**Panel Agenda**

Set Up – 10 min  
Research overview – 10 min  
Introductions – 15 min

**Panelist Info**

* Name
* Experience
* Current role/organization
* Why were you interested in joining this panel? Can you provide any insight based upon previous work/experience that you can share to help frame the issue?

**Discussion Questions**

***Reacting to the Research Findings – 30 min***

* Do any of these research findings surprise you? If so, which ones?
* Were you surprised to find that most non-African-American women, were less decisive when labeling the images as positive or negative, or the accuracy of such images? How did you interpret those findings?
* I thought it was interesting how perceptions of African-American women differ across media channels. Did the ranking of media channels surprise you? If so, how?
* How do you think these negative images impact how African-American women see themselves? What concrete evidence or facts do you have to support your perspective? Is this a greater concern for young girls/teens?
* Why should anyone (entertainment, advertising, client marketing execs) care? What do you say those who say ‘this is just entertainment’ or ‘they choose to watch these shows?”

***Examining the Core Issue – 20 min***

* What do you think is at the core of this problem? A lack of representation in creative industries (i.e., movie/films, TV, production, advertising), communication distributors (i.e., networks, social media, media planner/buyers), advertisers, news organizations? A lack of education among content creators? A lack of concern?
* Where does the breakdown occur? Is it a particular role? Or the process as a whole? Please explain the creative process and how these images are formed and distributed?
* Do you have examples of this occurring? Could you share any specific occasions? What was the outcome?
* Playing devil’s advocate, wouldn’t placing restrictions on storytelling have a negative impact on the creative product? Playing it safe doesn’t result in a great story, creative output. Isn’t this unfair to the creative process?
* Certainly, creating negative or harmful images is not illegal, but is it unethical? Who should be held accountable or voluntarily take responsibility?

***Creating Solutions – 20 minutes***

* How do you think the various industries should tackle this issue? Are there best practices that organizations should implement in the creative process? Media/planning and buying process?
* Could this be addressed with training within various crafts, not typical diversity training, but something more specific geared to copywriting, art direction, script writing, casting, etc?
* Social media can be tricky – an opportunity for self-expression and creation, but can be deceptive and uncontrollable. How can we leverage the power of social media to help create more balanced images while controlling the “fake and racist news” disseminated in social media? How can the tech and media communities work together to regulate “fake news”?
* Creating a more specific and straight-forward rating system for programming that occurs during prime time, and/or for unscripted TV programming has been discussed, as well as disclaimers for reality TV to better educate viewers. Do you think this approach could be useful?
* Media literacy programs have also been discussed as necessary tools to develop critical thinking skills in youth. If you were going to design an effective media literacy program, what would be the key components?
* Who is the “target” for media literacy/education efforts – youth/young adults, parents, educators?
* What role do you think public policy plays?

*Spurred by the rise of so-called “fake news” and its impact on elections, a Santa Barbara state senator has introduced a bill that would encourage California’s K-12 schools to teach students to be skeptical, informed news consumers.*

*Authored by*[State Sen. Hannah-Beth Jackson](http://sd19.senate.ca.gov/news/2017-03-10-students-would-learn-about-digital-citizenship-how-spot-fake-news-under-senator)(D-Santa Barbara), [SB 203](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB203), known as the digital citizenship and media literacy bill, would require the state superintendent of public instruction to convene a committee of educators, librarians, parents, students and media experts to draw up guidelines on how best to recognize fake news.

As defined in the bill, media literacy “means the ability to access, analyze, evaluate, develop, produce, and interpret media and encompasses the foundational skills that lead to digital citizenship.” Digital citizenship “means a diverse set of skills related to current technology and social media, including the norms of appropriate, responsible, and healthy behavior.”

Source: EdSource.org

***Q&A – 20 minutes***