

Diversity Action Plan

Unit: Journalism & Electronic Media

Mission of the Unit: The Diversity Action Plan for the School of Journalism & Electronic Media reflects goals for the school, including objectives and actions involving all students, faculty, staff and administrators.

We are a diverse and inclusive community that affects change by inspiring our students and pursuing scholarship and engagement that makes a difference. We shape socially conscious, ethical leaders who tell stories, solve problems, and serve as the foundation of the U.S. democracy. We ignite the Volunteer Spirit to light the way for research, teaching, and service.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Action	Metrics/Benchmarks	Target Date of Completion	Responsible Parties
Charge JEM Diversity & Civility Committee with leading and assessing strategic D&I efforts	<ul style="list-style-type: none"> •Director provides a budget for the committee to use for research and programming initiatives. •Committee, chaired by the JEM Diversity, Equity, and Inclusion (DEI) Director, examines the diversity and inclusive culture of the School through climate instruments, such as climate surveys and listening sessions. •Use collected data to create and execute action items in line with our DAP objectives •Director of Diversity leads Diversity & Civility Committee to produce annual report •Develop a School-specific Diversity Statement 	<ul style="list-style-type: none"> •Director communicates budget to Committee •Annual report on the state of Diversity and Inclusion within the School includes 1) assessment of DAP objectives; 2) actions taken and 3) goals for upcoming year 	2021-22; Ongoing Annually	JEM Director, Diversity Director, JEM D&C Committee
Establish a channel of communication between JEM faculty, staff, administrators, and students around D&I and social justice	<ul style="list-style-type: none"> •Conduct regular climate surveys, listening sessions, and open forums that are topically focused and address culture and community. •Convey JEM's commitment to social justice in major communication to students, including welcome letters; promo videos; faculty, staff and administrator profiles; and other relevant forms of internal and external unit-originating communication •Establish a "social justice" page on the website •Make mentoring meetings a possible forum for talking about DEI topics •Encourage faculty to follow the "best practices in mentoring" document prepared by the JEM Diversity & Civility committee 	<ul style="list-style-type: none"> •Diversity & Civility committee, led by the Diversity Director, will conduct climate surveys, listening sessions or open forums held each two years; Promote listening sessions/open forums widely and with sufficient notice for planning; Report produced from listening sessions should include conclusions and suggestions for change that is presented to faculty •Social justice website section includes links to the current Diversity & Civility Committee, JEM DAP, Diversity-related JEM courses, current diversity-related statements from JEM, examples of relevant creative and scholarly work by students and faculty, and a button for anonymous submission of comments, concerns, or general thoughts about the diversity-related climate and environment in the School that can be accessed by the JEM Director and the Diversity & Civility Committee and transparently reported out to stakeholders. New additions to the site are promoted on social media; •Diversity section of website is updated each semester and as-needed when new information is available •Make best practices in mentoring document available to faculty at annual fall retreat 	Fall 2022; Ongoing Annually	JEM Director, Diversity Director, Diversity & Civility Committee, JEM Communication s and Faculty
Foster the development of continuing education around Cultural competency	<ul style="list-style-type: none"> •Faculty, staff, and administrators should participate in professional development events and workshops for enhanced understanding of issues concerning DEI. •Communicate opportunities to faculty 	<ul style="list-style-type: none"> •Require written description of contributions to D&I efforts in personal narrative of annual review 	Fall 2022; Ongoing Annually	All JEM Faculty, Staff and Administrators
Commit to ongoing planning, review, and revision of all JEM DEI practices, policies, and guidelines	<ul style="list-style-type: none"> •Review DAP at annual retreat and identify key areas for improvement. Consider small-group discussions around a focused topic from the DAP guidelines •Committees review the DAP at the first meeting of each year to be aware of their responsibilities •JEM Diversity, Equity, and Inclusion (DEI) Director leads yearly efforts to meet DAP goals 	<ul style="list-style-type: none"> •Ideas generated from yearly discussion given to D&C committee •Record in meeting minutes 	Ongoing	JEM Director, JEM DEI Director, and JEM Diversity & Civility Committee, Various committee chairs

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Action	Metrics/Benchmarks	Date	Responsible Parties
Participate in strategic recruitment & hiring initiatives	<ul style="list-style-type: none"> •Participate in The Target of Opportunity Faculty Hire Program and various job hubs at industry organizations, such as AEJMC, BEA, etc. •Establish a database (“talent bank”) by utilizing professional organizations that help identify potential candidates as they become available. 	<ul style="list-style-type: none"> •Report efforts toward strategic recruitment and hiring to faculty and upper administration in annual report and annual review document. •Talent Bank grows in number each year. JEM D&C committee maintains talent bank. Faculty all contribute. 	Fall 2021; Ongoing	JEM Director, Diversity & Civility Committee, Faculty
Review, design and implement mindful job search processes	<ul style="list-style-type: none"> •Review and follow the suggestions in CCI’s “Best Practices for running an Inclusive Search” and the University’s “Best Practices” Documents at faculty meetings where discussion of job call language happens. •Include in written charges to search committees that they consider the university’s and School’s mission to increase diversity of faculty. Include in charges a mandate to follow CCI’s “Best Practices for Running an Inclusive Search” and the University’s document. •Require attendance to at least one DDE-sponsored workshop in the past year to serve on the search committee. •Require all search committee members to complete STRIDE training. •Mandate a diversity advocate, a faculty member or staff person who has experience in DEI, as a member of the search committee. 	<ul style="list-style-type: none"> •D&I efforts are part of each faculty and staff member’s annual review narrative •Offer faculty and staff exceeding expectations in this area course releases and/or extra compensation.- •Share relevant creative/scholarship work via internal presentations and on social media •Promote at College and University level to marketing staff •Curate and update a “social justice” page on the JEM website to showcase relevant creative/research work 	Fall 2022	JEM Director; Diversity & Civility Committee; JEM Search Committee, JEM Faculty and Staff Communications Committee
Mitigate Invisible & Emotional Labor	<p>Establish an ad-hoc committee to create written service expectations for individuals at each rank. Protocol should include a summary of each standing committee and expected hours per month for each committee.</p> <p>Recognize, revalue and reward invisible & emotional labor by revisiting bylaws and procedures related to tenure; redistributing service assignments to account for invisible and emotional labor; and revaluing and rewarding invisible and emotional labor in annual review processes.</p>	<p>Document is reviewed and voted on by faculty</p> <p>Implement the equitable redistribution of service loads; revalue and reward invisible and emotional labor in the annual review process through course releases and/or additional compensation.</p> <p>Build in accountability for service work expectations by requiring each committee to submit a monthly report on accomplishments and upcoming actionable items that is curated by the administrative specialist and sent out to all faculty prior to faculty meetings.</p>	Spring 2022	JEM Director, Ad-hoc committee, admin specialist

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Action	Metrics/Benchmarks	Date	Responsible Parties
Recruit Minority candidates for graduate programs and seek employment opportunities for graduating students	<ul style="list-style-type: none"> •Attend NABJ annual meetings to support student chapter. Consider opportunities for attending other meetings, like , NAHJ, AAJA and NAJA. •Participate in conference job hubs and proactively invite candidates to meet for interviews 	<ul style="list-style-type: none"> •Document interest and report metrics. Note faculty who attend. •Document job hubs attended and number of contacts made. 	Spring 2022	Director / Faculty

Recruit Minority Candidates from Regional Secondary Schools	<ul style="list-style-type: none"> •Visit and recruit students from area and state high schools whose student population is comprised of a high percentage of historically marginalized students •Hold virtual and in-person open houses for high school students involved in communications programs •Reinstitute the summer high school journalism workshop in conjunction with the Tennessee High School Journalism Association •re-establish connections with high school newspaper, magazine, and yearbook advisors and create a pipeline that encourages the recruitment of students from traditionally marginalized communities by connecting them with JEM faculty for one-on-one or small group informational sessions• •Coordinate with existing university recruitment programs, such as Me4UT, to recruit traditionally minoritized students. 	<ul style="list-style-type: none"> •Document sites visited 	Spring 2022	Director / Faculty Recruitment and Retention Committee
Maintain an inclusive curriculum that reflects the significance of minority perspectives	<ul style="list-style-type: none"> •Activities, readings and assignments on syllabi should reflect the importance of helping students learn how to succeed in a diverse professional community •Include readings from BIPOC scholars, journalists, etc., and reflecting topics related to media representation, identity, power, social justice, and others. •Consult the anti-racism reading list created by the Diversity & Civility Committee before building syllabi 	<ul style="list-style-type: none"> •Syllabi include JEM and UT Diversity statements •Faculty reference commitment to DEI in classroom activities in annual review 	Ongoing	JEM Director; Administrative coordinator (Syllabi assessment); Faculty
Encourage students to join professional organizations as students NABJ, NAHJ, AAJA, NAJA, ETSPJ (and student SPJ)	<ul style="list-style-type: none"> •Mention in classes and provide recruitment information •Invite members, including alums to speak in class •Maintain NABJ student chapter •Encourage faculty to support NABJ by taking on adviser role, attending meetings, participating in fundraising events, etc. 	<ul style="list-style-type: none"> •Count/percentage of students participating in club •Count/percentage of faculty reporting commitment to this endeavor in their classes 	Ongoing	Faculty/Director /NABJ adviser

Goal 4: Develop and strengthen partnerships with diverse communities in Tennessee and globally.

Objectives	Action	Metrics/Benchmarks	Date	Responsible Parties
Continue to grow and enhance opportunities for JEM students, staff, and faculty to serve, lead, and partner at the global level.	<ul style="list-style-type: none"> •Establish and maintain programs for students to study abroad •Expand training programs for international journalists on campus and in other countries •Invite Fulbright Scholars and international colleagues to visit the university to share their perspectives. •Support faculty participation in an international activity, such as an academic conference or the Fulbright Scholars and Specialists Program. •Invite Fulbright Scholars and international colleagues to visit the university to share perspectives 	<ul style="list-style-type: none"> •Increase the percentage of undergraduate students who study abroad during their UTK education •Hold one program every three years •At least one international and/or Fulbright Scholar to visit campus as a visiting faculty member every five years. •Document funding available for international conference attendance. •At least one-third of the faculty will participate in international activity every 	Ongoing	Director; CCI Director of Global Outreach
Engage with community organizations that serve diverse populations in the Knoxville area	<ul style="list-style-type: none"> •Invite area community media to participate in JEM-sponsored events as speakers or classroom guest speakers in their area of expertise. •Contribute to and consult College's list of minority-owned businesses locally and around the state for JEM-related guest speakers •Charge recruitment and retention committee with identifying and compiling a list of community organizations that serve diverse populations (i.e. Knoxville Area Urban League, Centro Hispano de East TN, Organization of Chinese Americans, Native American Indian Association - Nashville) •Work with the UT office of community and engagement to identify and implement opportunities for community engagement. 	<ul style="list-style-type: none"> •Account for engagement and partnership building. •List grows each year 	Ongoing	Director/Faculty /Diversity & Civility Committee, Recruitment and Retention Committee

Increase Service to the Community	<ul style="list-style-type: none"> •Visit area high schools to provide presentations on JEM and JEM-focused topics •Hold and publicize public lectures related to JEM •Participate in high school journalism events and competitions as judges, speakers, etc. •Deepen relationships with local media organizations on D&I 	<ul style="list-style-type: none"> •Report on visits •Report out events and speakers •Report out events •Conduct a seminar with local media once every two years to explore mutually-beneficial research and creative needs around shared D&I goals 	Spring 2022	Recruitment and Outreach Committee/Diversity & Civility Committee/Faculty
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Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Action	Metrics/Benchmarks	Date	Responsible Parties
Encourage, enable, and support JEM's development and implementation of curriculum addressing DEI, and fostering cultural competence.	<ul style="list-style-type: none"> •Provide support for faculty attendance to pedagogical workshops focused on inclusive teaching practices •Undergraduate committee makes faculty aware of workshops and other learning opportunities provided through the TLC or UTK DDE 	<ul style="list-style-type: none"> •Identify funding pool to support workshop attendance •Admin specialist creates a shared calendar and weekly email with relevant information 	Spring 2022	JEM Director, Diversity & Civility Committee Chair, Administrative Specialist, Undergraduate Committee
Increase student opportunities for learning about the intersection of JEM and social justice	<ul style="list-style-type: none"> •Maintain JEM 466: Media, Diversity and Society as a core (required) part of the JEM undergraduate curriculum •Maintain JEM 484: Sports Media and Society as part of the regular undergraduate curriculum •Solicit proposals from faculty to orient a hands-on class around a social justice issue •Offer JEM 567: Journalism and Media for Social Change as part of the regular graduate curriculum •Sponsor student-focused talks, workshops, panels, etc. with professionals and scholars that address the intersection of social justice and JEM 	<ul style="list-style-type: none"> •Offer JEM 466 once per semester •Offer JEM 484 once per year •Offer at least one thematically-oriented hands-on class per year •Make undergraduate and graduate students aware of the new class •Identify and tally the ways in which guest speakers improve the diversity of voices to which students in JEM are exposed •Promote events in timely manner and widely through social media channels, email, class announcements •Create a charge for the Diversity & Civility Committee to organize one talk per year 	Spring 2022	JEM Director and Faculty, Undergraduate and Graduate Committees
Ensure instructors recognize the importance of and are prepared for incorporating intercultural perspectives to course content.	<p>Promote and provide professional development opportunities for instructors to receive guidance incorporating intercultural perspectives to their courses, as well as other ways in which to address topics relating to diversity, equity, inclusion, and cultural competence.</p> <p>Maintain social justice reading list that can be used to decolonize syllabi and also educate faculty on new and emerging ways DE&I intersects with JEM practice and texts.</p>	<ul style="list-style-type: none"> Count the number of full-time faculty attending professional development opportunities. Mandate attendance at one workshop sponsored by the DDE per year Reading list continually evaluated and updated by all faculty in effort led by D&C Committee. Link to reading list shared with faculty 	Ongoing	JEM Director, Diversity & Civility Committee, faculty

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Action	Metrics/Benchmarks	Date	Responsible Parties
Increase the readiness of JEM graduate students to be inclusive and to support diverse people, ideas, and cultures.	<ul style="list-style-type: none"> •Encourage JEM graduate students to participate in CCI workshop on inclusive teaching for PhD students. •Offer JEM 567 once per year •Recommend graduate students attend applicable events, such as Safe Zone workshops, STRIDE workshops, and Teaching and Learning Innovation events. •Encourage graduate students to participate in the "future faculty" initiative sponsored by the TLI 	<ul style="list-style-type: none"> •Count/percentage of graduate students completing the workshop. •Require graduate students to report workshop/panel attendance in their annual narrative •Report number of students participating in this initiative 	Ongoing	JEM Director; Faculty advisers, Graduate Committee
Enhance culture of DEI among JEM graduate students.	<ul style="list-style-type: none"> •Annually invite an established scholar from an underrepresented group to speak with faculty and graduate students •Encourage collaboration with graduate students through guest lectures, brown bag sessions, CCI research symposium; and other opportunities. •Advise graduate students on creating diversity statements for use on the job market. 	<ul style="list-style-type: none"> •Report out research seminars held and overall (i.e. general) attendance figures. •Diversity statements used in job search 	Fall 2022	JEM Director; Faculty and staff, Graduate Committee