



Annual Diversity, Equity & Inclusion Report

2021-2022

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 backgrounds, identities and perspectives, including race, ethnicity, gender, sexuality, socio-economic status, religion, physical abilities, age, and political beliefs. Today, we are striving to increase the School's overall racial diversity (especially African American, Hispanic and Latina/o/e students, faculty, and staff) as well as LGBTQ+ community members. All of our racial, gender, political, and economic diversities are in play with the growing wealth disparities, increasing multiculturalism, and sharp polarization in the state and nation.

This report was produced by the SJMC Inclusion Committee in collaboration with our faculty, staff, and students of the School of Journalism & Mass Communication for the year 2021-2022.

Current Diversity of Our Department

[Student Data](#)

In Fall 2021, the school's undergraduate body included 15.2% non-international minority students, up from 12.2% in the same term last year. (The equivalent figure in Spring 2022 was 14.8%.) This marks the highest share of non-international minority students over the last 10 years. International students represented 3.3% of our undergraduates in Fall 2021, down from a peak of 4.9% in Fall 2018; the COVID-19 pandemic may have inhibited international enrollments.

Our MA and PhD programs have become increasingly international over the past decade. The share of international students in our grad programs rose from one-third to two-thirds between 2012 and 2020, dipping slightly to 62.7% in Fall 2021, likely due to the COVID-19 pandemic. Domestic minority students comprised 12% of our graduate students in Fall 2021, up from 9% one year earlier; this figure has fluctuated over the last decade with a high of 13% in 2013.

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. In 2022 we saw 6 underrepresented minority students apply to our graduate programs, we admitted all 6, and 4 of them will enroll in fall 2022.

Faculty Data

As of Spring 2022, the School had 15.5 tenured or tenure-track faculty (down from 21.5 in 2010) with 4 assistant professors, 3 associate professors, and 8.5 full professors. In 2021-22 our research faculty included 7 women (compared to 9 in 2014) and 5 who are non-white (the same number we had in 2014). We also had five teaching faculty, all of whom identify as white, 1 who identifies as LGBTQ+.

***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 DE&I activities. Here are our results from 2021-2022.

Metric	2020-2021	2021-2022
Number of faculty considered to be "minority"	5	5
Number of faculty conducting research on topics related to DE&I	6	12
Number of faculty participating in external DE&I training	16	6
Percent of underrepresented minority students in the major	14.8%	15.2%
Percent of international graduate students	70.9%	63%
Percent of underrepresented minority graduate students within our domestic graduate student population	20% of domestic students	19% of domestic students
Fundraising for DE&I efforts, scholarships for underrepresented minority students.	Raised \$5800 for DE&I exclusively in special campaign	We were not given the same fundraising opportunity this year.
Number of recruiting events at targeted high schools.	0	Created a database in 2021-2022
Number of DE&I trainings or workshops for faculty	1	1
Number of DE&I trainings or workshops for graduate students	4	5
Number of DE&I specific courses taught in SJMC	3	3
Number of graduate students engaged in diversity and inclusion issues research.	5	15
Number of underrepresented minority graduate students who applied to SJMC	4	6
Number of outreach efforts to potential graduate students in underrepresented minority groups	3	4
National McNair Name Exchange - Graduate advisor and DGS email all undergraduate McNair scholars who express interest in journalism and mass comm with information about our graduate program and admissions	250	80

The following are metrics we will try to begin collecting, but did not have in 2021-2022.

- Percent of underrepresented minority students who graduate with an SJMC degree within 4 years.
- Percent of underrepresented minority students taking our gateway course (J201).
- Percent of underrepresented minority students who apply to SJMC.
- Percent of underrepresented minority students in the major paired with an alumni mentor.



2021-2022 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, one staff member, three liaisons from our three major SJMC Committees - Public Engagement, Graduate Committee, and Undergraduate Curriculum Committee. In addition, we added three student representatives who were elected by their SJMC peers: one undergraduate and two graduate students (fluctuates according to interest). These students each received \$1,000 stipends for their work each year. They have full voting rights and attend all the Inclusion meetings. In 2021-2022, we added a fully funded 50% Project Assistant to assist the Inclusion Committee. In 2021-2022, the committee was made up of the following:

- Faculty: Associate Professor Lucas Graves (Co-Chair), Professor Susan Robinson (Co-Chair), Professor Karyn Riddle
- Staff: Administrative Support Rowan Calyx
- Project Assistant: SJMC Graduate Student Elaine Almeida
- Undergraduate Student Rep: SJMC Senior Addison Lathers
- Graduate Student Rep: SJMC Graduate Student Kruthika Kamath
- Graduate Committee Liaison: Graduate Program Coordinator: Lisa Aarli
- Undergraduate Committee Liaison: Undergraduate Advisor Robert Schwoch
- Public Engagement Committee Liaison: Professor Hemant Shah and Marketing & Communication Specialist Ashley Toy

This restructuring has emphasized inclusion and diversity work, including power and privilege understandings, at all levels of our department and across the range of our activities. The extra people power on the committee has allowed us to exert concerted effort on priorities like recruiting. In addition, the greater emphasis on DE&I work in SJMC leads to new energies in 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. In SJMC we seek to approach DE&I 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 DE&I 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, open to the entire SJMC community. About 45 faculty, staff, and students attended. Our 2022 Town Hall is scheduled for May 10.

SJMC crafted a public departmental statement for its revamped website in 2022. [Here it is:](#)

SJMC STATEMENT ON DIVERSITY, EQUITY AND INCLUSION

The School of Journalism and Mass Communication has vowed to study and work to change the structural inequalities that vex our university, our communities, and the wider society. Through our daily work as academics and educators we assert our commitment to making this world a safer, more productive, more equitable place for everyone. Inspired by our graduate students and their own commitment to social justice, we take stock of our efforts, review our successes and failures, and revise our priorities as a department every year. We are making steady progress.

Some of the concrete changes we have made over the past several years include:

- Changed the structure of our DE&I efforts so that the work is embedded in everything the School does. We have done this by moving from a small 2 or 3-person committee to one that has 10-11 members, with representatives from each of our three big committees – the Graduate Program Committee, the Undergraduate Curriculum Committee, and the SJMC Outreach Committee. The committee also has three elected student representatives, one undergraduate and two graduate students – all of whom get \$1000 in stipends.
- Committed to paying a DE&I-specific Project Assistant each year to work exclusively on DE&I, mostly recruitment issues.
- Committed to an annual SJMC Inclusion Town Hall in May where the SJMC community (faculty, staff and both graduate and undergraduate students) gather to comment upon the prior year's inclusion efforts and to help build our agenda for the following year.
- Added a new learning objective to our curriculum: "Foster an appreciation of the importance of inclusion, social justice, and bias in media professions and communication research, particularly as they relate to issues of race/ethnicity, class, gender, sexuality, disability and other identities, as well as how these identities interconnect."
- Developed a series of modules for SJMC faculty, staff and teaching assistants around structural racism that can be readily available in our journalism and strategic communication courses, in order to increase inclusion in communication education.
- Expanded efforts to recruit a diverse student body through increased community relations building and outreach; and continuing our rigorous efforts to hire diverse faculty and staff.
- Host regular workshops and speaker series on the relationships between journalism, strategic communication, and research, with structures of power, policing, and the justice system. We pay particular attention to journalism's coverage of protest, race, and inequality, and how communication can be harnessed to promote equality.
- Organize and attend regular (several times a year) social justice training to SJMC faculty, staff, and students.
- Developed a SJMC reading/media list for students and faculty around social justice.

Leading institutions of higher education cannot be detached from the life of the communities we are a part of. Through our scholarship, teaching and everyday practices we are committed to advancing justice and equity for groups affected by historical and structural inequalities. As communication scholars and educators, we will not be indifferent to injustice and will continuously advocate for social reforms that foster a world in which all can thrive.

Goals and Actions

In May 2021, SJMC held its first annual Town Hall, open to the entire School community, including faculty, staff and all students. At that meeting we not only reviewed the progress we made that year and listened to concerns, but also collaboratively created an agenda for the next academic year. What follows is the report of our progress on that agenda.



1. Outreach and Recruitment

- SJMC faculty maintains a list of highly qualified candidates endorsed by faculty and staff for potential recruitment through the University's TOP initiative. Over the last several years, including in 2021-22, we have invited four candidates to the department as potential hires through TOP. None of these efforts have been successful.
- The Inclusion Committee engaged in a range of outreach, recruitment, and research initiatives focused on SJMC's undergraduate major. Inclusion PA Elaine Almeida led efforts to widen the existing pipeline of students into SJMC, including focus groups with students in the journalism (Sept. 2021) and strategic communication (Oct. 2021) tracks; outreach to undergraduate advisors for five departments with high double-major enrolment; and creating a database of Comm A courses across campus that could potentially feed into J201. A promotional video created for Spring 2022 CA100 courses encouraged students to finish their communication requirements in J201, highlighting an inclusion message.
- Inclusion PA Elaine Almeida and SJMC Inclusion student representative Addison Lathers visited J201 (the gateway class for application) in Fall 2021 and Spring 2022 to deliver an inclusion-focused recruitment message, and responded to a number of direct inquiries from prospective students.
- Inclusion PA Elaine Almeida also led direct outreach to underrepresented students and student groups. These efforts included weekly meetings with Asian and Latinx student groups for 8 weeks in Fall 2021; outreach to the McNair Scholar Program for underrepresented, first-generation and low-income undergraduate students; and outreach to UW-Madison's Social Justice Hub.
- Inclusion PA Elaine Almeida compiled a database of high schools serving underrepresented populations in Madison and Milwaukee areas and contacted guidance counselors at two Milwaukee-area high schools, Milwaukee High School of the Arts and Riverside University High School, to learn about potential pathways for students interested in creative writing and journalism programs.
- The Graduate Studies Committee has been diligent about getting our information in front of more diverse audiences, such as at conferences for Latina/o/e 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. Each fall we host our own virtual information session for all applicants and students who have expressed interest in our graduate program. Attendance in Fall 2021 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 in fall 2021 and another 4 in fall 2022.

- 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. We continued outreach efforts as best as our capacities allowed – this year in the form of a talk about graduate study to the Black Student Union in Fall 2021.
- In Fall 2020, SJMC Graduate Committee voted to make GRE scores optional for PhD and research MA graduate student applications. In Fall 2021 we permanently dropped the GRE requirement for our graduate programs, helping to eliminate barriers for admission. We also provide grants to cover the cost of the application fee for underrepresented students with funding from the Graduate School.
- In spring 2022, DGS Mike Wagner wrote a proposal for funding through the Graduate School to build relationships with faculty and students at Howard University. The proposal is for a faculty and student research exchange (people from both campuses visiting each other and participating in research team meetings, hopefully finding a project to collaborate on in the future). If the proposal is not funded, the CCCR is poised to use resources to help the initiative get off the ground in 2022-23, hopefully increasing the chances at future funding.
- SJMC Inclusion Committee member Karyn Riddle developed a database of Historically Black colleges and universities to recruit graduate students. We will follow through with this database in 2022-2023.
- In 2021-2022, members of SJMC Inclusion, Graduate, and Public Engagement committees initiated a revamp of the SJMC website designed to highlight DE&I-related resources and messaging 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. Working with Marketing & Communication Specialist Ashley Toy, a subset of these committees worked to create new DE&I pages and to change wording throughout the site to make it more inclusive. We unveiled some of these pages in Spring 2022, including a new SJMC statement of equity commitment and a page highlighting and encouraging participation in our annual SJMC Inclusion Town Hall.
- 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 advise The Black Voice online magazine for and by Black students 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 faculty and staff have 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 Summer 2021, SJMC prepped and offered permanent office space in Vilas Hall to The Black Voice to support their work and signal our support for URM students in our program. The organization moved into the office in September 2021.

2. Training for Students and Faculty

- SJMC Inclusion held its annual mandatory, 4-hour training for new Teaching Assistants, focused on building an inclusive classroom environment in the classroom. This training happened in August 2021, with a check-in during October 2021.
- We held three voluntary trainings for TAs over the course of the year focused on inclusion and wellness, in October 2021 and February 2022.
- In all, we had 6 faculty or staff attend some kind of external (non-SJMC) training with events or programs such as the UW Diversity Forum and the YWCA Racial Justice Summit: Faculty Associate Deb Pierce, Prof. Sue Robinson, Prof. Katy Culver, Graduate Advisor Lisa Aarli, Marketing & Communication Specialist Ashley Toy, and Ethics Center Administrator Krista Eastman. For example, Aarli attended a 3-part series hosted by the Graduate School on Recruiting Diverse Graduate Students and a two-part series hosted by the College of Letters and Science on building our capacity to support underrepresented students. Toy attended the AMA Higher Ed Marketing Summit as well as one put on by University Marketing for University Communications featuring case studies of inclusion marketing, attended also by Eastman. And of course, many of us do our own reading and personal work in these areas.
- SJMC Inclusion Committee held one social justice training workshop with Lauren Tucker, a DE&I consultant

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and member of the SJMC Board of Visitors. About 30 SJMC faculty and graduate students filled out a climate survey and participated in a 3-hour workshop in October 2021 about issues of inclusivity and climate.

- SJMC Inclusion Co-Chair Sue Robinson created a series of teaching modules for reporting classes with the aim of training students how to build trust in marginalized communities: Power & Privilege, Content Collaboration, Community Conversation Facilitation, and Basic Engagement Strategies. These include slide decks, class exercises, discussion prompts, readings, etc., and were made available to SJMC faculty in August 2021. In addition, we have a number of guides and other DE&I materials for both faculty and staff, including a syllabus bias guide, and we conduct an annual August inclusive syllabus workshop. They can be found here: <https://suerobinson.org/teaching/>
- Media, Information and Communication Career Advisor Pam Garcia-Rivera organized an undergraduate career panel titled “Diversity, Equity and Inclusion for 21st Century Workforce,” which included panelists of color and was moderated by Tamia Fowlkes of The Black Voice.

3. Curriculum

We in SJMC are always working to improve our syllabi, readings, assignments, lectures and overall curriculum to make them more inclusive and diverse.

- In Summer 2021 and also Fall 2021, we ran J162 Mass Media in Multicultural America. In Summer 2021 and in Spring 2022, we taught J662 Mass Media & Minorities.
- Several faculty overhauled their syllabi to be more inclusive or created new courses with diversity at their core, including Professor Mike Wagner who restructured parts of J201 and J618, Professor Graves who revised J561, Professor Sue Robinson who overhauled her J335, and Distinguished Faculty III Debra Pierce who updated and improved her DE&I course modules, including role of DE&I in PR strategies, hiring biases, etc. for the following courses: J601, J463, J465, J464. In addition, faculty invited diverse guest speakers in both our journalism and strategic communication threads. Among class speakers invited in 2021-2022 to different courses were: DeNeen Brown of the Washington Post, Malik Anderson of WNYC, T.S. Banks of Call Me III, KC Councilor of Between You and Me, and Alexandria Mack of PBS Milwaukee, among many others.
- In 2020-2021, 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 teach these classes. The year's efforts resulted in reading lists, more inclusive materials, and new perspectives for assignments to be considered by instructors. This work continued in 2021-2022, when much of the learning was incorporated into the classes as well. For example J202 – a 6-credit required course for all SJMC majors – overhauled its core lectures, examples and scenarios to lessen heavy reliance on official/police sources and to highlight typically problematic choices in media production framing. In J201, a Comm B, 400-person class, Professors Mike Wagner and Kathryn McGarr, with help from Professor Hernando Rojas, added more inclusive readings, guest lectures, and course units (e.g. “Reporting in an

unequal society”) to diversify scholarship and address inequity.

4. Research

Many of our faculty and students research issues related to power and privilege, racism, sexism, xenophobia, and inequality. Much of this research is of an “applied” nature, which means the findings inform industry, government and other real-world institutions. Some examples of ongoing research projects in 2021-2022 include:

- Prof. Chris Cascio explored how neural pathways are affected by socioeconomic status. In 2022, this resulted in a new article in the journal *Scientific Reports* studying links between parental education and neural development.
- 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. Yang has also been examining rural-urban disparity in vaccination uptake and susceptibility to COVID-19 related misinformation, with the goal to develop interventions that might help reduce this inequality in both informational and physical well-being. This work is funded by CDC and UW Institute for Clinical and Translational Research. NIH recognizes underserved rural populations as a priority for addressing health disparity.
- Professor Karyn Riddle, Professor Kate Christy, and the graduate students in the Media Effects Media Psychology group (MEMP) are working on research studies exploring the degree to which narrative stories can teach messages of inclusivity. Inspired by the television program *Schitt’s Creek*, they are running a series of experiments testing whether narrative storylines featuring rewarded acts of inclusivity are more effective at generating inclusive attitudes and behaviors toward LGBTQ+ individuals compared to narrative storylines featuring punished acts of homophobia.
- Professor Katy Culver and graduate students are exploring how educators might move instruction about DE&I issues from the theoretical realm to the practical realm by identifying teachable skills that will help students address such issues in their early careers. Once these skills have been identified, this project will conclude with recommendations for changes to undergraduate communication curricula and the creation of relevant training materials.
- Professor Hernando Rojas is working with our SJMC international research group on a study that looks at racial empathy as a mediator of the relationship between perceived media bias and political action in the context of the Black Lives Matter protest in the United States.
- 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 for a project called “Amplifying Marginalized Voices in Public Deliberation: Inclusive Community Conversations About Inequities in Partnership with Journalists and J-School” in March 2021 and implemented the study during 2021-2022. She is also finishing her third book about how journalists trust according to their racial and other identities, *How Journalists Engage: A theory of trust building, identity, and care* with Oxford University Press, due out in early 2023. She is also working with two graduate students on a piece about inclusive and engaged public scholarship in journalism studies, and is co-author with a graduate student on an article about the 1619 anniversary coverage in *The New York Times*.
- Prof. Dhavan Shah and graduate students in the 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 (CCCR) research group have ongoing projects related to the Black Lives Matter movement and racial inequalities in electoral administration. One paper, led by SJMC grad student Jianing Li on the BLM project (with several SJMC faculty and alumni co-authors) won a 2022 Best Paper Award at the 2022 ICA from the Political Communication Division. 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.
- A paper led by SJMC PhD alum Jordan Foley through the CCCR (with faculty and grad co-authors) was published in the *International Journal of Public Opinion Research* highlighting racial disparities in wait times in line

to vote and in the time it takes to travel to the polls in Wisconsin.

- The CCCR, after submitting a competitive Letter of Intent, was invited to submit a full grant proposal to the SSRC/NSF funded Mercury Project; the proposal partners with a diverse group of researchers in Latin America to study the effects of COVID-19 misinformation and misinformation correction on lower-and-middle-income Spanish speaking countries.
- Prof. Graves is involved in two ongoing research collaborations focused on the transformation of the global fact-checking movement to include a majority of organizations from the Global South, led by recent waves of new fact-checking outlets in Asia, Africa and South America. Two papers exploring this transformation are in progress and will be presented at ICA 2022.
- Our graduate students have also engaged in topics related to issues of DE&I, publishing dozens each year. Responding to a call that Inclusion Committee put out, SJMC graduate students published 3 journal or conference articles in 2020, 10 in 2021, and 5 as of April 2022 (although these numbers are almost certainly an undercount).

5. Climate and Other Activities (such as Invited Speakers)

We work consistently to create a welcoming and inclusive environment for our faculty, staff, and students. This work happens at all levels of our School, and we believe that every single person in the School plays a part in making sure our climate is healthy and productive. This work includes everything from regular audits, surveys, and listening sessions to bringing in diverse speakers and providing ample support for all of us.

- In 2021-2022 the Graduate Committee continued the buddy system, started a few years ago by DGS Karyn Riddle, providing first-year graduate students with connections and support from graduate students within the department. We plan to expand that into a peer support network within SJMC for undergraduate and graduate students.
- SJMC Marketing and Communication Specialist Ashley Toy conducted an annual communications materials' audit for inclusive language where she monitors content for diversity of subject matter (i.e. race/ethnicity, gender, background of alumni featured, etc.) on the website and all SJMC publication materials.
- The Center for Journalism Ethics (CJE) throughout 2021-2022 spotlighted social justice topics and highlighted the voices of journalists of color throughout the year. In May 2022, Lester Holt of CBS will give the keynote address at the Shadid Award Ceremony in New York City, and James Causey of the Milwaukee Journal Sentinel will speak at a free, public event in September 2022.
- CJE's 2022 Ethics Conference was titled: "Centering Equity: Journalism, Journalism Ethics and a Just Future" with the following speakers/panelists of color: Sewell Chan (Texas Tribune) provided the keynote address, "Can journalism bring about justice"; Tracie Powell (The Pivot Fund) spoke on funding BIPOC-led news media; Mara Rose Williams (Kansas City Star) spoke on addressing historical wrongs in legacy newspaper coverage; Adeshina Williams (InjusticeWatch) and Melissa Sanchez (ProPublica) served on a panel on covering inequity in systems; Anita Varma (U of Texas) moderated a panel discussion on covering (all) communities responsibly, which also featured Francisco Vara Orta (IRE); Paul Cheung (Ctr for Public Integrity) served on a panel on inequity and tech.
- SJMC hosted Dr. Amber Hamilton in Fall 2021 and Dr. Anita Varma in Spring 2022 as part of our Emerging Scholars program to learn from and to help network faculty and graduate students with scholars of color. Dr. Hamilton gave a talk titled "Critique, Identity, Power: How Black Twitter Users Construct Race Online." Dr. Varma's talk was titled "Is that really journalism? Is that really scholarship?: Advancing Solidarity in Journalism (Studies) Through Public Engagement."
- In December 2021, SJMC hosted a panel called "Diversity, Equity and Inclusion for the 21st Century Workforce" with four communications professionals and alum who identify as people of color: Valeria Davis, Arvind Gopalratnam, Brain Lee, and Toya Washington, hosted by SJMC senior Tamia Fowlkes.
- In December 2021, Dr. Sriram "Sri" Kalyanaraman spoke at the School on "In Their Shoes: Immersive Storytelling, Empathy and Social Good."
- In March 2022, SJMC hosted an Ivan L. Preston Research Colloquium with Dr. Xiaoli Nan who spoke on "COVID-19 Public Health Communication in a Time of Polarization and Misinformation."
- The Undegraduate Curriculum Committee amended its scholarship criteria to prioritize financial need.

- Distinguished Teaching Faculty III Debra Pierce helped organize and manage primary research with underrepresented students regarding the appeal of digital courses; this work also entailed strategies for SJMC faculty to consider adopting.
- 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. In 2021-22, the network assisted in the creation of a “January 6th: One Year Later” conference held at UNC and GWU where Professor Mike Wagner and several of our CCCR research group students participated in the conference and were invited to contribute to an edited book coming out of the conference. The conference focused on our moral commitments to studying democracy, the methods used to do so, and public engagement.
- SJMC Inclusion Committee created an SJMC Bias Incident Survey that is a persistent, anonymous way of reporting bias complaints, checked regularly. When there is a submission, it is taken seriously, brought to the attention of the director, and steps are taken to resolve the matter.
- The SJMC University Services Associate Angelina Stone updated and reviewed all scholarship application and other materials with non-binary language in Fall 2021.
- SJMC Graduate Committee in Fall 2020 launched the first biennial 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. As a result of the survey feedback, in 2021-2022, we continued to improve our funding model for graduate students in the following ways: making the decision-making process more transparent and prioritizing funding for students in years 1-5 to provide more funding stability. We will conduct our second Climate Survey in Fall 2022.
- 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 and inclusion issues in 2021-2022.

What are the greatest challenges remaining in your department/unit and how do you know?

1. When Covid hit in Spring 2020 and lasted through Spring 2022, many efforts had to go on hold as our faculty, staff and students pivoted into online environments and dealt with the pandemic.
2. Resources -- specifically time -- are a major impediment. These efforts need a full-time person to lead.
3. We are drawing from predominantly white student populations on the campus for undergrads and predominantly white PhD programs for faculty.
4. Our graduate student stipends are paltry compared to many of our competitors so we lose out on minority PhD students. While we can offer stipends in the range of \$21,000 - 23,000 per year with no summer funding, many competitors offer \$30,000 - 35,000, plus summer funding. 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. In order to remedy this we use donor funds to provide top-offs for incoming students in the hope this will make us more competitive. We have seen that this is a successful strategy. This year several applicants reported that our funding offers were competitive.
5. We work within institutions, organizations, and disciplines that hold very limited notions of what “quality” is, and these understandings tend to privilege white applicants (be they students or faculty). These manifest in: an inertia in changing policies and protocols around things like admissions and hiring tactics, people who have been doing their job the same way for decades and are reluctant to change, and lack of resources to implement needed changes. In particular, our efforts to hire through UW's TOP initiative have failed four times. The structure of the program and a lack of responsiveness from the University have strained our relationships with highly qualified candidates and made us wary of putting our efforts into the program again.
6. 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.

7. Madison is not a welcoming place for Black and Brown people and this remains one of the biggest obstacles to recruiting and retaining.

What barriers do underrepresented students, staff and faculty face, and how do you know?

*** We know this because we ask our students and faculty regularly, both formally and informally.

1. The explicit and implicit racism, sexism and ableism that pervades both this campus and the wider community of Madison.
2. Lower expectations, microaggressions from faculty, staff and classmates.
3. Feeling isolated in classes where no one visibly looks like they do.
4. Often these students are first-generation college students and have not had the training to network, find resources that others have, etc. because of the structural inequities that exist before they even reach our campus.

Future Plans and Goals for 2022-2023

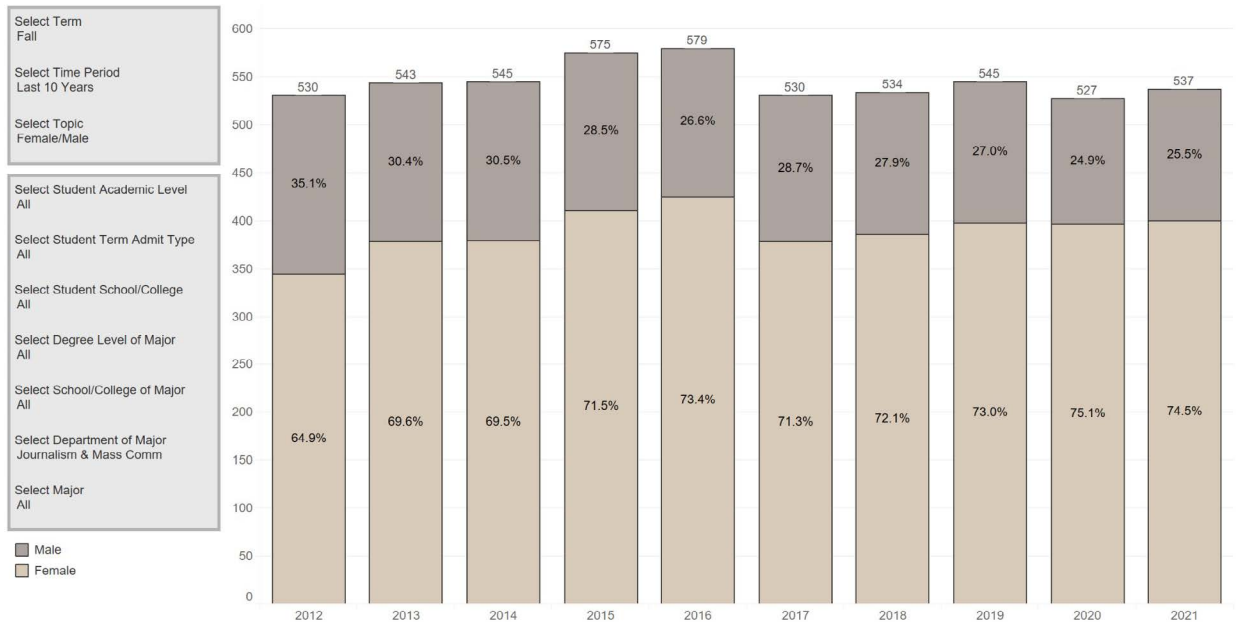
** This might change when we have our annual SJMC Inclusion Town Hall in May 2022.

We hold the following goals for 2022-2023:

- 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 2022-2023, SJMC will continue the revision of J201 and J202 to engage deeply with the structural racism, xenophobia, sexism, etc. in U.S. media industries. Also, we will continue our 2021-2022 work of emphasizing community engagement while de-emphasizing problematic structures of authorities in production, content, and practice.
- Climate. We will continue the biennial climate survey (started in Fall 2020, run by Graduate Committee every two years) and the annual 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 over the last two years. However, we would like to see every faculty and staff member undergoing some kind of DE&I 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 hope to continue the overseeing of 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. After creating some additional databases such as for high schools and HBCUs, we will initiate a recruitment strategy that will entail visiting these schools or arranging for a visit to our School. The School will also hire an undergraduate advisor with an explicit recruitment role to support diversity efforts.
- Communication/Listening. We will continue to update and improve our website and other public communication in 2022-2023 by: gathering relevant DE&I 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.
- Finally, we are working on a comprehensive database and guide for SJMC based on a rubric created by a university group called the Badger Anti-Racist Coalition (BARC) that helps us evaluate where we stand and develop some metrics for progress that are more organized than the ad-hoc indicators we have been working with each year. We plan to customize the guide to our School in the Fall.

Appendix

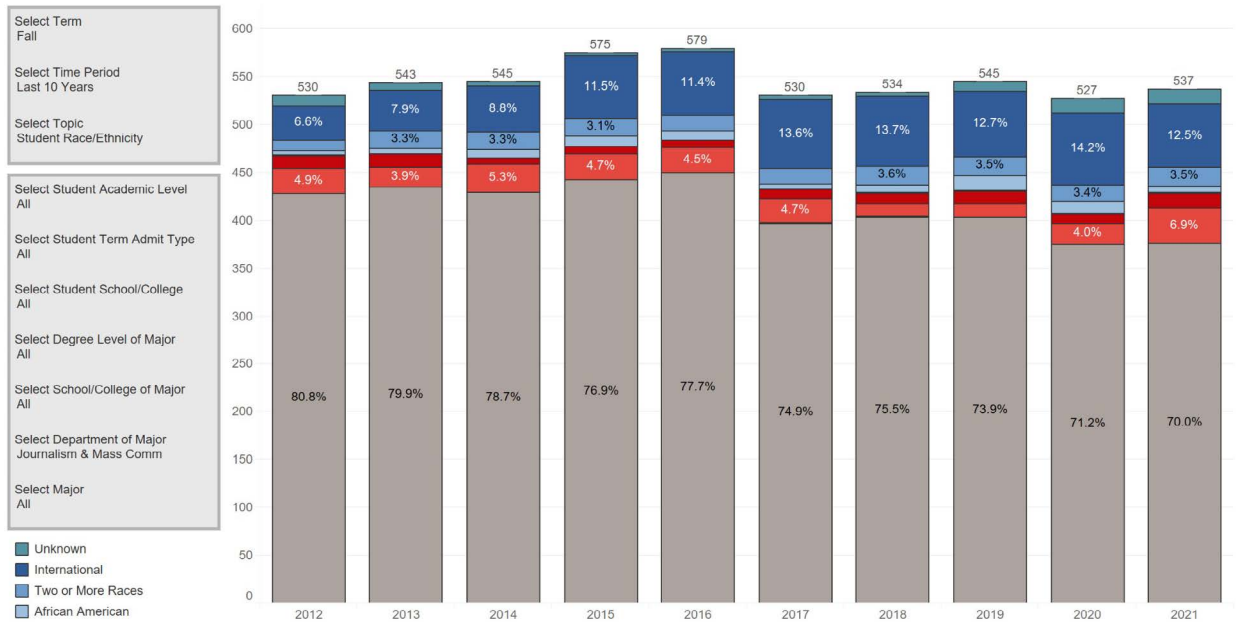
Headcounts of Degree-Seeking Students



This visualization was created by Academic Planning and Institutional Research. Questions, feedback, or requests for accessibility assistance should be directed to APIR, apir@provost.wisc.edu.

Public

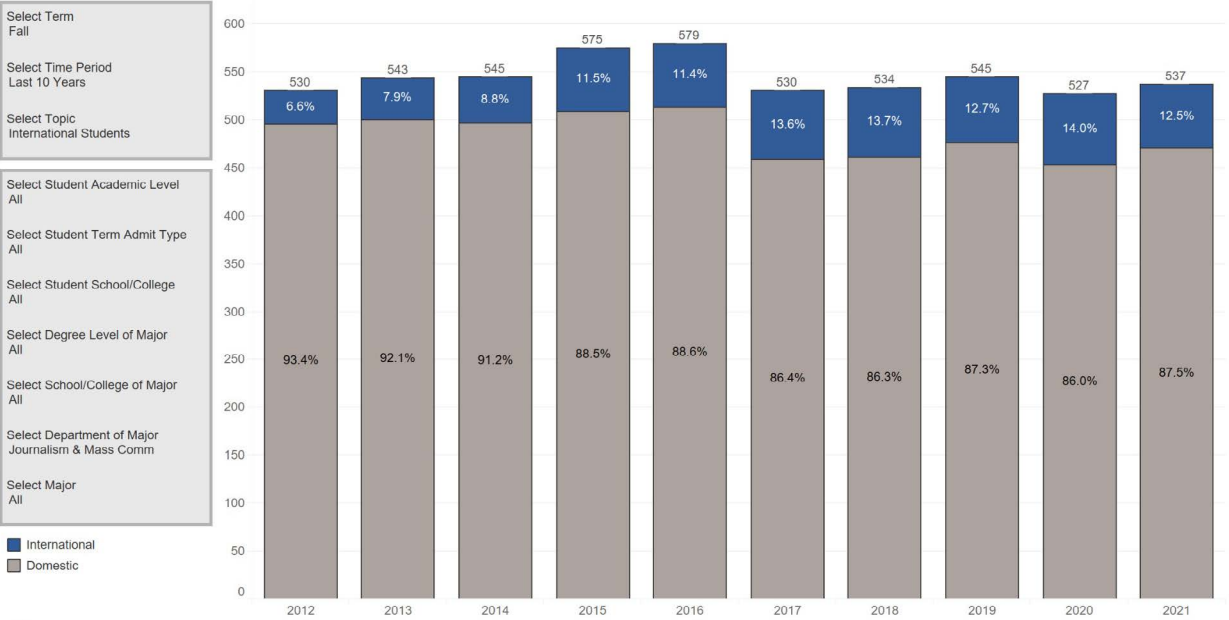
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Public

Faculty Roster



Select School/College All	Select Department All	Select Year (Fall) Multiple values
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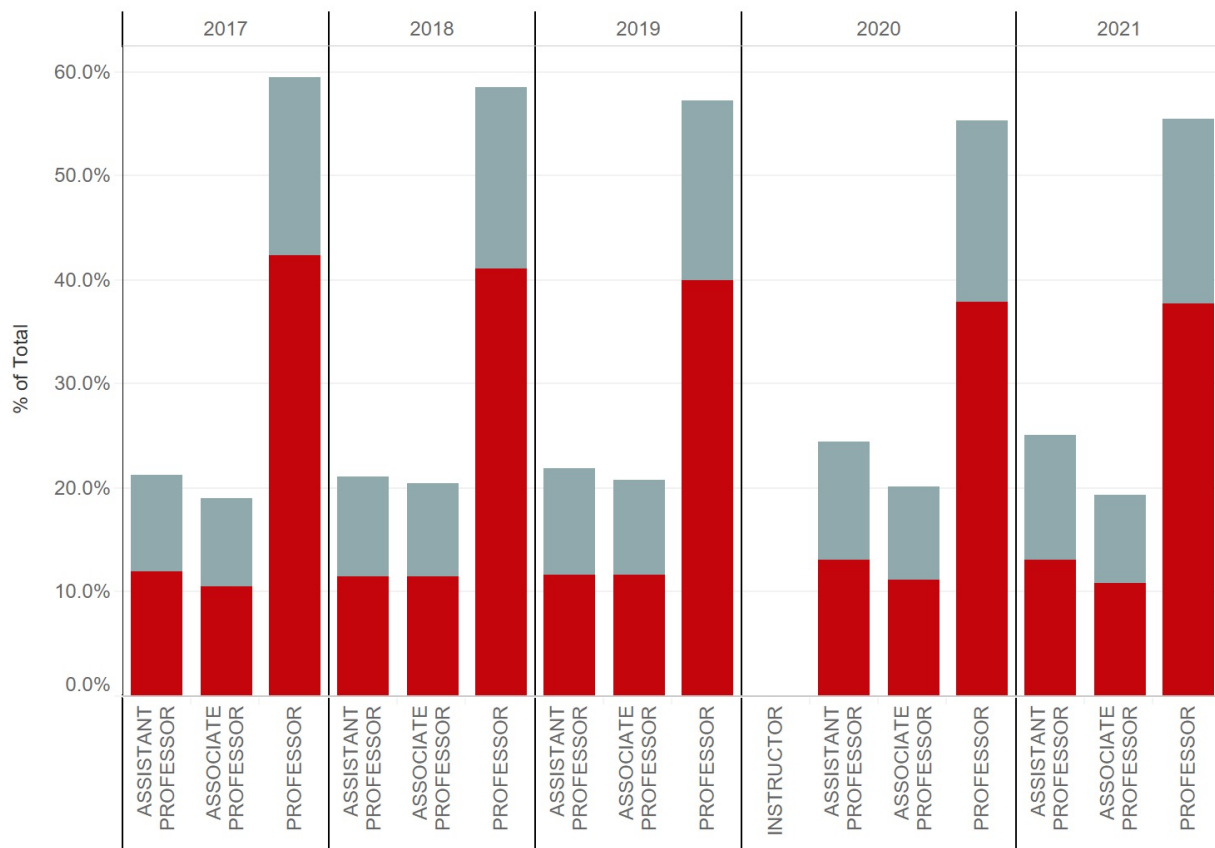
Faculty Tenure FTE: by Rank

	2017	2018	2019	2020	2021
INSTRUCTOR				1.0	
ASSISTANT PROFESSOR	450.4	446.9	471.1	541.6	551.3
ASSOCIATE PROFESSOR	402.8	433.8	443.8	442.5	421.8
PROFESSOR	1,257.6	1,240.7	1,226.5	1,219.5	1,213.3
TOTAL	2,110.7	2,121.4	2,141.4	2,204.6	2,186.3

Select a topic
Gender

Female
Male

Rank as Percentage of Total Faculty Tenure FTE



This visualization was created by Academic Planning and Institutional Research. Questions should be directed to Allison La Tarte, allison.latarte@wisc.edu.

Internal

Faculty Roster



Select School/College All	Select Department JOURNALISM&MASS COMMUNICATION	Select Year (Fall) All
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Faculty Tenure FTE: by Rank

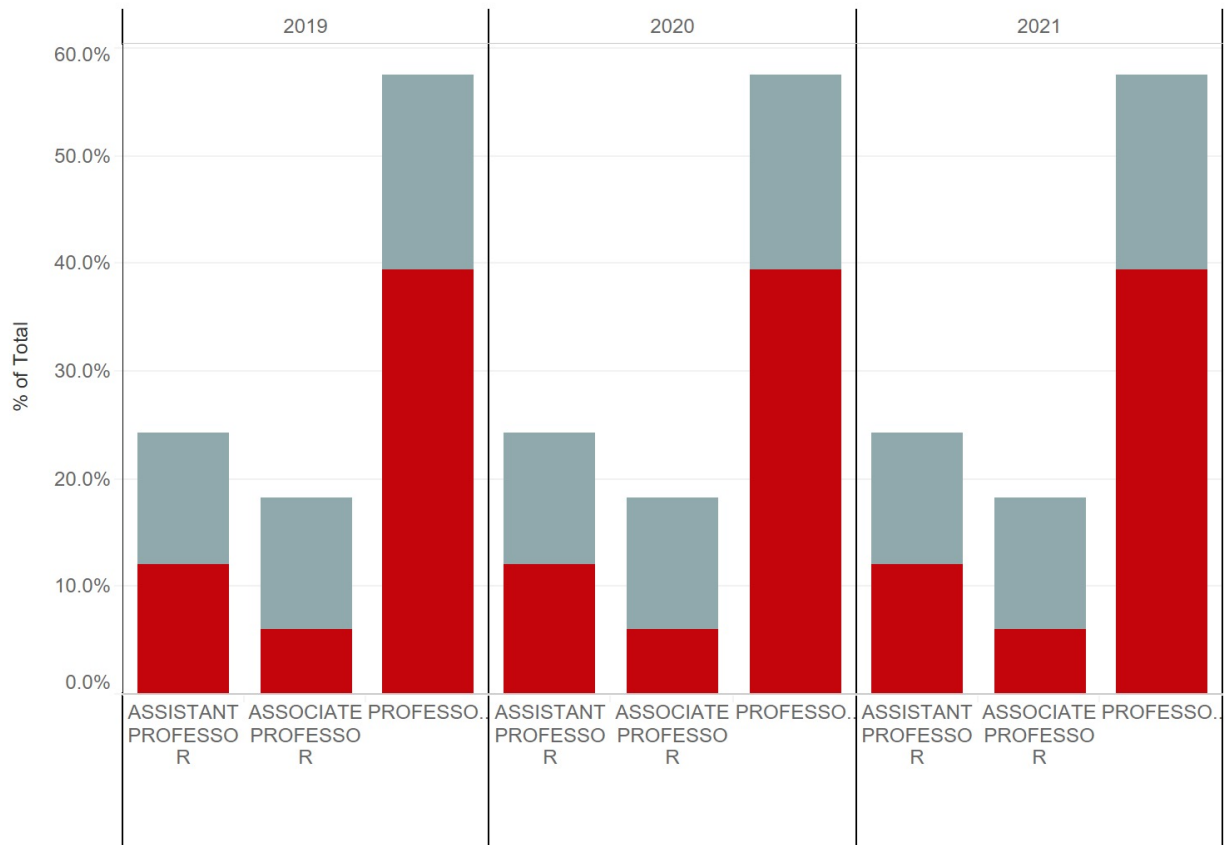
	2019	2020	2021
ASSISTANT PROFESSOR	4.0	4.0	4.0
ASSOCIATE PROFESSOR	3.0	3.0	3.0
PROFESSOR	9.5	9.5	9.5
TOTAL	16.5	16.5	16.5

Select a topic
Gender

Female

Male

Rank as Percentage of Total Faculty Tenure FTE



This visualization was created by Academic Planning and Institutional Research. Questions should be directed to Allison La Tarte, allison.latarte@wisc.edu.

Internal