

## School of Communication, Journalism and Marketing Diversity Plan

The term diversity is used threefold. First, it refers to a range of demographic characteristics, including race, gender, ethnicity, sexuality, religion, age and class. Second, it is used more specifically to refer to culturally and economically marginalized groups. Third, it is used to describe a democratic and healthy workplace climate and culture. In all three senses, it is consistent with NZ's Human Rights Act 1993 that prohibits discrimination on grounds including gender, marital status, religious belief, ethical belief, color, race, ethnic or national origins, disability, political opinion, employment status, family status and sexual orientation.

However, to set the understanding of diversity in NZ in context requires foremost, the recognition of the status of Te Tiriti o Waitangi / the Treaty of Waitangi (The Treaty) in the cultural life of the country. The Treaty requires the Crown or NZ Government to carry out the provisions of Article 2, which guaranteed Māori iwi that their customs, forests, fisheries and everything that they treasured would be protected, in return for allowing government to take responsibility for law and order and to arrange for more Pākehā (British settlers) to immigrate to NZ.

Educational institutions have an even more clearly defined obligation to acknowledge Māori as they come under the State Sector Act 1988, which includes a clause on the need to have regard for the aims and aspirations of Māori in framing policy and monitoring practice. Although the Treaty has priority in framing any discussion about diversity, there is also a strong awareness of the need to consider the needs of Pacific Island people, women and other minority groups.

NZ is also a world leader in gender equality. It is the first country to have given women the vote, has had female prime ministers for a substantial part of recent decades, as well two female Governor Generals and the current Chief Justice. It was one of the first countries to decriminalize homosexuality and allow same-sex marriages, and the first to have an openly transgender person elected to Parliament. Massey University reflects this support in its faculty, staff and students. It embraces the Human Rights Act 1993 and written into every staff contract is an agreement to uphold the Treaty. In addition, every staff contract states: All staff of the University must abide by Massey University's Equal Employment Opportunities Policy and are responsible for applying equal employment opportunity principles to work practices and decision-making processes.

The School of CJM is committed to addressing and encouraging diversity among faculty, staff, students and within the curriculum, and maintaining a climate free of harassment and discrimination. We believe that diversity within the faculty, staff and student body means greater innovation, mindfulness and bringing varied perspectives to teaching, learning and the curriculum. To this end, our plan incorporates five major goals related to diversity: diversity in curriculum and pedagogy; diversity in the student body; diversity among academic and professional staff; an inclusive and open School culture; and the promotion and communication of diversity.

## Goals

### Goal One

The School has a framework for diversity that integrates the teaching of diversity into all levels of the curriculum. Without a framework for pedagogy in diversity, specific curricular initiatives are likely to be piecemeal and scattered. Moreover, diversity is a key component of a larger pedagogical framework so that its formative role in student learning is fully realized. In NZ, any framework for diversity needs to be articulated with reference to the Treaty.

### Objectives

1. Diversity will be an explicit value in the School's framework for communication pedagogy.
  - a) Benchmark one: Review the list of classes where diversity is a central component every two years.
2. Diversity-related issues will be taught at the level of awareness, understanding and application at introductory and advanced levels of the curriculum.
  - b) Benchmark one: Complete projects that directly assess student learning in diversity.
  - c) Benchmark two: Complete student surveys to assess student perceptions of their learning vis-à-vis diversity.
3. Students will have the opportunity to study abroad programs, exchanges and international field trips.
  - a) Benchmark one: Students will be given the opportunity to participate in at least three international field trips or study tours in the next five years.
  - b) Benchmark two: The number of students who elect to study abroad will double during the next five years.
4. Students will be exposed to guest lecturers from a diverse cross section of society.
  - a) Benchmark one: The School will review its list of guest lecturers twice during the next five years to ensure there is appropriate representation of diversity issues in terms of content and background.

### Goal Two

The School will nurture and increase the diversity of its student body. Studies consistently show that diversity in the student body is a crucial component of learning in general and diversity. In NZ, several crucial factors underpin diversity in the student body: the

distribution of male and female students, the participation of Māori and Pacific students, and the participation of students from overseas. As the student body becomes more diverse along such lines as ethnicity, age and sexuality, so is the need to ensure potentially vulnerable or marginal student groups are nurtured.

### Objectives

1. The School will monitor retention and pass rates on a semester and annual basis for students based on age, ethnicity, nationality and other data available through the University system, to monitor disproportionate negative outcomes for vulnerable students.
  - a) Benchmark one: The School will work with the College to generate data on retention and pass rates every semester.
2. The School will directly support the recruitment and retention of Māori students and ensure they are appropriately mentored.
  - b) Benchmark one: The School will offer at least four scholarships to Māori students every year.
  - c) Benchmark two: The School will initiate a mentorship program for Māori students in our undergraduate and graduate programs.

### Goal Three

The School will increase the diversity of its academic and professional staff. Diversity in pedagogy and the student body are best cultivated and nurtured by academic faculty that embody and support diversity. A diverse body of academic and professional staff will ensure that our students meet, learn from, and come to admire and respect people from a variety of different backgrounds in a bid to gain the ability to recognize and respect difference.

### Objectives

1. The School will regularly monitor ethnic, gender and nationality distributions at various levels of seniority.
  - a) Benchmark one: At least 50 percent of all new staff recruits to the School will be women.
2. The School will treat the recruitment of academic faculty from Māori and Pacific backgrounds as a strategic priority.
  - a) Benchmark one: The School will work to recruit more Māori and Pacific members of staff.

3. The School will treat the promotion of women from Senior Lecturer Range One to Senior Lecturer Range Two as a strategic priority.
  - a) Benchmark one: The School will identify and cultivate women candidates in Senior Lecturer Range One and support their promotion applications.
4. The School will treat the promotion of women from Senior Lecturer Range Two to Associate Professor as a strategic priority.
  - a) Benchmark one: The School will identify and cultivate women candidates in Senior Lecturer Range Two and support their promotion applications to Associate Professor.
5. The School will strive to maintain a 50-50 balance between NZ-born academic faculty and international academic faculty.
  - a) Benchmark one: The 50-50 balance will be retained.
6. The School will ensure that guest speakers that deliver presentations to classes include speakers who are knowledgeable on topics related to diversity.
  - a) Benchmark one: Course Coordinators will inform DCs as to the number of guest speakers per annum who have spoken on diversity.

#### Goal Four

The School will clearly communicate its commitment to diversity as part of its strategy to enhance the learning environment and to have all students and faculty recognize the value diversity brings to institutions, especially institutions of learning.

#### Objectives

1. The School will ensure appropriate representation in College and University diversity panels and programs.
  - a) Benchmark one: The School will have at least four participants in the University's Women in Leadership program by the end of 2023.
  - b) Benchmark two: The School will have at least one member on the College's Te Ohu Whai Pakihi (Māori Development Group) by the end of 2023.
2. The School will ensure the incorporation of te reo and tikanga Māori into its practices.
  - a) Benchmark one: The School will build and evaluate diversity and te reo into its pedagogical frameworks for education in journalism.
3. The School will communicate its commitment to diversity and the Treaty.

- a) Benchmark one: All staff recruitment activities by the School will incorporate references to the Treaty.
- b) Benchmark two: The School will communicate its commitment to diversity on the School's webpage.

### Goal Five

We will create and maintain an inclusive workplace environment that enhances awareness of cultural and individual diversity and promotes collegiality across campuses.

### Objectives

1. The School will regularly host overseas visitors and ensure they interact with faculty and students.
  - a) Benchmark one: The School will host at least three overseas academic visitors on each of its campuses every year.
2. The School will provide opportunities for faculty and staff to build interpersonal connections and relationships across campuses.
  - a) Benchmark one: The School will convene an annual whole-School retreat (hui) every year for at least three years.
3. The School will ensure clear mechanisms for faculty and staff to express concerns about workplace culture.
  - a) Benchmark one: All managers in the School with line management responsibilities will undergo training for managing the quality of workplace relationships.
4. The School will enhance its system of academic governance and consultation.
  - a) Benchmark one: Faculty will be regularly consulted on program reviews.
  - b) Benchmark two: The HoS will meet with faculty on all campuses at least three times a year.

*(Approved by the HoS, Oct 2013; Reviewed by the School Executive, June 2014; Revised Nov 2014; Revised June 2015; Revised Nov 2015; Revised January 2021).*