DEI TOOLKIT

COLLEGE OF JOURNALISM AND MASS COMMUNICATIONS

RECOGNIZING THE LAND

The University of Nebraska is a public, land-grant institution with campuses and programs across the State that reside on the past, present, and future homelands of the Pawnee, Ponca, Oto-Missouria, Omaha, Dakota, Lakota, Arapaho, Cheyenne, and Kaw Peoples, as well as the relocated Ho Chunk (Winnebago), Iowa, and Sac and Fox Peoples. This context shows us that our occupation of these lands is a result of a history of Native and Indigenous peoples' experience of displacement, violence, settlement, and survival—which continues to inform our present and future.

As a land-grant institution, we strive to connect the land, knowledge, and access. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the First Peoples who occupied this area we now call Nebraska. We pay respects to Native elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

Special thanks to Dr. Margaret Huettl, former assistant professor of History and Ethnic Studies at UNL and current director of Indigenous Studies and assistant professor of History at the University of Wisconsin-Oshkosh, and the faculty, staff, and students who contributed to the research on Native and Indigenous peoples and lands of Nebraska.

DEI MISSION STATEMENT

COLLEGE OF JOURNALISM AND MASS COMMUNICATIONS

We value, respect and uplift all students, faculty and staff. We recruit and support a diverse and inclusive community. We are responsible for one another and will push back against the mistreatment of marginalized people. We are the strongest, most creative and most innovative together.

NON-DISCRIMINATION STATEMENT

The University of Nebraska-Lincoln is a public university committed to providing a quality education to a diverse student body. One aspect of this commitment is to foster a climate of inclusion and mutual support that will enhance our ability to achieve our overall goals of recruiting and retaining good faculty and staff while allowing all of us to focus our energies and talents on our important missions of education, research and service. To this end, **it is the policy of the University of Nebraska-Lincoln not to discriminate based upon age, race, ethnicity, color, national origin, gender-identity, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religion or political affiliation.** This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies.

The policy is consistent with federal and state law and university policy. Inquiries regarding discrimination issues may be directed to Susan Foster, Director of the Office of Institutional Equity and Compliance and Title IX Coordinator, 128 Canfield Administration Building, Lincoln, NE, 68588-0437; via phone (402) 472-3417; via email equity2@unl.edu.

You may also contact external agencies such as the Nebraska Equal Opportunity Commission via phone (402) 471-2024 for employment issues. For educational issues, you may contact the U.S. Department of Education, Office for Civil Rights via phone (816) 268-0550 or via email OCR.KansasCity@ed.gov.

WHAT IS DEI?

MAKING THE SWITCH FROM D&I TO DEI

ADDING EQUITY TO THE MIX

In 2020, the College of Journalism and Mass Communications debuted its Diversity & Inclusion (D&I) toolkit, developed by students of the Jacht Advertising Agency and the University's chapter of the Public Relations Student Society of America (PRSSA).

As a University and College that is always willing to rediscover and update its resources, the decision was made to expand from 'Diversity and Inclusion' to 'Diversity, Equity, and Inclusion' or "DEI."

By making the move to DEI, and adding in equity in the title, the College of Journalism and Mass Communications reaffirms its commitment of inclusive excellence to its students, faculty, and staff.

WHY EQUITY?

While many people think that, of the 'e-words,' equality should be at the forefront, equity is what allows the College of Journalism and Mass Communications to truly implement the aspects of diversity and inclusion. Equity ensures that the resources available to our students, faculty, and staff are distributed in a way that accounts for differences based in historic and present discrimination.

The University of Nebraska-Lincoln's slogan is *In Our Grit, Our Glory* – by striving for equity, the College of Journalism and Mass Communications affirms to all that your grit will not be harder than others because of things you cannot control; and that we will all have the opportunity for the same glory.

WHAT DOES DEI LOOK LIKE IN THE COJMC?

DEI & THE COJMC

The mission of the College of Journalism and Mass Communications is to nurture curious and creative minds to thrive in the ever-changing media and communication professions. The inclusive "Do from Day One" experience is rooted in hard work, collaborative problem-solving and the ethical pursuit of truth to uphold democracy. To successfully do all of these requires students, faculty, and staff to embrace DEI whether they know it or not.

Media, communications, and storytelling require that we know how to best represent our subjects, publics, and audiences. This is why all students are required to take JOMC-222: Social Justice, Human Rights and the Media before graduation: to give them a basis in not only ethical principles, but in social responsibility as they head into their careers. To learn more, please vist: https://journalism.unl.edu/diversity-inclusion.

MEET THE COJMC DIVERSITY, EQUITY, AND INCLUSION COMMITTEE

The College of Journalism and Mass Communications' Diversity, Equity, and Inclusion Committee is made up of staff and faculty, chaired by the the associate dean for faculty affairs. The Committee administers programs and makes recommendations for ensuring diverse representation in the college's faculty, staff and students; developing a culture of equity and inclusion; and ensuring issues of diversity, equity and inclusion are infused throughout curriculum.

CURRENT MEMBERS

Cory Armstrong, PhD (she/her)
Associate Dean for Research and Faculty Affairs

Kelli Boling, PhD (she/her)
Assistant Professor of Advertising and Public Relations

Chris Graves (she/her)
Assistant Professor of Practice in Journalism Deepe Family Chair in Depth Reporting

Alex Fernando (he/him)
Assistant Director of Recruitment

Zac Franzen (he/him)
Alumni Relations and Events Coordinator

Madeline Wiseman, PhD (she/her)
Business and Technical Communications Lecturer

Changmin Yan, PhD (he/him)
Associate Professor of Advertising and Public Relations

MEET JACHT'S DIVERSITY, EQUITY, AND INCLUSION TEAM

As part of the College's inclusive "Do from Day One" experience, the Jacht Advertising Agency allows students to gain real-life experience with real-world clientele in their desired subfields within media and communications. In 2021, a Diversity and Inclusion position was created to reaffirm Jacht's, through the College, commitment to diversity and inclusion, as well as giving students who hope to work in DEI valuable experience.

Each semester, the team has evolved, and the current iteration (a Diversity, Equity, and Inclusion Team as a part of Jacht's new Culture Department) allows for students to do more both inside and outside the Agency than ever before; from assisting client teams, conducting agency-wide research for the creation of Diversity Reports, helping to spearhead social media campaigns to highlight diversity, and leading agency-wide trainings on various topics.

Jacht's 2023 Diversity, Equity, and Inclusion team was also behind the creation of this toolkit.

CURRENT MEMBERS

Jacob Vanderford (he/him)
Director of Culture

Maggie Nielsen (she/they)
Lead DEI Specialist

Helena Tran (she/her)
DEI Specialist

MAKING DEI
A SUCCESS

STEPS FOR IMPLEMENTING INTIATIVES

START BY BUILDING AN INCLUSIVE ENVIRONMENT

Having a well-balanced team of diverse members can assist you in identifying the most pressing concerns that exist within your organization.

In order to represent the students in your organization, assemble a diversity and inclusion committee that reflects the students that make up your community. Start by asking yourself:
• Is everyone in this organization being heard?
• Do the leaders who represent our organization reflect who we are?

Remember to think beyond ethnicity.

Starting this conversation may be uncomfortable at first, but there are a few ways you can initiate it. You can distribute a distribute a survey to your organization that answers the following question:
• Why do you think having a diverse organization is important?

ASSEMBLE THE DEI POSITIONS & INITIATIVES

Elect the holder of the DEI position. This person will be the head of the DEI committee that is created.

Establish the DEI Committee:
• When assembling a diversity and inclusion committee, a crucial step in the process is assigning roles and duties that individuals will be responsible for. The best way to assign responsibilities is by assessing what skills, talents, or resources members currently or potentially possess.
• An easy way to do so successfully is by following the "Asset Based Community Development" model. This is a method that relies upon and strengthens a community's resources and is more likely to lead to community empowerment and sustained change.
• By following this model, everyone's assets and strengths in the Recognized Student Organization (RSO) will be utilized.

SET GOALS AND MILESTONES

To keep your diversity efforts on track, your team needs to establish goals. These goals will serve to measure the effectiveness of your initiatives. Your team may need to establish short term and long term goals. Typically, short-term goals are to be met within a year, and long-term goals take over a year to reach. Regardless of the timeline, all goals should be SMART.

S SPECIFIC
What is your goal?

M MEASURABLE
How much?

A ATTAINABLE OR ACTION PLAN
How are you going to do it?

R REALISTIC
Can be done in that period of time?

T TIME BASED
How long until you reach that goal?

Milestones are used to track your progress. You can view milestones as a checklist for success. Every time you reach a milestone, you are one step closer to reaching your goal.

Tips
• Set timelines for goal completion.
• Delegate tasks to team members based on their strengths.
• Hold all members and leadership accountable.
• Don't forget to celebrate your successes!

What is a budget?
• A tool used for planning and allocating funds.
• A detailed outline of estimated expenses and income.
• A record of the organization's spending.

What can a budget do?
• Help you create realistic goals based on funding.
• Keep your spending on track.
• Help with future planning based on past budgets.

Refer to the Finances & Your RSO page in the Recognized Student Organizations Advisor Handbook for more details on budget creation.

Milestones should be assessed monthly or quarterly and adjusted when necessary to set your diversity efforts up for success. They should be communicated regularly with members so they stay top of mind.

New committees often start very passionately with big goals and many objectives in mind. However, the best way to be successful is setting them realistically with careful consideration of available resources and time frame.

Tips on Tracking and Achieving DEI Goals
• Create a detailed plan with SMART goals: Decide on the best strategy to meet your goals. When planning, make sure to keep record of every step of the plan, responsibilities, and due dates.
• Align smaller goals with the bigger picture: Committing to these goals serve no purpose if they don't feed into the big picture.
• Be supportive, not controlling: You will find times when your best idea doesn't align with an audience or goal, so finding ways to provide constructive feedback that empowers your team is important. Value moments when team dynamics must be navigated because they are diversity and inclusion in action
• Track and measure goals regularly: Establish which methods will be used to track and measure progress. This could be through project management tools like Asana, a designated Google Drive folder, or group messaging app like Slack. Whatever you choose, make sure it's accessible to all.

TRY NEW IDEAS

Having a diversity committee or executive board position allows your campus organization to explore and learn through new experiences. Some of the best ideas come from hearing many different perspectives during the brainstorming and planning phases of an initiative.

As you plan your events and activities for the year, make sure that you get input from as many viewpoints as possible. Don't be afraid to try something new or step outside of the box. Some ideas may work well and some may not.
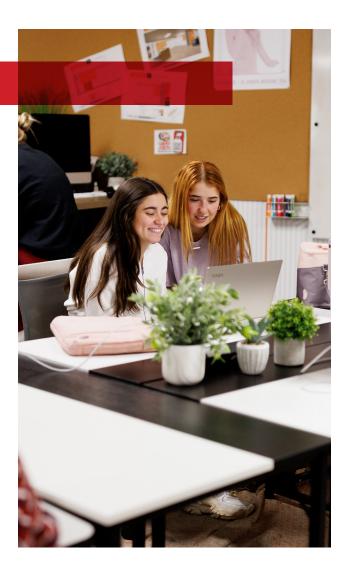
Either way, your committee will learn and grow from the experience.

PARTNER WITH OTHER DIVERSE GROUPS

When implementing diversity initiatives on campus, you do not need to operate in a vacuum. RSOs are a great platform and resource for you. Some already have diversity committees or roles that have been successfully executed. Feel free to reach out to these groups to learn from them.

You can reach also out to diversity groups within the CoJMC, in your city or a neighboring city, or across the country, especially if your organization is a part of a larger entity. Connecting with other diversity groups and leaders can provide insight and best practices to enrich your initiatives. Don't be afraid to reach out and learn more!

For more resources, please go to **https://diversity. unl.edu/creating-connections-on-and-off-campus.**

DEFINITIONS & GLOSSARY

DEFINITIONS & GLOSSARY

INCLUSIVE EXCELLENCE & DEFINITIONS

COURTESY OF UNL OFFICE OF DIVERSITY AND INCLUSION

The University of Nebraska - Lincoln is committed to cultivating an inclusive excellence mindset across our institution. We believe in fully embracing diversity in all forms seen and unseen, making inclusion a top priority, promoting equity across our policies and practices, and ultimately ensuring that excellence is inclusive. To accomplish this, we recognize the importance of understanding exactly what we mean by inclusive excellence.

Inclusive Excellence builds on the notions of diversity, inclusion, and equity.

Diversity
Individual differences, (e.g., personality, prior knowledge, and life experiences), group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations*

Inclusion
The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions*

Equity
The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion and increasing participation of employees*

*Adapted from the American Association of Colleges and Universities (AAC&U)

Inclusive Excellence
It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. It calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities*

The IE mindset can also be understood in these ways:
1. Not only do we see differences, we embrace differences. We believe each unique person and experience contribute to our learning—whether you are in or out of a classroom.
2. We believe in having an array of different backgrounds, identities, and lived experiences, but having differences comes with responsibility to ensure that everyone has the opportunity to fully participate, thrive, and lead at the University. Inclusion of all is a priority.
3. We also believe that we only do well as a University when every individual does well. We also recognize that not everyone feels included at the University and we have to work to change it.
4. We believe that we must act in ways that considers the experiences of all—even when they are not in the room and even when we don't always understand them.

GLOSSARY

COURTESY OF ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND AND MASS COMMUNICATIONS

Diversity
All of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people.

Inclusion
Feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that male each person feel welcome and a part of an organization.

Equity
Process of ensuring fairness and equal opportunity based on circumstance, especially engagement to ensure that people with marginalized identities have the opportunity to grow, contribute, and develop.

Domestic Minorities
Citizens of the unit's nation who are from a racial or ethnic group whose population is not the majority in the nation or who have less economic or political power than the majority. (Permanent visa or temporary visa holders are not included in this domestic minority count.)
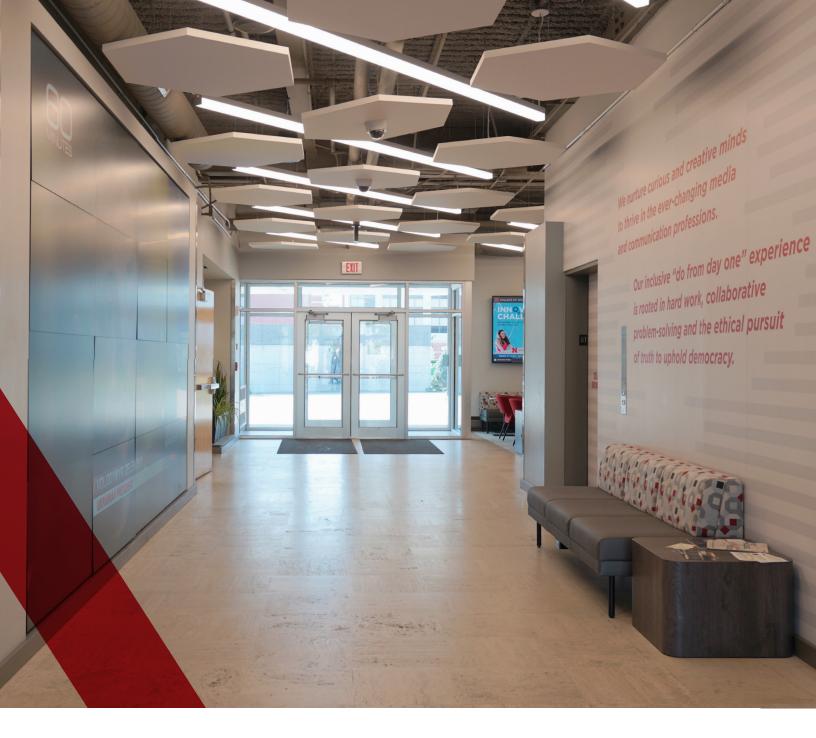
International Faculty/Students
Faculty members or students who hold a temporary visa (non-immigrant) or a permanent visa (immigrant status) to work or study in the unit's host country.

Culturally Proficient Communication
Communication that enables students to effectively, accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups, that have been traditionally disenfranchised in society, especially along racial, ethnic, gender, sexual orientation and ability differences.

CONTACT
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