

University of Oregon
School of Journalism and Communication
Diversity Plan 2007-2008
Approved, October 19, 2007

Statement of Purpose

Central to the School of Journalism and Communication's mission is the goal of building greater social, political, cultural, economic, and intellectual diversity among our Allen Hall community. As we do this, it is our direct intent to nurture diversity consistently in our curriculum and public scholarship, and in our service to students, staff, and faculty. We believe this will, in turn, have an effect on the culture in which we live. By achieving this goal, we prepare students to become professional communicators, critical thinkers, and responsible citizens as they grow into the leaders for the 21st century global society.

This mission animates the University of Oregon's definition of diversity: *differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability*. Therefore, the SOJC mission encourages the intellectual and philosophical characteristics of the ethical, knowledgeable communication leader. Our faculty and teachers – specialists in journalism, advertising, communication studies, public relations, and electronic media – work collaboratively to fulfill this mission for students, the university community, and the culture in which we live. Our officers of administration, with their own expertise in technology, communication, advising and student affairs, development, and management, share in this diversity effort through their support of teaching and learning in the School. We believe and affirm that our students must be mentored and supported in ways that engage their diverse perspectives as they develop meaningful careers and lives.

Background

The critical importance of achieving greater diversity and creating a learning environment that supports and encourages all members of our community is reflected in the high priority placed on diversity by the University of Oregon and by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), our national accrediting body. Because we are a professional school, it is important to note the ongoing efforts and initiatives of our constituent professional organizations. For example, the American Society of Newspaper Editors (ASNE) launched an ongoing diversity initiative in 1978; the American Advertising Federation (AAF), the Radio Television News Directors Association (RTNDA), and the Public Relations Society of America are all on record as recognizing the importance of taking an active and aggressive role in enhancing

diversity in the communication professions, and they do so through their external and internal work throughout their respective industries.

In the School of Journalism and Communication, the promotion and practice of freedom of expression and intellectual inquiry is an integral part of our long and proud tradition of excellence and of this diversity effort. We strive to build a diverse community defined by free speech, intellectual inquiry, and a climate of respect for all points of views, and have done so for many years. Indeed, this diversity document does not represent the beginning of our efforts to build diversity. The SOJC has a nearly 100-year tradition of excellence in teaching, scholarship, and service. Our existing policies and practices demonstrate broad agreement that our curriculum should address diversity issues, reflect the diversity of our multicultural society, and prepare students to live in a multicultural world.

The SOJC faculty adopted a diversity plan in 1993. Many formal and informal diversity efforts exist in our School, including those that preceded the adoption of any formal framework, initiatives that grew from passion and resolve rather than the requirements of a particular document. Therefore, this plan incorporates and builds upon past and current initiatives with great pride, acknowledging the need for a systemic approach to fulfilling this vital part of the university mission.

Our environmental assessment of our diversity efforts covers the last decade. Engaged faculty and students regularly discuss how to better represent truth and democracy and bring these perspectives to the classroom. Reporting classes and publications look for timely and diverse topics as areas of investigation. Advertising and public relations classes take on advocacy issues as part of understanding how change is facilitated. Scholarship and fellowship opportunities are found and directed toward appropriate candidates.

Our diversity initiatives have long been facilitated by Dean Gleason, Associate Dean Al Stavitsky, and more recently by Kathy Campbell, Coordinator of Undergraduate Studies and a 2007 recipient of the Martin Luther King Jr. Award. Important work on this updated document has also been accomplished by members of the 2005-2007 committees:

Kathy Campbell, Coordinator of Undergraduate Studies, chair

Leslie Steeves, Professor and Director of Graduate Affairs

Scott Maier, Associate Professor

Sally Garner, Undergraduate Adviser

Carol Ann Bassett, Associate Professor

Carl Bybee, Associate Professor

Deb Merskin, Associate Professor

and SOJC Affirmative Action Officer

Deborah Morrison, Chambers Distinguished Professor of Advertising.

The 2007-2008 Committee comprises the following members:

Deborah Morrison, chair

Kathy Campbell

Sally Garner
David Koranda, Instructor
Deb Merskin ex-officio, SOJC Affirmative Action Officer

Dean Gleason and Associate Dean Stavitsky and the faculty leaders noted throughout our document, support, encourage, and continue to engage in the diversity plan development process. As new initiatives are undertaken, direct student engagement with the committee is becoming a reality.

The SOJC Diversity Plan

The SOJC Diversity Plan draws on the University of Oregon's proposed Five-Year Diversity Plan. It is structured to achieve six diversity goals:

1. Develop a Culturally Responsive Community
2. Improve Campus Climate
3. Build Critical Mass
4. Expand and Fill the Pipeline
5. Develop and Strengthen Community Linkages
6. Develop and Reinforce Diversity Infrastructure

In each of these six areas, the plan outlines our strategy, our current and continuing actions, proposed actions, accountability for each of the initiatives, and the resources to help achieve them. Our goal is an authentic and transparent effort to create real change on campus and in the world. We identify a mix of strategies and actions; some already in place, some clearly achievable, and some requiring the School to stretch to find new resources. It also requires that all members of the SOJC community be accountable for the plan's success as we build our collective ownership of its mission and goals.

The initial version of this Diversity Plan was presented to the faculty in Spring 2006 and approved for implementation. Since that time, the SOJC Standing Committee on Diversity has met and discussed methods for further refining the approaches and tactics of the plan. The committee's recommendations continue to be evaluated by the faculty and implemented only after the faculty has approved these recommendations and formally amended the Plan to incorporate changes.

In regular meetings, the committee will discuss further implementation and ideas. On an annual basis, the Dean and the committee will report formally to the faculty on the progress made toward achieving the SOJC's diversity goals. The schedule and structure of that formal report will be determined, in part, by the requirements of the University's diversity plan.

Throughout this document, we provide action items to be used as planning guides for the SOJC community.

Strategy sections show our objectives in the area and how we approach a particular goal.

Current and Continuing Actions show what is being done at present to achieve goals. These actions are often ripe for expansion or have actively been developed through the years. **Proposed Actions** outline what the SOJC believes are promising initiatives that may need extra resources and further discussion but show promising opportunities.

Accountability identifies the SOJC community members who lead efforts on various actions and accept responsibility for their success.

At some points, the plan offers **Evidence** to enrich our discussion of what continues to occur and grow within Allen Hall. This is not meant to be an exhaustive listing of SOJC diversity efforts; rather, these notes exemplify some of the successes of which we are proud.

Six Diversity Goals and the SOJC Community

We believe the following plan is a living document, one that should be read and revisited and made real on a continual basis. Although the Dean and the Standing Committee on Diversity accept the primary responsibility for the plan and its success, the SOJC faculty, staff, and student body as a community must continue to foster a philosophy of inclusion and fairness. This plan builds on our demonstrated strengths, most notably a history of strong commitment to fostering diversity in our research, teaching and professional connections. It also acknowledges that our efforts will benefit from a broader vision of what we can accomplish together with the structure of a specific, goal-directed plan embraced by the faculty and staff. Our goal is to create a simple, elegant plan to guide us as we grow and change.

1. Develop a Culturally Responsive Community

This plan defines cultural diversity as a process. Cultural diversity addresses the conditions created by a rapidly changing global society in which people's experiences, identities, communication styles, and viewpoints have been shaped by the history and culture of the communities in which they live. We continue to develop a community culture in which all students, faculty and staff feel welcomed and where discrimination is not tolerated.

Strategy: Continue to increase awareness and sensitivity within the SOJC community concerning issues of diversity and differing perspectives

Accountability: Leadership and Faculty

Current and Continuing Actions:

- Invite creative and thoughtful leaders from the professions who demonstrate dedication to the best practices in diversity and equity

Evidence:

During the 2006-2007 year, the following speakers were among those who provided a richly diverse experience for the School:

- Leonard Pitts Jr. was the 2007 Ruhl Lecturer. Pitts, an African-American, is a Pulitzer Prize-winning journalist at the Miami Herald. He spoke on campus and at the Turnbull Center in Portland about fatherhood and the black experience.

- The Richard Ward Executive-in-Residence Program for advertising, now in its sixth year, has included three women (including an African-American and a lesbian), and two professionals from the United Kingdom. The 2008 visitor will be from China.

- In October 2006, our PageTurners short course students read *The Death of Innocence: The Story of the Hate Crime that Changed America* and participated in a weekend seminar with author Christopher Benson of the University of Illinois. Benson wrote the book with Mamie Till-Mobley, the mother of Emmett Till, the 14-

year-old murdered in 1955 in a vicious hate crime. In Fall 2007, the reading selection is Gift Children: A Story of Race, Family and Adoption in a Divided America, written by Pulitzer Prize-winning journalist Doug Bates of *The Oregonian*.

- The April 2007 Johnston Lecture was given by Adrian Nicole LeBlanc, a 2006 MacArthur Fellow and author of Random Family: Love, Drugs, Trouble and Coming of Age in the Bronx about an impoverished Bronx neighborhood.

- Performance artist and UO Department of Creative Writing Lecturer Drea Brown was the featured performer at Ad Night, a celebration of creativity.

- Encourage multi-disciplinary attendance at topic-appropriate symposia and guest speaking lectures by students and faculty.

- Show visual evidence of approaches to multiple cultures and perspectives in hallway showcases, the SOJC website, and in university publications and student gallery work.

- Use faculty and administrative meetings and retreats as opportunities to discuss issues of diversity and fairness.

- Use syllabi and course materials to integrate diversity practices into everyday university and classroom life.

- Strengthen the School's mentoring program for new untenured faculty with special attention to the challenges faced by faculty of color, female faculty, and others who may require or benefit from additional support.

- Discuss issues of diversity – successes, initiatives, wish lists, and opportunities – at Advisory Board meetings, award ceremonies, and graduation exercises.

- Actively engage with Assistant Dean for Student Services Greg Kerber and Undergraduate Adviser Sally Garner concerning student issues in this area during faculty meetings and committee work.

- Continue the student/faculty “coffee and conversation” efforts started in 2005. These conversation can provide useful student feedback on how elements of the SOJC are perceived through their respective lenses. Emerging trends can inform policy and even curricular changes.

- Show evidence of diversity issues in mission statements and learning objectives.

Evidence: *The learning objectives for the Public Relations area include the following: mastery of effective cross-cultural communication, and an understanding of global business needs and perspectives.*

Proposed Actions:

- Hold regular meetings of an engaged diversity committee and invite other faculty members and students to attend. Guest speakers and University leaders will also be invited.

Accountability: Diversity Committee

- Create, produce and host an online humanities collection of Oregon stories called Who We Are. Building on multimedia technologies, writing and reporting skills, and photojournalism and video content provided by SOJC students, the site will use the University's definition of diversity as its inspiration. To fund the project, we will apply for an NEH Digital Humanities grant in Spring 2008.

Accountability: Diversity Committee

- Create a Change Agent Award to be given at graduation that represents thinking dedicated to the future and finding solutions to problems of diversity and fairness.

Accountability: Leadership and Award Committee

- Use fall term meetings for majors and pre-majors to discuss diversity issues and strengthen the SOJC community.

- Seek new teaching and learning materials such as *The Authentic Voice: Best Reporting on Race and Ethnicity* from the Kellogg Foundation at Columbia. Find ways to integrate across curriculum and make available to faculty and students.

- Include discussion of diversity in faculty annual reports.

Accountability: Leadership

- Use more elaborate exit interviews with graduating students to identify unresolved issues of diversity and equity and seek their suggestions for solutions.

Accountability: Leadership and Student Services

Evidence: *With more resources, the current exit survey – which has surpassed the 60 % response rate for the past three years – could be expanded to include focus groups or one-on-one interviews.*

Resources for Proposed Actions:

Existing resources are available to support speakers and visitors, as well as materials and meeting activities to fulfill this Diversity Development Goal. Dean Gleason will seek support to create and maintain the Change Agent Award.

2. Improve Campus Climate and Cultural Competence

The School of Journalism and Communication is the intellectual meeting place for approximately 1,500 students, at least 40 full- and part-time faculty and lecturers, 20 administrative staff, and more than 100 guest lecturers and guests each year. Beyond that, Allen Hall also houses two classrooms that bring hundreds of students from other University disciplines into the building. This union of people and various ideas suggests possibilities for identifying challenges as well as creative strategies for improving campus climate.

Strategy 1: Develop mechanisms for identifying problem areas and adapt protocols and process to solve these issues.

Current and Continuing Actions:

Accountability: Leadership and Faculty

- Develop policy to guide SOJC responses to negative events.

Evidence: *In a spring 2007 Eugene Weekly column, the author cited a case of ethnic harassment in Allen Hall. Faculty members found the author and interviewed him, discussed the matter with OMAS and undergraduate advisers, and discussed the event in various classes. Though the culprit(s) could not be found and the matter could not be fully substantiated, taking on such issues forcefully and finding solutions helped faculty and staff to combat such behavior. As has been noted (with homage to Ken Kesey): It's the truth even if it didn't happen. Our mission is to seed attitudes to combat this behavior and to assure our community we will not tolerate this attitude.*

In an example from 2006, when a student in a class made an off-hand insensitive remark, the professor discussed the situation and realized the tension this was causing. He brought in a representative from Affirmative Action to discuss the situation with the class, encouraged discussion, and found ways to make the class stronger as a cohort through this action.

In April 2007, the faculty acted quickly in the wake of the shootings at Virginia Tech by putting together a symposium in Allen Hall titled "The Multimedia Manifesto of Cho Seung-Hui: Journalism ethics in a time of tragedy." Our Apple Corps teaching seminar that month was titled "Teaching in a time of tragedy." Each of these events was well attended and well received.

All of these examples reflect the need for ongoing protocols for faculty and students to use in such situations to allow us to react quickly and appropriately not only to the human experience we all share but also to at least salvage a "teachable moments" out of such tragedy and sadness.

- Continue to encourage SOJC supervisory personnel to seek out training opportunities.

- Invite UO trainers to SOJC to hold sessions for supervisory personnel.

- Continue to push the Study Abroad programs available to students.

Evidence: *In a recent audit, it was determined that SOJC students are second on campus as a UO cohort actively participating in Study Abroad opportunities. We intend to capitalize on this finding and continue to make information and opportunity accessible.*

- Support and encourage student organizations to participate in discussions about campus climate.

Strategy 2: Continue and strengthen the SOJC's long-held commitment to creating and maintaining a healthy educational environment and a commitment to the wellbeing of all students. In doing so, we will continue to enhance the cultural competence of our community.

Current and Continuing Actions

Accountability: Leadership, Faculty and Undergraduate Affairs Committee

- Explore ways to create a welcoming atmosphere by telling the compelling stories of our diverse community throughout the School.

Evidence: *Small and significant actions matter here. Showcases of student photo and creative work display a diverse array of people and places in the hallways of Allen Hall. These are changed at least every term, with some on a rotating basis every few weeks.*

- Explore ways to highlight and improve the place of teaching, advising and outreach in the SOJC and university reward structure.

- Continue to support SOJC faculty leadership and participation in efforts to enhance cultural competence on campus.

- Continue to include diversity issues in meetings and in teaching seminars to facilitate the culture of "thinking diversity" in routine matters.

- Continue to invite provocative, interesting speakers addressing topics of meaning and multiple perspectives. Co-sponsor events to bring in national and international figures.

Proposed Actions:

Accountability: Faculty and Diversity Committee

- Share teaching tips and exercises via e-mail and through teaching symposia.

Evidence: *Kathy Campbell is compiling and will be sharing diversity tips with faculty and adjuncts. This will become a regular email reminder within the term. Our Apple Corps teaching seminars regularly include discussion of diversity and fairness in the classroom.*

- Incorporate ASJMC “best practices” into the SOJC cultural competence tactics.

- Create forums for broader discussion of cultural competence.

These will include informal meetings and gatherings as well as formal publications, hallway display boards, and direct connections with students in email and personal communication. We will encourage students seek out other students to keep the conversation about diversity and inclusivity and unity alive.

Accountability: Diversity Committee and student committee

- Create a small library of books for the School through resources that reflect diverse themes and new voices. Drive student readership to this area through seminar courses and speakers. See appendix for Proposal 3.

Accountability: Diversity Committee

Resources for Proposed Actions:

Funding for training workshops and meeting supports exists in present budgets. Further “Coffee and Conversation” meetings can be planned by shifting resources.

3. Build and Maintain Critical Mass of a Diverse Cohort

The SOJC commits itself to an active program of recruitment and retention of students, faculty, and staff from underrepresented groups. This section is structured in two parts: (a) recruit and retain a diverse student body; and (b) recruit and retain a diverse workforce. It has become clear that our greatest recruitment and retention challenges are with students and faculty of color, and with students in socio-economic groups that have little history of college attendance. At the same time, the plan embraces a broad definition of diversity, recognizing that gender and other diversity variables often compound our challenges in these areas.

Strategy 1: Recruit and retain a diverse student body.

Efforts to attract and retain a diverse student body are woven into the fabric of the SOJC. More can be done to recruit those students into journalism and communication careers, especially via FIGs, TRIGs and seminars dedicated to understanding media, and more important, the opportunities available through the media to effect change. With programs and scholarships in place, with diversity training and sensibilities rising, the School does a credible job of finding ways to support a diverse population. Many faculty and staff take the initiative daily to be inclusive and to remedy past wrongs of cultures and institutions.

Current and Continuing Actions:

Accountability: SOJC Faculty, Undergraduate Affairs Committee, Advising Staff, Student Leaders

- Continue to support the UO chapter of the National Association of Black Journalists with financial and advising assistance and work to better incorporate the chapter in the SOJC.
- Continue to develop relationships – formal and informal – at institutions with diverse student and faculty populations (e.g., historically black universities, universities with notable Hispanic populations).
- Explore opportunities to increase SOJC involvement in the Office of Multicultural Academic Support (OMAS) and Admissions Office recruiting programs and initiate new SOJC efforts with support of OMAS, Admissions and other university offices.
- Create a standing committee for International Studies that supports international scholarship, seeks to attract international graduate students, and supports ongoing initiatives on a global basis.

Evidence: *The Committee has been named in 2007 (chaired by Leslie Steeves, Graduate Adviser) and is actively building an agenda for schoolwide investment and support of global study.*

- Expand the use of existing scholarship funds to recruit and retain a diverse student body and raise the profile of diversity scholarships in the current Campaign Oregon scholarship initiative.

Accountability: Undergraduate Affairs Committee and Advising Staff

Evidence: *Continuing efforts by lead faculty to identify and support minority students for SOJC, University, and nationally competitive scholarships.*

- Continue to support the national AAF (American Advertising Federation) Most Promising Minority Student Conference and national AAAA (American Association of Advertising Agencies) Minority Advertising Internship Program (MAIP) with qualified UO communication and advertising students.

Evidence: *SOJC students have been included in the rolls of Most Promising Minority students across the country in 2005 and 2006. Over the past five years, SOJC students have been named to MAIP internships five times.*

- Continue to lead and support major professional organizational initiatives that support graduate researchers of color.

Evidence: *The PR Division of AEJMC has the Inez Kaiser Awards for grad students of color. We both nominate students for these awards and sponsor them. Additionally, it offers the Roschwalb Award to support a student studying internationally and contributing to international PR research. Endowed Chair in Public Relations Pat Curtin is a major sponsor of this award each year and encourages students to apply.*

- Continue to support the Ghana and Galapagos summer programs, increase faculty participation and explore the use of scholarships to diversify participation.

Evidence: *The Ghana Program, led by Professor Leslie Steeves, the SOJC's Director of Graduate Studies, has experienced strong growth with a cross-section of SOJC students participating in understanding international media and new cultures. Faculty travel and development is supported to study and visit these media outlets in Africa.*

Development of the Galapagos Program by SOJC Associate Professor Carol Ann Bassett brings students to Ecuador and to study native cultures and environments there.

- Continue to participate in university-wide functions to support diversity.

Evidence: *Faculty and staff participate annually in ONE (Oregon Native Education) Day. SOJC faculty member Kathy Campbell was honored as a 2007*

MLK Award recipient. SOJC faculty and staff attend MLK Day Award ceremonies, New Beginnings meetings, and freshmen orientation programs.

- Continue to pursue funding for the “Steal this Camera” initiative and other initiatives that allow the SOJC to partner with the Portland School District and other K-12 districts with large underrepresented student populations.

Accountability: Associate Dean Al Stavitsky and the Turnbull Center

- Continue efforts to support the Minorities in Media workshop, which brings high school students and their mentors to Allen Hall for a one-day workshop each fall.

Proposed Actions:

Accountability: Diversity Committee

- Name a student representative to the Diversity Committee and set protocols for choosing this representative in subsequent academic years.

- Host showings of provocative films such as Sut Jhally’s *Dreamworlds 3* and/or *Beyond Beats & Rhymes* from the Media Education Foundation concerning creation/depiction of culture via the media and music, followed by discussions featuring local musicians.

- Explore grant opportunities on News and Newsroom Diversity from the Knight Foundation to support student opportunity and faculty research.

Accountability: Diversity Committee Chair and Development Staff

- Identify authentic diversity work within the School to be commended at faculty meetings and University ceremonies.

- Build on existing faculty relationships with universities in other countries (e.g., Peru, Ecuador, Latin America, Ghana, Finland, Netherlands, Denmark, Korea, China, and Singapore) and encourage new relationships.

Accountability: *Discussions with universities in Singapore, China, Ghana as part of a strategic plan for connecting with other institutions of higher learning and professional organizations. It should be noted that it is not our intent to support governments engaged in human rights violations, but we do actively seek opportunities to teach and model democratic practices in journalism, advertising, public relations, and communication.*

- Develop partnerships with Portland high schools from our base in the Turnbull Center, using the new facility to build community.

Accountability: Al Stavitsky and the Turnbull Center Staff

Evidence: Associate Dean Al Stavitsky and Mark Blaine are writing grants and partnering with news organizations to provide high school journalism projects with Portland high schools.

- Continue to create more advising and mentoring opportunities for all students to interact with faculty, making use of our proposed student portfolio requirements as a method for noting increased attention to diversity issues.

Accountability: Undergraduate Affairs Committee and Advising Staff

Resources for Proposed Actions

As priorities and clearer focus is established through committee planning, resources can be determined.

Strategy 2: Recruit and retain a diverse workforce.

Continuing and Current Actions

Accountability: Leadership and faculty

- Continue to implement best practices recommended by the Office of Affirmative Action and Equal Opportunity and the Office of the Vice Provost for Institutional Equity and Diversity.

- Ensure that each search committee includes a member of the School's Standing Committee on Diversity.

Accountability: Leadership and Committee Chairs

- Advertise broadly to reach underrepresented scholars of different backgrounds. By using a focused set of communication strategies and professional networks, smarter targeting of candidates can be used.

- Continue to find new communication methods to find scholars and applicants that might not have been reached in past searches, i.e., newsletters and online forum dedicated to special groups, different networking possibilities, etc.

- Continue successful use of the UO Minority Recruitment Plan to recruit tenure-related faculty and to create new faculty positions.

- Continue to seek a diverse pool of adjunct instructors, addressing diversity training for them as well as best teaching practices that lead to more informed coursework.

Accountability: Undergraduate Coordinator and Undergraduate Affairs Committee

Evidence: *Annual and monthly teaching seminars meetings are regularly offered to engage adjunct instructors in discussions of SOJC diversity policies, resources, and perspectives.*

- Explore developing formal relationships with institutions and organizations with significant diversity populations for the purpose of faculty and professional exchanges and building relationships with potential faculty and graduate students.

Proposed Actions:

- Develop and implement formal and informal networking strategies to identify, cultivate and recruit diversity candidates, e.g., expand the scope of outreach to professional organizations.

- Ask direct questions of new and prospective faculty as to their approaches and policies concerning inclusiveness and diversity. Provide formal training and mentorship in this area.

Accountability: Search committees

- Evaluate search strategies, including the current committee structure, to maximize ability to develop diverse candidate pools.

Resources for Proposed and Continuing Actions:

Search budgets are structured to support aggressive recruiting and to support additional visits when appropriate.

4. Expand and Fill the Pipeline

Filling the pipeline is a challenging task of which our faculty is well aware; our professional industries underscore this need as we do and new strategies are demanded to let students and prospective students and parents understand opportunities in communication and journalism industries.

Strategy Continue to use and hold accountable the strong professional organizations in the journalism, advertising, and public relations arena, making best use of their resources and priorities in this area.

Current and Continuing Actions

Accountability: Leadership and faculty with networks in the professions

- Actively seek out opportunities for students within the professions.

Evidence: *AAF's Mosaic Center on Multiculturalism and its Mosaic Council have been in place for more than five years; its Most Promising Minority Students program has connected students with potential employers since 1997.*

RTNDA (the association of electronic journalists) adopted diversity as one of its core values in 1998; its ongoing Newsroom Diversity Project has provided mid-career training as well as student internships, scholarships and fellowships since 1991.

In 2000, PRSA revamped its two decades of diversity efforts by forming a National Diversity Committee; PRSA recognizes chapter diversity efforts with annual awards and provides speakers and other resources for chapters committed to those efforts.

Proposed Actions

- Make best use of a "middle school to profession" vision of career choices for students. By identifying key opportunities and matching those with diverse populations in middle and high schools in the region, in community colleges and in our own SOJC populations, we slowly expand number and fulfill this challenge.

Accountability: Leadership and the Diversity Committee

Resources for Proposed Actions:

Renew the solid commitment to propose and fund student, faculty, and staff travel for student recruiting and outreach.

5. Develop and Strengthen Community And Professional Linkages

The SOJC commits to actively seeking diverse voices to help evaluate and improve current efforts and develop new efforts to achieving diversity and equity in our educational and public service missions. This section includes strategies to (1) initiate dialogue with diverse voices and (2) create ongoing programs that allow these voices the opportunity to advise us in our work to contribute to diversity and equity goals in scholarship, education, and media employment.

Strategy: Provide a strong diverse professional network for faculty and students that will help to frame the standards of best and ethical practices.

Continuing and Current Actions:

Accountability: Faculty and industry network

- Continue to seek a diverse range of speakers for SOJC sponsored lectures.

Evidence: *As noted throughout this document, the SOJC has a longstanding mission to find a broad array of speakers and perspectives and to invite them into our classrooms. This opportunity reinforces our professional network's dedication to finding new voices for their workplaces.*

- Continue funding and inviting a diverse range of visitors to the SOJC, with a stronger effort to ensure that we are maximizing our opportunities.

- Continue to encourage and support faculty participation in a wide range of community and university events.

- Continue work with the Oregon Humanities Center to seed funding, connection, and diverse perspective.

Evidence: *SOJC Associate Professor Carol Ann Bassett was a board member for three years and provided a connection to new opportunities for funding and perspective. In 2007, Diversity Chair Deb Morrison was named to the board and will continue this connection.*

- Work with ONPA, SPJ, OAB, other professional organizations and media in the state to create an Oregon initiative on media diversity.

Evidence: *The SOJC is partnering with The Oregonian, The Statesman-Journal and the Register-Guard to sponsor an ASNE minority job fair in Fall 2007.*

- Continue and develop work with professional and academic organizations on diversity and best practices, showing evidence that UO faculty are serious about diversity issues.

- Advertise and advise on internship and fellowship opportunities that grow global, multicultural experience.

Accountability: Career Services Coordinator Bil Morrill and Undergraduate Affairs Committee

- Continue to be a conscience for the industry as discussions of injustice, flawed practices, and the need for new opportunity arise.

Evidence: *SOJC faculty often serve on Advisory committees and boards for the professional community where such discussions take place.*

Proposed Actions

- Build the Executive-in-Residence 2007 theme around China and its cultural change as advertising and design become part of cultural dialogue there; discuss changing economies and best practices; showcase new approaches and award-winning design from Chinese universities; and build shared internship proposals into plans.

Accountability: Advertising faculty and Development Staff

- Capitalize on the emerging opportunities now being explored at the Turnbull Portland Center.

Accountability: Undergraduate Affairs Committee and Portland Director

- Develop a more structured, innovative and strategic plan for recruiting a diverse range of speakers and visitors, e.g., better tracking of speakers and better use of technology.

- Make available to the faculty the recently updated local community-based resource list of culturally diverse organizations and speakers and institute reciprocal speaking arrangements in which guests agree to visit SOJC classes and in return, professors and/or students agree to visit the organization of the guest's choosing.

Evidence: *Through Diversity Committee Member Kathy Campbell's research and effort, an updated guide was prepared with the help of students in a public relations course taught last spring by Adjunct Professor Kelli Matthews. Students contacted resources, updated and expanded the guide. By including students in this effort, we expanded student appreciation of professional and community resources for diversity action and discussion.*

- Facilitate the creation of community advisory boards on diversity and equity (these could be at the local, regional or statewide level) to work with

interested faculty and staff to facilitate dialogue on related media issues. Such board(s) will create multiple opportunities for classroom visits.

- Explore strategies for facilitating participation in SOJC-sponsored lectures and other public events (e.g., SOJC-sponsored child care).

Resources for Proposed Actions:

Though many of the suggested initiatives in this section require additional staff and funding, it is our intent to evaluate each initiative and determine funding sources.

6. Develop and Reinforce University Infrastructure

The School commits itself to the creation and maintenance of infrastructure needed to help build diversity and cultural competency into its everyday routines rather than add these elements onto a full agenda of organizational, research and pedagogical demands.

Strategy: Continue to build upon University of Oregon strategies for inclusion and expansion of opportunity, while we seek diversity opportunities specific to our SOJC mission.

Continuing and Current Actions

Accountability: SOJC Faculty, Adjunct Lecturers, Staff, and Advisers, Student Leadership

- Continue working on a case-by-case basis with students of color and international students to establish opportunity and grow cohort.

Evidence: *This deceptively simple and effective outreach effort shows in one-on-one mentorship and support of all students. As we refine curriculum and improve advising for lower division students, this will continue to improve and provide means of support and retention.*

- Continue the dedicated service and planning opportunities of a standing Diversity Committee.

- Continue to develop courses and to integrate diversity content into courses in response to perceived need and individual initiative.

Evidence: *Dr. Martin Luther King's "I Have A Dream" speech was used as a prompt for a creativity class writing assignment.*

- Work with the Teaching Effectiveness Program and other campus resources to develop strategies for SOJC faculty to effectively address the challenges presented by increasingly diverse classrooms.

Proposed Actions

Accountability: Leadership and Faculty

- Evaluate and more clearly define the role of the SOJC affirmative action officer.

- Designate the SOJC affirmative action officer or another faculty member to serve as a diversity resource for students.

- Develop annual goals and reporting requirements in order to assess progress toward a more diverse SOJC.

Evidence: *As part of the 2006-07 program review and 2005-06 accreditation self-studies, the SOJC has baseline data for use in developing goals and assessing progress in the area.*

- Develop and launch a student survey to determine students' perceived needs and the SOJC's strengths and weaknesses.

- Schedule diversity audits and reports to the faculty on a regular basis. (Note: Audits are designed to provide information, not dictate course content.)

- Use curriculum revision as portal for development of new processes, new courses, new approaches for discussing diversity issues. During this time of change, we will seek to increase provocative content in courses and course descriptions, seeking to fill the promise of meaningful discourse about the media and the world.

- Create a digital brochure and linked page on recommended courses elsewhere in the university that would be useful in broadening perspective and knowledge about cultures and people.

Resources for Proposed Actions

Many proposed actions in this section require little new investment but do require revision of priorities and curriculum. As the SOJC continues with curriculum reform, these actions will be prioritized.

