities.
- Four faculty members received fellowships for 12-day Media Development Seminars on Palestine in Jerusalem, sponsored by Palestinian American Research Center.
- Several students have been selected for the Chips Quinn Scholars Program for Diversity in Journalism, and several more for the MetPro program to boost diversity in newsrooms in the past five+ years. Other students have had internships or taken jobs in newsrooms as diverse as the *Nogales International*, Al-Arabiya television, the *Egypt Independent*, and the *Tico Times*.
- 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. Appoint a Diversity Committee of faculty members with a chair and one or more students to support the School's recruitment and retention program for underrepresented groups.
- 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. Continue to offer each summer the Dow Jones News Fund Journalism Diversity Workshop for minority high school journalism students in Arizona.
- D. Develop recruitment strategies to encourage underrepresented students in the gen-ed 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; US Press in Latin America; Arizona-Sonora News Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.
- F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the *Tombstone Epitaph*.
- G. Continue efforts to build relationships with Mexican universities.

- H. Explore a certificate in Border Studies by working closely with other units in SBS such as LAS and MAS.
- I. Continue to explore a master's degree in bilingual journalism.

II. Goal: Retain a Diverse Student Body

Methods for achieving the goal

- A. Launch a student club for "First Generation" students to assess needs and provide additional support and mentoring.
- B. Commit to developing a part-time mentor for students who need additional tutoring to improve writing skills. This could be developed through the First Gen club.
- C. Develop a Diversity Award for students to honor graduate or undergraduate students who have excelled in advancing scholarship or news coverage of under-represented communities.
- D. Offer a new online course on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women's Studies.
- E. Continue to make the internship coordinator position a priority with a mandate to seek and place diverse students and in diverse news outlets.
- F. Continue to provide students with group and one-on-one mentoring and workshop assistance in crafting cover letters, writing resumes, preparing resume tapes and choosing clips for portfolios.
- 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. Continue an annual survey and/or "listening tour" to solicit feedback from students on the School's efforts at inclusivity.
- J. Include in annual student survey questions concerning their perceptions of diversity-related issues, as was done in fall 2016.
- K. Continue to invite recruiters from print, broadcast and online news organizations to speak in the School about their expectations of internship and job applicants.
- L. Continue to appoint a faculty or staff member to liaise with the Disability Resource Center to ensure the needs of differently abled students are addressed.
- M. Continue to reach-out and provide opportunities to individuals with various special needs, including accommodations for physical and mental health challenges.
- N. Continue to offer to pay students' membership fees in journalism organizations that foster diversity.
- O. Continue to forge and nurture relationships with editors, producers, news executives, publishers and reporters to build bridges that foster internship and job opportunities for diverse students.

- P. Continue to use the Facebook group UA Journalism Diversity Initiative to provide information about diversity-oriented scholarships, internships, fellowships, contests, and job opportunities.
- Q. Continue to seek more funding for student travel for research or study abroad opportunities and for conferences.

III. Goal: Recruit Diverse Faculty

Methods for achieving the goal.

- A. 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.
- 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 Facebook pages, personal emails and the *Cursor*.
- 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 nationally competitive salaries in job offers to academics in the field of journalism.

IV. Goal: Retain a Diverse Faculty

Methods for achieving the goal

- A. Work proactively to correct pay inequities for current faculty.
- B. Offer opportunities for continuing education through paying for faculty to attend conferences, workshops and programs that support research and teaching specialties.
- C. Connect new and current junior faculty members with academics in and outside of the School to serve as formal and informal mentors.
- D. Provide funds for faculty to attend professional conferences and for membership in organizations such as the Asian American Journalists Association, the Black Broadcasters Alliance, the National Association of Black Journalists, the Native

- American Journalists Association, the National Association of Hispanic Journalists, and the National Lesbian and Gay Journalists Association and others.
- E. Provide information to minority faculty and others about fellowships and grants that could help teaching and research performance.

V. Goal: Recruit and Retain Diverse Staff

Methods for achieving the goal

- A. Follow university procedures designed to ensure that the applicant pool is diverse and that all candidates receive fair consideration.
- B. Reclassify staff positions when the opportunity arises, to allow staff members to be eligible for higher pay.
- C. Develop job-posting strategies that will encourage diverse applicants.
- D. Provide time for training and other opportunities to learn new skills.
- E. In evaluations, recognize staff for their diverse interests and skills, including a second language and multicultural experiences.

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 web site, including funding resources.
<https://journalism.arizona.edu/diversity>
- 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; US Press in Latin America; Arizona-Sonora News Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.
- F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the *Tombstone Epitaph* and the bilingual publication, *El Independiente*.
- G.
- H. 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.
- I. 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.
- J. Seek additional funding to support study abroad (student travel) and diversity courses.

- K. Continue to provide Study Abroad opportunities for students to study journalism in diverse cultures.
- L. Ensure that the 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, as was done in fall 2016.
- 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.

¹ The Hispanic population tripled in Arizona between 1990 and 2015. There are some 2.14 million Hispanic people in Arizonans – 31 percent of the population– up from 300,000 in 2000, according to the DATOS: The State of Arizona’s Hispanic Market report sponsored by the Arizona Hispanic Chamber of Commerce. Some 37 percent of Tucsonans are Hispanic, according to the same report. Full report at: https://issuu.com/azhcc/docs/0_datos_az_2016

² <http://www.wildcat.arizona.edu/article/2016/09/ua-seeks-to-diversify-faculty-and-improve-hiring-efforts>

Diversity and Inclusivity Action Plan School of Journalism For Academic Year 2017-2018

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 2017-2018 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. Launch a student club for "First Generation" students to assess needs and provide additional support and mentoring. 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 2018 Dow Jones News Fund 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 2017 that includes demographics and questions concerning student perceptions of diversity-related issues.
- H. Conduct a "listening tour" in spring 2018 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 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.