

School of Media and Journalism

**Diversity, Equity, Inclusion, & Belonging
DEI&B
Strategic Plan**

PART IV: DEI&B Mission Statement

School of Media and Journalism Diversity Statement

The Kent State University School of Media and Journalism recognizes the importance of a diverse faculty, staff and student body and embraces the concept that diversity will foster the acknowledgement, empowerment and inclusion of any person.

The School teaches the history, culture, values and notable achievement of persons who represent the world's diverse community. The mission of the school is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community.

The School believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, race, ethnicity, religion, sexual orientation, age, gender identity, gender expression, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences.

One of our goals is to promote inclusivity and belonging among students, faculty and staff. MDJ's Diversity and Globalization committee is committed to serving as a resource to promote ongoing education and awareness about issues relating to diversity, equity, and inclusion. Please contact the committee at mdjdiversity@kent.edu if you have a diversity-related issue that you would like to discuss.

The DEI&B statements for CCI and its schools can be found on the CCI Diversity website: <https://www.kent.edu/cci/diversity/about-us>.

PART V: Areas of Focus

This section will detail practices, programs, initiatives, policies, and procedures that are diverse, equitable, inclusive, and promote a sense of belonging. The five areas of focus are as follows: Recruitment; Selection and Hiring; Retention, Belonging, and Climate; Promotion and Professional Development; and Enhancing Expertise and Capacity Building.

Recruitment

- In recruitment of faculty, MDJ has established several strategies to ensure that the values of diversity, equity, inclusion, and belonging are embedded. One such strategy is the requirement that one member of the Diversity and Global (D&G) committee be included on all faculty search committees. This requirement is codified in the MDJ Handbook. Additionally, inclusive language amplifying proximity to urban centers is being added to job posts. Also, MDJ has also made a concerted effort to post job openings in venues that are likely to reach diverse applicants such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, the Native American Journalist Association..
- The School's undergraduate recruitment efforts are led by the College and the University, with active participation from MDJ's director, faculty, and staff. The Kent campus and seven regional campuses are located close to four urban centers and to airports that offer national and international service. The regional campus system allows the University to tap into the region's demographic, ethnic, and cultural diversity and to serve nontraditional students especially well. The School benefits from being a short driving distance from several media markets including Cleveland, Akron, and Pittsburgh, which offer our students networking, internship, and employment opportunities.
- MDJ's Director serves as part of the College recruitment team and assists with targeted recruitment efforts that engage diverse students. CCI Diversity has been involved in partnerships with Equipo Academy in Las Vegas, Daniel E. Morgan of Cleveland Metro Schools, Firestone Community Learning Center of Akron Public Schools, and others.
- In 2016, MDJ established the Student Award for Diversity. This award complements the Robert G. McGruder Diversity in Media Distinguished Leadership Award established in 2006.
- MDJ continues to support specific diversity scholarships
 - Ada and Roger Fidler Scholarship: supporting a student majoring in journalism, with a preference for a student born in a Latin American country or having at least one parent or grandparent who was born in a Latin American country.
 - Devin C.G. Moore Memorial Scholarship: offered in conjunction with the Office of the Dean of Students for an underrepresented minority student pursuing a degree in journalism.
 - Frances B. Murphey Scholarship: awarded to young women majoring in MDJ who intend to pursue a career in news.
 - Albert E. Fitzpatrick Endowed Scholarship: awarded to minority students studying in the School of Media and Journalism.
 - Robert G. McGruder Minority Scholarship: awarded to minority students planning a career in newspaper, magazine, broadcast news, or photojournalism.
- MDJ's collaborations/partnerships with other entities (on and off campus) that support DEI&B in recruitment of students include the following:

- In partnership with CCI's efforts, MDJ faculty regularly teach and mentor students in Upward Bound. The goal of this program is to increase rates of secondary education completion and enrollment in, and graduation from, postsecondary education institutions. There are three Upward Bound programs at Kent State: Classic, Math Science, and Health Professions. TRIO programs help students overcome, class, social, academic, and cultural barriers to higher education.
- For several years MDJ, led by Gene Shelton, has held a diversity journalism workshop at:
 - Daniel E. Morgan, a predominately African American middle school in Cleveland. We teach the students the fundamentals of journalism starting with current events, writing leads and the 5W's and H. Many of these students are reading newspapers for the first time in their lives. The workshops include lessons on shooting video and taking photos using cell phones. During the 19-20 academic year we expanded the program by duplicating our efforts at a second middle school.
 - Scantron is more diverse than Daniel E. Morgan. It was chosen because most of the students are Latino. We held the workshops twice a month at both schools. Strong support from administrators and faculty resulted in successful, well attended workshops at both schools.
- MDJ faculty have served as mentors advising undergraduate students on research projects. The Ronald E. McNair Achievement Program prepares students to obtain their Ph.D. within 10 years of earning a bachelor's degree. The most important aspect of the McNair Scholars Program is the faculty mentor/student scholar relationship.
- Since 2017, six MDJ students have participated as mentors to First Star Academy participants. With funding from a grant written by CCI, the University established First Star Kent State Academy, a free, comprehensive four-year college access program for youth in foster care impacted by the opioid crisis. The program, operated through the Provost's Office, begins working with students as early as 8th or 9th grade to help prepare them for college.

Selection and Hiring

- MDJ shared graduate student employee position announcements with select graduate student organizations (Black Graduate Student Association, International Graduate Student Association, and QGrad).
- The 2020-2021 Student Media leadership applicant pool was the most diverse pool of applicants in the five years since the new director of Student Media took over, with nine of seventeen applicants from underrepresented groups and five of the nine hired students for leadership positions that started in fall 2020 from underrepresented groups.
- When Student Media was looking for a new board member, adjunct professor John Kroll submitted recommendations with special note of those from underrepresented groups; this resulted in the appointment of an Asian-American professional.

Retention, Belonging, and Climate

- The MDJ website now has a diversity link from the homepage.
- MDJ's D&G Committee was instrumental in having a "Campus Safety" link added to the kent.edu homepage that provides quick access to Sexual Assault Resources, emergency resources, Security escorts, relationship violence support, and mental health services.
- MDJ has established multiple programs to retain a diverse and inclusive student composition. Kent Student Media is housed in MDJ. Two Student Media organizations speak directly to historically marginalized student populations. Uhuru Magazine is an award-winning magazine that aims to promote innovation, creativity, and culture through the voice of marginalized students on the Kent State University campus, while Fusion Magazine is the region's only student magazine focusing on LGBTQ+ issues.
- According to the KSU LGBTQ Student Center, "an ally is a member of the dominant/majority group who takes a stand against social injustice directed at a target group(s). For example, white people who speak out against racism, or heterosexual individuals who speak out against heterosexism or homophobia." MDJ has four trained Safe Space allies in Franklin Hall.
- Four MDJ Faculty have completed Green Dot training, a bystander approach for the prevention of power-based personal violence that relies on the power of cultural and peer influence. The strategy targets everyone in the community as agents of change to visibly reduce the number of incidents of violence.
- In Spring 2020, representatives of the School's four sequences and members of the D&G Committee met with students to hear concerns and provide an outlet to discuss academic and climate issues. Then-Interim Director Jeff Fruit and a committee member met with students from three of the four majors in separate meetings (the fourth was postponed when the university closed due to the Covid-19 pandemic).
- Thanks to MDJ Associate Professor Luke Armour, MDJ and CCI faculty receive an interfaith calendar at the beginning of each semester. This document is developed annually in partnership with the CCI Diversity Office and is intended to ensure that all CCI faculty are aware of various religious holidays and are therefore prepared to accommodate any related student requests.
- Twenty first-generation MDJ students with high financial need received CCI scholarships in Fall 2020 through a pilot program initiated in 2019.
- MDJ students can spend a semester in Florence, Prague, or Lisbon with their CCI and KSU peers through CCI Explore. Nearly 100 MDJ students, many with limited financial means, have taken advantage of CCI's free passport and travel savings grants to study abroad.
 - MDJ has students that benefit from the CCI Travel Savings Accounts. CCI creates Travel Savings Accounts for students and deposits a scholarship of up to \$2,500 (dependent on financial need) for their use during the semester of students' choosing. This approach to funding travel allows students to plan their international experiences several semesters in advance, knowing they have partial funding already stashed away. They can then save additional funds in the intervening months and years to help cover costs when they are ready to go. Access to these accounts is determined by application and requires a minimum GPA for eligibility.
 - The First Passport Fund pays for first-time passports for MDJ and all CCI majors interested in studying abroad. No formal application is required for this financial support, but GPA requirements and documented financial need must be met. Students are approved for the award and then are reimbursed when they show

proof of a submitted passport application. Many MDJ students have taken advantage of this opportunity to take the first step toward seeing the world.

- MDJ and CCI majors spending a semester in Florence, Lisbon, or Prague receive \$500 to offset costs of traveling to other locations once on the ground there through CCI's Exploration Travel Passes program. In addition, Florence students receive a month-long rail pass to defray the cost of excursions associated with their program. The College provides this additional financial support in recognition of the fact that many students do not have extra funds to support travel around Europe once they have arrived at their study abroad location. This support enables students to participate in optional field trips and to spend free days exploring in ways that would not otherwise have been possible.
- Faculty are asked to include the CCI Diversity Statement and the University's Title IX Statement on their syllabi.
- The Student Media office has conducted informal diversity and inclusion training for staff led by CCI Diversity Director AJ Leu.
- MDJ has a number of collaborations and partnerships supporting DEI&B with students and faculty:
 - At the 2016 National PRSSA Conference, PRSSA Kent won the Dr. F.H. Teahan Chapter Award for Chapter Diversity. The Diversity Chapter Award recognized PRSSA Kent's efforts to generate awareness and encourage diversity within its chapter. This was the first time PRSSA Kent received a Teahan for the Diversity category. Kent State's chapter was the sole recipient of this honor that year.
 - Associate Professor Cheryl Ann Lambert became the faculty advisor for the Kent State University Black Graduate Student Association in Spring 2020.
 - In Fall 2019, School faculty and staff assisted the CCI Dean's Office and the University's Academic Diversity Outreach Program with creation of a mobile "Love Over Hate" display. A large wall with "Hate" and other oppressive words written on it was moved across campus, including by Franklin Hall. Students were encouraged to write positive messages on small, colored hearts and tape them over the wall, covering up the negative, hateful words.
 - MDJ students represent the College with the CCI Student Ambassadors program, an effort which engages students in student advocacy, reporting diversity and inclusion concerns, assisting with College social media initiatives, and participating in College and University recruitment activities. Since its inception in 2016, each semester 45-55% of the CCI Ambassadors have been MDJ students.
- In Fall of 2019, Assistant Professor Dana White established the Female Filmmakers' Initiative. FFI is a student organization that aspires to break down barriers for women in filmmaking and provide a community for female filmmakers to explore their craft. Assistant Professor Dana White established the Female Filmmakers initiative.
- Professor Gene Shelton relaunched the Kent State chapter of the National Association of Black Journalists.
- In Fall 2019, after a faculty discussion about perceived increases in the number of students seeking Student Accessibility Services (SAS) accommodations, Undergraduate Studies Coordinator Mitch McKenney organized a meeting with SAS for faculty in MDJ and the College. Attendees learned that 4 percent of KSU students have SAS accommodations, and that the number has increased by about 25 percent in the last few years. Anxiety issues have become the leading cause of accommodations. The faculty discussed ways to improve classroom procedures to better support students with SAS accommodations.

Promotion and Professional Development

- The Robert G. McGruder Distinguished Guest Lecture and Award Series celebration is MDJ's signature diversity-related event, and it is one of Kent State's most high-profile events in celebration of diversity. McGruder, an alumnus of the School, was the first African-American editor of the Daily Kent Stater, the first African-American reporter at the Cleveland Plain Dealer, and the first African-American president of Associated Press Media Editors. Although he is now deceased, his legacy lives on through a scholarship in his name and the annual award series. Established in 2003, this program recognizes the accomplishments of media professionals who encourage diversity. The committee was able to provide \$500 to one winner, and a private donation funds a second winner. We are grateful that Mrs. Annette McGruder continues to attend this celebration.
- The D&G Committee created the Robert G. McGruder Student Award for Diversity in 2017. MDJ provided funds for the first-place winners; CCI provides funds for second-place winners.
- Assistant Professor Dana White conceived the For the Ages Project in the Spring of 2020. Deeply troubled by society's disregard for elders during the pandemic, White set out to create a project that would seek to bring honor, comfort, and a voice to our elder communities. In collaboration with MDJ's filmmaking students, For the Ages is a creative alliance with KSU's Wick Poetry Center and its director David Hassler to explore the art of film poetry. Poems written by elders through the Wick Poetry Center's work with the nearby Judson Manor Retirement Community were documented by For the Ages filmmakers. For the Ages launched its virtual premiere at the Film Poetry Project in April 2021. It included a screening of the For the Ages Film Poems and a panel discussion with the elder poets from Judson Manor and the MDJ student filmmakers.
- In May 2020, Emeritus Professor Jan Leach was invited to participate in a seminar sponsored by the University of Notre Dame's John W. Gallivan Program in Journalism, Ethics, and Democracy. The summer program was designed to "help collegiate journalists build skills and help newsrooms promote inclusion." Designed exclusively for college journalists from the Chicago area, the program serves numerous underrepresented student groups in the journalism sphere, including the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, the Native American Journalist Association.
- MDJ has one Asian faculty member at the rank of full professor. She previously served as Graduate Coordinator for MDJ; now she serves in the School of Emerging Media and Technology (EMAT).
- One Black MDJ faculty member has been promoted with tenure. She has been appointed Graduate Coordinator for MDJ.
- Five female faculty have been promoted to Full Professor in the past five years.
- MDJ full- and part-time faculty attended an hour-long seminar on DEI&B conducted by AJ Leu, the CCI Diversity director.
- Fall and Spring orientation for MDJ part-time faculty at the start-of-semester includes a portion dedicated to DEI&B conducted by AJ Leu.
- More than two dozen MDJ faculty and staff attended a workshop by Brooke Barnett, Ph.D., then-Associate Provost for Academic & Inclusive Excellence at Elon University (now Interim Provost and Vice President of Academic Affairs at Butler University), about problematic behaviors in the workplace in Spring 2019.

Enhancing Expertise and Capacity Building in DEI&B

- MDJ established a standing committee on Diversity and Globalization (D&G) in 2012. It was the first such committee in the College and was formed in recognition of the need to prioritize diversity, equity, inclusion and belonging among the School's faculty, staff, students and alumni. The D&G Committee works with faculty, students, and staff in partnership with the CCI Diversity Committee and CCI Diversity Director AJ Leu to ensure MDJ is a welcoming environment for all students, faculty, and staff.
- Giving students a voice in diversity and inclusion efforts at the School level is expected to increase student engagement and provide a space for underrepresented students to communicate directly with faculty and staff regarding their experiences in the program.
- **Media, Power & Culture** – This course is required for all MDJ students, and it is a Kent State Core course. It also meets the University's Diversity Course requirement. In addition to focusing on media literacy and history, this course addresses issues of race, class, gender, disability, and sexual orientation in the media. Assistant Professor Karisa Butler-Wall, co-chair of the School's D&G Committee, recently led an effort to revise and update the course curriculum for Fall 2020. The redesigned course includes added emphasis on helping students understand the role of diversity in the context of mass communication. Two key student learning outcomes are: "Analyze the portrayals of underrepresented groups in both historic and contemporary mass media content" and "Demonstrate how social norms of race, class, gender, sexuality and disability are shaped by mass media." Course topics include the role of social media in the Black Lives Matter movement, representation of Native Americans in Hollywood, LGBTQ issues in popular music, sexism and disability in videogames, transgender representation on television, gender and advertising, and the impact of the #MeToo movement on media industries.
- **Managing Media Diversity** – An elective, this course addresses diversity and inclusiveness issues in a media management capacity or organizational setting. The course is now offered every semester; prior to 2018-2019, it was offered once an academic year. It is taught by Professor Gene Shelton, a D&G Committee member.
- **People of Color in Film** – Offered online every semester, this course helps students understand the origins of negative racial images and the politics of race in a variety of media, including film. It is taught by Traci Easley Williams, a former Digital Media Production faculty member and filmmaker.
- **Queer Cinema** - In the fall of 2019, Assistant Professor Karisa Butler-Wall designed and taught this new special topic elective course. This course investigates the queer potential and possibilities within cinema through an examination of specific social and political movements, theoretical and aesthetic traditions, filmmaking technologies, and reading practices.
- **Reporting, Writing and Editing** - Mitch McKenney, MBA, associate professor and undergraduate coordinator, had his reporting students count up their sources by diversity – race, ethnicity, and gender – using the Maynard Institute's rubric that has been applied to news products as part of its training.
- **Race, Media & US 2020** - This class examines the relationship between the American media's coverage of race and the public's response to it. Examining this relationship from historical, legal, economic, political, and social perspectives, the class considers the contrast of beliefs and realities that brought thousands of diverse Americans to streets of death, violence, and destruction. Students are expected to think critically about these issues, leading to a broader understanding of what role various media play in contemporary society -- and how after 2020, things will never be the same.

- **Digital Public Relations** - Professor Stefanie Moore's students learn how to create content that complies with Section 508 of the Rehabilitation Act to ensure they are providing universal access to all users of a website. Students learn about accessibility guidelines and standards as they consider users with visual, hearing, motor, and cognitive disabilities and those who use screen readers and assistive technology to access website content. They also learn about the international Web Content Accessibility guidelines developed by the Worldwide Web Consortium.
- Associate Professor Karl Idsvoog's classes always include information about the work he does with U.S. government-sponsored Radio Free Asia and other international media development organizations. He has also produced internationally oriented video content including a piece on Julia Wallace, deputy editor of the Organized Crime & Corruption Reporting Project in Sarajevo.
- In all classes taught by MDJ part-time faculty member John Kroll, he included instruction related to diversity issues. In **Reporting**, for example, Professor Kroll discusses the importance of finding diverse sources. In an assignment to produce podcast episodes each profiling a single student, they included a step before interviewing in which everyone described their prospective subject so they could evaluate the overall diversity. In **Ethics**, they included discussions on multicultural approaches to ethical decisions.
- In the fall of 2020, Assistant Professor Abraham Avnisan collaborated with J.R. Campbell (Executive Director, Design Innovation) and Bobby Selvaggio (Director of Jazz Studies in the School of Music) to develop and deliver a collaborative, interdisciplinary, team-based, project-based experiential course entitled **Reframing Experience**, which gave a diverse cohort of students recruited from MDJ and across the university the opportunity to use cutting edge technologies to engage with urgent questions of diversity, equity and community in Northeast Ohio. . Students engaged with local communities through interviews and documentation in order to understand their perspective, and then translated those perspectives into the exhibition space. This course used an intersectional framework to teach students how to critically engage with complex and overlapping diversities.
- The 2nd annual David and Janet Dix Lecture in Media Ethics on Feb. 11, 2020, featured NPR's TV reporter, Eric Deggans, whose presentation was titled "Building Bridges, Not Walls: Decoding Media's Confusing Coverage of Race, Gender, Culture and Politics." Deggans spoke to a packed in-person audience of more than 150 people (mostly students) and addressed racism and white supremacy in America, legacy media that misconstrue information, and the effect of media coverage on individuals and audiences. Deggans also met with student media, with individual minority students, and with specific classes. He also did a meet-n-greet for WKSU. Several classes, including all MDJ media ethics Classes, had assignments related to the Dix Lecture. The Dix Lecture is organized by Jan Leach, Professor, News Director, Media Law Center for Ethics & Access.
- Under the guidance of Professor Stefanie Moore, two student teams competed in the PRSSA National Bateman Case Study Competition, partnering with the U.S. Census Bureau, the federal government's largest statistical agency. The Census Bureau tracks statistical information about the nation's population and economy. The two teams researched, developed, implemented, and evaluated a campaign to create awareness about and encourage participation in the 2020 Census among hard-to count populations to help the Census count everyone only once in the city in which they live. The Kent State Bateman Blue team launched the "I Belong. I Count" campaign to reach international students and student renters. The Bateman Gold team created the "You Represent Kent" campaign to educate on-campus students about the Census process and to create awareness among African American and Hispanic males. Their goal was to

educate students on why it's important and to limit any misconceptions they may have about the Census. The team partnered with multicultural groups on campus to set up events and meetings where they could spread their messages to underrepresented students through different activities. Bateman Gold was one of 14 teams that received an honorable mention out of the 57 entries in the PRSSA 2020 Bateman Case Study Competition.

- MDJ offers African-American Media, a Special Topics class offered jointly with the Department of Africana Studies (formerly Pan-African Studies). The course offers a critical survey of the role played by mass communication in shaping the culture through economic, political, social, and artistic influences. It is taught by Professor Gene Shelton.
- In Fall 2021, for the first time, MDJ serves as host to a Hubert H. Humphrey Fellow. The Humphrey Fellows program is a decades-long U.S. State Department public diplomacy effort that brings accomplished professionals from developing countries to the United States for an immersion experience in American culture, education, and professional development. MDJ's guest was on campus for one week learning about education in journalism and mass communication and professional socialization in media environments.
- MDJ hosted the 13th Annual YouToo Social Media Conference, which was produced by Akron Area PRSA and PRSSA Kent. One of the speaker sessions was: Ignore Accessibility at Your Own Peril by Mike Richwalsky from Gas Mark 8. He noted that many brands and companies are not doing a great job at ensuring their content is accessible to all people. This session explored how to integrate accessibility into brand's social media content, including ALT tags, closed captioning, and the ramifications of not being accessible.
- MDJ encourages participation in leadership-coordinated trainings on diversity, equity, inclusion, and belonging. In summer 2022, MDJ faculty were invited to attend a series of four voluntary seminars in order to support School efforts to incorporate DEI lessons, exercises, and assignments across the curriculum.

Part VI: Compositional Diversity

This section provides demographic information that was used to assess and analyze the current composition of CCI and its schools to help inform the DEI&B strategic goals.

Based on a review of the demographic data and the retention/graduation statistics, recruitment of diverse faculty, staff, and students is a high priority for the college. In particular, diversifying faculty and staff representation across the college to more accurately reflect the diversity in our student population will be important.

The school will follow the college's DEI&B recruitment best practices and strategies.

School of Media and Journalism Students

[illegible]

School of Media and Journalism Employees

SCHOOL OF MEDIA AND JOURNALISM EMPLOYEES																	
Ethnicity	FACULTY					STAFF						GAs			Student Workers		
	TT	NTT	PT Term	Male	Female	Classified FT	Classified PT	Unclassified - FT	Unclassified - PT	Male	Female	Total	Male	Female	Total	Male	Female
Asian American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Black or African American	1	1	2	1	3	0	0	0	0	0	0	0	0	0	9	2	7
Hispanic or Latinx	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
International	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2	1	1
Multi-Racial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1
Native American or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Reported	0	1	8	7	2	0	0	0	0	0	0	0	0	0	9	3	6
White or Caucasian	11	13	21	23	22	1	0	2	0	1	2	0	0	0	55	19	36
Totals:	13	15	31	31	28	1	0	2	0	1	2	0	0	0	80	27	53
Percent of Column Totals																	
Ethnicity	FACULTY					STAFF						GA's			Student Workers		
	TT	NTT	PT Term	Male	Female	Classified FT	Classified PT	Unclassified - FT	Unclassified - PT	Male	Female	Total	Male	Female	Total	Male	Female
Asian American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	4%
Black or African American	8%	7%	6%	3%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	7%	13%
Hispanic or Latinx	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	4%	0%
International	8%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	4%	2%
Multi-Racial	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	4%	2%
Native American or Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native Hawaiian or other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Reported	0%	7%	26%	23%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	11%	11%
White or Caucasian	85%	87%	68%	74%	79%	100%	0%	100%	0%	100%	100%	0%	0%	0%	69%	70%	68%
Totals:	100%	100%	100%	100%	100%	100%	0%	100%	0%	100%	100%	0%	0%	0%	100%	100%	100%

PART VII: Goals

GOAL #1: Increase focus on diversity within MDJ curriculum		
Action Steps	Measures of Success	Timeline (AY 22-23)
Update and revise MDJ diversity statement	Assess faculty and student support for new diversity statement	Fall 2022 (<i>accomplished Spring 2022</i>)
Create MDJ database of DEI&B resources that TT/NTT faculty and staff can integrate into teaching, research, creative activities	<p>Ensure staff resources or load lift to manage creation/maintenance of curricular resources related to DEI&B</p> <p>Conduct thematic analysis of database to ensure inclusion of materials for all sequences</p> <p>Conduct informal interviews with purposive sample of faculty to ascertain their assessment of database</p>	Fall 2022
<p>Promote opportunities for faculty to develop diverse pedagogy (trainings, workshops, etc.)</p> <p>Faculty who are developing comprehensive DEI&B curriculum changes will share best practices at an FAC</p> <p>Establish internal MDJ program to encourage faculty to expand reach of work through possibly training others to adopt similar efforts.</p>	<p>Track faculty participation in pedagogical opportunities</p> <p>Track those seeking resources from the Anti-Racism Institute, the Research and Creative Activity Fund (RACAF), and/or the Center for Teaching & Learning for pedagogy.</p>	Spring 2023
Establish diversity curricular requirement for all MDJ undergraduates	Assess course offerings that meet diversity requirement	Spring 2023

Accountability for Goal #1: RACI Chart

- **Responsible**: Assigned to complete the deliverable or task
- **Accountable**: Has final decision-making authority and accountability for completion
- **Consulted**: An advisor, stakeholder, or subject matter expert who is consulted
- **Informed**: Must be informed after a decision or action

GOAL #1: Increase focus on diversity within MDJ curriculum				
Action Step	MDJ D&G Leads	MDJ D&G Committee	MDJ Director	MDJ Faculty
Update and revise MDJ diversity statement	R	C	A	I
Create MDJ database of DEI&B resources that TT/NTT faculty and staff can integrate into teaching, research, creative activities	R	C	A	C, I
Promote opportunities for faculty to develop diverse pedagogy (trainings, workshops, etc.)	R	R, C	A	I
Establish diversity curricular requirement for all MDJ undergrads	R	C	A	I

Assessments for Goal #1:

Update and revise MDJ diversity statement (*accomplished Spring 2022*)

Success measures: To measure the success of updating and revising the MDJ diversity statement, we will assess faculty and student support for new diversity statement through a survey with a random sample of faculty and students. It will include open-ended question which we will be qualitatively analyzed to interpret meaning.

Create MDJ database of DEI&B resources that TT/NTT faculty and staff can integrate into teaching, research, creative activities

Success measures: To measure the success of creating an MDJ database of DEI&B resources that TT/NTT faculty and staff can integrate into teaching, research, creative activities assess the amount of staff resources or load lift are allocated to manage creation/maintenance of curricular resources related to DEI&B Conduct. We will also thematically analyze database to ensure inclusion of materials for all sequences. Additionally, we will conduct informal interviews with a purposive sample of faculty to ascertain their assessment of database.

Promote opportunities for faculty to develop diverse pedagogy (trainings, workshops, etc.):

Success measures: To measure the success of promoting opportunities for faculty to develop diverse pedagogy quantitatively, we will track the amount of faculty participation in pedagogical opportunities. As a qualitative measurement, we will conduct key informant interviews with select faculty who have participated in trainings or workshops to explore their experiences.

Establish diversity curricular requirement for all MDJ undergraduates:

Success measures: To quantitatively measure the success of establishing diversity curricular requirement for all MDJ undergraduates, we will assess course offerings that meet the diversity requirement before and after this step to calculate a change. To qualitatively measure the success, we will thematically analyze course schedules of select syllabi to ascertain inclusion of DEI&B materials.

Sustainability for Goal #1:

The goal “Increasing focus on diversity within MDJ curriculum” is sustainable because school leadership and the D&G led teams have agreed to move this important work forward.

This goal fits into plans for subsequent years because diversity-oriented curriculum should help foster a sense of belonging for students (e.g., goal #2) and make the school more appealing for current and future faculty from marginalized communities (e.g., goal #3).

The School of Media and Journalism will support “Increasing focus on diversity within MDJ curriculum” after the deadline by dedicating regular FAC meetings to the topic to encourage active, continued engagement among faculty.

GOAL #2: Improve sense of belonging for MDJ underrepresented students

Action Steps	Measures of Success	Timeline (AY 23-24)
Assess current climate for underrepresented students and solicit suggestions for improvement	Qualtrics survey to MDJ undergraduates Interviews with alumni	Spring 2023
MDJ Director emails students at start of semester outlining changes being made in MDJ. This letter will mention the summer DEI training faculty participated in; upcoming changes in course content and design with DEI & B concepts, and the re-launch of the MDJ Student Voice Team as means of better supporting our students.	Track open rate of email Identify course evaluation mentions of DEI&B concepts in class Track interest in Student Voice Team	Fall 2023
Establish MDJ Student Voice Team to receive ongoing feedback from underrepresented students about their experiences	Launch of the MDJ Student Voice Team Continued assessment of the student perception and satisfaction with the Team's mission and goals. Track student participation and engagement with Student Voice Team. Ascertain frequency of engagement by underrepresented students. Conduct ongoing assessment of students experiences in the program.	Fall 2023

Goal #2 Continued...

<p>Create new opportunities for programs, events and discussions related to diversity; e.g., diversity certifications of student groups</p> <p>Using “A JMC Conversation” as a framework, this could also be presented as smaller discussions</p>	<p>Solicit student feedback regarding what kinds of programs and events they want to see</p> <p>Track attendance and participation at programs and events as well as gathering, reviewing, and implementing feedback</p>	<p>Fall 2023</p>
<p>Partner with students to create an “MDJ Reads” initiative to build community around DEI&B readings beyond the classroom</p> <p>Launch of MDJ Reads</p>	<p>Track students/ faculty/ staff discussions of books that are shaping or have shaped their thinking</p> <p>Continued assessment of student, faculty, and staff perception and satisfaction of the program</p> <p>Track attendance and participation in the program</p>	<p>Spring 2024</p>

GOAL #3: Increase diverse representation of full-time and part-time MDJ faculty to reflect the needs of our student body

Action Steps	Measures of Success	Timeline (AY 23-24 and 24-25)
<p>Full-time faculty: Emphasize DEI&B in job searches</p> <ul style="list-style-type: none"> • D&G member on all search committees • Discuss strategies with professional recruiters/ executive search types • Increase reviews on job postings for diverse audiences (focus on marketing Cleveland+) • Use job ads language that will demonstrate an interest in DEI&B • Build DEI&B language and promotion of resources into all site visits 	<p>Evaluate locations of postings to ascertain reach to diverse audiences</p> <p>Assess inclusion of Black, Hispanic, Asian, or Native American applicants in candidate pool</p> <p>Assess diversity of new hires</p>	<p>Spring 2024 (ongoing)</p>
<p>Full-time faculty: Create incentives for retention of diverse faculty</p> <ul style="list-style-type: none"> • Establish mentoring program for new FT and NTT faculty (Fall 2022) • Establish diversity & equity fellowship program (Fall 2023) • Establish faculty exchange program (Fall 2024) 	<p>Assess ability to secure funding for diversity fellowship program</p> <p>Assess participation in mentoring and faculty exchange program</p> <p>Assess retention of full-time faculty of color</p>	<p>Spring 2024</p>
<p>Part-time faculty:</p> <ul style="list-style-type: none"> • Review current hiring practices • Integrate mentoring of adjuncts • Establish best hiring practices to increase diversity • Increase adjunct pay 	<p>Track diversity within part-time faculty pool</p> <p>Assess measures used to increase diversity</p> <p>Assess equity in adjunct compensation</p>	<p>Fall 2024</p>
<p>Establish Director's "DEI&B fund" that faculty and staff can apply for to attend, for example, National Diversity Council, Ohio Diversity Council, etc. as a means of professional development.</p>	<p>Track interest and attendance at DEI&B workshops</p>	<p>Fall 2024</p>