Diversity and Inclusion Excellence Plan

Unit Name: Grady College of Journalism and Mass Communication

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Background and Context

The College's original diversity plan was created in 2000, amended in 2003, revised in 2012, 2017, 2018 and 2019. The current plan has been developed by the College's Standing Committee on Diversity and reviewed by the college's faculty and staff. This plan builds upon previous College efforts. Our goals and plan are written to align with the College's Strategic Plan, the Strategic Plan of the University of Georgia and in concert with the mission and goals of UGA's Office of Institutional Diversity.

The plan references diversity from the perspective of UGA's Institutional Diversity Plan (2011-2016):

> *Diversity includes, but is not limited to, groups defined by race, nationality, ethnicity, age, gender, sexual orientation, language, religion, disability and/or health status, gender identity/expression, veteran status, geographic origins and socio-economic status.* (p. 5)

The goal of the diversity plan is to create a culture of inclusion whereby all people are valued. To that end, we believe it is critical to acknowledge that the model for U.S. education, businesses and the media professions is and has historically been structured using a Eurocentric, heterosexual, masculine, able-bodied, and Christian model. While there is nothing inherently wrong with this fact, this culture is institutionalized in practices and norms that reflect its designers and remains the dominant cultural force in higher education. Students, faculty, and staff raised within the dominant culture have the inherent advantage of operating in a system that was built for and with them in mind. Because it is the goal of the College to create an environment where all members of our community can succeed, the purpose of this plan is to acknowledge differences exist because of this historical and—still today—contemporary truth. We also recognize that some aspects of diversity are only apparent when communicated through self-identification. This plan is meant to serve as an action plan to grow and champion an inclusive environment where people of all cultures, and particularly those of historically excluded, non-dominant backgrounds, are given the opportunity and support to succeed.

The goals of this plan are meant to create a culture of inclusion within the College and to build a better future for all. In compliance with the College's Strategic Plan, the Diversity Plan's goals will be re-evaluated yearly. The Diversity Committee will advise the Dean and hold the Dean accountable for ensuring the goals and objectives are met on an annual basis.

Inclusive Excellence Priority I: **Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students**

University Inclusive L/L Environment Goal #1: Increase enrollment of underrepresented and underserved students at undergraduate and graduate levels

Unit Goal 1.1: To create a more diverse student body, we will evaluate the College's recruitment and admissions processes.

Key Performance Indicator 1: Research how other colleges both within and outside of UGA recruit and admit their students and explore changes designed to create a more diverse undergraduate student body.

Data Source: Other UGA units as well as data from peer and aspirational schools of journalism & mass communication throughout the country; college-wide admissions figures

Annual Targets:

FY2022 Baseline	Create task force to research and evaluate current admissions practices and policies both within and outside the College. Task force should include Director of Undergraduate Services, faculty members, and Academic Advisors focused on recruitment.
FY2023	Task force evaluates current policies and practices of peer and aspirational schools of Journalism & Mass Communication and makes recommendations for changes, if any, to undergraduate admissions process.
FY2024	Task force evaluates data gathered from admissions to determine efficacy of changes and advance recruitment efforts.
FY2025	Task force continues to evaluate data gathered from admissions and considers need for additional changes to recruitment and admissions.

University Inclusive L/L Environment #2: Expand mentorship opportunities to recruit and enhance support for underrepresented and underserved students

Unit Goal 1.2: Explore mentorship opportunities and integration with the existing UGA Mentor Program to expand mentorship opportunities specific to underrepresented and underserved students.

Key Performance Indicator 1: Evaluate the College's involvement in the UGA Mentor Program and create a report detailing successes and opportunities for improvement in current program, with emphasis on underrepresented and underserved students.

Data Source: Director of Experiential Learning, UGA Mentor Program and GAIL for annual data reports including current mentors/mentees and their self-reported identities, number of mentor/mentee pairs.

Annual Targets:

FY2022 Baseline	Initiate conversations between UGA Mentor Program staff, college's Director of Experiential Learning, college's Director of Alumni Relations & Outreach and Diversity Committee members to determine current college involvement in UGA Mentor Program and identify areas of development for increased involvement from underrepresented and underserved students and alumni.
FY2023	Implement action items from UGA Mentor Program's DEI Working Group best practices for engaging underrepresented and underserved students and alumni, including but not limited to tasking college's

	Alumni Board with engaging underrepresented and underserved alumni through personalized outreach requests; spearheading connections between college's identity-based student organizations and UGA Mentor Program; communicating to college faculty that the UGA Mentor Program has designed an eLC module they can add to courses.
FY2024	Assess action items from FY23 with UGA Mentor Program, college's Director of Experiential Learning, college's Director of Alumni Relations & Outreach and Diversity Committee members to determine continuation and additions. Celebrate successes through highlights in student and alumni communication channels and collaborate with College faculty and student organization advisors to invite mentors or mentor/mentee pairings to connect at Colleges convenings or in classes, as appropriate, to strengthen and promote mentorship relationships with an eye to ensuring underrepresented and underserved students are aware of and have access to opportunities.
FY2025	Work to embed culture of mentoring into the College through cultivating opportunities for students to connect with faculty and staff within the college; inviting UGA Mentor Program to host a workshop/recruiting event each semester for college faculty, staff, students and alumni (where appropriate); seeking opportunities to add conversations about UGA Mentor Program and benefit of mentors to existing student programming, ensuring underrepresented and underserved students and identity-affiliated student organizations are aware of and have access to these opportunities.

University Inclusive L/L Environment #3: Expand resources to promote inclusive learning environments

Unit Goal 1.3: Identify and provide resources that focus on inclusivity and are beneficial for students studying journalism and mass communication.

Key Performance Indicator 1: Assess the College's student organization involvement and create and share report that identifies areas where support may be needed for further DEI growth.

Data Source: Organization registration, involvement, and activity during the academic year; financial resources available to each organization

Annual Targets:

FY2022 Baseline	Review census of current student organizations active within the College and financial status.
FY2023	**KPI 1:** Use census results to realign and redeploy existing resources to provide equitable support for each organization as necessary. **KPI 2:** Identify campus resources for inclusive leadership training for organizations.
FY2024	Implement inclusive leadership training with campus resources for student leaders/exec teams in each College organization to help student leaders develop diverse recruiting and programming practices for each organization.
FY2025	Implement annual inclusive leadership training to student leaders in the College with the expectation that organizations lead at least one event focused on DEI in journalism and mass communication.

Inclusive Excellence Priority II: **Recruiting and Retaining a Diverse Workforce to Advance Our Mission in the 21st Century**

University Diverse Workforce Goal 2.1: Increase the number of underrepresented and underserved faculty, staff, postdoctoral fellows, graduate assistants, and student workers

Unit Goal 2.1: Continue to increase the representation of underrepresented faculty, staff, and students in the College's workforce and student population. *

Key Performance Indicator 1: The proportion of underrepresented faculty, staff, and students in the College's workforce and student population.

Key Performance Indicator 2: Require all faculty, staff, and students search committees to go through search committee training and be accountable to ensure there is inclusion and equity in their recruitment and hiring processes.

Key Performance Indicator 3: Number of underrepresented faculty and staff who are invited for finalist interviews.

Data Source: Grady College Business Office and Dean's Office
* Note: *Underrepresented faculty, staff and students are only counted by voluntary self-identification to HR or in other university questionnaires.*

Annual Targets:

FY2022 Baseline	KP1: Establish a baseline of the applicants from underrepresented and underserved communities in applicant pools for faculty and staff positions in the College. KP2: Ensure that all Faculty Search Committee charge meetings include reference to attending UGA Faculty Search Training and establish a protocol to incentivize faculty and staff to complete training (*access to candidate information in portal*). KP3: Establish method to collect this data after each search.
FY2023	KP1: Compare the previous baseline of the applicants from underrepresented and underserved communities among applicant pools for faculty and staff positions in the College to the current baseline to determine success of efforts. KP2: Ensure that all Faculty Search Committee members have completed UGA Faculty Search Training and are incentivized to complete training before given access to candidate information in portal. KP3: Report data on finalists after each search.
FY2024	KP1: Compare the previous baseline of the applicants from underrepresented and underserved communities among applicant pools for faculty and staff positions in the College to the current baseline to determine success of efforts. KP2: Ensure that all Faculty Search Committee members have completed UGA Faculty Search Training and are incentivized to complete training before given access to candidate information in portal. KP3: Report data on finalists after each search.
FY2025	KP1: Compare the previous baseline of the applicants from underrepresented and underserved communities among applicant pools for faculty and staff positions in the College to the current baseline to determine success of efforts.

	KP2: Ensure that all Faculty Search Committee members have completed UGA Faculty Search Training and are incentivized to complete training before given access to candidate information in portal. KP3: Report data on finalists after each search.

University Diverse Workforce Goal 2.2: Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with a particular focus on underrepresented and underserved populations

Unit Goal 2.2: Develop a welcoming culture for faculty and staff of underrepresented and underserved groups.

Key Performance Indicator 1: The number of program/event opportunities (e.g., social hours and film/students/staff events) that offer mentorship and ways to engage with colleagues in the College and across campus.

Key Performance Indicator 2: Retention of underrepresented and underserved faculty and staff from year to year.
Data Source: Departments and Business Office

Annual Targets:

FY2022 Baseline	KP1: Establish baseline survey for identifying current and potential event opportunities for community and mentorship. KP2a: Establish a baseline of the underrepresented and underserved faculty and staff in the College at the beginning of the year and compare to the beginning of the next year. KP2b: When applicable, develop and conduct a survey of faculty and staff of underrepresented and underserved groups to ask about work environment and prepare survey for those who separate from the unit about their reasons for leaving and use this information to enhance programs for retention, as appropriate.
FY2023	KP1: Develop annual event opportunities for community and mentorship and evaluate feedback on/from the events for future planning. KP2a: Establish a baseline of the underrepresented and underserved faculty and staff in the College at the beginning of the year and compare it to the beginning of the following year. KP2b: When applicable, develop and conduct a survey of faculty and staff of underrepresented and underserved groups to ask about work environment and prepare survey for those who separate from the unit about their reasons for leaving and use this information to enhance programs for retention, as appropriate.
FY2024	KP1: Develop annual event opportunities for community and mentorship and evaluate feedback on/from the events for future planning. KP2a: Establish a baseline of the underrepresented and underserved faculty and staff in the College at the beginning of the year and compare it to the beginning of the following year. KP2b: When applicable, develop and conduct a survey of faculty and staff of underrepresented and underserved groups to ask about work environment and prepare survey for those who separate from the unit about their reasons for leaving and use this information to enhance programs for retention, as appropriate.
FY2025	KP1: Develop annual event opportunities for community and mentorship and evaluate feedback on/from the events for future planning. KP2a: Establish a baseline of the underrepresented and underserved faculty and staff in the College at the beginning of the year and compare it to the beginning of the following year.

	KP2b: When applicable, develop and conduct a survey of faculty and staff of underrepresented and underserved groups to ask about work environment and prepare survey for those who separate from the unit about their reasons for leaving and use this information to enhance programs for retention, as appropriate.

University Diverse Workforce Goal 2.3: Expand support and recognition for faculty and staff diversity and inclusion efforts

Unit Goal 2.3: Provide recognition for faculty and staff who excel at fostering diversity and inclusion in the classroom, through research/creativity and through service.

Key Performance Indicator 1: Develop a Collegewide DEI award plan and award faculty in the College annually at a social event for their efforts in diversity, equity and inclusion based on excelling in two of three areas: teaching, research/creativity, or service/administration.

Key Performance Indicator 2: Develop a Collegewide DEI award plan and award for graduate students in the College annually at a social event for their efforts in diversity, equity and inclusion based on excelling in two of three areas: teaching, research/creativity, or service/administration.

Key Performance Indicator 3: Develop a Collegewide DEI award plan and award for a staff member in the College annually at a social event for their efforts in diversity, equity and inclusion based on excelling in the areas of service to the College, service to the Athens-area community, and/or through professional development and advising.

Data Source: Executive Committee to Determine Award Recipients

Annual Targets:

FY2022 Baseline	**KPI 1:** Develop criteria and process for awarding a Collegewide DEI award plan and award one faculty member in Spring if the faculty member merits recognition. The award may not be awarded in any one year if the faculty do not meet the award criteria. **KPI 2:** Develop criteria and process for awarding a Collegewide DEI award plan and award one graduate student in Spring if the student merits recognition. The award may not be awarded in any one year if the students do not meet the award criteria. **KPI 3:** Develop criteria and process for awarding a Collegewide DEI award plan and award one staff member in Spring if the staff member merits recognition. The award may not be awarded in any one year if the staff do not meet the award criteria.
FY2023	**KPI 1:** Run Collegewide DEI award competition and award one faculty member in Spring. The award may not be awarded in any one year if the faculty do not meet the award criteria. **KPI 2:** Run Collegewide DEI award competition and award one graduate student in Spring if the student merits recognition. The award may not be awarded in any one year if the students do not meet the award criteria. **KPI 3:** Run Collegewide DEI award competition and award one staff member in Spring if the staff member merits recognition. The award may not be awarded in any one year if the staff do not meet the award criteria.
FY2024	**KPI 1:** Run Collegewide DEI award competition and award one faculty member in Spring. The award may not be awarded in any one year if the faculty do not meet the award criteria. **KPI 2:** Run Collegewide DEI award competition and award one graduate student in Spring if the student merits recognition. The award may not be awarded in any one year if the students do not meet the award criteria.

	KPI 3: Run Collegewide DEI award competition and award one staff member in Spring if the staff member merits recognition. The award may not be awarded in any one year if the staff do not meet the award criteria.
FY2025	**KPI 1:** Run Collegewide DEI award competition and award one faculty member in Spring. The award may not be awarded in any one year if the faculty do not meet the award criteria. **KPI 2:** Run Collegewide DEI award competition and award one graduate student in Spring if the student merits recognition. The award may not be awarded in any one year if the students do not meet the award criteria. **KPI 3:** Run Collegewide DEI award competition and award one staff member in Spring if the staff member merits recognition. The award may not be awarded in any one year if the staff do not meet the award criteria.

Inclusive Excellence Priority III: **Expanding Partnerships and Outreach to Strengthen Diverse Communities**

University Partnerships Goal #3.1: Increase institutional visibility in the educational pipeline of underrepresented and underserved communities

Unit Goal 3.1: Build and expand campus, community, and statewide networks to provide programming and awareness of opportunities to K-12 students in underrepresented and underserved communities.

Key Performance Indicator 1: Annual reports on campus and community partnerships. Annual Georgia Scholastic Press Association report.

Data Source: Partnership metrics include programs presented with or for campus or community partners, number of students served through K-12 scholastic outreach, programs offered through the Georgia Scholastic Press Association, numbers of students served through GSPA programs.

   Annual Targets:

FY2022 Baseline	Review current partnerships and identify gaps in groups served and opportunities for partnership building. Send one promotional material to baseline of prospective members.
FY2023	Expand membership in GSPA and participation in summer programming. Identify and pursue funding sources to help increase opportunities for participation. Increase prospective member contact list by 2.5% from baseline. Send promotional materials to prospective members twice during the year at strategic times. Recruit at least 1 new GSPA member from central or South Georgia from the baseline.
FY2024	Assess current partnerships and offerings to identify potential new opportunities. Increase prospective member contact list by 5% from baseline. Send promotional materials to prospective members twice during the year at strategic times. Recruit at least 2 new GSPA members, or host two school visits from central or South Georgia from the baseline.
FY2025	Continue to assess current partnerships and offerings to identify potential new opportunities. Increase prospective member contact list by 7.5% from baseline. Send promotional materials to prospective members three times during the year at strategic times. Recruit at least 3 new GSPA members from central or South Georgia from the baseline.

University Partnerships Goal #3.2: Build awareness of partnerships and outreach with diverse communities.

Unit Goal 3.2: Identify and highlight partnerships between instructional activities (e.g., class clients focused on diversity) and community organizations that provide opportunities for students to work in diverse communities.

Key Performance Indicator 1: Stories highlighted on the College's website offering an inventory of these activities

Data Source: Website counts – Communications team stories highlighting partnerships

   Annual Targets:

FY2022 Baseline	Solicit partnerships from faculty and College organizations to highlight
FY2023	Highlight at least two partnerships and identify additional partnerships to highlight
FY2024	Solicit additional partnerships to highlight and add partnerships to website

FY2025	Continue to solicit partnerships from faculty and College organizations to highlight and add partnerships to website

University Partnerships Goal #3.3: Expand experiential learning opportunities for students in rural Georgia and other underrepresented and underserved areas.

Unit Goal 3.3: Strengthen and build campus and external partnerships with groups that focus on supporting the career and industry-specific professional development of students, faculty, and staff on issues of diversity, equity, and inclusion as well as those that provide support for students from underserved and underrepresented groups, including rural Georgia and First-Gen students.

Key Performance Indicator 1: Annual diversity-focused career partnerships report

Data Source: Partnership metrics including the following: campus and external annual partnership recaps to demonstrate new and strengthened relationships; student engagement numbers for events hosted; communications recap, including career newsletters features with audience metrics and coverage of partnerships through college-wide channels; student applications numbers and program placements, where appropriate; number of DEI career development activities conducted.

> **Annual Targets:**

FY2022 Baseline	**KPI 1:** Review current partnerships and identify gaps in groups served and industry areas for FY23 partnership building **KPI 2:** Review current partnerships and identify opportunities to engage in industry-specific DEI training to ensure students, faculty and staff are providing career-ready experiences to students
FY2023	**KPI 1:** Partner with campus and external organizations to increase number of partnerships from baseline by 2 **KPI 2:** Develop partnerships with industry-specific external organizations to provide DEI training to students, faculty, and staff
FY2024	**KPI 1:** Build career pipelines and expand career development resources for students from rural Georgia and First-Gen students seeking internships and jobs in the communications industry **KPI 2:** Engage partnerships with industry-specific external organizations to deliver DEI training to students, faculty, and staff
FY2025	**KPI 1:** Partner with campus and external organizations to increase number of partnerships from baseline by 5 **KPI 2:** Engage partnerships with industry-specific external organizations to deliver DEI training to students, faculty, and staff

Members of the 2021-22 Standing Committee on Diversity
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