



Annual Diversity, Equity & Inclusion Report

2020-2021

SCHOOL OF JOURNALISM & MASS COMMUNICATION



The School of Journalism & Mass Communication thinks of diversity broadly, and our goal is to ensure that our School represents a range of different identities and perspectives, including race, ethnicities, gender, sexuality, socio-economic status, religions, physical abilities, age, and political ideologies. In our School currently, we are particularly interested in increasing our overall racial diversity (especially African American, Hispanic and Latinx students, faculty, and staff) as well as LGBTQ community members. All of our racial, gender, political and economic inequalities are of particular concern with the growing wealth disparities, increasing multiculturalism, and sharp polarization in the state and nation.

This report was jointly produced by our entire School of Journalism & Mass Communication for the year 2020-2021.

Current Diversity of Our Department

[Student Data](#)

Currently, the school has 12.4% non-minority, domestic undergraduate students, which is a 4.1% increase since Spring 2011, and the highest percentage since Spring 2016 (12.7%). We had increased our international student population to 4.9% in Fall 2018 with a decrease to 3.3% in Spring 2021. It is posited that the COVID-19 pandemic may have affected this percentage.

The graduate program (MA and PhD) has become overwhelmingly international over the past ten years - from 29% in 2010 to 70.9% in Spring 2021. Both our domestic student and domestic minority graduate student populations have dropped, with 14.6% minority students in Fall 2013 and currently only 8 students (12.4%) who fall into that category. We have refocused efforts in the past 2-3 years on recruiting underrepresented minority students to our graduate program. It is posited that the COVID-19 pandemic may have affected this percentage.

Because of recent efforts to diversify our graduate student applicant pool, we have seen incremental and encouraging changes. We had 1 underrepresented minority student apply in 2017, 2 in 2018, 3 in 2019, 4 in 2020, and 6 in 2021. We welcomed 4 underrepresented minority students into our department in fall 2021.

Faculty Data

In 2020, the School had 16.5 professors (down from 21.5 in 2010) with 4 assistant professors, 3 associate professors, and 9.5 full professors. In 2020 overall, we had 5 “minority” professors (which is the same number we had in 2014) and 7 females (compared to 9 in 2014). Of these: 5 are tenured females and 7.5 are tenured men; 8.5 are tenured non-minority with 4 tenured “minority” professors.

***For these statistics, we used UW’s definition of “minority” and its language from the datasets we were required to draw from.

In 2020-2021, the SJMC Inclusion committee also started to think about other kinds of metrics we might use for our social justice and DEI activities. Prof. Mike Wagner wrote up a preliminary report recommending what the department track and we are moving to these kinds of metrics, with this annual report being our first attempt:

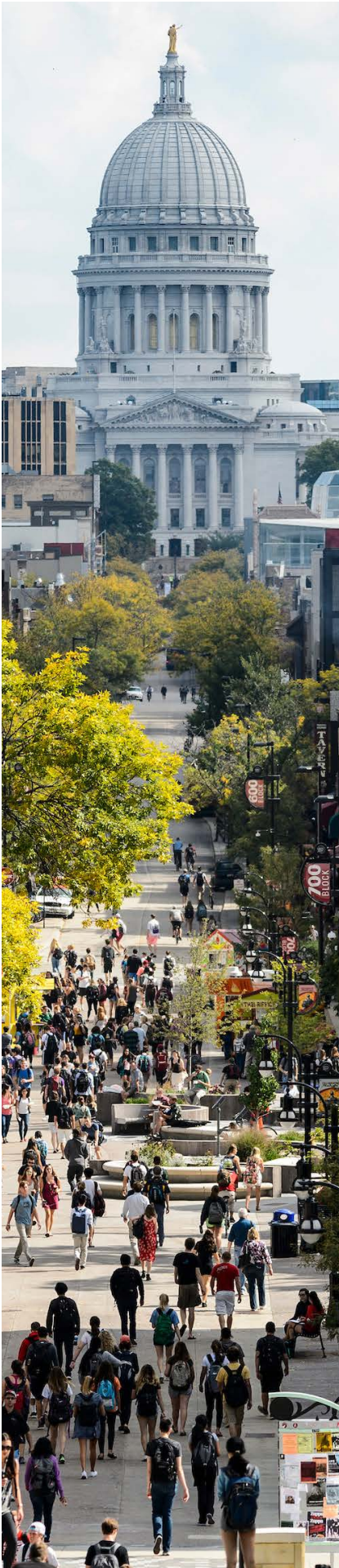
- Percent of faculty conducting research on topics related to diversity, inclusion, and/or racial inequalities (e.g. number of publications, grants specifically related to inequities, etc.).
- Percent of underrepresented minority students in the major.
- Fundraising for DEI efforts, scholarships for underrepresented minority students.
- Percent of underrepresented minority students in the major paired with an alumni mentor.
- Number of recruiting events at targeted high schools.
- Number of students engaged in diversity, equity and inclusion issues research.
- Percent of underrepresented minority students taking our gateway course (J201).
- Percent of underrepresented minority students who apply to SJMC.
- Percent of underrepresented minority students who graduate with an SJMC degree within 4 years.
- Number of outreach efforts to potential graduate students in underrepresented minority groups
- Percentage of funded graduate students from URM populations

2020-2021 Diversity Efforts

We created an SJMC Inclusion Committee in 2015 that for many years comprised Sue Robinson (full professor), Lisa Aarli (graduate program coordinator), and one other person (changed each year). The formal committee is charged with organizing and promoting inclusion efforts around increasing diversity enrollments and faculty/student recruitment, creating and maintaining a welcoming climate, and training faculty and teaching assistants to be more pedagogically inclusive. In 2020-2021, we restructured the committee to include three professors (Sue Robinson, Lucas Graves and Michael Wagner) and one staff member (Admin. Support Rowan Calyx), as well as three liaisons from our three major SJMC Committees - Public Engagement (Prof. Hemant Shah and Comm. Director Ashley Toy), Graduate Committee (Grad. Advisor Lisa Aarli), and Undergraduate Curriculum Committee (Undergrad Advisor Robert Schwoch). In addition, we added three student representatives who were elected by their SJMC peers: one undergraduate (Tamia Fowlkes) and two graduate students (Elaine Almeida and Aman Abhishek). These students each received \$1,000 stipends for their work in 2020-2021. They had full voting rights and attended all the Inclusion meetings.

This restructuring has emphasized inclusion and diversity work, including power and privilege understandings, at all levels of our department and has worked extremely well at informing our activities with many more perspectives. In addition, the greater emphasis on DEI work in SJMC leads to new energies on all of our individual efforts such as training, outreach, and mentoring for and from our SJMC faculty, staff and students, on all of our committees. The extra people power on the committee also allowed us to exert concerted efforts on things like recruiting. In SJMC we approach DEI issues holistically, at every level of our research, teaching, and service, in both our personal and professional lives. The Inclusion committee meets at least twice a month and often more in response to issues and incidents that arise.

We have also made a public commitment to DEI efforts, including an annual Town Hall open to all in our SJMC



community to review the year's efforts, to gather feedback from students, staff and faculty, and to collectively plan an agenda for the next year. In May 2021, we held the first annual Town Hall on Zoom, presenting a draft of this report.

Finally, many of our faculty and students research issues related to power and privilege, racism, sexism, xenophobia, and other topics on inequities. Some examples of ongoing research projects in 2020-2021 include:

- Prof. Sijia Yang and graduate students are studying the impacts of COVID-19 journalistic practices and social media comments on xenophobic, and particularly anti-Chinese, sentiments among the US general public.
- Prof. Sue Robinson won one of the 15 Understanding and Reducing Inequities Initiative grants funded by the Office of the Vice Chancellor for Research and Graduate Education and the Wisconsin Alumni Research Foundation called "Amplifying Marginalized Voices in Public Deliberation: Inclusive Community Conversations About Inequities in Partnership with Journalists and J-School" in March 2021. She is also finishing her third book about how journalists trust according to their racial and other identities.
- Prof. Dhavan Shah and graduate students in their Social Media & Democracy research group have ongoing projects on the #MeToo movement, immigration, anti-Asian racism, and policing and the Black Lives Matter movement.
- Prof. Lindsay Palmer is researching and writing her third book, tentatively called Gender, Race, and US Press Freedom about how press freedom is impacted by race/gender/sexuality/nationality.
- Profs. Mike Wagner, Dhavan Shah, Lew Friedland and graduate students in the Center for Communication and Civic Renewal research group have ongoing projects related to the Black Lives Matter movement and racial inequalities in electoral administration. Prof. Wagner is also working on a grant-funded project with the Collaborative for Reproductive Equity (CORE) exploring women's access to legal health care procedures, citizen knowledge about women's health care procedures, and preferences about access to women's health care procedures.
- International Research Group collected data around BLM protests in 2020 and is working on a project regarding racial empathy based on this data.

And, many of us are asked to speak or serve on panels or give workshops around issues of marginalization, not to mention the many professional production projects we do or train our students to do. This report is certainly not an exhaustive list of everything SJMC and its faculty, staff and students have been doing along social justice, diversity, equity and inclusion issues in 2020-2021.

Outreach and Recruitment

- Throughout the year, the entire SJMC faculty worked to generate a list of candidates that faculty and staff endorsed for a Target of Opportunity hire (TOP); We have identified 17 potential TOPs. From this list we requested from the University funds to recruit University of Pennsylvania PhD candidate Esther Uduehi, but did not get approval to move forward. We then partnered with the Business School who was also interested in Esther and made a joint offer, which she declined. We also partnered with the Psychology Department and made an offer to another candidate

(name withheld); however, these negotiations are ongoing. Complementing those efforts, SJMC Director Rojas approached the Department of Afro-American Studies in March 2021 and reached agreement to pursue a potential joint hire. Based on that tentative agreement, the Inclusion Committee is working to identify a short list of candidates of interest to both departments.

- In 2020, ahead of our graduate admissions deadline, the Director of Graduate Studies (Karyn Riddle) worked to make connections for future potential graduate students. The committee has been diligent about getting our information in front of more diverse audiences, such as at conferences for Latinx or Black journalists. For example, the graduate advisor and DGS emailed 250 undergraduate McNair scholars with information about our graduate program and admissions in summer 2020. We participated in the Graduate School Resource Fair, which aims to connect underrepresented students (URMs) to UW-Madison so they can learn about graduate programs. We hosted our own virtual information session for all applicants and students who had expressed interest in our graduate program. Attendance was excellent, and several of those students applied and were admitted. We offered grants to all URM applicants to pay for their application fees. Our graduate students hosted our annual recruitment event virtually, creating a strong sense of comradery and community for admitted graduate students. We requested AOF funds from the college and top-off grants from the Graduate School to make attractive and competitive funding offers to URM students. We successfully recruited 4 URM students to our program fall 2021.
- Graduate committee identified several campus organizations with whom we want to build relationships and community for our students: the Black Student Union, the BIPOC coalition, and the National Pan-Hellenic Council are examples.
- In Fall 2020, SJMC Graduate Committee voted to make GRE scores optional for PhD and research MA graduate student applications. We dropped the GRE requirement permanently for our professional MA applicants. We continue to follow research on how GRE scores impact admissions and contain bias.
- The SJMC Inclusion student representative, Tamia Fowlkes, held a Fall undergraduate recruitment event via zoom as well as two sessions in our J201 400-person lecture class (the gateway class for our application) in conjunction with Ashley Toy, our marketing and communications coordinator.
- In Fall 2020 SJMC formally accepted an accountability statement to display on its website: <https://journalism.wisc.edu/about/diversity-equity-inclusion/>. In addition, SJMC issued several statements to its community following both national and local social justice-related incidents and events.
- In Spring 2021, members of SJMC Inclusion, Graduate, and Public Engagement committees initiated a revamp of the SJMC website designed to highlight DEI-related resources and material across the site. Initial changes completed in April 2021 focused on integrating SJMC's commitment to diversity into the undergraduate and graduate application pages as well as the Director's Letter.
- The School and/or its faculty and staff play a number of advising and consultant roles with both on-campus and off-campus entities. On-campus, we advised The Black Voice online magazine for and by Black students and the National Association of Black Journalists chapter (with about 20 students active in both) and also mentored students in the Undergraduate Research Scholars program. Faculty worked with The Network in the School of Education's Mobilizing Youth Voices Project, which entailed meeting over a series of weeks with Black students to generate news and social media strategies to gain attention for their policy priorities. Off-campus, SJMC individuals worked with a number of nonprofit organizations including Simpson Street Free Press (a south Madison after-school program for K-12 kids to close achievement gaps). All of these efforts have also served as a pipeline for our undergraduate and graduate program.
- In April 2021, SJMC voted unanimously to offer space in Vilas Hall to The Black Voice to support their work and signal our support for URM students in our program. We are working out the details of the space arrangement.
- In 2020-2021, we partnered with the Badger Precollege Program to plan a summer 2021 course that seeks to attract high school minority students to our program.

Training for Students and Faculty

- In 2020-2021, SJMC Inclusion continued the mandatory training for our new Teaching Assistants during Welcome Week in August 2020 on how to create an inclusive environment in the classroom. We held a follow up check-in during October as well with our TAs.



- In all, we had 16 members of our faculty and staff participate in some kind of external [non-SJMC] training with: The YWCA Racial Justice Summit, YWCA Racial Justice Workshops; Teaching with Equity and Inclusion, Leading Antiracial School Communities, Webinar on Institutional Racism and Organizational Leadership, Teaching Academy 2020 Fall Retreat, the Wisconsin Leadership Summit (e.g. Moving Beyond DEI statements), and the UW Diversity Summit as well as several trainings offered by the College for committee work and on topics such as “recruiting diverse graduate students.” The 16 were: Faculty and/or Faculty Associate members Hernando Rojas, Katy Culver, Sue Robinson, Karyn Riddle, Young Mie Kim, Lucas Graves, Stacy Forster, Pat Hastings, Deb Pierce, and Mike Wagner. Staff members were: David Black, Sterling Anderson, Angelina Stone, Rowan Calyx, Krista Eastman and Ashley Toy.
- SJMC Inclusion Committee held one social justice training workshop: “How and whether to be an activist and a researcher” with both graduate students and faculty in November 2020.
- We convened several listening sessions throughout the year in response to various events, including an incident with one of our graduate students during September 2020, after the shooting of Asian women in Atlanta in March 2021, and after the Chauvin verdict in April 2021.
- SJMC created a number of guides and other DEI materials for both faculty and staff, including a syllabus anti-bias guide, a special August inclusive syllabus workshop, a guide for international students regarding public protesting, and teaching modules for power and privilege.

Curriculum and Other Activities (including culture and climate)

- We in SJMC are always working to perfect our syllabi, readings, assignments, lectures and overall curriculum to make them more inclusive and diverse.
- In Summer 2020, we ran J162: Mass Media in Multicultural America, which we ran again in Spring 2021. In Fall 2020, we ran J803: Gender and Sexuality in Mass Communication.
- Several faculty overhauled their syllabi to be more inclusive or created new courses with diversity at their core, including the new interdisciplinary course LS 106 Purposeful Action: Parkland, Protest & You by Katy Culver, the new J903 Protrack Journalism Professional Development class centered on trust building by Stacy Forster, our J464 Public Relations as well as diverse guest speakers in J601, J421 and J335 along both our journalism and strategic communication threads. Among the class speakers that were invited in 2020-2021 to different courses were: Shannon Maline, Asst Comm Director for the Big 10, Dante Viscara, Publisher of La Comunidad, DeNeen Brown of the Washington Post, and Joanne Williams of Black Nouveau, among many others.
- In Fall 2020, SJMC unanimously approved an added, formal, overall learning objective for all of our curriculum stating our commitment to DEI: “Develop effective practices to advance inclusion and social justice in media professions and communication research.”
- SJMC Inclusion Committee began two long-term initiatives to overhaul both of our signature, large lectures -- J201 and J202 -- to be more inclusive, power-focused, and community-oriented. These were

spearheaded by SJMC Inclusion student reps/TAs Elaine Almeida and Aman Abhishek and included consulting professors and TAs who have taught the classes. The year's efforts resulted in reading lists, more inclusive materials, and new perspectives for assignments to be considered by instructors.

- In 2020-2021, the Graduate Committee created a new buddy system, providing first-year graduate students with more support within the department. We plan to expand that into a peer support network within SJMC for undergraduate and graduate students.
- The Center for Journalism Ethics throughout 2020-2021 spotlighted social justice topics including Wesley Lowery of CBS (with a student of color moderating the conversation) in October 2020, and Byron Pitts of ABC News' "Nightline" at its April 2021 conference ("Why Local News").
- The SJMC Center for Communication and Civic Renewal created the "Election Coverage and Democracy Network," a network of 70 scholars from around the globe to provide guidelines to news media covering the 2020 US presidential election, especially how to deal with racist rhetoric, call out racial bias, and cover race-related protests with a democracy-oriented framework. The group was a diverse one, with sub-teams led by Black faculty from across the country. Prof. Mike Wagner worked with two research assistants, two SJMC graduate students from URM groups on this initiative.
- SJMC faculty organized and hosted several speakers of color in 2020-2021, including:
 - Two African journalists Fredrick Mugira and Ejiro Umukoro to talk about Covid coverage in Africa.
 - Travis Dixon for the Preston Colloquium (American media studies scholar and Professor of Communication at the University of Illinois at Urbana-Champaign known for researching racial and religious stereotyping in television news in the United States, as well as audiences' reception of rap music),
 - Danielle Kilgo, the John & Elizabeth Bates Cowles Professor of Journalism, Diversity and Equality at the Hubbard School of Journalism and Mass Communication at the University of Minnesota, for our new Emerging Scholars Speaker Series seeking to amplify scholars of color.
 - Alum and BOV member Lauren Tucker, founder and CEO of inclusion management consultancy Do What Matters, to speak at the SJMC 2021 graduation ceremony.
- The SJMC Public Engagement Committee conducted an inclusion-focused fundraising campaign, called Giving Tuesday: Inclusive Recruiting and Student Support Initiative. This campaign raised \$5,010 for funding an orientation/social for incoming students of color, hiring a student to work hourly on promoting the J-School to freshmen and incoming students, sending students to a professional development conference or training, underwriting a digital "alumni day" to connect current students with inspirational J-School graduates, and hiring recruitment support. The committee conducted a focus group with students of color in advance of the campaign to ensure their voices and needs were represented.
- SJMC Inclusion Committee created an SJMC Bias Incident Survey that is a persistent, anonymous way of reporting bias complaints, checked regularly.
- SJMC Graduate Committee in Fall 2020 launched the first annual Climate Survey among graduate students, finding a number of areas of concern for our graduate students around inequities and disparities, such as between funded and non-funded students;
- SJMC Technical Director Sterling Anderson and The Black Voice created a protocol for Zoom events in the wake of two racist Zoom bombings.
- In Summer 2020, SJMC worked with UW Campus Police to understand relations between SJMC students of color and police, as well as police practices related to SJMC. Data and insights were then shared with graduate students in a listening session.

Greatest Remaining Challenges

- When Covid hit in Spring 2020 and lasted through Spring 2021, many efforts had to go on hold as our faculty, staff and students pivoted into online environments and dealt with the pandemic.
- Resources -- specifically time -- are a major impediment. These efforts need a full-time person to lead.
- We are drawing from predominantly white student populations on the campus for undergrads and predominantly white PhD programs for faculty.
- Our graduate student stipends are paltry compared to our competitors so we lose out on minority PhD students.

Wisconsin

While we can offer stipends in range of \$20,500 - 22,000 per year, many competitors offer \$30,000 - 35,000. Also, graduate students pay full segregated fees -- a significant financial hardship; many of our competitors subsidize part or all of their students' fees. This, again, makes it difficult for us to match their funding offers and recruit talent.

- We work within an institution, organization, and discipline that holds very limited notions of what “quality” is, and these understandings tend to privilege white applicants (be they students or faculty).
- While limited college funding is available for PhD applicants (AOF) and from the Graduate School (Kemper Knapp), there is nothing comparable for MA students who are not applying to professional programs. We lose good URM applicants for this reason.

Barriers to Underrepresented Students, Faculty and Staff

- The explicit and implicit racism, sexism and ableism that pervades both this campus and the wider community of Madison.
- Lower expectations, microaggressions from faculty, staff and classmates.
- Feeling isolated in classes where no one visibly looks like they do.

Future Plans and Goals for 2021-2022

- Curriculum Revision. We commit to improving our curriculum to include explicitly anti-racist concepts and materials in our courses, especially pertaining to training professionals and academics. In 2021-2022, SJMC will continue the revision of J201 to engage deeply with the structural racism, xenophobia, sexism, etc. in U.S. media industries. We will begin the J202 revision in 2021-2022, as well, continuing our 2020-2021 work of emphasizing community engagement in writing and practice, along with de-emphasizing police authority as central to introductory journalism practices.
- Climate. We will continue the annual climate survey (started in Fall 2020, run by Graduate Committee) and the formal May SJMC Inclusion Town Hall (started in Spring 2021, run by Inclusion Committee) for graduate students, undergraduate students, staff, and faculty as ways to keep tabs on climate. We will also continue the work of building relationships with organizations on campus (e.g., the Black Student Union, the BIPOC coalition, etc.) to help create community for students of color.
- Training. In addition to the four grad student trainings we do every year (two in the fall and two in the spring), we will continue to hold 2-4 training workshops for both faculty and grad students. We had a surge of faculty/ staff undergoing individual professional development. However, we would like to see every faculty and staff member undergoing some kind of DEI or bias/privilege training each year; right now we are very far from that mark.
- Recruitment. We will follow through with the TOP initiatives already underway in conjunction with other departments. We will hire a 50% PA from among our graduate students to work with all of the SJMC committees to develop action plans for recruiting undergraduate and graduate students of color.
- Public Communication. We will continue to update and improve our website and other public communication in 2021-2022 by: gathering relevant DEI resources from across the University, clarifying SJMC policies

around reporting and addressing incidents of bias, developing peer networks as a long-term student resource, and generating faculty- and student-led testimonials and other content highlighting related activities.

Promises and Progress

In June 2020, a segment of our SJMC graduate students presented a list of concerns to the School related to DEI activities. This table lays out the specific requests, with our promises in Summer 2020, and our activities specific to that demand in 2020-2021. We held two different listening sessions associated with these demands in Summer 2020.

Original Request (June 2020)	SJMC Promises (June 2020)	SJMC Progress as of May 2021
1. Take accountability, publicly		
	Develop accountability/ inclusion commitment statement on SJMC website, social platforms.	See: https://journalism.wisc.edu/about/diversity-equity-inclusion/ It was also on both our Twitter, Facebook and other social media platforms.
2. Recommit to Increasing Diversity in the SJMC with a Focus on Black Prospective Students		
2.a. Make an explicit statement/commitment to diversity in undergraduate admissions on our admissions web page		Done. https://journalism.wisc.edu/admissions/undergraduate-admissions/ We will continue to add to this and fill out the rest of the website in 2021-2022.

Original Request (June 2020)	SJMC Promises (June 2020)	SJMC Progress as of May 2021
2.b. Commit to increasing diversity via recruitment efforts for both undergrad and graduate programs	Expand recruitment efforts by reviewing undergraduate admissions policies to remove barriers that might dissuade applications and/or enrollment; developing new partnerships with institutions that have a higher proportion of students of color; working more closely with the PEOPLE and other programs to increase URM enrollments	We have developed an inclusion message for prospective students and inserted it into various events and appearances targeted at prospective and undecided majors. We rolled this out at the Majors Discovery Week events sponsored by the Cross-College Advising Service. That event was lightly attended, but we've also since made an appearance in J201, and we've now reinstated Admissions Information Sessions for students interested in applying to the school (as Zoom webinars this term, hopefully back to being in-person this fall), and these one-hour sessions in addition to giving nuts and bolts of the major and application process will contain the inclusion message. The schedule and details have been shared with our liaison at CCAS in hopes of reaching a wide net of prospective students; CCAS advises a diverse population of students who have not decided on a major or a college. Finally we are in the process of gathering contact information for different groups on campus that we've identified and doing outreach to get information about admissions info sessions into their newsletters or bulletin boards, and asking to schedule roadshow appearances. So far, the response has been limited, but we will continue these efforts throughout the summer and fall.
	Incorporate student representatives selected by the graduate student community into the SJMC inclusion committee. This committee could become the focal point through which this conversation about this plan and its implementation takes place.	We held an election at both the undergraduate and graduate student levels and hired two graduate students (Aman Abhishek and Elaine Almeida) and one undergraduate (Tamia Fowlkes) for the 2020-2021 school year at \$1,000 stipends each. All three attended SJMC Inclusion meetings and served as representatives for our student body. They participated in every aspect of SJMC Inclusion activities. In addition, the committee for 2020-2021 was greatly expanded with 4 SJMC faculty and staff and liaisons from the three big committees -- Public Engagement, Graduate Committee, and Undergraduate Committee.
	Fund a PA position 21/22 to lead implementation of community relations, recruitment initiatives.	Funding for this PA is in place for Fall 2021.

Original Request (June 2020)	SJMC Promises (June 2020)	SJMC Progress as of May 2021
3. Commit to defunding, divesting from UWPD		
	<p>We acknowledge the range of opinions on the issue of defunding the police in SJMC. Some students do not feel safe with campus police. We promised to discuss: teaching about structural racism in justice system; sponsoring speakers on justice system and professional communication; studying interactions of UW Police and SJMC students to make recommendations to campus regarding increased protection for students of color; developing statement on campus policing, the justice system, and reporting on these institutions.</p>	<p>In August 2020, the Public Engagement Committee led by Prof. Katy Culver worked with UW Campus Police to understand the relationship, talking specifically about students of color. We held a listening session with graduate students to share the data and insights learned. We continue to work on this relationship, and in 2021-2022 the Inclusion Committee will explore a process for students to report problematic encounters. Finally, SJMC faculty and staff considered a statement on campus policies about policing, but it did not achieve enough support in the School, given the range of opinions on the issue. We will continue to deliberate on this topic.</p>
4. Rework undergraduate coursework to address media bias against Black communities and other policed Communities		
4.a. 201 revision	<p>We undertake a review of our major survey Comm-B course called J201.</p>	<p>In J201, graduate students created a draft of topics, readings, and exercises that engage deeply with the structural racism, xenophobia, sexism, etc. in U.S. media industries. Some of these were incorporated in Spring 2021, some to be incorporated Fall 2021.</p>
4.b. 3-credit Ethnic Studies requirement to SJMC mandated credits	<p>Explore the impact of 3 additional Ethnic Studies credits as part of our curriculum.</p>	<p>SJMC Faculty determined that we cannot do this without adding significant hardship to our low-income students. Also, we do not have the faculty capacity to do this.</p>
	<p>We also undertook a review of J202, our mandated 6-credit intro course for all SJMC students.</p>	<p>In J202, graduate students laid the groundwork for change, with both surface changes (names/images within scenarios reflect more diverse populations and de-centering officials as sources) and more substantial (such as rewriting of an assignment that originally focused on creating a charity video for a military veteran police officer to be more community-centered). This work will continue in 2021-2022, especially revising the final project more centered on the Madison community (rather than just the UW campus.)</p>

Original Request (June 2020)	SJMC Promises (June 2020)	SJMC Progress as of May 2021
	We create a series of modules (lecture talking points, class exercises, project ideas) for SJMC faculty, staff and teaching assistants around structural racism that can be included in our journalism and strategic communication courses.	Done. See here: https://drive.google.com/drive/folders/1aCCvt9H-93aJCzE4YU_Tvp-MT74-H2sNX?usp=sharing We will continue to revise and update these modules going forward.
	Add a fifth Learning Objective to our undergraduate curriculum around inclusion and social justice.	Done. Approved in Fall 2020. It reads: “Develop effective practices to advance inclusion and social justice in media professions and communication research.”
5. Hire (at a minimum) one Black faculty member by Fall 2021		
	Redouble efforts to find faculty of color. Explore partnerships with other departments, to propose cluster hires in joint areas of interest. Use speaker series (Preston Colloquium; Emerging Scholars) to identify and bring to campus promising black scholars, to build relations perhaps leading to hiring.	We remain in a hiring freeze. However, these are the efforts 2020-2021 included: We identified 17 potential Target of Opportunity hires (TOP), requesting funds to recruit Esther Uduehi, but did not get approval from UW. We then partnered with the Business School who was also interested in Esther and we made a joint offer, but she declined. We also partnered with the Psychology Department to make an offer; negotiations are in progress. SJMC approached Afro-American Studies in March 2021 and reached agreement to pursue a potential joint TOP hire. We are now working to identify a short list of candidates of interest to both departments. In addition we named Lauren Tucker (Black practitioner and scholar) as an “MCRC fellow” to build relationships and mentor grad students.
6. Promote a better understanding of race and racism across SJMC		
	During 2020-2021, we will host a series of three faculty workshops on systems of oppression in: 1) Journalism Industries, 2) Strategic Communication Industries, and 3) Communication Research & Scholarship.	In Fall 2020 we held a 901 plus faculty session on #CommunicationSoWhite on how to be an anti-racist as a scholar and teacher in communication studies. We scheduled an event for Fall 2021 on systems of oppression in Journalism Industries, featuring outside speakers who are Black journalists, Hispanic Journalists, and Asian American journalists.

Original Request (June 2020)	SJMC Promises (June 2020)	SJMC Progress as of May 2021
	Promote SJMC faculty and staff personal training in anti-racism/bias.	During 2020-2021,16 of SJMC faculty/staff participated in inclusion trainings, including our director Hernando Rojas as well as six who completed an intensive 3-day workshop for the YWCA Social Justice certificate.
	Host pre-semester meetings for faculty and instructional staff to collectively explore syllabi and reading lists in order to increase inclusion and anti-racism education	Done in August 2020 with 11 faculty members, led by Inclusion Committee. Also a working document on checking for syllabus bias was created by Inclusion Committee. We will continue these efforts in 2021-2022.
	Develop a reading/media list for students and faculty on social justice issues such as journalists’ coverage of protest and policing, health disparities, and income inequality.	Done, led by the Journalism Reading Room’s Anna Dinkel: Journalism and Mass Communication Anti-racist LibGuide: https://research-guides.library.wisc.edu/c.php?g=1049558 .
7. Support the TAA’s demand for segregated fee relief for all students		
	We recognize segregated fees support critical student services, and also that these fees pose a financial burden for some students. We will advocate for the university to provide need-based relief from these fees for students who need it.	We are a little stymied about how to do this effectively and hope to meet with graduate students in 2021-2022 to explore what a campaign could look like to pressure campus to subsidize seg fees for graduate students.