

The University of Tennessee

Diversity Plan - September 2011

School of Advertising and Public Relations

--	--	--	--

Goal One: Create and sustain a welcoming, supportive and inclusive campus climate.

Objectives	Strategy/Tactics	Date	Responsible Party
Maintain a welcoming, supportive and inclusive climate in the School of Advertising and Public Relations	a. Insure that all students are invited to attend student meetings of professional groups and to join student clubs	Continuing	Director, Faculty advisors to student clubs, faculty, staff
	b. Encourage students from underrepresented groups to seek leadership positions in student organizations	Continuing	Faculty, Director
	c. Strive for representations from underrepresented groups in school-sponsored field trips	Continuing	Faculty
	d. Continue to encourage both undergraduate and graduate students to apply to and continue to assist them in making application to the American Association of Advertising Agencies Minority Internship Program and the American Association of Advertising Agencies Outstanding Minority Student Recognition Program	Continuing	Faculty, Director
	e. Review CCI Climate Survey results and make changes in any identified areas of weakness	Continuing	Director, Faculty

Goal Two: Attract and retain greater numbers of individuals from under-represented populations in

Objectives	Strategy/Tactics	Date	Responsible Party
Increase ADPR faculty and staff diversity	a. Work to increase the diversity of the applicant pool for open faculty and staff positions	Continuing	Director, Search Committee Chairs, Faculty
	b. Work to identify and hire diverse individuals to teach as lecturers/adjunct professors when funding for these positions is available.	Continuing	Director
	c. Have all ADPR faculty/staff members serving on search committees complete UT's STRIDE training to increase sensitivity to institutional bias/prejudice.	Continuing	Director, Faculty, Staff
	d. Participate in UT's annual Future Faculty Event that invites diverse doctoral students from other campuses to UT for a 2-day event focused on helping prepare them for the job market and on developing a relationship between the participants and the University/School.	Continuing	Director, Faculty

	e. Continue to take advantage of and to develop additional recruiting opportunities at other nationally ranked programs	Continuing	Director
--	---	------------	----------

Goal Three: Attract, retain, and graduate increasing numbers of students from historical

Objectives	Strategy/Tactics	Date	Responsible Party
Increase the number/percentage of diverse students in ADPR	a. Maintain current national and international reputation for academic excellence, which has been identified as a major factor in attracting diverse undergraduate and graduate students to the program	Continuing	Director, Faculty, Associate Dean for Academic Programs
	b. Identify and participate in diversity and inclusion-focused School, College and University organizations/activities	Continuing	Director, Faculty, Staff
	c. Encourage professional organizations in other countries (e.g., Korea), to develop scholarships for students seeking entry to the University of Tennessee	Continuing	Director, Faculty, Associate Dean for Academic Programs
	d. Work with national organizations such as McNair scholars to reach minority students as they prepare for graduate programs	Continuing	Director
	e. Continue to take advantage of and to develop additional recruiting opportunities at other nationally ranked programs	Continuing	Director, Faculty, Associate Dean for Academic Programs

Goal Four: Develop and strengthen partnerships with diverse communities in Tennessee and glo

Objectives	Strategy/Tactics	Date	Responsible Party
Include diverse communities in the mission and work of the School	a. When possible, reach out to minority-serving organizations to create local/regional public relations and advertising plans	Continuing	Director, Faculty
	b. Identify and invite diverse communication professionals to campus to meet and share their expertise with students	Continuing	Director, Faculty

Goal Five: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Strategy/Tactics	Date	Responsible Party

Deliver an advertising curriculum and a public relations curriculum that include significant intercultural perspectives	a. Continue to review undergraduate and graduate teaching guidelines periodically for inclusion of intercultural perspectives	Continuing	Director, Faculty
	b. Incorporate readings and videos addressing diversity and inclusion issues in advertising and public relations into ADPR classes	Continuing	Director, Faculty

Goal Six: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Strategy/Tactics	Date	Responsible Party
Continue to include discussion of diversity and inclusion in the mentoring process of graduate students and in the formal education process	a. Incorporate diversity and inclusion issues in ADPR graduate courses	Continuing	Associate Dean, Director, Faculty
	b. Encourage interested students to do research on the contributions of underrepresented populations to the development and professional practice of advertising and public relations	Continuing	Graduate Faculty

essee

6 (as revised)

lic Relations

Benchmarks

- a. number of welcome sessions
- b. number of Club visits to classes
- c. number of Club events open to all students

a. number of students from diverse background leading clubs

Number of students in all school-sponsored and club-sponsored field trips.

Number of students applying to minority internship programs

Identification of action ideas to improve ADPR diversity and inclusion climate and annual review of progress

to faculty, staff, and administrative positions

Benchmarks

- a. The number of diverse individuals hired for ADPR faculty/staff positions.
- b. The number of applications received from diverse individuals in faculty and staff searches.

- a. The number of diverse individuals teaching as ADPR lecturers/adjuncts annually
- b. The number of diverse individuals contacted about the possibility of serving as ADPR lecturers/adjuncts annually

- a. The number of ADPR faculty/staff who have completed STRIDE training
- b. The percentage of ADPR search committee members who have completed STRIDE training.

a. The number of Future Faculty visitors to ADPR

a. The number of contacts made annually with nationally ranked programs focused on diverse faculty recruitment.

ly under-represented populations and international students

Benchmarks

Faculty publish in the top journals of their fields and attend national conferences

Number of ADPR faculty and students participating in diversity and inclusion-focused School/College/University organizations/activities annually

Amount of financial aid offered to diverse individuals

Number of McNair scholars admitted to graduate program.

The number of recruiting trips/contacts made annually with nationally ranked programs focused on diverse student recruitment.

bally.

Benchmarks

The number of class projects serving diverse clients annually including clients who serve diverse populations to include homelessness, Alzheimer's, and various other audiences that are challenged with respect to socio-economic status.

The number of ADPR diverse guest speakers as well as the number of ADPR guest speakers who work with under-served and diverse populations.

Benchmarks

a. The percentage of ADPR course syllabi that include the CCI Diversity statement.	b.
The number of ADPR courses that include intercultural communication content in their classes.	c.
The number of ADPR classes that include social issues [e.g., gay marriage, subcultures, queer theory, critical race theory and black (darkened) feminist theoretical perspectives, etc.].	
The number of diversity and inclusion readings and video clips incorporated into ADPR classes annually	

Benchmarks
The number of ADPR graduate courses that incorporate diversity and inclusion issues
Contributions by minority practitioners have been added to the content of several courses