

University of Oregon

DAP Evaluation and Assessment Scheme for Academic and Administrative Units

Evaluation Report Outline

- I. Please provide a brief overall assessment of your unit's progress toward implementing your Diversity Action Plan (DAP). Please use the attached form.

See starting page 3.

- II. In relation to your unit's DAP implementation, what are you especially proud of?

During the last two years, the SOJC has made strides in establishing itself as a campus leader in diversity, equity and inclusion efforts. As of fall 2019, more than 35% of our student body were either students of color (30%) or international (5%). Our Advertising major has closer to 35-40% of students from underrepresented communities. More than 20% of our graduate students are international, and one fourth of our undergraduate enrollment comprise first generation students. There has been a push for a more concerted, focused effort on diversity and inclusion (D&I) efforts, from inclusion statement on our syllabi, to providing opportunities for students from underrepresented and marginalized communities. For example, there has been new energy behind student groups such as the Association for Women in Sports Media, National Association of Black Journalists (NABJ) and the National Lesbian and Gay Journalists Association (NLGJA). The University of Oregon is the first NLGJA collegiate chapter on the west coast. We also are doing a much better job connecting students with national scholarship and internship programs specifically designed for students from underrepresented and marginalized backgrounds (see progress toward goal #3).

A central focus of the SOJC is experiential learning, and there have been several opportunities that speak directly to D&I. SOJC-sponsored trips to places such as Ghana, Sri Lanka and New Zealand expose students to journalism and mass communication professions in foreign cultures. It challenges students to move beyond the "comfortable" traditional often-western European destinations. The cultural education often supersedes the journalism-focused learning itself. Accordingly, several of our IHP proposals in the last two academic years have focused on the global south.

Such learning extends to invited speakers and panels who represent diverse communities. Often initiated by student groups, and have presenters who represent the same communities of our students helps students see themselves in that profession. For students from marginalized and underrepresented communities, the power and experience of "seeing myself" in a position of authority and success can go much further than any lesson on diversity, or quantifiable data regarding a specific population.

Finally, while we certainly can improve representation among faculty and staff, we have made strides. Our faculty, for example, now reflects a range of diversity, from Native American, to African American, African and Latinx. Moreover, to have a dean who not only is a public relations thought leader globally, but someone who also is openly gay and Venezuelan, is a powerful statement to our school's commitment to providing an inclusive environment.



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III. In relation to your unit's DAP implementation are there opportunities for improvement?

Several areas of focus provide opportunities for improvement. First is the issue of in-class inconsistency regarding attention to D&I issues. For example, while more than 80% of syllabi include some form of diversity and/or inclusion statement, the content and depth varies. Moreover, beyond the inclusion of a basic statement, there is a need to better-incorporate D&I-related content in the course itself. Students have noted on exit surveys the need to include more relevant D&I-related topics for discussion. In addition, certain tracks within the SOJC do better than others in terms of the diversity of their undergraduate student body profile. There must be a consistent focus across majors to ensure the SOJC as a whole is diverse.

The more important, qualitative, challenge regarding D&I is how to move beyond what can be perceived as a “tokenizing” of diversity that results from basing success on certain numeric representations of diversity markers among undergraduate and graduate students, staff, and faculty. The most important measures of true inclusion cannot be accounted for in quantifiable data. Reporting that we have 30.3% of students from underrepresented and marginalized backgrounds provides a solid, positive benchmark, but it does not speak to the day-to-day experience of those students. As mentioned above, one of the most powerful experiences of a student can be seeing “someone like me” on stage—but how does that experience get measured? This is a broader conversation among diversity scholars—the risk that “diversity” itself has been commodified to the extent that providing certain measures equates to success.

To that end, one of the SOJC diversity committee's main goals moving forward is to focus more on telling powerful stories that resonate, rather than focusing on data collection. Diversity and social advocacy research has shown consistently that such data is a good baseline, but what resonates with people—what people remember—are stories of experience from “people like me.” Part of the SOJC mission states, “Great Storytelling Starts Here.” Accordingly, we plan to embrace that mission and extend it to our diversity initiatives—crafting the SOJC stories of diversity, equity and empowerment.

IV. In relation to your unit's DAP implementation are there groups or people who deserve special recognition for their extraordinary efforts in this area?

There are several individuals / groups who deserve special recognition. Troy Elias, who resurrected the NABJ and has taken it to new heights. What he has done with that group—from growing the membership to experiential learning opportunities, panels, creative activities—is beyond any expectation. Leslie Steeves' program in Ghana is also notable. The time and commitment she has invested in that program has brought exposure for the SOJC, and unique experiential learning opportunities for our students. Deb Morrison's leadership in the Advertising major should also be noted. While she has grown the major generally, she has done so with a specific focus on increasing representation of minority populations. As a result, advertising is one of the most diverse majors on the UO campus. Finally, there is a cohort of scholars in the SOJC who does diversity-focused research, and there has been discussion of somehow creating a more-formal consortium of scholars so the diversity-specific expertise in the school is more notable.



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V. What non-financial resources would be helpful as your unit moves into the next phase of implementation?

Because we are a school of more than 2,500 students, and 100 staff and faculty, having an annually rotating committee of six individuals lead the DAP implementation (and D&I efforts generally) unfortunately can be unwieldy and lead to inconsistencies. DEI's help with tracking down specific data needed for reporting would be greatly appreciated. That said, we are in the process of clarifying the diversity committee's responsibilities, and we hope to partner with SOJC HR and administration in order to provide important data in a more-timely manner, which would allow the diversity committee to focus on implementation efforts and developing our school's D&I narrative. Also, we are not sure if this is possible, but perhaps shifting the deadline of report deadlines would help. Because the SOJC diversity committee typically comprises faculty who are on 9 and 10-month contracts, committee work required after June 15 or before September 15 is quite difficult.

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IDEAL GOAL #1 Inclusion Create an inclusive and welcoming environment for all		
DAP Strategic Priority: 2018-19	Metric (How we are measuring impact)	Progress/Opportunity
1. (1.3) Encourage syllabi to contain course material on issues of cultural diversity and a section highlighting the importance of an inclusive environment		More than 80% of syllabi now contain a form of diversity and inclusion statement. Working toward consistency and more depth of D&I-related content.
2. (1.4) Annual diversity town hall that promotes current and timely topics on diversity and inclusion. Types of diversity addressed will depend on current issue. For example, in winter 2016, the committee hosted an "Oscars so White" panel to correspond with the Oscars.		1. 2019-20 NABJ-sponsored forums (2), ongoing 2. 2019-20 NLGJA fundraisers and cross-campus partnerships



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<p>IDEAL Goal #2. Diversity Increase representation of diverse students, faculty, staff and community partners at all levels of the university</p>	<p>Metric (How we are measuring impact)</p>	<p>Progress/Opportunity</p>
<p>1. (1.1) Increase undergraduate recruitment of under- represented students in the SOJC through participation in professional and personal development programs targeted at secondary URS.</p>		<p>SOJC has achieved 30%+ in underrepresented student population.</p>
<p>IDEAL Goal #3. Achievement Facilitate access to achievement, success and recognition for underrepresented students, faculty and staff</p>	<p>Metric (How we are measuring impact)</p>	<p>Progress/Opportunity</p>
<p>1. (2.1) Increase awards and scholarships for and regarding URS populations.</p>		<p>1. Multicultural Advertising Internship Program from the AAAAs. In 2019-20, 17 students (record number) placed in 10-week internships. Possibility of 4 more</p>
<p>2. (2.1) Increase awards and scholarships for and regarding URS populations.</p>		<p>1. LaGrant Foundation – placement of students from underrepresented backgrounds in internships and with scholarships. In 2019-20, CEO of LaGrant visited with 200 Principles of PR students encouraging applications, and met with 10 PR students individually regarding applications (Applications in process)</p>



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IDEAL Goal #4. Leadership Prioritize and incorporate diversity, equity and inclusion in plans and actions	Metric (How we are measuring impact)	Progress/Opportunity
1. (4.1) Identify those faculty directly involved with D&I- related initiatives and establish resource for SOJC.		Ongoing discussion and identification of how to form consortium of D&I-focused scholars.

