To: Faculty of the Grady College of Journalism and Mass Communication
From: Diversity Committee
RE: Diversity Plan for the Grady College
    Amended as approved by vote of faculty, Spring 2003

This plan has been created based on research and discussion within the Grady College Diversity Committee for the past two years. This plan builds upon University-wide and national research on diversity issues. In the University Strategic Plan and through the mission and goals of the Office of Institutional Diversity, the University states its commitment to create a culture of diversity. This plan illustrates the Grady College’s leadership and initiative in implementing plans based on extensive research and University policy.

Diversity is defined here in a broad sense as human groupings based on race, ethnicity, gender, class, age, religion, sexual orientation, learning styles, nationality, and disability. Diversity goes beyond the mere existence or the tolerance of people and symbols from different cultures and backgrounds. It also means inclusion and equity. This diversity plan recognizes that there are ethnic minority identities beyond those listed on the U.S. Census form. All individuals and groups at the Grady College at the University of Georgia are welcomed for their unique contributions to the University's academic dialogue and to the overall life of the campus.

According to research conducted by California State Polytechnic University, Pomona and published on their website, numerous studies document the benefits of diversity (and discuss the moral and social justice objectives of "managing diversity" (Cox, 993). Milem (2000) is cited as having provided substantive evidence of how individuals, institutions, and society stand to gain from diversity on college campuses. Milem (2000) defines individual benefits as those "in which the educational experiences and outcomes of individual students are enhanced by the presence of diversity on campus," institutional benefits as those "in which diversity enhances the effectiveness of an organization or institution," and societal benefits as those "in which diversity in colleges and universities impact quality of life issues in the larger society" (p.3). According to Milem, individual benefits related to growth and development in the cognitive, affective and interpersonal domains have been well documented. He notes that the research suggests that diversity can increase an institution's creativity and innovation, improve its problem-solving ability, organizational flexibility, and positively influence the use of student-centered practices in the classroom (p. 19). Cox (1993) indicates that there is evidence "that the existence of diversity, in itself, may affect certain organizational processes such as communications, creativity, and problem solving, which are closely related to performance." He cites others (Copeland, 2001; Cox, Lobel, & McLeod, 1991; Marmer-Solomon, 2001; Tien, 1999) who also espouse the "value-in-diversity" philosophy and
argue that diverse groups and organizations have performance advantages over homogeneous ones (Cox, 1993, p.17). As other researchers (Gurin, 1999) validate, Milem also indicates that society benefits through involvement in civic and community service by an educated and involved citizenry (p.20). Thus, we see that the diversity of faculty, staff, and administrators is a critical factor in the success of a college and its students. The most comprehensive study to date of the effects of diversity on individual students was conducted by Alexander Astin, who surveyed approximately 25,000 students attending 217 four-year colleges and universities between 1985 and 1989. This survey included 82 outcome measures designed to determine how students' values and beliefs about other races and cultures were affected by their institutions' policies on diversity and multiculturalism. Astin wrote in the March/April 1993 issue of Change that the results of his research showed that the ...strongest possible effects of [institutional emphasis on diversity] are on two outcomes: cultural awareness and commitment to promoting racial understanding.

Goals: The following goals were set following the diversity roundtable discussion in 2000, and they continue to guide the Committee.

- Create a “culture of diversity”
- Increase the number of multicultural students, faculty, and staff
- Extend outreach to high school students, their parents, and communities

Objectives: To strive toward reaching these goals, the following short-term and long-term objectives have been set by the Diversity Committee for the Grady College:

- To encourage continued scholarship, classroom diversity, and programs developed around diversity issues
- To maintain and extend positive relationships with targeted high schools, as well as individuals who participate in GSPA programs
- To increase diversity training for faculty and staff
- To hire a full-time Diversity Recruitment and Retention Director

Strategies and Tactics

First Objective: Encourage scholarship, classroom diversity and programs. The Grady College faculty and staff are encouraged to add to existing programs to strengthen our core values of scholarship, professionalism, and dedication to students. The Grady College has an outstanding history of providing excellent educational opportunities for students regardless of race, ethnicity, gender, class, age, religion, sexual orientation, learning styles, nationality, and disability. To build on these existing programs, the Diversity Committee suggests the following programs.

1. Recruit faculty, staff and students of diverse backgrounds
   a. To recruit faculty:
      • Increase the number of female and minority faculty by advocating support of non-traditional strengths, such as the ability to attract minority students or offering new and different research ideas,
when evaluating minority faculty in addition to their excellence in teaching and research.

*Action:* Adjust the hiring guidelines to include non-traditional strength as an equal with research and teaching when two candidates are equal in teaching and research and one is a minority.

- Chairs of faculty search committee are charged to make every effort to recruit and interview qualified female and minority candidates. To satisfy AEJMC accreditation standards, documentation needs to be provided for all efforts to recruit female and minority candidates.

*Action:* Provide information on the effort made to recruit and interview qualified candidates through a written memo from the chair of the search committee to the dean.

- Maintain the extensive job placement locations through the Business Office.

*Action:* Have department heads and divisional chairs report ways other media organizations recruit female and minority candidates. Give any suggestions to the Business Office for inclusion in the next search.

b. To recruit Staff:

- Seek creative ways of recruiting minority staff members such as visiting churches, civic organizations, and community groups. Research has shown that minorities tend to organize in these places outside of work. For jobs posted through the University Placement service, the Business Office in charge of posting the jobs should also contact civic, community and church groups.

*Action:* Contact community and church groups with new job vacancies. For example, St. Joseph’s Catholic Church has a large Hispanic congregation who could be contacted through notices placed in the bulletin and through the Catholic Social Services organization. There are African American community groups such as 100 Black Men who could help with recruiting. These offices and groups can be identified and included as part of the notification process that a job is available.

c. To Recruit Students:

- Expand the “Bridge to Grady” mentoring program. Include this program under the programming coordinators of Public Service and Outreach, who would maintain a presence at functions where undergraduate undecided majors may attend such as the International Coffee Hours and student interest organizations.

*Action:* International Coffee Hours are every Friday from 11:30 to 1:00 and are sponsored by various groups across campus. The cost is
minimal ($100) but students can display information on the college and on the organizations within the college.

- Work with advisors for Arts & Sciences to contact undecided majors.
  Action: work with the current advisor who is a Grady M.A.

- Have a presence at all orientation sessions for new students to UGA during the summer.
  Action: Promote activities that would include parents who are visiting with their sons or daughters during orientation. This could be a broadcasting event which includes them as anchors or a demonstration of technology in the Dowden Lab, or a slide show in photojournalism of Grady Student work, or a mini-design workshop for parents to spiff up their communications with their sons or daughters once they leave for college.

- Maintain a continuing information flow with the pre-college listserv and the college undergraduate listserv.
  Action: The program coordinator should send all messages.

- Focus on recruits identified through the GSPA programs.
  Action: Once the students have been identified through the GSPA director’s office, follow-up with letters and invitations to visit the college. Coordinate the visits to have a central place to schedule tours, appointments with faculty and staff, and answer questions.

- Enlist Alumni to participate in recruitment programs. There is already a small group of Black alumni working at the University level to attract students to the UGA campus.
  Action: Encourage alumni to mentor current students, to visit high schools, to attend recruitment sessions and to participate in focus groups.

- Organize the student leaders of the various college organizations.
  Action: Implement the Integrated Council proposed by the National Association of Black Journalists in 2001. This council could serve as official hosts for potential students and visitors (like the Arch Society, it could be called the Grady Society).

2. To encourage continued scholarship, classroom diversity, and programs developed around diversity issues.

   a. Hold regular “feedback forums” with graduate and undergraduate multicultural students, including international students to find out how the college can better support them. “Feedback forum” were started in 2000
by bringing together a variety of students to talk about how Grady College could recruit better and become a more welcoming environment for all students. Many suggestions have been taken including selecting goals for the Diversity Committee based on forum advice.

Action: Recruit students through the listservs sponsored by the Grady College and through classroom requests by professors.
Action: Have a member of the Diversity Committee guide the forum with another member assigned to take notes and record the event.
Action: Diversity Committee will select action based on the feedback.
Action: The notes are part of the history of the Diversity Committee and are kept on file in the Dean’s Office.

b. Acknowledge and Implement Diversity Throughout Curriculum.
While it is important for diversity to be in the forefront of specifically designed classes, it is equally important for diversity to be present throughout the curriculum. In addition to the courses that directly feature diversity or several aspects of diversity, ways to incorporate diversity throughout the curriculum should be considered.

Action: Include a question on the student evaluations to determine how well the faculty member brought diversity in the classroom.
Action: Add a diversity section to faculty activity reports for verification that research, teaching and service included diversity components.

c. View diversity as a vehicle for enhancing educational goals. Corporate goals such as increased sales and market share are enhanced by implementing diversity plans throughout an organization. Although there are different goals, the parallel applies to our educational mission. Enhancing a student’s ability to work in multicultural settings and to communicate with diverse populations increases our educational goals.

Action: Hold annual diversity program for faculty and students. Rotate among departments (one every 3 years). This program will enable faculty members to share techniques for increasing diversity in the curriculum with other members of the faculty.

d. Promote scholarship and service projects that include diversity issues.
Action: Maintain web presence with list of scholarships available, profiles on minority graduates (undergraduate and graduate students). Highlight professional and academic publications involving diversity issues.

Second Objective: To maintain and extend positive relationships with targeted high schools, as well as individuals who participate in GSPA programs. The GSPA director with the dean has identified four schools as target schools for recruiting in
the first phase of high school recruiting. These target schools were chosen based on limited resources by the Grady College for recruitment. As additional monies are found, more schools will be added to this list. These include both high schools in Athens, Grady High School in Atlanta (a major inner city high school), and Washington County High School in Sandersville, Georgia (a rural high school).

1. High Schools in Georgia. Broadcast journalism program is in the works at Cedar Shoals High School in Athens. Grady College’s role in the process has been to provide resources (i.e., broadcast curriculum currently being used in schools in Georgia and across country) and to aid in identifying equipment needed to start up program. At Clarke Central High School in Athens a program is in the works to revive a literary magazine, which was completed and distributed Spring 2002. The next step is to provide basic training for teachers/students and serve as general support once the program gets up and running. A student survey has been developed and needs to be distributed to students, it includes questions that may be beneficial for Grady College to identify and recruit local high school students.

   *Action:* to support the GSPA director in providing expertise to the program from faculty and staff in the broadcasting area. This expertise could be part of the faculty or staff members’ commitment to diversity issues as specified in this plan.

   *Action:* To support the GSPA director in providing expertise to the program from faculty and staff in the journalism department. It is now published once a year in the vocational education department. This expertise could be part of the faculty or staff members’ commitment to diversity issues as specified in this plan.

2. Grady High School (Atlanta). Students at Grady High School aim higher than UGA. (The Georgia Champion Journalist 2002 was from Grady High School and is now attending Columbia University.)

   *Action:* Create a Grady College student/alumni mentoring program with Grady High School students. Work through the Alumni Director’s office.

   *Action:* Establish an exchange program for students to attend Grady College special events and/or send college faculty to Grady High School. Work through the program coordinator of the Public Service and Outreach office.

3. Washington County High School (Sandersville). Recruitment/promotion visits resulted in one scholarship student attending the Journalism Academy.

   *Action:* Plan a field trip for students to attend an event at Grady. Work through the program coordinator of the Public Service and Outreach office.

4. Georgia Journalism Academy. The Academy had approximately 22 percent minority attendance. Five minority attendees received scholarships from the Georgia Press Educational Foundation. Evaluations (both informal and formal)
indicate the experience is important for potential recruits, who get a better feeling for the UGA campus and the Grady College.

Action: Include a discussion of diversity with a guest speaker. Have the director, through nominations, arrange for this speaker. Fund an outside guest through monies raised in the Development office.

Action: Arrange for local newspapers across the state to sponsor one local student to attend the camp. Arrange this through the Georgia Press Association through the cooperation of the Journalism Department and the Cox Center for Newspapers.

Action: Develop a tracking system to identify where Academy participants end up attending college.

Action: Get student organizations to be more involved with Academy and have a presence during the Academy. Work with every faculty and staff advisor of student activities within Grady College to get them to actively participate.

Third Objective: To increase diversity training for faculty and staff.

Action: Encourage all new hires in the Grady College to attend a diversity workshop sponsored by UGA within the probation period of their hire or within the first six months (whichever is earliest).

Action: Encourage all existing faculty and staff to attend a diversity workshop sponsored by UGA within the next evaluation period.

Action: Produce a program for faculty to share effective ways to bring diversity into the classroom. The program could be coordinated through the Diversity Committee in cooperation with the Dean’s office. Have this program be followed by small groups for discussion and continuing dialogue. The small groups could meet within three weeks of the program. Fund the program through the Dean’s Discretionary Fund.

Action: Create mini-grants of $500 to bring diverse speakers into the classroom, to purchase videos or other instruction materials focused on multiculturalism. Proposals for these grants should be made through the department heads. Funds could be raised through the Development Office.

Fourth Objective: Hire a full-time Diversity Recruitment and Retention Director.

Long-term Objective for recruitment of minority faculty, staff and students is to hire a full-time Diversity Recruitment and Retention Director. A full-time diversity director is needed for the college to meet its diversity goals. This recruiter will actively work with faculty and staff to continue many of the programs already started and active in the Grady College. The College of Agriculture, Law and Social Work have diversity recruitment directors. The Grady College recruiter would have the following responsibilities:

1. Communicate with student organizations at least once a semester.
These organizations may include the following:

Abeneefoo Kuo—an honor society promoting standards of excellence and develop leadership of black students.
Agricultural Communicators of Tomorrow—promotes exchange of ideas.
AIESEC—develops global leaders by promoting international and cultural understanding through student exchange.
Alpha Sigma Rho—promotes sisterhood and Asian awareness
Black Affairs Council—African American students who want to increase racial awareness and equality
B.E.S.T.—Black Educational Support Team of upper class students mentoring first year students.
Committee for Black Cultural Programming—emphasizes contributions of African Americans to all facets of society.
G.L.O.B.E.S.—promotes a safe and welcoming place for lesbian, gay and bisexual faculty, staff and students.
L.E.A.D.—promotes leadership, education and advocacy for students with disabilities.
Residence Hall Association—promotes student development and leadership.
SEMOAU—promotes education on issues affecting Africa.
World Ambassadors—promotes a diversity of cultures.

Also maintain relationships with student organizations constructed around countries or religions such as the following:

- African Student Union
- Bangladesh Student Organization
- Brazilian Student Association
- Canadian Student Association
- Caribbean Student Association
- Filipino American Student Association
- Hispanic Student Association
- Hong Kong Student Association
- Indian Student Association
- Indonesian Student Association
- Japan Club
- Korean Undergraduate Student Association
- Muslim Student Association
- NAACP, student chapter
- Russian Student Association
- Student Union of China
- Thai Student Association

2. Improve admissions and advising.
Action: Create a brochure for undecided majors and distribute during orientation, through arts & science advisors, and through the admissions office in the Grady College.
Action: Work with advisors to promote Grady majors.

3. Support Georgia Scholastic Press Association activities and partnership programs with the high schools.
   Action: Attend functions, meet with advisors of student media in high schools, work with GSPA director to identify additional programs for recruiting minority students. (Grady High School in Atlanta, Washington County High School in Sandersville, Cedar Shoals and Clarke Central high schools in Athens).

4. Work with Graduate School’s Office of Recruitment and Retention.
   Action: Attend UGA preview days, Graduate Diversity orientation, and staff tables at graduate recruitment days and study abroad days sponsored by UGA. These are in place and various faculty members have been attending. For consistency of message, one representative prepared with information, brochures, business cards and answers to most questions would be helpful.

5. Work with UGA’s Office of Institutional Diversity.
   Action: Develop coordinated efforts between the University and the Grady College.

6. Coordinate the mentoring program (Bridge to Grady).
   Action: Build on the existing mentoring program to expand the number of students participating from the present 22 (11 teams).

Thank you.

Reference notes:

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