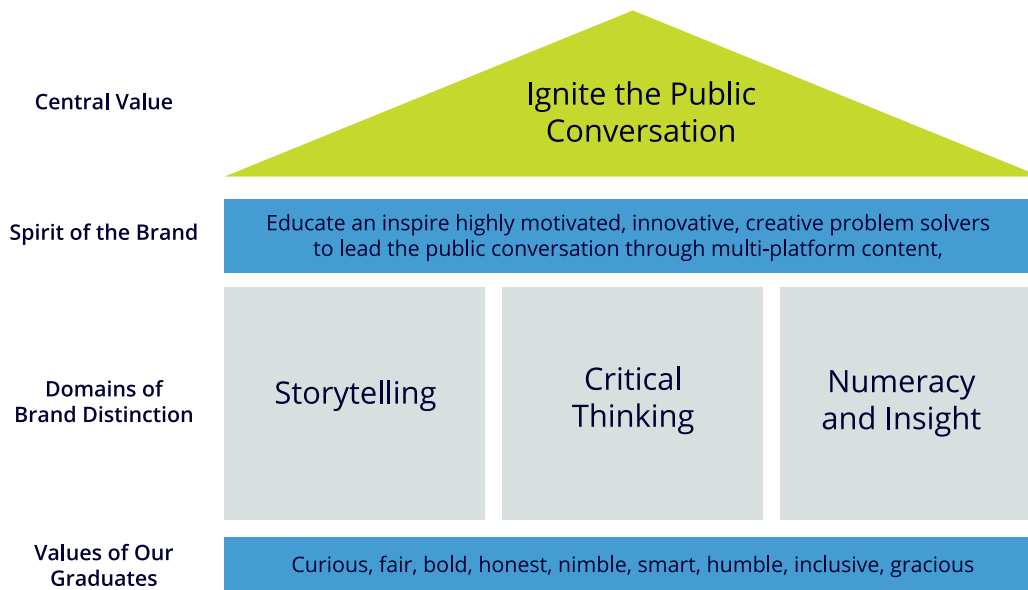


APPENDIX 3-A

Diversity and Inclusion Action Plan (Adopted May 2016)



The following action plan is a living document that addresses goals within the School's overarching Strategic Plan and ACEJMC's accreditation criteria. The Diversity and Inclusion Committee will help coordinate efforts with other key Committees to prioritize, review and track our progress annually, and recommend updates or changes based on vital input from faculty, staff, students, and alumni.

Diversity and Inclusion Mission Statement

The UNC School of Media and Journalism's mission is to train the next generation of media professionals and ultimately to ignite public conversation. Because meaningful and productive public conversation depends on the inclusion of diverse perspectives, the School is committed to providing an environment for teaching, learning, and research that includes

individuals from diverse backgrounds and with differing interests, lived experiences, and goals; that reflects the diversity of the state of North Carolina and the world beyond; and that supports intellectual inquiry, dialogue, and opportunities for life-long learning and growth necessary to successfully engage in public conversation in a global marketplace of ideas.

Diversity Vision Statement

The School of Media and Journalism cares deeply about diversity and inclusion. For us, diversity is not just a statement. We recognize the influence our School has on future and current media professionals and scholars, and, in doing so, will make diversity and inclusivity efforts an active part of our community, our curriculum, and our goals.

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

This commitment is rooted in the knowledge that diversity and inclusion benefit ALL faculty, staff, students, and alumni who engage with and practice these tenets. For us, this means we will:

- Create and maintain an environment that promotes civic participation, values understanding of each other's backgrounds and experiences, and practices inclusion of all individuals.
- Create and maintain a climate that offers equality of opportunities and plurality of thought and that supports the First Amendment's commitment to "the marketplace of ideas."
- Cultivate mindfulness of the unconscious biases we all have and of institutional inequalities that can threaten progress within the School.
- Recruit, hire, promote, and retain diverse faculty and staff.
- Provide classrooms that are and remain accessible to all students and faculty.

We will show our leadership in the community and on the issues associated with diversity and inclusion by exploring innovative ways to realize this mission without our School and university.

Diversity Definition

Any point of difference among individuals, variety; especially among different types of people. It includes a recognition and appreciation of differences and finds value in these differences because they are necessary for promoting growth and learning for all community members. Diversity can be measured across many variables – age, race, ethnicity, sex, gender identity, sexual orientation, socio-economic group, geography, religion, thought/philosophy and perspective, disability, and veteran status.

Overarching Goals and Recommendations for the School of Media and Journalism:

Goal 1: To clearly define and publicize the school's commitment to diversity.

- Visibility of courses that fulfill diversity and inclusion requirements.
- Show commitment to diversity in syllabuses.
- Create ways to share inclusive classroom/coursework ideas.
- Assess perceptions of the School's efforts to promote diversity and inclusion in order to inform planning activities.
- Highlight diversity related research, professional activities, observances, and individual efforts for diversity and inclusion.
- Develop ways in which the faculty/staff evaluation process can reward efforts to enhance diversity and inclusion.
- Offer workshops and professional development opportunities to faculty regarding the subjects of diversity and inclusion and require that all attend.

Goal 2: To recruit and retain underrepresented populations to ensure the educational benefits of diversity and inclusion in faculty, staff, students, and executive, administrative and managerial positions.

Faculty and Staff

1. Be intentional in recruiting underrepresented applicants.
 - Submit to the School's Diversity Committee a search committee recruitment plan prior to the start of each search.
 - Invest in assistance, guidance, and advice from professional search companies; i.e., headhunters.
 - Pursue targeted minority hire opportunities.
 - Maintain active networking with colleagues at other universities to ascertain the potential candidate pool.

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

2. Continue to gather information about potential faculty candidates within our industries.
 3. Invite a representative from the UNC Office of Diversity and Multicultural Affairs to address the School's annual retreat and all adjunct/graduate student orientation sessions.
 4. In conjunction with the academic dean and the Promotion and Tenure Committee, co-develop a promotion and retention program for underrepresented faculty and staff.
 - Clarify MJ School promotion and tenure guidelines by having each sequence define its own guidelines, especially for those on the professional track.
 - Assess and upgrade our faculty mentor program
 - Create a staff mentor program
 5. Research the pros and cons of incentivizing diversity and outreach efforts by faculty and staff.
 - Strengthen teaching, research, creative activity and service guidelines to increase value of diversity and inclusion efforts in promotion and tenure of faculty.
 - Include diversity initiatives and efforts in the annual review of staff and management.
 - Incorporate diversity initiatives and efforts into merit raise considerations.
 - Implement a diversity award.
- ensuring that the School takes into consideration underrepresented applicants and their contributions to the climate of the School.
- Submit to the School's Diversity Committee an annual undergraduate recruitment plan and undergraduate transfer application review plan, ensuring that the School takes into consideration underrepresented applicants and their contributions to the climate of the School.
 - Submit to the School's Diversity Committee an annual scholarships and awards promotion and application review plan, ensuring that the School takes into consideration underrepresented applicants and their contributions to the climate of the School.
2. Formalize the appeal process for undergraduate students who do not meet the 3.1 GPA requirement. Institute an online application process for these students.
 3. In an effort to increase retention and student success, research the impact of developing a 1 credit hour 101 course for all students to show them ways to be successful in their transition to college and point them toward their resources on campus and aid in their academic success. This course would be especially helpful for students who are first-generation college students and those who are focused on the GPA requirement for admission into the school.
 4. Increase support for and encourage efforts of professional organizations and their student affiliates.
 - Increase funding for undergraduate student attendance at state and national job fairs and professional conferences and conventions.
 - Continue to support and encourage efforts of the Carolina Association of Black Journalists, a student organization affiliated with the National Association of Black Journalists.

Undergraduate and Graduate Students

1. Be intentional in recruiting underrepresented undergraduate and graduate students to break down barriers for underrepresented students to apply.
 - Host an annual spring semester reception that encourages first-year and sophomore students in diverse student organizations, centers, fraternities, and sororities to apply to the School.
 - Submit to the School's Diversity Committee annually a graduate student recruitment plan and graduate student application review plan,

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

5. Seek and secure funding for undergraduate mentorship programs modeled after the Chuck Stone Program
6. Enhance outreach efforts and establish pipeline programs to underrepresented students through the School's K-12 programming.
 - Ensure financial stability of the Chuck Stone Program and other outreach efforts.
 - Formalize the School's participation with Project Uplift and Summer Bridge.

Goal 3: To make high-quality diversity education, orientation, and training available to all members of the school.

Diversity and inclusion audit to ascertain how diversity is addressed in our courses:

Syllabus basics:

1. ACEJMC competencies – all syllabuses must highlight at least one of these competencies to reflect a commitment to diversity and inclusion throughout the course:
 - Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
 - Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
2. Policies: In addition to including the university's statements on EEO and nondiscrimination (policy. sites.unc.edu/files/2013/04/nondiscrim.pdf), include the school's diversity and inclusion vision statement and/or stance, as defined on page 1.
3. Syllabus topics, assignments, readings, discussions – Provide evidence of how diversity and inclusion are incorporated throughout the semester.
4. Conversations with instructors: Because the syllabus itself may not provide extensive detail, the diversity and inclusion audit also should include conversations with instructors as needed to assess context, etc.

5. Student perceptions – augment our self-assessment with input from undergraduate and graduate students taking our courses to see how well they believe we meet that standard. In addition to the annual senior survey, this goal may be accomplished through focus groups and surveys with first-years, sophomores, and juniors.

Diversity classes

1. Get university approval for our School's diversity-focused courses to meet the university's US diversity or global issues requirement. This does not mean these courses must be open to all UNC students. We can still close enrollment. Currently, only JOMC 441 (Diversity and Communication) is listed for US Diversity requirement, and JOMC 446 (Global Communication and Comparative Journalism) is listed for global issues requirement. Other classes we offer that might meet these criteria: MEJO 342-Black Press and US History; MEJO 442-Gender, Class, Race and Mass Media; MEJO 443-Latino Media Studies; MEJO 447-International Media Studies; MEJO 490-Special Topics when related to diversity and inclusion.
2. Ensure current courses focused on diversity and inclusion are offered frequently and are promoted effectively, particularly once they are designated as meeting the university requirement.

Additional career services staff

At least one additional staff member who will share responsibilities with the director of Career Services and Special Programs and be a resource for underrepresented populations. We know from research and anecdotal data that students in underrepresented populations face challenges that may differ from their white counterparts regarding recruitment, hiring, retention, and promotion.

Document best practices

1. General - ideas and issues to address when interacting with prospective and current students, prospective and current hires (staff and faculty), students in classes and outside of class, diversity of guest speakers, etc.

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

2. Graduate admissions committee – ideas and issues to help keep inclusion and diversity top of mind when screening and selecting applicants; e.g., standardized tests, perceived “prestige” of schools they’ve attended, places they’ve work, journals they’ve published in, etc. o Faculty and staff search committees – ideas and issues to help keep inclusion and diversity top of mind when screening and selecting applicants; e.g., perceived “prestige” of schools they’ve attended, places they’ve work, journals they’ve published in, employment gaps, etc.
 - Consult UNC diversity in hiring guide - [issuu.com/uncdiversity/docs/unc_diversity_in_hiring_short_guid](https://www.unc.edu/diversity/docs/unc_diversity_in_hiring_short_guid)
 - Create our own diversity in hiring guide
 - Revisit targeted hiring policy - [academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/recruitment-and-selection/targeted-hiring](https://www.unc.edu/faculty-policies-procedures-guidelines/recruitment-and-selection/targeted-hiring)
3. Promotion and tenure committee – Ideas and issues to help keep inclusion and diversity top of mind when reviewing third-year review packets, tenure packets, post-tenure review packets; e.g., perceived “prestige” of output and outcomes, etc.
4. Mentors – ideas and issues to help keep inclusion and diversity top of mind when mentoring; e.g., socializing, opportunities to interact with P&T members and other leadership, promotion and tenure guidance (see Tenure-Track Faculty Hire Assessment of Research/Creative Activity Progress draft document, last page), etc.
5. Curriculum committee – ideas and issues to help keep inclusion and diversity top of mind when creating and scheduling courses, etc.
6. Scholarship committee – ideas and issues to help keep inclusion and diversity top of mind when creating, maintaining, and awarding scholarships
7. Alumni Boards - ID opportunities and issues to broaden its impact regarding diversity and inclusion
8. Accreditation assessment – how we will best assess our inclusion and diversity efforts in the curriculum, beyond numbers
9. New faculty orientation – New faculty attend the university’s orientation but we don’t have a formal orientation within the School to assist new faculty about what to expect, guidance for success, etc. This program could involve our staff members with whom they will interact (IT, HR, Library, etc.), their mentor(s), representative(s) of the P&T committee, other school leadership, as well as someone from the Center for Faculty Excellence. Have one or two current faculty take the individual to lunch. Also have a reception to welcome the new faculty and staff members and provide opportunities for conversations and inclusion.
10. New staff member orientation – in addition to university orientation, provide new staff members with an orientation program about what to expect, guidance for success, etc. Interaction with other staff they will work with, their mentor(s), and other school leadership. Reception as noted above.
11. Develop and implement staff mentor program
12. Formal and informal training programs – The Diversity Committee should take a leadership role in making faculty, staff, and students aware of opportunities to learn about issues and needs of under-represented populations. Utilize campus resources including Office of Diversity and Multicultural Affairs, EEO, Carolina Latina/o Collaborative, and diverse institutes.
 - Explore resources available through Diversity and Multicultural Affairs - [diversity.unc.edu/resources/resources-for-facultystaff](https://www.diversity.unc.edu/resources/resources-for-facultystaff) - and make recommendations for programs and collaboration opportunities. For example:
 - Diversity Education and Research Center (DERC) Faculty Fellows – [diversity.unc.edu/education/derc/faculty-fellows](https://www.diversity.unc.edu/education/derc/faculty-fellows)
 - Diversity THINKposium - [diversity.unc.edu/education/derc/thinkposium](https://www.diversity.unc.edu/education/derc/thinkposium)
 - Conferences and professional development - [diversity.unc.edu/education/derc/professional-dev](https://www.diversity.unc.edu/education/derc/professional-dev)

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

13. Arrange program with EEO – to have group/roundtable discussion about discrimination and/or harassment eoc.unc.edu/discrimination-and-or-harassment-complaint-form
14. Provide/promote hub with diversity and inclusion resources, such as
 - Chronicle of Higher Education – Diversity, Equity and Inclusion resources: [results.chronicle.com/LP=1076](https://www.chronicle.com/LP=1076)
 - A&S - college.unc.edu/diversity/diversity-resources

Goal 4: To create and sustain a climate in which respectful discussions of diversity are encouraged; take leadership in creating opportunities for interaction and cross-group learning.

1. Intentionally foster a climate of support for all stakeholders – faculty, staff, and students.
2. Continue the diversity luncheons but utilize them to address the concerns of those invited through insightful discussion and opportunities for positive growth. Seek the inclusion of members of the faculty and staff who are not members of the diversity committee to solicit “buy-in” and to provide an opportunity to learn from one another.
3. This might include discussions that are led by a rotating member of a diverse community who may be able to share from their current work, their background or current perspectives, or broader conversations about a relevant topic of their choosing.
4. Continue the diversity committee meetings. Invite students, faculty, and staff to attend on a rotating basis to solicit “buy-in” and to provide an opportunity to learn from one another.
5. Expand pages to the school’s website where concerns/issues can be posted and ideas can be shared. These pages can be both public, as well as private/restricted access, portals that can facilitate discussions of diversity and inclusion issues and opportunities.
6. Retain the services of a diversity liaison for the school whose purpose is to field issues, which arise

amongst stakeholders, guide diversity initiatives, assess progress, and prepare school reports.

- Cultivate diversity liaisons
What does a diversity liaison do? – college.unc.edu/2015/05/04/liaisons

7. List of diversity liaisons in A&S - college.unc.edu/diversity/diversity-liaisons
8. Conduct regular assessment of school’s climate for diversity and inclusion beyond reporting demographic quotas. Assessment should include perceptions and attitudes related to diversity and inclusion and should be conducted at all levels – undergrads, graduate students, staff, and faculty (full-time and adjuncts).

Goal 5: To support further research to advance alignment of the university’s commitment to diversity with the School’s commitment, to support innovative research and professional activity, and to become recognized thought leaders at the intersection of media, journalism, and diversity.

1. Incorporate diversity/inclusion into the research initiative/café.
2. Identify seed grant money and other funding sources that would encourage projects that support media and journalism diversity research from a wide variety of perspectives/methods.
3. Highlight and promote diversity research and professional projects in the School on the MEJO research website page and in school-sponsored social media.
4. Create and fund a yearly diversity research award and yearly professional project award within the School that recognizes innovative projects and individuals.
5. Create and fund a rotating endowed chair for excellence in media, journalism, and diversity research/professional activity and mentorship of junior faculty and students.

PART II – STANDARD 3
DIVERSITY AND INCLUSIVENESS

6. Continue to assess the diversity and inclusion efforts of the school and make changes as necessary to become and remain in alignment with the goals as written.

Resources needed

We must invest in our diversity and inclusion efforts to ensure we have sufficient financial and human resources to meet our goals. These may include:

- Committee or subcommittee of Diversity and Inclusion to share curriculum audit responsibilities
- Committee or subcommittee of Diversity and Inclusion to conduct research to assess student, faculty, adjunct, staff, and alumni perceptions.
- Committee or subcommittee of Diversity and Inclusion to collect and map out best practices (made available online) and conduct appropriate reviews every 2 years.
- Sufficient instructors and classrooms to offer courses focused on diversity every semester.
- Funding for an additional career services staff member and a diversity liaison.
- Funding for students to attend state/national conferences and job fairs.
- Increased funding for the School to sustain and grow mentor and pipeline programs.
- Orientation materials for new faculty, adjuncts, staff, and students related to our diversity and inclusion goals and efforts.
- Training and special program materials.
- Funders for endowed chair for excellence in media, journalism, and diversity.
- Seed grants and other funding to support research and professional activity related to media, journalism and diversity
- Funding for monetary award to recognize innovative research and professional projects and individuals

This proposal (adopted May 2016) has been endorsed by members of the Diversity and Inclusion Committee, the Diverse Faculty group, and the Dean’s Cabinet:

Diversity & Inclusion Committee

Spencer Barnes

Lois Boynton

Joe Cabosky

Nori Comello

Paul Cuadros

Tori Ekstrand

Monica Hill

Trevy McDonald

Terence Oliver

Greta Oliver, consultant/ex-officio member

Diverse Faculty Group

Deb Aikat

Francesca Carpentier

Valerie Fields

Dan Kim

Lucila Vargas

Lisa Villamil and members of the Diversity & Inclusion Committee

Dean’s Cabinet

Wendy Borman

Paul Cuadros

Heidi Hennink-Kaminski

Susan King

Anne Johnston

Louise Spieler

Charlie Tuggle

Kathi Wimmer

Kyle York