

Diversity: Best Practices

A Handbook for Journalism
and Mass Communications Educators



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Introduction

BY BEVERLY KEES

The goal of the diversity standard of the Accrediting Council on Education in Journalism and Mass Communications is to improve daily journalism — to train future journalists how to see a story from more than their own perspective and experience, to recognize the great variety of groups within a community, including the under-reported, and to anticipate questions and reactions from a diverse readership. Another goal of the standard is to ensure that public relations and advertising students recognize, understand and respond effectively to the various markets they will address.

The standard was urged not only by educators but by professionals who wanted their staffs to recognize and accurately report on all groups in their readership areas. As American society diversifies, so must those who bind it together by informing, persuading and transmitting and interpreting culture.

The 2000 Census showed a society rapidly becoming more diverse, with immigration rates near the level of the early 20th century. Editors, news directors, public relations and advertising professionals know their survival depends on their ability to reach these communities with news and information that matter to them. Those employed in these professions still don't mirror the diversity of their communities, nor do the faculty members needed to teach them. The pools of students of color and faculty of color need to expand. But beyond the need for more graduates of color is the need for graduates of all colors to be comfortable and competent in covering diverse communities.

Unfortunately, the diversity standard is the standard schools have most often failed to meet. Accrediting visiting teams first assessed compliance/non-compliance with each standard in the 1987-1988 academic year. In the accrediting reports from then through 2002-2003, 71 schools were out of compliance with the diversity standard. That was 26 percent of all out-of-compli-

ance assessments. In the same period, the second most often failed standard — curriculum — accounted for 39 findings of non-compliance (See page 78 for more details.). While diversity in curriculum, faculty and student body has increased greatly in recent years, it still falls short of goals.

Administrators of journalism programs, even those in compliance, gave dozens of reasons for not doing as well on the diversity standard as they hoped. The purpose of this booklet is to find and publicize solutions to those problems.

Where can solutions be found? We use a time-honored method used by editors everywhere: We steal good ideas from our colleagues. Some school somewhere in the country has found a solution for every problem.

All accredited journalism programs were asked for their most successful actions in diversifying curriculum; in finding, hiring and retaining faculty of color; in diversifying the student body; and in maintaining a climate in which diverse individuals and ideas can thrive. Every accredited program responded with at least one suggestion. To minimize repetition, some suggestions have not been included in the final report.

Caesar Andrews, Accrediting Council member representing the Associated Press Managing Editors, and Council President Jerry Ceppos originally suggested this report.

We thank the John S. and James L. Knight Foundation and Eric Newton, the foundation's director of journalism initiatives, for funding this report. We thank the educators who offered ideas, the Center for Integration and Improvement of Journalism at San Francisco State University for providing online diversity syllabuses (http://newswatch.sfsu.edu/diversity_syllabuses) and all those who provided sidebar information and analysis.

A Vital, Complicated Standard

BY SAUNDRA KEYES



As media organizations struggle to fully reflect their communities, they expect journalism educators to help increase the supply of graduates who can contribute to that goal.

Sandra Keyes, editor, *The Honolulu Advertiser*, represents the American Society of Newspaper Editors on the Accrediting Council.

The Accrediting Council's diversity standard evokes more sustained discussion than any other. That is partly because measuring compliance involves a complex blend of statistics, curriculum, instruction, and patterns of recruiting and retaining students and faculty. And it is partly because the standard's champions believe so passionately in its value.

Critics say that passion has made diversity a super-standard that is often weighted more heavily than others in accreditation decisions. They say debate on the standard is often conducted in terms of moral absolutes rather than the legitimate variables of academic assessment.

It is true that the diversity standard is based on a sense of what is right. But it is also rooted in a basic operating assumption: that journalism's central obligation is to report the news accurately.

The link between diversity and accuracy was best articulated by leaders of the American Society of Newspaper Editors and Associated Press Managing Editors in 1999, when they launched an industry-wide initiative on the topic.

"We want to accurately reflect life in our communities," wrote organizers of the National Time-Out for Diversity and Accuracy. "If our newspapers are not inclusive enough to regularly portray the diversity of those communities, then we are presenting a fundamentally inaccurate report. That lack of accuracy undermines our journalistic credibility."

The point applies with equal force to broadcast journalism, and indeed to all forms of communication that rely on credibility to achieve their pur-

pose. As media organizations struggle to fully reflect their communities, they expect journalism educators to help increase the supply of graduates who can contribute to that goal.

Though other accreditation standards also encompass accuracy, the diversity standard is not redundant. Ensuring that students can accurately reflect a multicultural world is far more complicated than teaching them the importance of spelling names correctly, or verifying dates or checking addresses.

To reflect diversity requires exposure not only to facts but also to perspectives that can vary radically depending on race, gender, sexual orientation, religious belief, economic circumstances or country of origin.

That is why the diversity standard outlines a variety of obligations — the employment of faculty, the recruiting, advising and retention of students, the planning of an inclusive curriculum.

The Council has repeatedly discussed appropriate measures of compliance with those obligations, acknowledging that results depend not only on a department's good intentions, but also on factors outside that department's control. Those factors may include the competitiveness of an institution's salary levels, the appeal or unattractiveness of its location to diverse pools of faculty and students, or state laws that restrict affirmative action programs.

To let those factors become excuses would be wrong, but to ignore the challenge they represent would be wrong as well.

This project represents the Council's commitment to helping all accredited programs meet that challenge.

The Diversity Standard

BY BEVERLY KEES

The Accrediting Council has attempted to foster diversity for years, and the development of what is now Standard 12 - Diversity has moved in several steps. In 1980, ACEJMC added a single question to the self-study: "What is done (i.e., affirmative action procedures within the journalism unit) to assure diversity within the student body, faculty and staff?"

The Council adopted a separate standard on diversity in 1984, after a revision of all standards directed by a committee headed by James W. Carey. At the time, Carey was dean of the College of Communications, University of Illinois, and he now is the CBS Professor of International Journalism in the Graduate School of Journalism, Columbia University. Since 1984, Standard 12 has undergone two revisions and numerous adjustments, and its application has been made more specific.

The development of the standard continues. At the time this booklet was being written, ACEJMC was considering a proposed new diversity standard. This proposal was, again, a part of a revision of all standards, this time directed by a committee headed by Trevor Brown, dean of the School of Journalism, Indiana University. The proposed new standards will become effective no earlier than September 2004, and they will apply in accreditation reviews starting in the 2005 – 2006 academic year.

The diversity standard concentrates on female faculty and faculty of color and students of color and course content. The proposed new standard is somewhat broader. The current statement of the standard and the proposed revision appear below.

Standard 12: Diversity

Units should demonstrate a commitment to increased diversity and inclusivity in their student populations and faculties and to the creation of a learning environment that exposes students to a broad spectrum of voices and views.

Units must have written diversity and inclusivity goals, and they must demonstrate specific results achieved toward accomplishing those goals.

Units are encouraged to make effective efforts to recruit, advise and retain minority students and minority and women faculty members for their intended career paths.

Recruitment efforts must not be discriminatory in nature and must have as their objective enlarging the overall talent pool.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations.

Explanation:

Freedom of expression and freedom of access to information are fundamental to the exercise of the rights guaranteed under the First Amendment to the U.S. Constitution. The field of journalism and mass communications carries a special responsibility of support for these rights in fulfilling its role of providing access to a wide variety of opinions and information. In order to meet their obligations under this special responsibility, institutions in the field must make a strong contribution to the preservation and dissemination of diverse opinions and information, and must serve audiences of diverse origins and interests. To do so effectively, it is necessary that employment in the field reflect the diverse nature of America. While race and gender are not the only factors important in protecting and advancing a diversity of opinion and information, they contribute heavily to the divergent views in a multicultural society.

Central to the mission of journalism and mass communications units is the preparation of students to serve such a diverse society. Because of this important role, journalism and mass communications educators must emphasize the importance of diversity and the roles of women and minorities in teaching students to understand, communicate about and relate to a multicultural society.

Evidence:

1. Units should present written goals for diversity and inclusivity. The goals should include efforts to recruit and retain women and minority faculty members and minority students. Evidence should be provided that such efforts for recruitment and retention are not discriminatory, but are part of an overall program that recognizes the contributions of all under-represented groups. The goals may be part of a unit's overall strategic plan or a separate diversity plan, and

should be set regardless of whether the university has its own diversity and inclusivity goals or requires the unit to set its own goals.

2. Units should describe in their self-studies the specific actions they have taken and the specific results achieved and progress made toward their diversity and inclusivity goals. Information should include the unit's accomplishments toward increased diversity and inclusivity in each of the following areas:
 - the student populations it serves
 - its full- and part-time faculty and administrators
 - recruitment and retention of students and faculty
 - outreach to introduce students to diversity in media, including visiting professionals and professors or guest speakers
 - its efforts to heighten student and faculty awareness of and comfort with diverse colleagues and with diversity and inclusivity issues.

The proposed new diversity standard

This is a draft of the new diversity standard, which would become Standard 3.

Standard 3. Diversity and Inclusiveness

The unit has a diverse and inclusive program that serves and reflects society.

- (a) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, sexual orientation, and religious and political thought.
- (b) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.
- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, promotion and success.
- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region it serves, with special attention to recruiting under-represented groups.
- (e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations.

Evidence:

- A written plan
- Syllabi and other course materials
- Records and statistics on faculty and staff hiring and on promotion and tenure decisions
- Records and statistics on student recruitment, retention and graduation
- Records on part-time and visiting faculty and speakers

. . . .

This proposal, if adopted, will greatly please many educators who have been concerned that the standard as originally written was too narrow because it dealt only with minority students and minority and female faculty.

In fact, the language of the standard has been discussed often from the start. James W. Carey was chair of the committee that in 1984 developed revisions to the standards.

"We did not submit a standard on affirmative action or 'minority and female representation,'" Carey said. "Rather, we included language in the preface to the report that called attention to the fact that we expected programs to conform to the letter and spirit of laws and judicial decisions governing affirmative action and to be in accordance with university interpretation and regulations implementing the law. We recognized from the outset that 11 standards, given the desire for symmetry, was an awkward number and undoubtedly would be amended by the Accrediting Committee and Council, most likely by adding an affirmative action standard."

How accrediting teams make assessments

Several educators interviewed for this report admitted some confusion about the application and interpretation of the diversity standard: Are public universities treated the same as private institutions? Are Historically Black Colleges treated the same as other institutions? How do geographic location, size or mission affect application of the standard?

ACEJMC publishes a Site Team Manual that describes the procedures for visits and assessments. Site teams begin by reading the self-study produced by the journalism program. During their visits and evaluations, site teams are urged to keep these principles in mind:

- The Council recognizes the principle of institutional diversity. Each institution has its own unique situation, particular mission and special resources, and this uniqueness is an asset to be safeguarded.
- The Council judges programs against the objectives that the school and institution set for themselves — as long as the programs meet two criteria: 1.) They must be professional programs. 2.) They must be aimed at students seeking careers in journalism and mass communications.
- Programs must not isolate themselves from the larger intellectual life of the institution. This principle is most directly expressed in the curricular balance provision of Standard 3: Curriculum.

There is no set number of standards out of compliance that automatically determines a recommendation for provisional accreditation or denial. Each team looks at the particular situation and reaches its own conclusion.

Teams should evaluate schools primarily in terms of the objectives that the schools set for themselves. A long-standing premise of journal-

ism and mass communications accreditation is that visiting teams assess how well faculty and administrators do what they say they are doing.

Site teams typically address these topics when evaluating compliance with the diversity standard:

- How well does the unit address issues of diversity in its student body and faculty? In its curriculum?
- Compare the makeup of the unit's student body to that of the university and its service area.
- Describe the makeup of the faculty.
- Summarize recent hires and searches for faculty members.
- Describe the unit's written plan for diversity, including goals and results.
- Assess the unit's efforts at recruitment and retention of diverse students, full-time and part-time faculty and staff.
- Teams also may discuss recent departures of minority or female faculty; hiring offers made to minority or female candidates but not accepted; and the unit's responses to local legal limitations, if any, on affirmative action programs.

The current and future standards

In 2000, the Council adopted a new statement of its principles of accreditation and appointed a committee to make the standards of accreditation compatible with the new principles. The Council plans to approve the new standards in September 2003. The new standards would become effective in September 2004. The current and revised versions of the diversity standard appear on pages 5 – 6.

THE CURRENT STANDARDS ARE:

Standard 1, Governance/Administration;
Standard 2, Budget;
Standard 3, Curriculum;
Standard 4, Student Records/Advising;
Standard 5, Instruction/Evaluation;
Standard 6, Faculty: Full-Time/Part-Time;
Standard 7: Internships/Work Experience;
Standard 8, Equipment/Facilities;
Standard 9, Scholarship, Research, Creative and Professional Activities;
Standard 10, Public Service;
Standard 11, Graduates/Alumni;
Standard 12, Diversity.

THE PROPOSED REVISED STANDARDS ARE:

Standard 1, Mission, Governance and Administration;
Standard 2, Curriculum and Instruction;
Standard 3, Diversity and Inclusiveness;
Standard 4, Full-Time and Part-Time Faculty;
Standard 5, Scholarship, Creative and Professional Activity;
Standard 6, Student Services;
Standard 7, Resources, Facilities and Equipment;
Standard 8, Assessment of Learning Outcomes;
Standard 9, Professional and Public Service.

For the full text of both current and revised standards, see the Council's Web site, <http://www.ku.edu/~acejmc/LINKS/LINKS.SHTML> (retain upper and lower case).

Please see page 78 for graphs and analysis of the history from 1987 to 2003 of: noncompliance judgments for each standard; proportions of noncompliance judgments for the diversity standard; and accreditation status given to schools found out of compliance with the diversity standard.

It Begins with Leadership

BY DOUGLAS A. ANDERSON



I am convinced the diversity standard and those who have worked to keep it on the front burner have made our programs stronger.

Douglas A. Anderson, dean, College of Communications, Pennsylvania State University, is vice chair of the Accrediting Committee.

One of the greatest challenges administrators of accredited journalism-mass communications programs face is providing leadership to create a welcoming climate while diversifying the student body, faculty and curriculum.

Through its diversity standard, adopted in 1984, implemented in 1985 and refined over the years, ACEJMC has provided a clearly articulated philosophical statement and set of expectations. For more than a decade, the Council, its Accrediting Committee and hundreds of site-visit teams have measured programs against the standard.

No program has earned gold stars for effort and achievement across the diversity spectrum; a few have been singled out for significant strides and solid accomplishments; several have passed inspection by narrow margins; and a not unsubstantial chunk have been found lacking, some during more than one review.

Almost every year, it seems that the Council makes an example of a program that, despite the resources available to it, not only has failed to push the diversity ball forward but simply has dropped it. And I suspect that, on occasion, through unique mixtures of combustible human dynamics, the Council has unfairly clubbed a program into submission.

Through it all, though, I am convinced the diversity standard and those who have worked to keep it on the front burner have made our programs stronger. Virtually all, if not all, accredited programs are more diverse — in spirit, commitment and accomplishments — than they were before the Council implemented the standard.

As I've observed the schools under review during the past dozen years, one thing has become clear: The administrators who seem to be con-

scious of the real value of a diverse faculty, student body and curriculum are those who think about it — and work toward it — every day of every week. They do not merely put on a frantic full-court press in the months preceding a review.

I've known administrators who can tell you to the second decimal point — off the tops of their heads — the goals and progress their programs have made on the quantifiable aspects of diversity. Normally, the same administrators have a feel for the pulse of their programs' non-quantifiable diversity indicators. These usually are the same administrators who refuse to dwell on the particular challenges their programs face — whether real or perceived, human, geographical or economic.

Without doubt, diversifying a faculty, student body and curriculum requires energy, commitment, human and financial resources.

Fortunately, we've seen many institutions devise strategies and programs worthy of emulation. All of them share a single characteristic: a commitment to daily — not cyclical — diversity advancements. They always are keeping an eye out for potential faculty members; they consistently are looking to recruit — and retain — students of color; and they constantly are sensitive to climate issues. More often than not, they are long on accomplishment and short on rhetoric.

Not unlike the great Czech runner, Emil Zatopek, who lacked flair but whose dogged determination enabled him to capture an unprecedented triple crown (the 5,000 meters, 10,000 meters and marathon) at the 1952 Olympic Games, committed administrators recognize the diversity quest for what it is: a long-distance race, not a sprint.

There are bumps in the road, but those of us in it for the long haul should be able to show real progress and achievement. This book provides the insight and strategies to help us move toward our destination.

Best Practices: Curriculum

EVERY ACCREDITED JOURNALISM PROGRAM IS WORKING DIVERSITY INTO ITS CURRICULUM.
HERE ARE THEIR FAVORITE AND MOST EFFECTIVE IDEAS.

E. Culpepper Clark
Dean
College of Communication
and Information Sciences
University of Alabama

You can't deal with the most serious issues in this country without dealing with diversity. Journalism, law, management — it's expressed throughout our curriculum.

Because we're regarded as George Wallace's university, where he stood at the door to bar minorities, we've borne a burden others haven't. We have the normal political problem with it. Conservative people consider it political correctness, but we've been talking about diversity on this campus for a very long time. There are no barriers to getting at it.

Students in the College regard diversity training as overly simplistic. They think they are better versed. It's not something that happens just by being a good person. It requires a lifetime commitment and realization that it's something you learn day by day. You need to wrestle with it to get beneath the surface. It's a scholarly area of inquiry. There are those who do it well and those who do it superficially.

There is an area near Tuscaloosa, Ala., called the Black Belt, named because of the color of the soil in the region. It also has a high percentage of African Americans. Our students help Black Belt residents tell their stories. We work through local newspapers. Beauty shops and Sunday schools, for example, would assign people to work with our students to create a sort of Associated Press. We developed a Web-based initiative to create a virtual newsroom to facilitate telling the stories in news format. We've received a New York Times Co. seed grant and federal funds. It's service learning, which is important, and the Internet helps extend it.

Joy F. Morrison
Director of Faculty Development
University of Alaska Fairbanks

Our diversity course started in 1990 – 1991. It's an elective class every fall semester. It brings in speakers, including native Alaskans or journalists such as a Pulitzer Prize winner from Anchorage.

All of the faculty have copies of *The Handbook of Non-Sexist Writing*.

In the "Media and Minorities" class, students find other students from a different race, do an in-depth interview and ask how they feel they are portrayed. It's not yet a required course. It's cross-listed with women's studies.

Larry Kirkman
Dean
School of Communication
American University

Recent visitors to the School have included African-American journalists Donna Britt and Teresa Wiltz, both of *The Washington Post*, David Aldridge, ESPN, Jeff Theodore, *Jersey Journal*, and African-American TV news anchor Maureen Bunyan; Latino reporters Ray Suarez, *NewsHour with Jim Lehrer*, José Carreno, *El Universal*, and Catalina Camia, *Dallas Morning News*; Asian-American reporter Ariana Eunjung Cha, *The Washington Post*, and African-American leader Julian Bond, a distinguished adjunct professor of government at American University.

The partnership with the *Jersey Journal* showcased successful models for hiring and retaining journalists from under-represented groups, and strategies to enhance and highlight coverage of diverse communities. In an effort to learn from the success of one particularly diverse newspaper, the Journalism Program used a Newspaper-in-Residence grant to work with the *Jersey Journal* on

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E. Culpepper Clark
Dean
College of Communication
and Information Sciences
University of Alabama

these issues during 2001 – 2002. The grant was administered by the ASJMC and funded by the Knight Foundation. The *Journal* has been among the most successful in the industry at hiring minority professionals, who represent 40 percent of newsroom employees, and covers one of the nation's most diverse communities.

Four editors and reporters from the newspaper each spent a week at the School, attending classes, meeting informally with students and faculty and presenting public programs. The program helped reinforce faculty awareness of the importance of shaping the curriculum so that students understand the ways in which diversity can shape communicators' audiences and messages. The *Journal* editors spoke with the School's faculty about ways to attract, train and retain students and faculty from diverse backgrounds.

Jacqueline Sharkey
Head
Department of Journalism
University of Arizona

We bring in contemporary case studies and analyze stereotypes and bias in news events that occur during the semester. We bring it in for discussion right on the spot. Last semester, there was a tragedy at the University of Arizona. A nursing

student brought in a gun and killed three faculty members. The student wrote a letter to the editor of the daily newspaper about being a minority male in nursing college and the stereotyping and bias issues that arose. Many sensitive issues were involved.

I taped hours of local news broadcasts covering the event, which students analyzed and discussed in class. The class analyzed language and presentation.

I also invited the *Arizona Daily Star* editors to class to discuss the letter the nursing student wrote and how they decided to handle it and the issues it raised. There were also pro and con letters from the community.

We used class discussion and videotapes and guest speakers to examine this event.

Joe Foote
Director
Walter Cronkite School of Journalism
and Telecommunication
Arizona State University

We bring in professional guest speakers to talk about their experiences — culturally and racially. Sometimes it's the first time students come into contact with people of different backgrounds.

For a discussion of stereotyping and the need for diverse content, students have to get speakers and interviews with people. Students don't just sit there passively. It's up to them to get people from the community into the classroom.

We also have an international class — it looks at ethnocentricity in our coverage and perspectives we don't always recognize.

In Phoenix, chronic undercoverage of the Latino community comes up all the time. We look at why a story might get heavy coverage in one area and little coverage in a nearby suburb.

Russell E. Shain
Dean
College of Communications
Arkansas State University

"Race and Gender in the Media" is an elective course with 16 upper-level students, taught by Associate Professor Lily Fears. It started as a class project — an annual diversity panel — to talk about issues related to diversity. Last year, the panel discussed the growing Hispanic population in northeast Arkansas. There was a representative from the Catholic Church and a woman who has a Hispanic grocery service. It was a public presen-

Reznet: service and more

The University of Montana is the center for Native American journalism in the country, we say modestly. Over the past 12 – 15 years, we've worked to develop a strong Native American base.

We received a \$250,000 grant from the John S. and James L. Knight Foundation for a Native News Project in partnership with the Robert C. Maynard Institute for Journalism. Print and photojournalism students work together to produce a newspaper, *Reznet*, for kids in tribal colleges without newspapers. Reporters are students from 13 tribes.

Broadcast students do documentaries on the reservation. Dennis McAuliffe, former Freedom Forum journalist in residence, is now an associate professor and directs the project. The Maynard Institute has *Reznet's* server and posts articles and photos. The online address is <http://www.reznetnews.org>.

The *Reznet* project provides a service to tribal colleges and also gives students practical experience, electronic clips and income. *Reznet* pays for stories.

— *Jerry E. Brown*
 Dean
 School of Journalism
 The University of Montana

tation in a television studio, to give it a wider audience. There were 50 – 75 in the audience. It was cablecast live and taped to run later on a local cable station. The tape is available for other classes to use.

Two years ago we took a look at alternative media for minorities and women. It focused on new opportunities in media.

Our most successful programs are done in collaboration with other groups. For Black History Month, we worked with a university-wide committee. Fears did a month-long film series, focusing on documentaries. We brought a photojournalist from Memphis who covered the Martin Luther King shooting.

Dale Harrison
Chair
Department of Communication
and Journalism
Auburn University

It doesn't work to gloss over issues of diversity. It doesn't help to be bashful about it. You have to tackle it head on. If you're afraid to be controversial, that won't work. Ask tough questions: Was there a need for the black press? Is there a need for the black press now?

We're now working diversity into all of our courses. It's easier to do this in some classes, such as "Press and the Law," than in others. There are major cases such as *Brandenburg v. Ohio*, which dealt with white supremacists speaking out against government. The Supreme Court upholds that right.

I'm proposing that we retool the history course into a survey of American journalism history, from penny press to Internet paging, with special attention to women and minority groups and a strong component looking at the black, Hispanic and American Indian press. It's a natural place to do this.

Marilyn A. Weaver
Chair
Department of Journalism
Ball State University

We revised our curriculum, effective in fall 2002. We identified 23 liberal arts courses across the university that were diverse in nature. We require students to take one of them. This could be an anthropology course on ethnicity, an intercultural communication course, a multicultural course in education, sociology classes on women

and on minorities, a political science course on women in politics or courses in the women's studies program.

Sara Stone
Professor
Department of Journalism
Baylor University

In a beginning reporting class, I have students go out on Martin Luther King Day to do on-the-street interviews. Based on that, they write a news story. There is no preconceived story or direction. Some do the obvious, some are innovative.

The journalism department helps underwrite the multicultural affairs office's annual speakers for Black Awareness Week and Hispanic Awareness Week. The speakers visit journalism classes as well as speaking at a banquet.

Katherine J. Milo
Chair
Department of Journalism
California State University, Chico

We have a "Men and Women in the Media" course, an elective, open to students throughout campus. It's been going for five years, has about 60 students and is well received by students. Students analyze the media. They survey and audit TV programs or magazine advertising, perhaps analyze film or any other kind of media messaging. What images do they see?

Next year, we will launch a new course, "Race and Diversity in the Media." It will be in a group from which journalism students must choose, so it's limited to majors. The new course was prompted by our first accreditation review in 1997, when we were out of compliance on Standard 12. The campus has been slower to diversify than urban campuses. The new course is a reaction to that.

David L. Devries
Professor
California State University, Fullerton

A senior faculty member teaches an introductory mass communications survey class, foreign and domestic. Students look at minority journalism — TV news shows, newspaper stories — and examine and compare how stories are covered.

It doesn't work to gloss over issues of diversity. It doesn't help to be bashful about it. You have to tackle it head on.

Dale Harrison
 Chair
 Department of Communication
 and Journalism
 Auburn University

What kinds of stories appear in minority outlets, and what kinds of stories in the mainstream? What is the nature of the coverage? How are sports and soft news covered? We compare women's magazines in Mexico to women's magazines here, or Saudi television to U.S. television. We look at how ethnic newspapers vary from the mainstream.

I honestly believe that faculty members need to become more creative and more aware of the race, ethnic, religious, class, political, geographic, gender and age issues and mandate that students look at assignments through these fault lines.

Arlene Morgan
Special assistant to the dean
Graduate School of Journalism
Columbia University

Cynthia Rawitch
Associate dean
College of Arts, Media
and Communication
California State University,
Northridge

A requirement for our syllabi is that diversity will be incorporated in all of our skills classes. We must include communities ignored by most newspapers, such as ethnic, racial and religious minorities; the elderly, disabled and poor; gay men and lesbians; and similar groups. The intent is to ensure that student work reflects the diversity of the community.

We recently hired a faculty member to teach courses for a new interdisciplinary minor in Spanish-language media. It involves three departments — journalism, Chicano studies and Spanish. It's an outgrowth of what students wanted. We make sure we aren't telling students, "This is where

you belong," but that a bilingual journalist will be more desirable than someone who speaks and writes only in English. We hope to start the minor no later than fall 2003.

We do a Spanish-language TV newscast as well as a cable news program in English. We started it because students asked for that also. Once a week we air *Valley View* in English, and now *Valley View en Español*.

Maria Marron
Chair
Department of Journalism
Central Michigan University

We offer two courses: "Racial Diversity: The Mass Media's Role" and "International and Cross-Cultural Communications." "Racial Diversity," while focusing primarily on race issues, also analyzes and critiques mass media representation of other oppressed or marginalized groups: gay/lesbian/bisexual/transgendered, women, people of

size, senior citizens, people with disabilities and the economically and socially disadvantaged.

In "International and Cross Cultural Communications," the professor focuses on Asia. Students compare and evaluate political, economic and media systems in Asia and assess the role of culture in mass communication. They get a sense of the diversity of Asian regions and the complexities of international news coverage.

Arlene Morgan
Special assistant to the dean
Graduate School of Journalism
Columbia University

Every student is assigned a beat in one of the New York boroughs — places like Jamaica, Astoria, Jackson Heights, Bensonhurst, the Bronx, Washington Heights, Inwood, Flatbush or Brighton Beach — where the demographic issues are part of everything they do. This is on-the-street reporting that no academic book that I know of can illustrate. Every story our students do is infused with the need to understand and report on the racial and cultural issues that face the nation. Race also is included as one of the five major components in the fundamental reporting and writing course that all students must take.

A road map that forces students to do stories in diverse communities as part of their homework assignments is a great way to be inclusive of Standard 12. This certainly can be done in every discipline, from public relations, advertising, journalism and mass communications. I honestly believe that faculty members need to become more creative and more aware of the race, ethnic, religious, class, political, geographic, gender and age issues and mandate that students look at assignments through these fault lines. In other words, the road map states that students must do assignments outside of their own world views and perspectives. We think our assignments — especially the reporting and writing foundation courses — do this quite forcefully.

The www.jrn.columbia.edu/workshops site offers a number of stories, and the site will get even better in the months ahead. Faculty members can find these stories and the award winners in our Let's Do It Better competition and fashion some pretty good case studies around the work. The award winners in all of the journalism contests sponsored by the minority journalism organizations, the ASNE diversity awards, the Pulitzer, Dupont and Peabody awards offer a wide variety of stories on which to build case studies. And a search for the subject mat-

ter will send you directly to some very good sites. I also would recommend Maynard Institute for Journalism Education and San Francisco State's Center for Integration and Improvement of Journalism as ideal resource centers.

If the school is in an urban setting, I would take students on bus rides to neighborhoods and require them to return with 10 sources and 10 story ideas. The bus trips our students take to Brooklyn, Queens and the Bronx are invaluable to introducing them to the richness of New York.

If the school is out in the boondocks, I would require some mandatory reading. *Why Are All the Black Kids Sitting Together in the Cafeteria*, by Beverly Tatum, for instance, or the editorials on reparations for slavery that were done by the *Philadelphia Inquirer* in 2001 – 2002. Then have a roundtable discussion session based on the assignment. If the school is located in a place like San Francisco or Houston, I would require the students to do an image content audit of two weeks' worth of the newspaper to see if the newspaper reflects diversity. Make them search the Census to create a demographic breakdown of the community and then get them to compare the results. You can do this in almost any community.

Charles Edwards
Dean
School of Journalism
and Mass Communication
Drake University

The Pew Charitable Foundation made a 10-year commitment to Des Moines to connect underserved communities with health care and school services. We are negotiating with the foundation to publish a magazine, produced by students with faculty oversight, focusing on the inner city and dealing with issues that students don't typically encounter — education, child care, single mothers.

Our students will be paid interns. They will interview community residents about the services they receive from United Way. The magazine will be distributed in the community.

We're interested in a multi-year commitment that we could incorporate into the magazine sequence so at least one full four-year rotation of students would have the opportunity to produce the magazine.

Arthur Heise
Professor
School of Journalism
and Mass Communication
Florida International University

We developed a course in covering the multi-cultural community, with the help of an editor from a local newspaper. We ask Cuban students to cover the Haitian community. We ask African-American students to cover the Cuban community. Their writing assignments are for class. Some appear in the student newspaper, but students also free-lance for other newspapers, such as the *Miami Herald*.

We have no problem with student reluctance. They want to learn about other cultures. We're in the middle of one of the most diverse communities in the nation. When our graduates apply for jobs, they are asked what they know about other communities.

Stereotypes: the Mazingo Model

Draw four columns on the board and write at the top: African Americans, Latinos, Asians, Native Americans. Start with African Americans. Ask the class to call out all the stereotypes they have ever heard about African Americans: lazy, don't speak English well, hot-blooded, oversexed, drug users, alcoholics, dirty, violent, natural liars.

Then ask for stereotypes of Latinos: lazy, can't speak English, hot-blooded, irresponsible, undependable, drug users, dirty, can't be trusted, liars. Native Americans: drunk, drug users, can't be trusted, violent, lazy, dirty, unreliable, primitive, liars. Asians: don't speak English, sneaky, untrustworthy, liars.

Note the crossover of stereotypes. Ask, "Are any African Americans lazy? Are most African Americans lazy?" Etcetera. Go through the lists for all four.

Then add a column for whites: Stereotypes? Are any whites lazy? Violent? Do any whites speak English poorly? Any drug users?

Look at the Irish and their stereotypes. Every European nationality has a nasty word associated with it. This model could also apply to parts of the United States — South, Northeast, Midwest, West, Southwest, Northwest.

Make a table of positive attributes. Students find out they can generate as many positives as negatives. The dynamic is from the class. If students are outspoken, you can do it this way. If they are shy, ask them to write down the stereotypes — and be brutally honest.

— Sherrie Mazingo
 Cowles Media Fellow and faculty coordinator of broadcasting
 School of Journalism and Mass Communication
 University of Minnesota

John Soloski
Dean
Henry W. Grady College of Journalism
and Mass Communication
University of Georgia

Georgia is going through interesting changes. Students are much more aware of the need for diversity. An elective course, “Race and Media,” closes within three days of registration. It’s very popular; the faculty member who teaches it does it with great creativity and wit. It looks at the history of portrayals of African Americans in movies and TV.

CIIJ: three tiers of support

The Center for Integration and Improvement of Journalism (CIIJ) at San Francisco State University has three major activities:

- Support services for San Francisco State students. CIIJ recruits about 100 professional writers and editors to act as mentors and coaches. The volunteers are rotated so they don’t do it every semester. About 40 students have mentors each semester. The program is open to all journalism students.

CIIJ helps students find, apply and prepare for professional internships. CIIJ sponsors a job fair every year and involves students from other area schools such as the University of California at Berkeley, Stanford and community colleges.

- News Watch for professionals. It’s organized for and by journalists to look at coverage of diverse communities — what we’re doing well, what could be better. It is affiliated with AAJA, NAHJ, NABJ, NAJA and NLGJA.
- A high school summer program, the Bay Area Multicultural Media Academy — two weeks every summer. Juniors and seniors come and produce *XPress Junior*. Our goal is to try to diversify journalism throughout the pipeline — get them interested in high school, get them into the pipeline into college, get them through college and into the professional pipelines.

Next, CIIJ wants to develop a summer program for community college students, as a bridge to the university.

CIIJ gets funding for News Watch from the Ford Foundation; for the coaching and mentoring program from the John S. and James L. Knight Foundation and other contributors; and for the summer program from the Dow Jones Newspaper Fund. Knight helped CIIJ export its mentor program to CSU Fresno and two community colleges. San Francisco State provides the office space.

CIIJ also maintains a collection of diversity syllabuses on its Web site: http://newswatch.sfsu.edu/diversity_syllabuses. (Excerpts appear in this report.)

— *Cristina L. Azocar*
 Director

Center for Integration and Improvement of Journalism
San Francisco State University

The Diversity Committee at the College sets up panels on how to improve coverage. The committee brings in professionals and educators.

Tom Brislin
Professor
School of Communications
University of Hawaii at Manoa

Students adopt a community different from themselves for class. It can’t be single mothers if they are single mothers, or college students. Better are Samoans, Hmong, small farmers, gays and lesbians — people who usually get covered only marginally or in stereotypical ways.

People are interesting mixtures in Hawaii. People from the mainland are surprised when people here openly ask, “Are you Chinese?” or some other question about ethnicity. There is lots of political humor here that would be politically incorrect on the mainland.

I have a class complete a form on stereotyping of their own ethnic group. I ask students to explore the stereotypes that they would find amusing and the stereotypes that are hurtful. I ask them about the stereotypes of some other group — they pick one. Then we compare. What stereotypes, for example, do you find for Filipinos? Then we ask a Filipino to explain why they aren’t true. We discuss where these stereotypes come from. We look at crime reporting — a report might say a suspect is a heavy-set Polynesian. That doesn’t give us much information about the suspect, but a lot of Polynesians tend to be heavy-set, so that creates a stereotype.

Projects on intercultural issues are highly regarded at the university. There is money at the university for diverse speakers — the President’s Diversity and Equity Initiative. We can apply for grants for programs on age, class, culture, ethnicity and gender. We’re planning a colloquium and conference for 2006 with the general theme “Ethics Across Cultures,” on interactions between indigenous and dominant culture values.

It’s hard to do journalism in Hawaii without covering diversity, and including in classroom discussions the best ways to cover the multicultural community. My broadcast colleague Gerry Kato and I have focused on diversity in reporting and ethics classes by having students “adopt” a community (geographical, ethnic, disadvantaged, etc.) and develop a series of stories, sources, etc., on it. Kato is now focusing on computer-assisted reporting. He had one class cover one community, put the articles into a publication, and got a grant to

publish it and distribute it in that community.

Another reporting instructor, Beverly Keever, picks an issue affecting the community in her advanced reporting class, and the students work on it all semester. The course is accepted for meeting the Hawaiian Issues focus area in our general education core.

In administering the Carol Burnett ethics programs, I've made diversity the theme of several of our annual programs through keynote speakers such as Mark Trahan, chairman of the Robert C. Maynard Institute for Journalism Education; Victor Merina, a Freedom Forum Teaching Fellow at the University of California – Berkeley; and James Meredith, the civil-rights activist whose enrollment as the first black person to attend the University of Mississippi was enforced by federal troops in 1962. We do have a strong international journalism element that exposes our students to that end of diversity.

In most ways we don't flag any of our activities as "diversity." It's just a natural part of teaching and doing journalism in Hawaii. We have to improve in encouraging solid local journalists looking for a change in career to pursue graduate degrees so they can become full-time faculty members.

Kim Rotzoll
Dean
College of Communication
University of Illinois at Urbana-Champaign

Diversity is inherent in almost any class that anybody teaches. The most meaningful kind of communication occurs from the teacher, not the syllabus.

We tend to use diversity in a narrow sense rather than ideological diversity. Conservative business values are under-represented, as are some religious values. Gays and lesbians might feel uncomfortable with heterosexual examples that are used.

Diversity ought to be infused throughout the courses rather than in one labeled class. It can be infused into any classes that lend themselves to using cases and exercises. Ask students to get out of their comfort zones.

Diversity subjects such as "Racism in the Movies" and "Hitchcock and Women" are popular courses that attract non-majors. We offer a lot of classes over a period of time that deal with diversity issues. Right now an advertising faculty member is teaching "History of Racism in Advertising."

Dave Boeyink
Associate professor
School of Journalism
Indiana University

We worked with Poynter Institute to take diversity across the curriculum. We developed a rationale for what we want to teach across various levels. We will have the result online and on a CD-ROM in the fall of 2003. The Web site will address about 10 key issues, and diversity is one of them.

The first need is to sensitize students to the issues. In an introductory course, they study sources on the front pages of a major newspaper and compare them to the population of that circulation area. They start to see things.

At the next level, we show examples of stories that exemplify good journalism. To teach journalism skills, we might choose a story of the week, in which sources are diverse or issues related to diversity are carefully explored.

The third step is to begin the practice of journalism skills. We talk about interviewing: Find a group different from oneself and interview three people. Have them talk about what it's like being a member of this group and living on the IU campus.

Assistant Professor Radhika Parameswaran calls the process "peeling the onion without crying."

If you can get students to talk to each other, they learn all of us have multiple identities and multiple roles we play. It's a mistake to look at people only as the representative of a skin color. An African American may love chocolate. A Latino may be a physicist. So they may be used in stories about chocolate and physics, not just in stories about their ethnic groups.

If you can get students to talk to each other, they learn all of us have multiple identities and multiple roles we play. It's a mistake to look at people only as the representative of a skin color.

Dave Boeyink
 Associate professor
 School of Journalism
 Indiana University

John Eighmey
Raymond O. Mithun Land Grant Chair
in Advertising
University of Minnesota

If faculty members of color are interested in teaching prominent introductory lecture courses, they become highly visible on campus and attractive to students. Students see someone who is a role model and could be a mentor.

You have to change who you are. That's a very important thing — the mentor relationship.

It starts with caring. Diversity has to be a professional value. The people whom you want to attract have radar for people who have it and those who don't have it. You can't fake it.

You have to recognize that diversity is an important value in its own right. It creates a more creative, a more enjoyable, a more productive environment.

Edward Welch Jr.
Chair
Department of Mass
Communications
Jackson State University

When I taught electronic news gathering, we discussed African Americans in TV reporting. It grew out of the Los Angeles riots. There were no people of color to cover the story. Broadcast stations sent secretaries and any African American to gather information. People of the majority culture felt unsafe going out on the story.

In Los Angeles, after the Rodney King beating, when the police were exonerated and riots broke out, CBS did the best job among the networks because Ron Allen covered it like a blanket. A former classmate from ABC said they tried to catch up with *Nightline*, but she admitted Ron Allen's coverage was superior.

The class also talked about the first women reporters, the woman behind *Meet the Press*, the beginning days and how they got on the air as radio reporters during World War II. When the men returned from the war, women were relegated to women's shows. Then we talked about Barbara Walters, the first female anchor on network news.

Hattie Kauffman was the first Native American reporter to appear on a network news broadcast. We tell students stories of the firsts and how they got there.

Diversity has to be a professional value. The people whom you want to attract have radar for people who have it and those who don't have it. You can't fake it.

John Eighmey
 Raymond O. Mithun Land
 Grant Chair in Advertising
 University of Minnesota

Jeff Fruit
Director
School of Journalism
and Mass Communication
Kent State University

All students at Kent State University are required to complete a diversity requirement of two courses from a list of approved courses. One such course must be outside the student's major field of study. The School's course is "Media, Power & Culture," a survey course that also can count toward the liberal education requirements.

We offer a graduate course called "Managing Diversity," which offers graduate students an approach to recruiting, retaining and managing diverse work forces in media-related professions.

Leland "Buck" Ryan
Professor
School of Journalism
and Telecommunications
University of Kentucky

An African-American alum, Angelo Henderson, won a Pulitzer Prize for feature writing at *The Wall Street Journal*. He's now at the *Detroit News*. We invited him to speak with our NABJ student chapter. He went to high school in Louisville, so while he was here, we did a hookup in our library so he could do a session with the class from his old high school. Through new technologies, there's a way to invite alumni to engage with young people, particularly in high school.

Dick Wilson
Interim director
School of Journalism
and Telecommunications
University of Kentucky

We raised \$20,000 from alumni during the first six months of my one-year stint as interim director to start our Alumni Speakers Symposium. The idea behind the program was multi-faceted. It was intended to bring prominent alumni back to campus to show today's students the type of people who went before them, to introduce some alumni to today's students and possibly to develop some valuable networking. But it also was intended to generate discussion on pertinent issues confronting the media.

We have held three symposia this year, in November, February and March. Each was tied to one of our three sequences — journalism, telecommunications and integrated strategic com-

munication. Similar rotations will occur in future years. At the last symposium, we brought in seven alumni, two of them African-American men in newspaper journalism. The local NABJ chapter held a reception for the participants that afternoon.

From three to six alumni have participated in the day-long sessions. Their activities included meeting with classes, a reception with students, the symposium itself in late afternoon and a small, private dinner with faculty. We paid no travel expenses or stipends; the alumni donated their time and paid their own expenses.

One of the major purposes of developing the program was to bring in diverse alumni. A lot of universities in the South don't have many African-American alumni, but we're getting more and more all the time.

Paul A. Barefield
Former Head
Department of Communication
University of Louisiana at Lafayette

The "Communication Law and Ethics" class covers civil rights cases, such as *NAACP v. Button* and *Cox v. LA*, in relation to the First, Sixth and Fourteenth Amendments. The class also discusses women's arguments about obscenity and pornography as civil rights issues.

Graduate seminars interview several leading women and minority practitioners in public relations from across the nation via a conference telephone arrangement.

Students in "Publics in Public Relations" spend one week discussing "specialized publics." Students cover identification of and access to specialized groups.

In "Advanced Research Design and Analysis," students conduct hypothesis tests of data from the National Opinion Research Center. These data always include race as a variable. One year, students discovered that race, by itself, was not a predictor of attitudes toward environmental programs.

Bette J. Kauffman

Head

Department of Communication
University of Louisiana at Monroe

We offer two courses composed primarily of diversity-oriented content. My "Alternative Media" seminar examines the history, theory and practice of alternative media production by traditionally marginalized social groups: women, racial/ethnic minorities, the working class. Assistant Professor Robert Lewis' "Seminar in RTVF" devotes half of its content to the representation of women and racial/ethnic minorities and other multicultural issues.

In addition, we subscribe to the view that diversity issues should be integrated throughout the curriculum. Here's how such material is incorporated into some of our courses:

"Introduction to Radio and Television": This historical overview of broadcasting includes African-American portrayals such as the *Amos 'n' Andy* show, criticized for its stereotyped content by today's standards, but enjoyed by millions of Americans, including the minority audiences of the time. Prominent present-day minority and women broadcast journalists are covered by both

Sexual Orientation Issues in the News

The Catholic hierarchy blames a gay subculture in the priesthood for the sexual abuse scandal. A transgender murder raises the issue of how to characterize identified gender preferences. An ex-NFL lineman comes out, and another player decries "faggots in sports." Gays in the military, the schools, the workplace, the Scouts, the churches. These are journalism's cutting edge.

Today's newsrooms demand journalists who can cover sexual-orientation issues with as much sophistication as any other civil rights issue. Starting at day one on the job.

Can your students do this?

The Program for the Study of Sexual Orientation Issues in the News at Annenberg's School of Journalism wants to help you make sure they can. This site offers our research, examples of inclusive curricula, information on unprecedented workshops and much more.

The URL is www.usc.edu/schools/annenberg/asc/projects/soin. Use this site. Enhance your curriculum. Tell us how we can help you by taking our virtual survey. Check out the latest live issues.

— Leroy Aarons
 Visiting professor
 Director

Sexual Orientation Issues in the News
 Annenberg School for Communication
 University of Southern California

the text and lecture presentation, along with current employment practices.

“Public Relations Administration”: This course offers many opportunities to address diversity issues. What social groups have the power and resources to make their points of view known to the world, or represent their “side” in a controversial issue? Who is to tell the story of the relatively powerless and poor? What responsibility, if any, do public relations practitioners have to those groups?

“Special Topics: Visual Communication”: Many examples of media images are screened. Diversity issues arise in a guided discussion on stereotyping. News magazine cover designs prompt debate over

Early journalism in Hawaii

I developed a unit that is supplemented by a Web site (earlier it was a booklet) and slide show on the history of journalism in Hawaii, with a focus on contributions by female and minority journalists. You can find it at: www2.hawaii.edu/~jour/history/. It's used in our introductory press and society and upper division history and trends courses.

Here's a text excerpt from the “First Newspapers” section:

Hawaii's First Newspapers: Missionary Teaching to Home-Rule Activism

Students can make history, too: The first newspaper printed in Hawaii was a student newspaper, *Ka Lama Hawaii* (The Hawaiian Luminary), produced Feb. 14, 1834, at Lahainaluna on Maui. It was written in Hawaiian, as were many of the early Island newspapers.

The missionaries, who ran the schools in the mid-1800s, introduced the idea of newspapers as a teaching tool. The first edition of *Ka Lama*, for example, was dominated by an essay on the habits and habitats of He Liona, the lion.

That same year saw the start of the first regular published newspaper, *Ke Kumu Hawaii*, also written in Hawaiian.

The missionary leaders saw these small newspapers not only helping to increase literacy and to teach academic subjects such as geography, but also as an excellent medium for teaching Christian principles.

Hawaiian scholar Ester Mookini recounts in her book *The Hawaiian Newspapers*: “The paper served a dual purpose of providing reading material for the schools and presenting in an effective manner the views of the missionaries upon religious and moral questions.”

The first Hawaiian language newspaper established by a Native Hawaiian came about 27 years later with *Ka Hoku o ka Pakipika* (Star of the Pacific), published by J.K. Kaunamano. Among its editors was soon-to-be-king David Kalakaua. One of Kalakaua's many nicknames was “the editor king.”

—Tom Brislin
Professor

School of Communications
University of Hawaii at Manoa

intentional and unintentional messages about racial attitudes that the designs convey.

“Rights and Responsibilities in Broadcast News”: This class includes several units on the problems inherent in dealing with a diverse society. One unit specifically deals with media coverage of minority issues: for example, can an African-American newspaper publisher ethically become an activist in a case that involves the beating of a white woman by black teenagers? Issues such as sensitive reporting on AIDS, prostitution, “outing” gays, and juvenile issues are analyzed and defended through case studies in ethics by students.

“Newswriting, Reporting”: The course begins with traditional news values — what they are and who appears in the news doing what. We also talk about under- and over-represented subject matter, and how what appears in the news influences what the readers think. We then discuss, following the ASNE list of new news values, what we think would make for more balanced coverage.

“Communication Law”: Since the deregulation of the 1980s, the so-called Fairness Doctrine has been dropped. We talk about how this has influenced the content of programming and what positions are likely to be represented on talk radio. We also look at the effect of new technology with respect to the Knowledge Gap, what groups might be left behind in the information revolution and what steps society might take to ensure equality of use and representation. We discuss women and pornography issues; hate crime issues; and naming of rape victims and other sensitive identification issues relating to women and minority group members.

Ralph IZard

Associate dean for graduate studies
and research

Manship School of Mass Communication
Louisiana State University

In view of the School's strong African-American undergraduate representation, it has developed earmarked internships for them with a variety of media organizations. The School also has made a push to ensure that these students are recognized for their excellence — as one example, LSU African-American students have won the national Carole Simpson award the past two years.

The School, especially through its Reilly Center for Media and Public Affairs, has initiated a number of race-related research projects. As examples, a national survey on public confidence in the media,

with emphasis on minorities; the press as political catalyst in the promotion of social justice and civil rights; and interviews with selected companies to determine whether colleges and universities are graduating students who adequately understand the need for a diverse workforce.

The School has developed a cooperative program with Dillard University in New Orleans that will involve exchanges of faculty and students with that HBCU. We hope to have Dillard send a select group of students here to complete their senior year and, if qualified, to enter the master's program. Negotiations are under way for similar cooperative programming with three other HBCUs. The School also has launched a program to work with minority high school students in hopes of nurturing their interest in pursuing a degree in journalism.

Graduate students visited three HBCUs recruiting for the graduate program. Keith Woods of the Poynter Institute did a special three-hour workshop on campus on curriculum, mostly on sensitivity.

William R. Elliott
Dean
College of Communication
Marquette University

The university is starting a common core curriculum in fall 2003 — “Understanding Diverse Cultures.” About half of the courses will have specific racial and ethnic content. Two College of Communication courses will be a part of it — a journalism gender and ethnicity course and a similar course in communication studies.

The campus reawakened to the issues recently when a couple of racist letters were published in the school newspaper. They generated a lot of discussion. Such things are lessons that bring issues home to students.

Thomas Kunkel
Dean
Philip Merrill College of Journalism
University of Maryland

“Race and Media” is a popular course. The university has a number of core classes. Every student must take several core classes in any of the departments. The journalism class on how media cover race and affect race draws a full complement of 35 – 40 students, half from journalism, half from other disciplines. They bring fresh perspectives.

A course on how media covered the civil rights

conflict, taught by Gene Roberts, also is available university-wide.

There are case studies in ethics classes. The reporting class early on covers characterization and description — what is legitimate, helpful detail in a crime case and what is stereotype. We want this awareness to be as organic to the student as getting the facts right.

Stephen Lacy
Professor and Assistant Director
School of Journalism
Michigan State University

The Knight Center for Environmental Journalism brings professionals and money to do workshops. *Reforma* newspaper in Mexico sent two editors to study water issues.

In the Victims in Media program, students are taught how to interview victims without further traumatizing them. An outgrowth of the program was a symposium following 9/11 on how victims were treated. The program is starting research on different treatment of victims of different races. Does it happen? Now it's only an impression. The program is supported by grants; the coordinator is supported by grants and by the university.

Sherrie Mazingo
Cowles Media Fellow and
faculty coordinator
of broadcasting
School of Journalism
and Mass Communication
University of Minnesota

Offer a course in literature of journalism — novelists who are journalists. There are always complaints from students that there aren't people of color among authors who are studied.

Rather than “diversity,” use the term “inclusive of society as a whole.”

We need to broaden in scope, rather than just use scary words — race, multiculturalism, quotas, affirmative action, equal opportunity. The words should be representation, inclusiveness. Scary words tend to push people into their mindsets. When we consider diversity separately from other aspects of the environment, people often don't do their best thinking.

We need to broaden in scope, rather than just use scary words — race, multiculturalism, quotas, affirmative action, equal opportunity. The words should be representation, inclusiveness.

Sherrie Mazingo
 Cowles Media Fellow and
 faculty coordinator
 of broadcasting
 School of Journalism
 and Mass Communication
 University of Minnesota

The word “curriculum” is not scary; it’s a routine, neutral word. “Race” is not. We detach it and treat it as a topic that has to be handled with kid gloves. It’s very emotional and bad for everyone.

Dean Mills
Dean
School of Journalism
University of Missouri

A required undergraduate course is “Cross-Cultural Journalism,” which is focused mainly on the practical questions of how to improve coverage.

We went through the normal steps of thinking and arguing about the course. Diversity should be present throughout the curriculum, we all agreed, but it’s difficult to police that. Modules on coverage of women and minorities can drop out as time goes by. While we want diversity in every course, we still need one focused course so everyone is exposed.

We still have a percentage of students who think it’s a course in political correctness and that they already know how to be politically correct, so what’s the point? It’s always uncomfortable for some to have these conversations.

We have our own daily newspaper and TV program. It was evident they were providing more cross-cultural coverage after we instituted the course. Some graduates who had hated the course later said it was one of the best courses they took.

Jeanne Swan Scafella
Chair
Department of Journalism
and Mass Communications
Murray State University

A young art student published a racist cartoon in the student newspaper. We held two diversity workshops, one with a former faculty member, one with an editor from the Nashville *Tennessean*. They helped broaden the view of students. The student body is largely from rural Kentucky. Students of color total only 4 percent of students on campus.

We also had a problem with a cable access program, again a cartoon format, and students hadn’t realized it was racist.

I have been asked if I wouldn’t prefer that these

problems didn’t arise, but that’s the only way we get to talk about these issues.

Dwight Lewis, a columnist and regional editor at the *Tennessean*, is excellent. A newspaper-in-residence grant sent a Murray State delegation to the newspaper and brought in *Tennessean* staff members to campus. An example of what engaged the students during the visit: At the daily news conference, Lewis asked, “Why use the term inner-city schools?”

Will Norton
Dean
College of Journalism
and Mass Communication
University of Nebraska

We talk about diversity in classes, such as depth reporting and documentary classes. We used the 100th anniversary of the Battle of the Little Big Horn to show how American history is not accurately told. We do a depth report on American bison — you don’t hear why bison would be better than cattle; how their hooves do less damage to grass than the hooves of cattle; how they can take hot and cold better than cattle with their shark-like metabolic system.

Nebraska used to be Northern Europeans. Now there is a large group of Hispanics. The depth reporting class went to Cuba, stopping in Miami for interviews with the Cuban American community. The story was how American foreign policy affects Nebraska farmers. To get us in the door, Alberto Ibarguen, publisher of the *Miami Herald*, set up discussions. Students talked with an economist, leaders of the Cuban American National Foundation, Cubans who supported lifting the embargo and other Cuban Americans. It sort of sneaks up on students when they find out the answers are not what they thought.

Linda Shipley
Associate dean
College of Journalism
and Mass Communication
University of Nebraska

Advertising and public relations classes need to understand the audience. We give them products they might not have seen. They’ve probably seen bagels, but maybe not lox, ethnic-based clothing or products for Asian Americans or African Americans. They have to prepare an ad and think about that audience and how to talk to them. They have to use the right language. They do a

We must train the next generation of journalists to embrace diversity as part of good journalism. It’s a matter of circulation. Journalists cover the community.

Michael Bugeja
 Director
 Greenlee School of Journalism
 and Mass Communication
 Iowa State University

magazine ad or TV or radio ad, showing ethnicity.

We take the census data from the *Marketers Guide to Media*. It describes major industries, frequency of bachelor's degrees, major transportation, common jobs, geography. Burlington, Vermont, has underground stores because of the cold climate. Boulder, Colorado, has a large Hispanic population. Baylor or Waco — how are they different from Oklahoma City, Oklahoma, or Ames, Iowa? We look at how the real situation may be much different from the image in their heads.

We talk about stereotyping — what do people say about a Nebraska football player or a Kansas basketball player? What don't you like about what people say about Nebraska?

For a depth report, we look at fat food, fat consumption and the stereotypes related to fat people — lazy, uncaring, etc.

A public relations and advertising class project is how to get non-English-speaking clients in for health services. We've done another on abused

women. The campaigns the class works on involve finding clients that bring a different perspective. They're not just to cheer for a company.

Frank Thayer

Head

**Department of Journalism
and Mass Communications
New Mexico State University**

In most of our courses, such as reporting and ethics, we always address the issue. Recently a Norfolk, Neb., bank robbery story said all those arrested were Hispanic. The story wasn't about race and ethnicity. We had a discussion on whether that was fair. Look for stories with sexism, racism, etc. We don't say, "This is a diversity class." We use the news to have these discussions.

Diversity: It's just good journalism

I don't think a new curriculum has to be devised. Often schools put a "journalism and diversity" course on the list. Our assumption includes the principle that diversity is a healthy aspect of journalism. It should be part of every course. Then students realize it is a true commitment to diversity. In journalism classes, we talk about it as part of journalism.

I teach an ethics course, and it is incorporated into the work. It's seamless. We discuss influences of class, race, geography. We look at hoaxes and manipulation, then at racial and racist hoaxes. We look at where the power is in the workplace. We discuss bias or tolerance and work in a discussion of African Americans — a whole history of tolerance and intolerance.

I focus on ethics across the spectrum — journalists, advertising, public relations, online, various workplaces.

We must train the next generation of journalists to embrace diversity as part of good journalism. It's a matter of circulation. Journalists cover the community. The community is diverse and becoming more diverse. If we think of journalism, we cover all the bases.

My students don't know we're covering diversity. We do not cover diversity from a political view. We approach it through journalism — as an aspect of our jobs. We eschew the politics of fairness and focus on the philosophy of fairness.

We do a section on civic virtues, which is one of the most popular. All of our civic virtues as they have evolved since the Magna Carta in England. (Revolution to freedom for colonist landowners to all men to men and women, etc.) We do case studies on how freedom evolves. What role will you play in media history?

Anyone can do this, just as any reporter can write a balanced story. Embrace diversity as an aspect of good journalism. We look at the hypothermia tests done by the Nazis in WWII. Would you use the results in a story? We discuss whether it is science or "Nazi science." Our goal is sharpening perceptions and deepening consciences.

I embrace the tenet but I don't like to isolate it.

1. You can add a diversity element to any journalism class by focusing on the community.
2. You can add a diversity element to any assigned reading by analyzing what's there or what's missing in the text.
3. Discuss and design exercises to help perceptions. I ask white students to recall a time when they were really excited about something. Then they talk to a parent or partner but got an entirely different message back. How did they feel? Angry? Hurt? Disappointed? I also ask students of color how racism made them feel. We get the same responses: anger, hurt, disappointment. The idea is not to preach diversity but to construct an exercise to make people feel as well as think. Appeal to the conscience.

Good coverage of diversity is a product of journalistic zeal.

— Michael Bugeja
Director

Greenlee School of Journalism and Communication
Iowa State University

James Stewart
Head
Department of Mass Communication
Nicholls State University

We have a stand-alone seminar course — “Women and Minorities in Mass Communication.” We’ll create it as a permanent course because enrollment has been strong. It attracts majors and others, and we usually have to cap enrollment. Because it’s a seminar and not a lecture for 500 students who just take notes, there is lots of discussion.

Latino history face to face

An oral history and narrative journalism project has developed at the University of Texas at Austin.

We interview Latinos around the country about the Depression years and World War II. We do a publication twice a year, and the interviews are also on video. Students do the interviews, and some interview their own parents and grandparents. After getting the interviews, the students also check information with the military and other sources and go back to interviewees to check.

The last issue was 76 pages with 73 stories. We’ve done 400 interviews altogether. Students hear about a time of segregation. It’s an eye-opener. They connect history to contemporary issues. There are lots of parallels between post-9/11 and post-Pearl Harbor. A lot of them thought they knew about Latino history until they interviewed people.

Their work appears online at www.utexas.edu/projects/latinoarchives/index.html.

This approach lends itself to similar projects on other subjects — for example, a look at why people join the clergy. This could be done anywhere by scaling down to a class looking at a different group — a semester on Asian Americans, Latino immigrants, etc.

Grants help finance it. The Texas legislature came up with \$100,000 over two years. We hired one full-time person to work with the project.

These interviews cover men and women — women working at defense plants or in the military, women at home knitting scarves and baking cookies. One student interviewed her hairdresser’s parents. The mother died a couple of years later and the newspaper with her story was by the casket. It was the only time her story was told.

— *Maggie Rivas-Rodriguez*
 Assistant professor and director
 U.S. Latino & Latina WWII Oral History Project
 Department of Journalism
 University of Texas at Austin

Richard R. Cole
Dean
School of Journalism
and Mass Communication
University of North Carolina

We’re team-teaching a reporting course at a nearby predominantly black school, North Carolina Agricultural and Technical State University, Greensboro. We will drive our students to their school, and another week they will bring their students to our school. It’s part of a larger partnership we have with that school in helping them achieve accreditation.

Jim Albright
Associate Professor
Department of Journalism and Mayborn
Graduate Institute of Journalism
University of North Texas

I recommend a book by anthropologist William O’Barr, *Culture and the Ad*, exploring advertising involving African Americans in the 1920s, advertising in Japan, Native Americans and depictions of how minorities were and are treated.

David Abrahamson
Associate professor
Medill School of Journalism
Northwestern University

In our literary journalism seminar, we make sure that we include not only works by minority journalists but also pieces *about* issues related to minorities. For example, of all the works of John McPhee one could select, we use *Levels of the Game*, essentially a profile of Arthur Ashe. Similarly, we include JoAnn Wypijewski’s piece on the Matthew Shepard case, “A Boy’s Life,” and excerpts from Nicholas Lemann’s *Promised Land*.

Steve Horton
Head
Department of Journalism
Northwestern State University

In a program called “News Makers and Shakers,” we bring in two people each semester to speak on a topical issue; at least one a year is a journalist of color. We televise the program for the community.

The Museum of Television and Radio Writers Guild broadcasts panel discussions three times a year. We subscribe to it. We bring students in at night to watch. There is interaction — we can call

in with questions. They even send suggested questions. They offer good diversity. Four sessions are available each semester; we link to two. A recent session was devoted to terrorism, with many countries represented.

People call us all the time for community service. The NAACP might have an event and need help with a public relations release, or we might edit 30-second promotional tapes.

In an advanced class, we assign students to go to a community listening post. It could be a poultry farm with immigrant workers or a Boys Club or Girls Club. We're working on getting permission to visit a parish jail. There is a gay and lesbian night once a week at a bar. We call these places listening posts. Students visited a Super Wal-Mart in a wheelchair and checked the aisles, restrooms and check-out lanes. They came back with an impression of what it's like. Are handicap-accessible places really accessible?

We assign students to draw maps of the routes they take to get to school. We ask, how could you go a different route, and what differences would you see?

Students need hands-on experiences. I think it's working pretty well.

Mary Brocato
Assistant professor
Department of Journalism
Northwestern State University

In all my classes, I require students to read news articles that incorporate diversity. A good example of a recent reading was from *Newsweek* magazine, the Sept. 2, 2002, issue. The article, titled "Following Freedom's Trail," is about the Somali Bantus who soon will come from refugee camps in Kenya to America. We spent an entire class period talking about it.

I'm constantly on the lookout for news articles that address diversity issues in some way. Not all are as obvious as this one, but I am building a good reading library for the students in the area of diversity.

Charles Self
Dean
Gaylord College of Journalism
and Mass Communication
University of Oklahoma

At Texas A&M, Marilyn Kern-Foxworth used a fairy tale assignment. She asked students to write a poem or a fairy tale that included a diversity les-

son. She also asked students to attend an African-American church service.

At Oklahoma, in basic news reporting, a professor requires students to attend a religious ceremony that is not their own religion and lists 32 possibilities — Islam, African-American churches — that represent different cultures. It forces students into a setting that's new to them and expresses a different belief system. For some students, this is a revolutionary experience.

We're trying to integrate diversity in all classes. Our College plan calls for 80 percent of our classes to recognize diversity in the course syllabus. We're not requiring 100 percent, for now, for three reasons. First, some classes — internship or practicum classes, for example — do not have the kind of structure appropriate for traditional syllabi and thus will not be able to conform to this goal. Second, some classes have narrowly conceived technical objectives where discussions of diversity might not be appropriate.

Third, we want instructors to create meaningful discussions, exercises and assignments. We thought that if we mandated inclusion in all classes, without any room for exceptions, we would be more likely to get rote compliance rather than meaningful, creative inclusion. After we have achieved the 80 percent goal, we will reassess whether the goal should be higher. We'll use our experience to help those who may have trouble understanding how to create explicit evidence in the syllabus of what we hope is a basic value permeating all of our courses.

Paul Smeyak
Professor
School of Journalism and Broadcasting
Oklahoma State University

I teach an international course, and the first lesson is on culture and its effect. In reporting, we teach that too many people have a list of white-male-only contacts. They need to find minority and female contacts.

Someone said our students are blasé about race and ethnicity. They look at you like, "Why are you talking about this?" It's not an issue for them.

We teach that too many people have a list of white-male-only contacts. They need to find minority and female contacts.

Paul Smeyak
 Professor
 School of Journalism
 and Broadcasting
 Oklahoma State University

Erna Smith
Professor
Department of Journalism
San Francisco State University

In magazine writing, we covered contemporary issues in the gay community. We had speakers visit the class. Students resisted it. They had to go deep inside themselves, and it was very threatening. One student felt very threatened about going out to the gay community. It broke stereotypes.

When talking about audience or credibility, we study pictures. Students reported more dogs than people of color during one period. They looked at pictures of people their own age in the news media. They discovered it's all wrong. "They show us as gang members and basketball players." "Are you gang members and basketball players?" Then it connects. Does that have anything to do with how they feel about reading it?

History is a good course to show the contributions of women and people of color in journalism in the 20th century. One assignment was to set a contemporary news issue to music and sing it, as news ballads in medieval times were sung. It had to be set to a real song and it had to rhyme.

I attended the New California Media conference in Los Angeles in 2002. We learned about multilingual polling in 12 languages. People are more likely to speak the truth in their own languages. Schools could be a clearinghouse for community newspapers, as New California Media is. Local coverage is expensive. The newspapers could share stories.

Look for opportunities for students to cover conferences, such as New California Media, for classes, student publications or free-lance publication.

John Burks
Chair
Department of Journalism
San Francisco State University

We changed the reporting class. Formerly each student covered a different city around the Bay Area. Only three were out of bounds — San Jose, San Francisco and Oakland — because they were too big for any one student to cover. But that meant we were omitting the three most diverse cities. We got to thinking, that's crazy. We need to learn how to cover complicated cities and their diversity.

Good journalism needs to be inclusive. It's not just getting students well educated, but learning how we improve the practice of journalism.

Michael Parks
 Director

Annenberg School of Journalism
 University of Southern California

We launched a new strategy. We would cover only San Francisco and Oakland — San Jose was too far away. We divided the cities into neighborhoods and districts. Each student has a different turf to cover. And we made sure each student covered an area with a different demographic from the student.

Students learn to cover their turf and look at citywide activities that affect their areas. Traffic, pollution — issues that transcend any one district, such as North Beach and parking. At least in one course, they'd be covering people of different cultures. Students like the idea. The initial discomfort passes in a hurry.

I teach magazine writing. One assignment is to find someone who has been in this country less than two years and is of a different background from the student. They ask three questions: What did the person leave behind? What did the person expect to find here? What did the person in fact find here?

I have students do a relationship story. If you can make a relationship come to life on a page, you probably can do anything. It could be a married couple, a pitcher and a catcher, a director and an actor. It must be people who have either a different religion or different race from the student.

Richard Lee
Professor
Department of Journalism
and Mass Communication
South Dakota State University

The journalism program produces an annual series of tabloid newspapers on what's happening on reservations. We get our students to see what reservations are like. To prepare them before they go out, we bring in people to talk about the reservations. Then a busload of students goes to Rosebud, Pine Ridge, Crow Creek, Lower Brule, Cheyenne, Sisseton, Yankton and Wagner.

The first tabloid, "Rebuilding Tribal Nations," came out in 1993, and it won an honorable mention in the Robert Kennedy Award competition. The second was on tribal arts. We did one for the College of Engineering on math, science and technology on reservations, and the next one was on redeveloping the Lakota language.

Edward Jay Friedlander**Director****School of Mass Communications****University of South Florida**

To bring in diverse speakers, I created a diversity resource list, a list of speakers from news organizations. I asked their supervisors to ensure that they met certain standards. They had to have at least a bachelor's degree in journalism or mass communication, they had to have a certain level of experience and achievement and they had to represent a racial, gender or ethnically diverse point of view. I spent a couple of weeks to assemble the list, and it was current for up to two years. It worked. Faculty brought in a greater variety of speakers.

Michael Parks**Director****Annenberg School of Journalism****University of Southern California**

Last spring, we had a class called "News from the 'Hood." It was taught by a preacher, Madison Shockley, a writer in residence at the University of Southern California doing op-ed pieces. He knows South Central Los Angeles. The course taught students about a world they had never seen. Shockley brought in speakers and took the students on field trips.

Bill Boyarsky, late of the *Los Angeles Times*, is teaching the "urban grit course" with six students. They do enterprise stories they find by walking around. He's taken them to skid row and different council districts.

Another class looks at social classes in the Los Angeles area. Who does what type of work? What are the social classes today?

This spring, Bob Berger, former Op Ed page editor of the *Los Angeles Times*, will teach a course on journalism and social justice. It will be in conjunction with the Institute for Justice and Journalism, which is supported by the Ford Foundation. The course will cover social and intellectual history and how we report them. It's not just learning about history, but also how to do the journalism.

Tom Rosenstiel, director of the Project for Excellence in Journalism, talks of journalists as middle-class gypsies wandering from state to state and never really knowing the cities. They write for their friends, and everyone else is "the other." We teach students how to empathize.

Good journalism needs to be inclusive. It's not just getting students well educated, but learning

how we improve the practice of journalism. Students will have a mindset, not just a skills set.

Walter Jaehnig**Director****School of Journalism****Southern Illinois University, Carbondale**

We use university money and private money to bring in people who represent diversity for short- and medium-length visits. The Hearst Foundation award brings in visiting professionals for up to two weeks.

An especially successful example occurred at the start of spring semester. We brought in two Pulitzer Prize-winning African-American photographers for a week — Ovie Carter from the *Chicago Tribune* and John H. White from the *Chicago Sun-Times*. They did an exceptional job relating to students. In addition to visiting classes, they gave a public lecture that filled the law school auditorium. They did a slide show of their prize-winning photos and explained how they got the photos. Both of them are contemplative, reflective people. It was a great intellectual visit — one of the best professional visits we've ever had.

The Alfred Friendly Foundation brings a dozen foreign journalists to the United States for six months. The emphasis is on Third World journalists. They work at newspapers on internships around the country. One of our faculty members used to work for the *Chicago Tribune*, where one of the interns works each year, so he called to ask if the School could borrow one for a week. The newspaper paid the journalist's travel to and from the school and the school picked up food and lodging. The school established a similar relation-

Vive la différence

European friends of mine say people raised in the United States are fearful of healthy confrontation. Instead of saying what they think, engaging in a robust debate about ideas, Americans are more apt to act as if disagreeing is somehow uncivil. In fact, the Europeans I know are much better at having a lively disagreement and then going on to stay very affectionate friends. They seem to understand that having differing views doesn't mean we can't like and even love someone.

— Marcia Beauchamp
Religious and cultural diversity consultant
former Religious Freedom Programs Coordinator
The Freedom Forum

ship with the *St. Louis Post-Dispatch*. This year one of the journalists is from Malawi and the other will be coming from Uganda.

David Goff
Director
School of Mass Communication
and Journalism
University of Southern Mississippi

In the introductory mass communication class, the professor has students evaluate their home communities in a number of dimensions, including how the local media address local issues. Race and diversity issues are significant in this area.

Roya Akhavan-Majid
Chair
Department of Mass Communications
St. Cloud State University

We have several courses in our curriculum that address diversity. Two of the courses, "American TV & Cultural Diversity" and "Documentaries of the Holocaust," are focused specifically on diversity issues, while several other courses, including "Introduction to Mass Communication," "Media Criticism," "Media and Society," and "International Mass Communication," integrate diversity issues into the overall design of the course.

For example, in my graduate seminar in inter-

Our 'we' needs to be more inclusive

To anyone who thinks race and ethnicity are dead issues in our society — and in the media — here are three recent items from newspapers that show we're not quite there yet:

- The *New York Times* reported that with her appearance on the cover of *Cosmopolitan* magazine's December 2002 issue, Halle Berry became only the fifth African-American woman to appear on the cover of the magazine since 1964 and the first since Naomi Campbell in 1990. The article, by David Carr, which ran on the cover of the business section on Nov. 18, goes on to say: "... in many broad-circulation magazines, the unspoken but routinely observed practice of not using nonwhite cover subjects — for fear they will depress newsstand sales — remains largely in effect."
- The *Richmond (Va.) Times-Dispatch* on Nov. 19, 2002, ran an article about a bank "offering illegal Mexican immigrants a way to open accounts, establish a credit history and reduce the risk of being robbed," according to the Nov. 24 column by the paper's ombudsman, Jerry Finch.

The *Times-Dispatch* ran a shortened version of the story in Spanish on an inside page without an explanation in English about what that story said or why the English-language paper was running a story in another language. The reaction from some readers, as related by Finch, was intense. He quotes one reader: "In this country, we speak English! (People) have a duty and obligation to speak English. If you don't, don't come."

- The FBI's annual survey on hate crimes shows that hate crimes against Arabs and those who might appear to some

to be Muslim rose from 28 in 2000 to 481 in 2001, an increase of more than 1,500 percent.

The Associated Press story on the report said: "Largely in the aftermath of the terror attacks of Sept. 11, 2001, the FBI counted 481 attacks against people of Middle Eastern descent, Muslims and South Asian Sikhs, who often are mistaken as Muslim."

All three examples point to how narrowly we still define the "we" in this country. The three examples form a continuum, from how we define beauty (a society's ideal of desirable physical traits), to how we define American (someone who speaks English), to how we define the enemy (someone who doesn't look or sound like "Us").

How easily we cast differences as a threat: a threat to being accepted, a threat to the sense of who we are, a threat to our lives.

How different would it be if what we read every day in newspapers and magazines, heard on the radio, watched on television truly reflected the diversity of our communities?

— Aki Soga
 Chairman
 Media Watch Committee
 Asian American Journalists Association
 and business editor, Burlington (Vt.) Free Press

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national mass communication, we examine commonly accepted ideas and stereotypes and how Americans look at the rest of the world. One of my main objectives in the course is to enable the students to examine controversial international issues from multiple perspectives, including social justice and ethics. I consider this an important part of intellectual training in diversity, because it helps the students to put themselves in someone else's shoes, to see the merits of an argument from another point of view, to get out of their comfortable, stereotypical box.

The class has been phenomenally successful. With only 10 students in the class, the concepts are conveyed largely through discussions rather than lectures.

David Rubin
Dean

**S.I. Newhouse School of
Public Communications
Syracuse University**

A video by Marlon Riggs, *Color Adjustment*, is a study of how African Americans have been portrayed on television. It starts with *Amos 'n' Andy*, to *Roots*, to the *Bill Cosby Show* and *All in the Family*. It's very powerful and stimulates good conversation. It shows how difficult it is to portray any group without stereotyping.

It's used in a freshman introductory course that I teach — "Communities and Society."

I also have assigned *Color by Fox*, a book by Kristal Brent Zook, on how Fox TV used programming aimed at blacks and Latinos to gain a foothold with other networks. It shows what issues were raised, what made executives uncomfortable and why the effort was eventually abandoned.

Karen M. Turner
Professor
Department of Journalism,
Public Relations and Advertising
Temple University

We bring diverse graduates — two with Pulitzers — to the school to speak.

I teach an online course, "Race and Racism in the News." I've been doing it since 1997. Students have ID numbers, and they don't know each other's gender or race. They participate in online discussions without the usual baggage of assumptions about other people. During the spring course, we had two classroom sessions to show videos and hear a guest speaker, but the students

were told not to tell each other their ID numbers. One online discussion, for example, was about an ad that showed an interracial couple.

Students keep a journal they turn in once a week noting discussions about race that they heard, their observations watching television, etc.

The following is part of a letter I send to adjuncts each semester:

"Race and gender issues: As part of your curriculum you should talk about issues of race and gender as they pertain to your subject matter. This means discussing the effect of these issues on the media and media coverage as well as including in your curriculum the important role women and persons of color play in the journalism, public relations and advertising fields. You may help develop this aspect of your class curriculum by inviting women and minorities to speak to your class. You also can find many supplemental materials in Paley Library. The reference librarians are available to assist you. In addition, the Project for Excellence in Journalism site has several case studies, which you may find useful (<http://www.journalism.org/>). Also, the Pew Center for Civic Journalism has reference materials, which you can order free at www.pew-center.org."

S. Kittrell Rushing
Head
Department of Communication
University of Tennessee at Chattanooga

In the "Race, Gender and Media" course, students are encouraged to talk to one another and, more important, to listen to one another. The enrollment is limited to 25 — they know they're going to participate actively. We look at how media handle issues, such as the 1998 Matthew Shepard murder case, activities of gay organizations on campus, etc. When racial issues come up locally and nationally, we talk about them in class.

Jerry Hudson
Director
School of Mass Communications
Texas Tech University

Our area population is 30 percent Hispanics and 7 percent African Americans. We have more than 50 percent Hispanics in public schools. I'm

It helps the students to put themselves in someone else's shoes, to see the merits of an argument from another point of view, to get out of their comfortable, stereotypical box.

Roya Akhavan-Majid
Chair
Department
of Mass Communications
St. Cloud State University

teaching a research class required of all advertising and public relations majors. We talk about cultural differences, media use, spending habits, shopping habits. For example, dads usually go with the family to shop in Hispanic families, but not in others. We look at differences in credit card use and media choices.

Gerald Baldasty
Chair
Department of Communication
University of Washington

*It's not just about race or
 a political issue.
 What do media do in
 this country and why do
 they do it?*

Gerald Baldasty
 Chair
 Department of Communication
 University of Washington

I use a lot of video. If I can make them see it, it's better than if I just tell them.

I use clips from *Dawson's Creek*, which is popular with students. It's been criticized for being all white, so it has started integrating. I show a clip of a fire drill at the high school. All the students pouring out of the door are white. Then the star of the show is outside and standing next to an African American. I ask students: "Who is that guy?" We never see him again. Why is he there? Is it better than nothing? We have a discus-

sion, and opinions are divided.

I use *New York Times* photos of Charles Stuart and his wife. In 1989 in Boston, Stuart shot his pregnant wife in their car, then claimed a black man had done it. I tell them Charles' story. Then I tell the story a second time, but this time the truth. Students sit up when you show them photos or videos. The same with the Susan Smith story. In 1994 in South Carolina, she sent her car, with her young children strapped in, into a lake, then claimed a black man had stolen her car with her children in it.

Talk about media reality versus reality. Talk about *Friends*. Is your world like that? Look at the characters — white, all of an economic type, all of a body type. All play a part. It's not just about race or a political issue. What do media do in this country and why do they do it? How accurate are you in representing your community in the news? Not for political reasons but for good journalism reasons.

If Martians came down and looked at our TV shows, what would they say we look like? All the women are slim, beautiful, under 30.

Jo-Ann Huff Albers
Professor
School of Journalism and Broadcasting
Western Kentucky University

If you're preparing students to work in a multicultural world, that's the main point.

We try to insert diversity into every course. Coursework is influenced by breaking news. Whenever a story has a diversity element, we could have a class discussion on perception. For example, recently there was a Ku Klux Klan rally in Bowling Green, the first in 20 years. It generated considerable discussion.

The "Press, Law and Ethics" class discussed the right of the KKK to have a rally as a free speech issue. The Klan had 12 to 30 supporters, and there were 200 protesters. There was a community celebration of diversity at the same time — 1,000 attended. The local media covered both groups.

I bring into my law class a discussion of writing about persons with disabilities. I use three publications: *Guidelines for Reporting and Writing About People with Disabilities*, from The Arc of the United States; *Awareness Is the First Step Towards Change: Tips for Portraying People with Disabilities in the Media*, an Easter Seals pamphlet; and *Beyond the AP Stylebook in reporting and writing about people with disabilities*, a pamphlet of the *Disability Rag* magazine. We discuss what might be offensive.

J. William Click
Chair
Department of Mass Communication
Winthrop University

I recommend *The Black Image in the White Mind: Media and Race in America (Studies in Communication, Media, and Public Opinion)*, by Robert M. Entman and Andrew Rojecki. It's my current favorite textbook, based on surveys and interviews. It covers newspapers, TV news and TV entertainment.

One faculty member required students to write an obit of an African American still living. We thought that was successful.

Karen Kremer
Chair
Department of Communication
and Journalism
University of Wisconsin-Eau Claire

We're pleased with the "Women and the Mass Media" course as a way to expose students to different roles and expectations and ethnicities. It's

an elective, but it's very popular. Students do a public service project. They do a number of readings about, for example, female castration in different cultures: to what degree it is going on in the United States and why the media aren't talking about it. Students also keep a journal in terms of their own perspectives.

We've talked about Native American women and how some in our region have served in different roles in the media but are unknown compared to Native American men. We've covered gaming and granting licenses. There is a perception that Native Americans have control over gaming when they really have very little.

Margaret Davidson
Chair

Department of Journalism
University of Wisconsin-Oshkosh

Journalism seems to be a discipline in which diversity works itself naturally into various classes. For instance, our Asian-American advertising professor teaches students about the need to appreciate and understand various cultural differences in creating international advertising campaigns. In the reporting class, students learn about and cover the challenges of Hmong residents who have settled in the community.

In journalism, we provide our services for the masses, and the masses are a diverse lot.

Colleen A. Callahan
Chair

Department of Journalism
University of Wisconsin-River Falls

Last year, our department launched a four-part seminar series titled "Diversity and the Media" and required students to attend one of two each semester. The series and attendance requirement are permanent additions to the curriculum. It's become a staple, and this past May, students already were asking about next year's guests. We received a grant from the University of Wisconsin System's Institute on Race and Ethnicity to pay honoraria and travel expenses for the seminar speakers. Students are given background information and sources, and class time is used to help students prepare questions. Students write a two- to three-page news story or essay, depending on the course they're in, for a grade.

SPJ student chapter members helped at the event. The average turnout was 85, which is outstanding for our size campus. We collaborated

with two other departments — Ethnic Studies and Marketing Communications helped pay for refreshments and publicity. A political science professor and an economics professor are interested in collaborating with us next year.

The seminar has taken on a life of its own — it's wonderful. But the most gratifying part is the student response. They welcomed it and thanked us.

Fault Lines

American society is divided not just by race but by five Fault Lines — race/ethnicity, class, gender, generation and geography.

The concept of Fault Lines was created by the late Robert C. Maynard, who was editor and president of *The Oakland Tribune*. The Maynard Institute for Journalism Education is named for him; his daughter, Dori Maynard, is now president of the institute. She uses Fault Lines in newsroom training.

The point of Fault Lines is to improve journalism, she said. It's not about deciding who is right or wrong, but to be aware of different experiences, perspectives and cultures. For example, a middle-aged white woman reared in a mostly white community is taught, and has no experiences to the contrary, that the policeman is her friend. A young African American professional man driving an expensive car finds himself stopped and checked frequently by police. His view is different. Both are valid perspectives, and a good journalist needs to be aware of them.

"Two people will see the same story, and it will mean different things to them," Maynard pointed out. "We need to talk and to work across Fault Lines. We won't always agree, but we need to recognize the differences in perspectives."

Journalists also need to be sure they know which Fault Line they are dealing with. For example, the writer of a personal finance story writes, "Be sure your wife knows where your financial papers are stored." Is that an example of sexism? ("Don't worry your pretty little head about it, dear.") Or, Maynard asked, is it an example of age differences?

"A 65-year-old might write that; a 25-year-old would not," she said.

Professors such as Tom Brislin at the University of Hawaii at Manoa and Anna Romero at the University of Missouri use Fault Lines in journalism classes.

"We use Fault Lines in the Cross-Cultural Journalism course," Romero said. "Teaching assistants take an article from the local paper and dissect it. Are there identifiable Fault Lines? Are there new Fault Lines to add? Sometimes religion becomes a Fault Line. They get it better when they look at real stories.

"At the end of the course, we always ask students which articles were helpful and which were old and less useful. Students always keep Fault Lines in the mix."

Brislin has used Fault Lines in his "Media Ethics" course, in two class sessions discussing "Covering 'Fault Lines' in Society: Race, Gender, Age, Class, Geography" (see Sources and Resources section for more detail).

— Beverly Kees

Ten Commandments of Diversity

BY LOREN GHIGLIONE



Make clear to any faculty search committee that you expect finalists — not just candidates — of color for every faculty opening.

Loren Ghiglione, dean,
Medill School of Journalism
Northwestern University

If I can hire a diverse faculty wherever I go, you know it doesn't require big bucks or brilliance. Or even brains.

Here's what I would try to do if I were asked to run a journalism program:

1. Define diversity broadly. How is the journalism program treating all people — people with disabilities, gays, fundamentalists, people of color — who may be perceived as different, as an “other”?
2. Seek out for interviews faculty of color and other “others” employed and formerly employed (why did they leave?) at the school and those who were candidates. How do they describe the school's culture, hiring practices and manners? What needs to be changed? Begin changing it.
3. Move beyond your comfort zone. Meet with people of color throughout the university. Visit with people in departments, clubs and campus organizations (faculty, staff or student) who can broaden your understanding of those interested in diversity at the university. Let them know you are interested in increasing the diversity of your faculty.
4. Start visiting regularly regional and national conferences of, for example, the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists, the Native American Journalists Association and the National Lesbian and Gay Journalists Association. Volunteer to moderate panels that put you in touch with journalists thinking of moving from the newsroom to the front of the classroom. If you can afford it, have your admissions people staff a booth at the conventions' job fairs. Potential faculty as well as potential students will visit the booth and leave their cards for you.
5. Learn what the university administration is trying to do to improve faculty diversity. Exploit the opportunities. Make sure viable candidates meet university top brass. An enthusiastic provost may make available funding sources previously unknown to you.
6. Compile data on the diversity of your faculty (adjunct as well as full-time), staff, student body and participants in any special programs that you operate. Know your strengths and weaknesses, what you can brag about and what you need to fix.
7. Make clear to any faculty search committee that you expect finalists — not just candidates — of color for every faculty opening.
8. Complement the committee's work by hustling professionals in your region for the names of possible candidates. Take the résumés of those possible candidates to your search committee. Even if those candidates are not among the strongest, the committee will realize how serious you are about diversity.
9. Use your adjunct positions, guest lecturer slots and speaker programs to expose your faculty as well as students to people of color and others who might someday be attractive candidates for your faculty.
10. Consciously avoid seeking out people who look like you in social settings, at the university and beyond. Enjoy the many wonderful people you will meet as you broaden your social circle.

Best Practices: Faculty

ADMINISTRATORS OF JOURNALISM AND MASS COMMUNICATIONS PROGRAMS OFTEN MUST EMPLOY INNOVATIVE AND AGGRESSIVE METHODS TO FIND, ATTRACT, HIRE AND RETAIN DIVERSE FACULTY MEMBERS. THESE APPROACHES HAVE LED TO SUCCESS.

E. Culpepper Clark
Dean
College of Communication
and Information Sciences
University of Alabama

I understand the problem — the problem is numbers. Until our Ph.D. programs generate enough talent, we'll have that problem.

We're in Tuscaloosa, a satellite of Birmingham. It's not huge, but we are in the Birmingham orbit, which is more than a million people. If you were interested in the subject of race, where would you want to be? If you're a scholar in that, it's like being in a laboratory.

Fred Pearce
Chair
Department of Journalism
and Public Communications
University of Alaska Anchorage

From the 1972 land act settlement, 13 Alaska Native corporations were formed. We get lots of speakers from them. One faculty member is an Alaska Native.

We're working on funded chairs and scholarships. A professional advisory board assists in setting it up, such as a scholarship that requires students to work in rural media for a period of time. The advisory board is nine professionals, including six women, four journalists of color — two of them native Alaskan.

Jacqueline Sharkey
Head
Department of Journalism
University of Arizona

We haven't had an opening in five years. Budget problems have not allowed hiring. About 48 percent of our classes are taught by adjuncts. One of the most effective ways to find them is networking. We have an active relationship with our alumni. We send a newsletter twice a year, and we

make sure we maintain current addresses. We call our alumni in the academy and in the professions and ask for faculty and adjuncts. Even when we are able to hire full-time faculty, we will want adjuncts so students have a chance to meet people in the business.

New faculty members on tenure track get a department mentor and also a College mentor for guidance in learning the College's point of view on advancement. There are campus-wide orientation classes for new faculty, which gives them a chance to meet people in other colleges.

I work with untenured faculty on teaching and research mentoring. We keep their service loads to an absolute minimum so they can concentrate on teaching and research for the first six years. That's crucial.

There is a lot of competition for minority faculty. One was lured back into the business, so we compete not only against other schools but against the profession.

Joe Foote
Director
Walter Cronkite School of Journalism
and Telecommunication
Arizona State University

Go out actively to find good people. Scout around at conventions, look for attractive candidates, find out what their interests are and keep track of them until you have an opening. Check around for recommendations.

When I was in Carbondale, Ill., we tried especially hard to get black faculty. They were savvy about that premium. Sometimes there is a backlash, and it's better to get it out in the open. On the faculty at Arizona State, one person has a teaching assistant, given as a special inducement. You just have to sell that as necessary in a market-

There is a lot of competition for minority faculty. One was lured back into the business, so we compete not only against other schools but against the profession.

Jacqueline Sharkey
 Head
 Department of Journalism
 University of Arizona

driven situation. You've got to pay a price. Sell your faculty on the overall good that it does — not that one person is better than another.

Marilyn A. Weaver
Chair
Department of Journalism
Ball State University

The university has a Diversity and Tolerance Committee that started a fellows program. Faculty can apply for funds for projects.

I invited a Hispanic from the art department to teach an occasional class in graphic design. I got him full-time when a tenured position opened.

Hire the person as a visiting professor or an adjunct and give him or her a time limit to get academic credentials. Or find money to create a chair that does not require academic credentials but a strong professional resume.

Arlene Morgan
 Special assistant to the dean
 Graduate School of Journalism
 Columbia University

Sara Stone
Professor
Department of Journalism
Baylor University

A graduate of Texas A&M worked at the Waco newspaper and, while getting her master's degree at Baylor, was hired as an adjunct. She taught two reporting classes. Now she's working on her Ph.D. at the University of Texas in journalism and communications. We haven't had tremendous success on nationwide searches. Growing your own is a better course.

Nancy Brendlinger
Chair
Department of Journalism
Bowling Green State University

It's not a diverse area, so we bring in guest speakers to speak to two or three classes. Mizell Stewart III is an alumnus and managing editor of the *Tallahassee Democrat*. He came to campus for homecoming and was pressed into service as a classroom speaker. I've invited him to speak again.

The university has opportunity funds — a department can apply for funds if it finds a good minority candidate and there is no opening; the university creates a new position.

Laurie J. Wilson
Professor
Department of Communications
Brigham Young University

Our faculty members have to be affiliated with The Church of Jesus Christ of Latter-day Saints, which makes it difficult to get a diverse faculty. So we bring in diverse speakers to campus. Two years ago, a Florida A&M professor came to Brigham Young for two weeks. It wasn't a swap. They don't need us, but they're often willing to send someone. Brigham Young also has an exchange program with Howard University. We take full advantage of these faculty while they're here. They lecture to classes, work with students in labs, speak to the entire department student body and meet with our faculty to exchange ideas.

Wendell Crow
Chair
Department of Communications
California State University, Fullerton

We strongly support faculty research on minority issues. Three of our faculty have done continuing studies on the Vietnamese community. Three others have published widely on gender or sexual orientation topics, and another faculty member is conducting important studies on disabled students and advertising.

Arlene Morgan
Special assistant to the dean
Graduate School of Journalism
Columbia University

We look toward the profession for female and minority faculty because this is a graduate program that is based on professional knowledge and practice. We use visiting professorships and adjunct assignments to try people out to see if the skills they exhibit in the newsroom are transferable to the classroom.

I also would look to non-fiction book authors, who were former reporters or broadcasters, to see if they would like to teach.

And then there are the graduate programs. But I hesitate to look for journalism professors who have no experience in the field. I believe that the combination of professional experience, academic work and vigorous research that will inspire journalism to improve and grow are the essential ingredients to good faculty members. If the school requires a master's or Ph.D., then we need to find ways to attract people to teaching while they earn

those degrees. But the lack of those degrees should not be a barrier to their teaching.

Hire the person as a visiting professor or an adjunct and give him or her a time limit to get academic credentials. Or find money to create a chair that does not require academic credentials but a strong professional resume. Sam Freedman and Sig Gissler are superb teachers, and neither has a Ph.D.

I know it is hard to attract professionals to teach full time because the salaries are generally not competitive. Columbia enables people to work in the industry or write books, consult, etc., on the side, but the cost of living here creates another issue.

Creative altruism offers a model for progress

It is not often that an educator has the opportunity to lead a journalism program from the departmental level to the more appropriate status of a professional school.

And in this case, the school came with a name: The Greenlee School of Journalism and Communication at Iowa State University. In July of 1998, the Greenlee School became the first-ever named academic program in the distinguished history of university-level education in the state of Iowa, and the 12th named journalism program in the nation.

Sometimes dramatic progress comes with growing pains. In such situations, the answer in academics should be to remain focused on the university values of high academic standards, objectivity and diversity.

It is important to support student learning in a diverse society. And, to attract a diverse student population, you sometimes must change who you are so you're more relevant to students. Students look for reasons to come to your journalism program. This leads directly to faculty recruiting.

When you concentrate on assembling an interesting and diverse faculty, that's what attracts students. Students seek mentors and role models. We all can create brochures and conduct outreach programs, but it all comes down to faculty composition.

Whatever their color or cultural background, the competition for the best teachers and scholars is strong. Diversity is something to be appreciated, if not celebrated. Success comes in the search for faculty of color if you personally see diversity as a value in itself, not just a goal stated by the bureaucracy. Prospective faculty members want to come to programs because of shared values. A core value should be the importance of diversity as a source of organizational excellence. Such excellence comes from the productive interaction of diverse viewpoints, perceptions, histories, cultural perspectives and personal experiences. You cannot have new ideas if you have only one idea.

Now, the competition in the hiring and retention of top new faculty members puts pressure on the traditional compensation structures of academic programs. This can cause discomfort for some faculty members and sometimes leads to unproductive behavior. But, it is important to recognize that

this pressure is related to hiring the best new faculty — not just a diverse faculty.

It is one thing to discuss this with faculty rationally. It's another thing for hard-working and established faculty to accept emotionally. It is also important to recognize that faculty of color could justifiably take umbrage at any implications of being hired and compensated because of their color.

On a personal level, one way to address these feelings is to look to leaders and role models who have confronted these issues and who offer helpful perspectives and advice.

Martin Luther King, Jr., was such a leader, and his words lead to more productive ways of relating to others. Everyone knows Dr. King's "I have a dream" speech, but his writings voice other ideas, dreams and goals for our nation.

Dr. King also set forth an idea about how each of us can embrace his dream for ourselves. He said, "Every man must decide whether he will walk in the light of creative altruism, or the darkness of destructive selfishness. Life's most persistent and urgent question is, what are you doing for others?"

King's challenge to us calls for an outlook of generosity toward others, and sometimes leads to personal sacrifice, as we work to promote progress and more productive working relationships in the world around us.

We have special responsibilities as journalists, communicators and educators. In our roles, we acquire information, evaluate and present it, and then distribute it as fact or opinion.

To be successful educators, we must ourselves be open to new ideas and potentials.

We must examine our habits and usual perceptions that may inhibit our capacity to see the world from other viewpoints. Too often it is the absence of King's "creative altruism" that is the barrier. His idea is the path to progress for journalism programs, universities, and — indeed — for a nation.

— John Eighmey

*Professor of journalism and mass communication and the
Raymond O. Mithun Land Grant Chair in Advertising
University of Minnesota*

Charles Roberts
Chair
Department of Communication
East Tennessee State University

Our university is undertaking a vast restructuring of the diversity education and training we do here. We are starting the new effort by urging all staff and faculty to undergo diversity training (not just racial, but religious, sexual orientation, ethnicity, culture, etc.). A six-hour training course has been created. The hope is that this will allow for “diversity across the curriculum” education, much like the writing across the curriculum model.

We have started a program of growing our own minority faculty, bringing qualified minority students into our masters program and asking them to teach as graduate assistants. We hope that we can then send them off for Ph.D.s and lure them back to their home.

James E. Hawkins
Director
Division of Journalism
Florida A&M University

Give yourself some time. We called schools and talked to faculty and asked what would attract them to other schools. We got some good leads. The personal touch is always the best touch.

Arthur Heise
Professor
School of Journalism
and Mass Communication
Florida International University

Getting faculty of color is never easy, but the key for us is our four-point mission.

1. We're a professionally oriented School, and our job is to prepare our students for careers.
2. We address the issue of not enough minorities in the communication professions. It's been our mission for 15 years. It means the faculty needs to reflect the community, and we do have a significant number of African Americans and Hispanics. We have the only journalism school with a master's program taught entirely in Spanish, so that puts a premium on faculty who can speak Spanish. We have to look long and hard. It's the determination that counts.
3. We have a strong international focus because of our proximity to Latin America.
4. Florida International is seeking designation as a research university, so this year we have added more emphasis on professional and academic research.

Rama M. Tunuguntla
Head
Department of Mass Communication
Grambling State University

Most faculty at our HBCU are black, and most have been here a long time. Some are from neighboring schools. We recruit master's degree holders and encourage them to get their Ph.D.s. We give them sabbaticals.

We offer friendship and collegiality in the department. We are a small family. We are primarily a teaching institution, but we keep classes small and we don't put too much pressure on the faculty. We adjust class schedules for those with other duties. The newspaper adviser teaches two classes instead of three.

Tips for recruiting and retaining faculty of color

In April 2002, the University of Minnesota hosted the conference “Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color.” According to participants in the conference, university departments and faculty can be successful at recruiting and retaining faculty of color by doing several things:

- Have a supportive departmental environment. When faculty members feel accepted by their department, they are more likely to thrive and succeed in their careers.
- Provide mentors. Faculty of color often have fewer mentoring opportunities than white colleagues. With a mentor, faculty have more opportunity to learn how to succeed and make connections at the university.
- Clearly state standards and procedures. If faculty know the exact way to get tenure and promotion, including to full professor, they are more likely to get it.
- Give faculty time to do their scholarship.
- Create a critical mass. The best way to recruit and retain faculty of color is to have a genuinely diverse faculty. In other words, don't hire just one or two token faculty members of color — hire several.

— Sherrie Mazingo
Cowles Media Fellow and faculty coordinator of broadcasting
School of Journalism and Mass Communication
University of Minnesota

The faculty needs to feel at home and comfortable, a part of the university community. If they feel out of place, you can't keep them.

Jannette Dates
Dean
School of Communications
Howard University

We do a high school summer workshop. Then they come back as students, and we target the strong ones to attend graduate school. We encourage them to go away after getting their master's degrees to get Ph.D.s, or after their Ph.D. to get some experience, and then we hire them back.

We have exchanges with Brigham Young University and with the University of Texas. With Texas, we're working out an exchange of faculty, students and graduate students. They have exactly the same program as we do.

The exchange with Brigham Young is 15 years old. We exchange faculty and students for short periods of time.

Brigham Young has a van that can relay satellite transmissions. We have joint programs that use it. We go on air with people from Utah; we went on public broadcasting talking about diversity issues.

Kim Rotzoll
Dean
College of Communication
University of Illinois at Urbana-Champaign

If we find a highly qualified minority, the administration will pay a large part of the salary. We have an easier time there.

Most of our committees are committees of the whole, or faculty members volunteer for them. At the campus level, there is a high demand for minority faculty on, for example, affirmative action and search committees. They have to learn to say no. We try to protect them. If they are on a tenure track, we help them avoid whatever will take them away from what they need to do.

Dave Boeyink
Associate professor
School of Journalism
Indiana University

Indiana has a program in which, if we hire a minority candidate, money comes from the university, not the journalism budget. It's like getting an extra position.

As with all good faculty, you negotiate what will make them successful in the first couple of years. For example, reduce the class load in the first two years while the faculty member gets the Ph.D. You can do things to make it attractive.

Speaking for myself, not the School: I'm a white male. I've got a special responsibility to deal with this issue on behalf of students. It is critically important to have faculty of color. The reality is we may not be able to achieve the standard we would like to achieve.

Diversity is not the responsibility of people of color who come to work on the campus. It's the responsibility of everyone. Every one of us has to be involved in this. The School of Journalism here has adopted the philosophy that we've all got to have a role. This is the only way it will have the slightest effect.

Venise Berry
Associate professor
School of Journalism
and Mass Communication
University of Iowa

The University of Iowa offers a Diversity Post-Doctorate Fellowship to increase the diversity of journalism faculty and scholars from underrepresented groups by assisting in the development of research and teaching abilities.

The two-year fellowship, paying \$35,000 – \$40,000 plus benefits, requires the recipient to establish a significant research program, teach one course each fall and spring, attend a weekly Ph.D. seminar and prepare a presentation on current research for the seminar.

Edward Welch Jr.
Chair
Department of Mass Communications
Jackson State University

Develop a long memory. I just hired two faculty — a woman and an Asian American. I met the woman when I interviewed at the school where she was in the graduate program. She graduated and got eight years experience.

The Asian American man interviewed elsewhere, where they had everything the school needed. He said he thought he would be decoration. He could see how he could be useful at Jackson State.

Diversity is not the responsibility of people of color who come to work on the campus. It's the responsibility of everyone. Every one of us has to be involved in this.

Dave Boeyink
 Associate professor
 School of Journalism
 Indiana University

Dick Wilson
Acting director
School of Journalism
and Telecommunications
University of Kentucky

To save money, we run teaser ads in publications to get people to check our Web site.

Bette J. Kauffman
Head
Department of Communication
University of Louisiana at Monroe

Each faculty member is expected to make at least two contacts within their own professional networks geared toward soliciting minority or women applicants.

The department maintains a list of campus and community attractions that might be especially appealing to minority and women applicants, provides that list to applicants, and whenever possible introduces candidates brought to campus to some of these attractions. They include regional foods, museums and arts events, medical facilities,

local media, schools, even shopping.

Faculty hired as tenure-track assistant professors are mentored by a tenured faculty member. The faculty mentor's involvement counts as public service on the annual report to the department head and performance evaluation. Faculty mentors are appointed by the department head in consultation with the new faculty member.

Ralph Izard
Associate dean for graduate studies
and research
Louisiana State University

When the faculty goes to AEJMC conventions, the whole faculty participates in the search. We are on the prowl. We wander around the whole convention searching for potential faculty, with a lot of emphasis on minorities. We send representatives to meetings of NABJ and NAHJ. They come back with lists of names, and I contact them.

William R. Elliott
Dean
College of Communication
Marquette University

We make sure every search has minority candidates. We call up people to ask if anyone is graduating this year or next.

We also have to hire staff of color. Students are more comfortable if there are people of color at all levels. The whole university is looking at staff numbers.

Harold Shaver
Dean
W. Page Pitt School of Journalism
and Mass Communications
Marshall University

The Carter G. Woodson Visiting Professor of Journalism and Mass Communications position is named in honor of the father of black history, who lived part of his life in our community. It is designed to attract minority educators or professionals to teach for at least one year and for up to three years in our unit. We decided to make the position a visiting one in order to attract minorities who would not consider relocating to this small city in a rural state but who might consider living here for a year or two.

Thomas Kunkel
Dean
Philip Merrill College of Journalism
University of Maryland

In the Washington, D.C., area, there are many qualified candidates. I work the phones to find names. We can't wait for them to come in over the transom.

The University of Maryland system has fellowships of \$10,000 for outstanding incoming African-American faculty members to help with their careers; a journalism faculty member won it to help her research.

The university will make available to colleges \$20,000 toward a minority hire. If the college has an outstanding minority candidate, the provost will give \$20,000 toward salary to help in a bidding situation.

I think the way you avoid resentment from remaining faculty is to have faculty consensus that this is important, that the faculty needs to be as diverse as it can be, as in newsrooms. There's no issue here with the faculty. They recognize this as a priority.

We also have to hire staff of color. Students are more comfortable if there are people of color at all levels.

William R. Elliott
 Dean
 College of Communication
 Marquette University

And you have to make sure the people you hire have got the goods. It's the same thing we face in newsrooms. If there is a problem, it's usually symptomatic of other problems.

Stephen Lacy
Professor and Assistant Director
School of Journalism
Michigan State University

Our university is flexible on non-tenure positions. Some non-tenure-track faculty have been here 10 – 15 years. We have a Minorities in Journalism program and hired a non-tenured person to run it.

A gloomy picture with rays of hope

The percentage of faculty in journalism and mass communication programs who are women is increasing, but the change is so slight that, at the present rate, it will be about year 2035 before the faculty looks like the students enrolled in journalism and mass communication programs today in terms of gender.

The situation is much the same in terms of race and ethnicity. Growth in the percentage of faculty who are not white is so slow that, at the present rate, it will be 2035 before the faculty is as diverse as today's students. The target is moving, however, and by 2035, the percentage of students who are members of racial and ethnic minorities is likely to be much higher than it is today. This means that if today's rate of change in journalism and mass communication faculty continues, in 2035 there still will be a significant gap between the characteristics of the faculty and the students.

From 1989 to 1998 — the period for which data on the characteristics of faculty in journalism and mass communication are available — the amount of change averaged across faculties in the country represented the addition of three-fourths of a woman to the faculty. In terms of minorities, the average change was an increase of half a faculty member.

The result is that in 1998, 35.5 percent of the full-time faculty members teaching in journalism and mass communication programs were women. That year, 61.3 percent of the undergraduate students (who made up the vast majority of those the faculty in journalism and mass communication teach) were women.

In 1998 15.3 percent of the faculty members teaching journalism and mass communication were a racial or ethnic minority, while 27.1 percent of the students were. By year 2035, an estimated four in 10 of the students will be members of racial or ethnic minorities.

Despite the importance of the communication occupations in society and, therefore, of the characteristics of those who teach and do research about them, the faculties of journalism and mass communication have diversified at almost an identical rate as that of university faculties overall.

Yet some journalism and mass communication programs have made strides in diversifying their faculties, both in terms

of gender and race. For example, one journalism program added 13 women to its faculty from 1989 to 1998, and one added six faculty members who are members of racial or ethnic minorities.

These “model” programs provide some suggestions for how diversification can be achieved. An examination of the records of a select number of them shows that they were led by forceful leaders who made diversity a top priority. Their universities offered incentives for hiring diverse faculty.

These tips or strategies provide a ray of optimism in the otherwise gloomy picture painted by the data available on the demographic characteristics of journalism and mass communication faculty.

Tips

1. Administrators need to use their bully pulpit. Diversification requires strong leadership.
2. Targeted hiring works. If it is available, use it.
3. Be flexible in job descriptions. Specificity works against diversification.
4. Diversify the curriculum. Use curricular inclusiveness to recruit.
5. Network early — even if there isn't an opening. It will pay dividends later.
6. Be creative in finding ways to promote the community. Focus on housing, schools, the churches and cultural offerings.
7. Get undergraduates interested in careers as professors. A diverse pool of doctoral students is crucial to faculty diversification.
8. Mentor female and minority faculty carefully. Retention is essential to increase diversification.
9. Use the diversity of the students as a selling point. Faculty want to work with students like themselves.

— Excerpt from “Evaluating the Outcomes of Diversification Initiatives: Stability and Change in Journalism and Mass Communication Faculties 1989-1998,” Lee B. Becker, Aswin Punathambekar and Jisu Huh

We have a visiting professor, an Asian American, who is a graduate of the School and has a Ph.D. If we get a tenure track opening, she's a prime candidate. We believe in "grow your own."

We have a joint appointment with the Center for Latin American and Caribbean Studies — Manuel Chavez, a sociologist. His field is the effect of mass media. It's not a tenured position. Our dean is working with the dean of international studies to see if we can arrange a joint appointment. The person would teach one course a year in journalism. It's a way to leverage money.

Diversity, democracy and the J-school professor

In the middle of a meeting with the faculty of a journalism school in the fall of 2001, a professor teaching a sports literature class helped to underscore the challenge facing those who want diversity taught in journalism schools.

"I must tell you," he said, "that I have never thought about diversity when I teach my class."

The authors whose work the class reads, he said, were all white and included one woman. Challenged by some of his colleagues to expand the reading list or otherwise include the work of people who were not white, he said:

"I get it. You want me to choose the best writers out there, then be sure to add some black people, right?"

The moment was pregnant with meaning and potential. The question seemed sincere. Other professors in the room seemed perturbed. The distance between goal and success could be measured by his question, and the peril of even broaching the subject could be calculated by taking the temperature of the room that day.

What is the value of diversity in journalism education? How do you make it top-of-mind without making it mindless exercise? What exactly does it mean to "get it?" And how do you manage a conversation that includes people who get it, those who think they get it and those who don't think there's anything to get?

For the journalism professor interested in weaving diversity into a course, or for the school hoping to raise the issue across the curriculum, answering those questions is critical.

At stake is not just the contents of a course or the education of a student. At stake is journalism's ability to tell accurate, complete stories about a society steadily morphing from monolithic myth to boundless mosaic. At stake is the industry's ability to live up to its constitutionally protected role as the connective tissue linking people to the knowledge they need to function in this democracy.

— Keith Woods
Reporting, Writing & Editing Group Leader
The Poynter Institute

Excerpt reprinted by permission; the full story is at www.poynter.org.

We have an arrangement with the *Detroit Free Press* — Free Press Fellows. For six weeks each semester, a reporter or editor comes to the campus. The *Free Press* pays the salary, and we provide a place to work. They teach, mentor students, advise the staff of the daily newspaper and conduct a personal research project. It's one more way to bring in a mix of faculty. Some of them have been alumni, so it's also a way to build bonds with them.

Sherrie Mazingo
Cowles Media Fellow and faculty
coordinator of broadcasting
School of Journalism
and Mass Communication
University of Minnesota

We look for faculty in organizations of journalists of color. We look at journalism schools that have Ph.D. programs all across the country. We track them. We talk to administrators. We start showing interest in them early. Also we look at faculty of color at other journalism schools as sources of who's coming up. Look at the professional news organizations in your community. We all know the burn-out rate among all journalists in the past few years.

The administration has to make the case that professional qualifications need to equal educational qualifications. Adjuncts and part-time instructors usually are not required to have stronger academic qualifications.

What attracts them? Excellent salary. Environment that is conducive and open to various viewpoints. A strong, supportive administrator. Knowledge that the institution itself is open to various points of view. Diversity should be on everyone's radar screen and part of the work of everyone in the unit. Outreach and recruiting should be everyone's job, not just the one faculty member of color.

Jeanne Swan Scafella
Chair
Department of Journalism
and Mass Communications
Murray State University

We hired a female African-American faculty member. She said I was incredibly persistent, and I was persistent.

We needed someone who could help our program and contribute specifically, and someone whose career we could help. I had worked with her before, and I kept asking, even though we didn't

have an open position. The university needed to add faculty of color and provided additional salary budget.

Will Norton
Dean
College of Journalism
and Mass Communication
University of Nebraska

Florida hired our minority advertising faculty member. The arrangement among us is that we steal from one another.

The university gives money to bring in people. We brought in a Dillard Ph.D. with significant media experience. She introduced us to a good friend's daughter from New Orleans, who is now on the faculty. To avoid cutting throats of colleagues, we need to look where others don't. Make as many connections as you can and spread out.

We have a mentoring faculty — everybody helps.

Linda Shipley
Associate dean
College of Journalism
and Mass Communication
University of Nebraska

We bring in minority faculty from HBCUs to teach five-week summer session courses. We pay a summer stipend, and they stay in residence hall suites available to visiting faculty. They have taught classes on gender and media and history of the mass media. It's another way to get them interested, perhaps down the line, in teaching at Nebraska — a way to help recruiting. They get to see what's available in the city, meet students and faculty and get to know the place better than if they were here as a three-day visitor.

Joann Lee
Dean
Reynolds School of Journalism
University of Nevada at Reno

When I was in New York, we had many people who were talented and wanted to cross the threshold to teach journalism. I embraced that. If you don't have enough, go to local newspapers and TV stations. Go out and have lunch with the editor and ask if anyone on the staff might be interested in teaching one course. I've done that. There are minority journalists all over the country.

James Stewart
Head
Department of Mass Communication
Nicholls State University

We advertise in specialized publications that address minority audiences. We look at the graduate programs at HBCUs. We've been fairly successful. We've hired three African Americans in the past four to five years. Keeping them once they get here — that's hard when a better offer comes along. We lose them even to other institutions in the state.

The people we've managed to hire and keep are people who have roots in the community, regardless of ethnicity. Young and ambitious people come for a few years, then move on to bigger opportunities, if they don't have roots here.

Richard R. Cole
Dean
School of Journalism
and Mass Communication
University of North Carolina

The university puts aside some money every year for the whole university for targeted minority hires. We apply to the provost. We bring in a faculty member of color who talks to a class and makes a presentation to the faculty, who vote on whether to hire the person. Then the university provides funds for the hire.

Money is a problem because Chapel Hill has become an expensive place to live, so we point out nearby places, such as Durham, 15 minutes away, where housing is more reasonable.

Steve Horton
Head
Department of Journalism
Northwestern State University

NABJ has a great online job posting service for \$100 a month.

The university president believes in affiliating businesses with the school. The goal is high-quality teaching, and this president supports it. You can find part-time professionals. Ed Bradley is vice president and general manager of a local television station in Shreveport. I took him to dinner and asked him to teach. He's now here every Tuesday.

The issue of diversity should be on everyone's radar screen and part of the work of everyone in the unit. Outreach and recruiting should be everyone's job, not just dumped on the one faculty member of color.

Sherrie Mazingo
 Cowles Media Fellow and
 faculty coordinator of
 broadcasting
 School of Journalism
 and Mass Communication
 University of Minnesota

Charles Self
Dean
Gaylord College of Journalism
and Mass Communication
University of Oklahoma

The best way to find faculty is the personal touch. We do advertise; we use a whole list of publications. We get our faculty to contact people they know, and at national meetings, they work hard to meet representatives of under-represented groups, welcome them and explain they are vital to our mission. It's not just that we welcome their applications, but that we need what their background and experience represent.

When we have minority candidates coming, the African American Faculty Association or the Hispanic Faculty Network is available to give candidates a sense of the community.

In Norman, Okla., people are apprehensive that they won't have a community to join. It's more diverse than people think it is — not only the faculty and students but a large international group.

We're a research university, so service doesn't get as much credit for tenure and promotion as research and teaching. My approach is to caution minority faculty about becoming too involved in university committees. If they are always called on, they begin to feel like tokens. We don't want them to feel they must do that because they are members of an under-represented group.

Paul Smeyak
Professor
School of Journalism and Broadcasting
Oklahoma State University

I tell all of the faculty, when they are at a national meeting, to recruit for the School — for faculty and doctoral candidates. We build a list. When there is a job opening, I send a personal letter to these people and ask them to apply. Two of the people we've hired in the past five years were contacted by personal letter. They didn't apply originally.

We try to coax our faculty to keep their eyes open. We lean on search committees and expect them to identify five to 10 women and minorities who fit the job description. If the committee doesn't take me seriously, we don't go ahead without those names. We need to keep the pressure on.

John Burks
Chair
Department of Journalism
San Francisco State University

We send out the right signals in the job announcement. People know about San Francisco State — there are already people of color, they hold high positions, we have the Center for Integration and Improvement of Journalism and it will be a friendly place to work. If you've got a good program and you attract students who won't be going to expensive out-of-state schools, there's no place else where you could teach and get the satisfaction.

One faculty member said, "I take pride in teaching good journalists of color and setting them loose on the world." We all talk like that — I mean all of us.

I feel a little awkward talking about it because it's such a natural part of the place now. It's like being questioned about how you go about breathing.

Ray Chavez
Chair
Department of Contemporary Media
and Journalism
University of South Dakota

When I was a Freedom Forum fellow, touring journalism programs, I saw that the most successful diversity efforts specifically assigned someone on the faculty to spearhead the diversity effort and to hold the rest of the faculty accountable. This person made sure there were diverse candidates for a new faculty position, made sure diversity was incorporated into all the course work and reported directly to the dean or head of the program. Every faculty member had to report their efforts. Any faculty member who didn't comply was accountable to the head of the program.

Tenured people report only to the dean. If the school has a post-tenure review process, this is written into it. There was more success in schools that had these policies than in those that didn't.

We lean on search committees and expect them to identify five to 10 women and minorities who fit the job description. If the committee doesn't take me seriously, we don't go ahead without those names.

Paul Smeyak
 Professor
 School of Journalism
 and Broadcasting
 Oklahoma State University

Richard Lee
Professor
Department of Journalism
and Mass Communication
South Dakota State University

Through a Knight Foundation grant, South Dakota State shares with the University of Wisconsin at Eau Claire a journalist-in-residence — David Pego, a Saginaw Chippewa man who is director of educational services at the *Austin American-Statesman*.

The four-year Knight program allows the journalist-in-residence to be at Wisconsin one year, then here the next. Wisconsin is focusing on the Hmong, and we're focusing on Native Americans. We plan a joint spring conference at the University of St. Thomas in St. Paul on Native Americans and Hmong.

Edward Jay Friedlander
Director
School of Mass Communications
University of South Florida

It was more of a challenge at the university in Little Rock, Ark. We had a close relationship with graduate coordinators at universities near where I worked. I'd call them when there was an opening.

Here, there is a university-wide faculty program to attempt to hire three to four faculty members each year to enhance the university. We are encouraged to present candidates for that pool. Two lines will be available to hire for next year, and this program would give me the possibility for a third line. Those people often wind up getting appointments in two departments — maybe half or two-thirds in one department and the rest in another, so two departments end up getting the benefits.

Michael Parks
Director
Annenberg School of Journalism
University of Southern California

Be entrepreneurial. "There's someone interesting — let's get him *now*." Schools usually wait until there's an opening. Faculty should reflect the world.

Be alert to opportunities. We brought in Adam Clayton Powell III as a visiting professor. He is doing a one-year project on the future of local news, looking at all aspects of news delivery and

demographics. He will do a series of research papers, then take it on the road for discussion, then publish a report.

Finally: Don't tell us what best practices are today. Let's invent something.

Walter Jaehnig
Director
School of Journalism
Southern Illinois University, Carbondale

We hired an African-American woman in the Ph.D. program who was between preliminary exams and starting her dissertation. We asked her to take a year off to fill in as temporary faculty. Several schools in Texas and Louisiana were trying to hire her, but she didn't have much teaching experience. She went to graduate school after a career in broadcasting.

The school couldn't hire anyone full-time because of budget problems, so it got temporary money from the university to hire her for one year. She turned out to be a good contributor to the faculty; she reinvigorated a moribund Black American Journalists organization, an affiliate of NABJ. She was hired by a Texas school that agreed to reduce her teaching workload while she completed her dissertation. Two schools cooperated to make this happen.

Two years ago, we tried to recruit two female faculty members and bent every rule. One got a higher salary offer. The other's husband couldn't find appropriate employment in Carbondale, which has a population of 25,000. The couple wound up moving to a city with a population of 200,000.

So we got on the phone and called around, trying to find even temporary faculty. We found an alum working in advertising in Chicago. She had a master's degree but not a Ph.D. She was interested in teaching for a year, and we needed a female and an advertising person. We convinced the university that, while a Ph.D. was preferred, it wasn't required. We hired her and the next year renewed her on a tenure track. She maintains an active creative program, recently doing PBS promotions, and she is involved with other faculty colleagues in research.

*Be entrepreneurial.
 "There's someone
 interesting — let's
 get him now."*

Michael Parks
 Director
 Annenberg School of Journalism
 University of Southern
 California

David Goff
Director
School of Mass Communication
and Journalism
University of Southern Mississippi

Once we get people here for an interview, I think they're happy with what they see. There are outrageous stereotypes about this area, but when they get here, they see the roads are paved and we're wearing shoes.

The Southern Regional Education Board is a doctoral scholars program that supports and encourages and mentors minority doctoral students across a wide variety of disciplines. We're looking to them for faculty candidates. We want to grow our own — hire candidates who may not have their degrees yet, then give them leave time to acquire their doctorates.

We found the Minority and Women Doctoral Directory, www.mwdd.com, a registry that maintains up-to-date information on employment candidates who recently have received, or are soon to receive, a doctoral or master's degree from one of approximately 200 major research universities in the United States. The current edition of the directory lists approximately 4,500 black, Hispanic,

American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.

David Rubin
Dean
S.I. Newhouse School
of Public Communications
Syracuse University

You can't use your usual search procedure — ads and general calls for applicants. You need to maintain lists of people year by year, even when you're not hiring, then call these people directly. It's a very one-on-one, personal courting process.

Karen M. Turner
Professor
Department of Journalism,
Public Relations and Advertising
Temple University

The sincerity of the ads matters. You need more than boilerplate words saying you believe in diversity. You need buzzwords throughout the ads to convince people the school is sincere.

S. Kittrell Rushing
Head
Department of Communication
University of Tennessee at Chattanooga

We developed a clinical line with the support of the administration. We've recruited three young minority professionals in Chattanooga in the past 10 years, on a non-tenure track, renewable every year. We tell them it gives them a chance to explore whether they want to teach and enter the academic life. One has gone to Florida to get a Ph.D., and another has started on a master's degree.

We make it appealing. We don't pay much, but we can give study leave and sabbaticals. Sometimes a smaller program can be more flexible in developing recruiting ideas.

One problem minority faculty members encounter is being asked to serve on all committees and all diversity efforts. It happens to both students and faculty. I run interference for them. If they want to, OK, but there's no pressure. They're hired as teachers, not researchers, and it's not part of their evaluation. But both our minority faculty members have wanted to go into high schools to recruit.

Stephen Reese
Professor
School of Journalism
University of Texas, Austin

Our location is a cosmopolitan and diverse city. There is a chance to work with issues on campus, which has the Center for Mexican American Studies and the Institute for Latin American Studies. Border issues and Latin American issues are our strength.

We hire non-Ph.D.s. It's a research university, but we can hire people with professional experience.

Maintain lists of people year by year, even when you're not hiring, then call these people direct. It's a very one-on-one, personal courting process.

David Rubin
 Dean
 S.I. Newhouse School
 of Public Communications
 Syracuse University

Gerald Baldasty
Chair
Department of Communication
University of Washington

We work hard to have a good pool. By law we can't hold a position open for a minority. The best source in which to advertise is the *Chronicle of Higher Education*. We also use listservs — Minority Affairs Commission, women's and feminist scholars sites, the CritNet listserv. We also do a lot of individual mailings to people around the country.

Hampden H. Smith III
Head
Department of Journalism
and Mass Communications
Washington and Lee University

I got an idea from Lana Rakow at the University of North Dakota on ad wording that seems to have worked. Rather than the standard boilerplate regarding nondiscrimination, we made the simple statement that we sought candidates who would fulfill the department's desire to diversify its faculty.

Jo-Ann Huff Albers
Professor
School of Journalism and Broadcasting
Western Kentucky University

We go to HBCUs. You have to go where people of color are.

Kentucky has about 7 percent minorities, concentrated in urban areas. There is a common saying: "You should come here as a couple." The whole university hired only three black individuals last year.

The Minority Faculty and Staff Association meets for social programs and awards some scholarships from fund-raising dinners.

Karen Kremer
Chair
Department of Communication
and Journalism
University of Wisconsin-Eau Claire

At the end of the AEJMC convention, I swept through the room with résumés and picked up every application that seemed to suggest an interest in diversity. I then wrote a special letter to each of them and now have some good applicants. I also picked up research papers with similar clues to their interests. Mostly they were written by people just finishing their dissertations. I'm looking for people who are starting their careers.

Our institution has a large number of international students and was noted in *U.S. News and World Report* for its large number of students studying abroad. We have been connecting faculty of color with international students, connections both sides enjoy, and making faculty aware of opportunities to teach abroad.

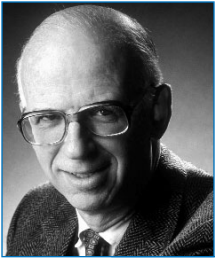
We try to connect our faculty of color with faculty in other departments. Our Native American faculty member is now a resource for the American Indian Studies Department.

Colleen A. Callahan
Chair
Department of Journalism
University of Wisconsin-River Falls

We have four full-time faculty with no openings for years, so our opportunities come with hiring adjunct faculty. I use word of mouth and send out notices to community newspapers and e-mails to regional ethnic media. I also keep an eye out for regional journalists of color who can commute easily to campus. One wrote a newspaper column. I wrote him a letter and asked if he had ever considered teaching, and he wound up as an adjunct.

Campus, Newsroom Diversity

BY DAVID S. BRODER



*Affirmative action has made life at *The Post* far richer and more rewarding than it otherwise would have been. And the newspaper is better.*

David Broder is a national political correspondent reporting the political scene for *The Washington Post*. He writes a twice-weekly column on a broader aspect of American political life. The column is carried by more than 300 newspapers across the globe. © 2003, The Washington Post Writers Group. Reprinted with permission.

The numbers were unprecedented. Before the Supreme Court hearing April 1, 2003, on the University of Michigan's affirmative action admissions policy, about 300 organizations, including five dozen major corporations, many unions, other universities and student groups, asked the court not to bar all consideration of race in recruiting for such institutions. Especially notable was the brief endorsed by three former chairmen of the Joint Chiefs of Staff, two former defense secretaries and 20 other top brass, arguing that without affirmative action at the military academies and in college ROTC programs, national security would be jeopardized.

"The military," they said, "must be permitted to train and educate a diverse officer corps" to avoid the discipline and morale problems of the Vietnam era, when a mostly white officer corps commanded large numbers of minority troops.

In the more than three decades since affirmative action became familiar to both public and private organizations, its benefits have been demonstrated so often and in so many settings that it has earned that praise.

But this is not an issue on which I have to rely on the testimony of others. This is one on which I can speak from personal experience.

The Post, my journalistic home for 36 years, has had an aggressive affirmative action program aimed at bringing more women and minorities into the newsroom. As a white male, I am in the category that some critics of affirmative

action describe as "victims of reverse discrimination." To the contrary, I can truthfully testify that I — and others like me — have been major beneficiaries of this policy.

Despite their many differences, *The Post* and the University of Michigan have a couple of important things in common. Both enjoy reputations that make them attractive to many more qualified applicants than they can admit or employ. Both institutions are part of racially diverse but largely segregated communities.

The leaders of both institutions decided that their own missions — educational in one case, journalistic in the other — can best be accom-

plished if the campus and the newsroom are places where people of diverse backgrounds are welcomed. The benefits of that decision are real. Affirmative action has made life at *The Post* far richer and more rewarding than it otherwise would have been. And the newspaper is better.

People who are of a different age, sex or race see things that you miss — and their insights and perspectives help sharpen your own understanding. On the campaign trail, covering Congress or working on issues such as education and health care, I cannot begin to count the number of times a reporter very unlike me in background has noted something or made a comment that caused the light bulb to flash above my bald head.

In addition, there are the rewards of friendship — something not easily achieved across racial lines in this society and something I had not experienced so plentifully since my days in the Army a long time ago.

The complaint about affirmative action is that qualified whites are sometimes denied the opportunity to study or to work. But selectivity in a university or at a newspaper automatically implies that not everyone will win. Inevitably, *The Post* misses out on hiring some reporters who would do good work, just as it is sometimes turned down by talented journalists of all races who prefer to work elsewhere. None of that, in my view, vitiates the advantages gained from affirmative action.

I do not know whether this Supreme Court will reaffirm the principle of the 1978 *Bakke* decision that race may be used as a factor in admissions when there is a compelling state interest in doing so. The military brief certainly demonstrates such an interest. But I was stunned by the suggestions one of the critics of that decision, Justice Antonin Scalia, made during the oral arguments.

If diversity is so important to you, Scalia told the university's lawyer, lower your standards to the point that more minority applicants can qualify. Not only is that derogatory in its implications, but it is strikingly inappropriate from anyone who purports to believe in pure meritocracy. Today neither Michigan nor *The Post* lowers its standards to admit minorities. They look for minorities within the large pool of qualified applicants.

Lower the standards? And deprive this country of the quality that a great university (or, if I may say so, a great newspaper) can contribute? That is a contemptible alternative.

Best Practices: Student Body

MANY SCHOOLS ACROSS THE COUNTRY, OF ALL SIZES AND CONFIGURATIONS, HAVE STRUGGLED TO ENROLL AND RETAIN A DIVERSE STUDENT BODY. THESE ARE SOME OF THEIR MOST SUCCESSFUL STRATEGIES.

E. Culpepper Clark
Dean
College of Communication
and Information Sciences
University of Alabama

One real advantage we have is that we are under a court order. We're fortunate in having that cover. The university has good recruiting of minorities. We're into the second generation of African Americans. Seven out of 10 National Achievement scholars in Alabama are on this campus.

We've run for 20 years a summer minority workshop to produce a newspaper. It's funded by Gannett with help from Dow Jones and The New York Times Co. We're planning a big reunion of the graduates.

Fred Pearce
Chair
Department of Journalism
and Public Communications
University of Alaska Anchorage

We have a summer media camp that targets minority students. We tried a variety of lengths up to two weeks and settled on 10 days. It's supported largely by the *Anchorage Daily News*. First we focus on the core values of journalism. The technology is a ring around it. Following the core discussions regarding the importance of the First Amendment and the responsibilities of journalists, they cluster out in their interests — newspaper, radio and TV newscast. They produce a radio program, TV newscast or newspaper titled *Fresh Ink*.

We assiduously avoid using it as a recruiting tool for the university. We tell them, "If you aren't happy with the coverage your minority is given, it's not the fault of the media but your fault for not going into the profession." About 10 percent of the students wind up studying at this university; another 10 percent to 20 percent attend other universities in media and journalism.

In raising scholarship money, we try not to be too obvious in our begging. We get good support from the *Anchorage Daily News*. People have seen

we're serious and that we get good value for the money.

Jacqueline Sharkey
Head
Department of Journalism
University of Arizona

We have a close relationship with the local community college. The head of that program is on our advisory committee, and one of our faculty members is on the community college advisory committee.

The department has a senior-level class that produces a bilingual newspaper for a local community — *El Independiente* for South Tucson, 7,500 residents, 85 percent Latino. We are the newspaper for that community. The journalism department partners with the Spanish and Portuguese language department in doing the translations. People know about this newspaper in the community. It's a great recruiting tool. It shows our interest in multicultural journalism.

We have a scholarship endowment of nearly \$500,000 from alumni. The endowment generates about \$20,000 a year that we can use to provide help for all our students, including our minority students, who make up more than 20 percent of our enrollment. We also have smaller scholarships given by alumni and local news media that have been designated for minority students. And we have an emergency fund for students.

Joe Foote
Director
Walter Cronkite School of Journalism
and Telecommunication
Arizona State University

We're starting a partnership with the Arizona Latino Media Association, Journalism Day on campus, bringing in students, running a writing contest and arranging for the winner to shadow a professional in mainstream media.

We have two summer institutes — one print, one broadcast. We give preference to minority stu-

dents. The *Arizona Republic* is a partner in print; Scripps Howard Foundation, Arizona Broadcast Association and National Academy of Television Arts and Sciences are partners with broadcast.

The Association of Multicultural Journalists helps with retention. It has an adviser, lots of guest speakers and provides contacts.

We offer a “Media in America” freshman orientation course. It’s two hours a week for eight programs. It acquaints students with the School, clubs, internships, field trips and media. It helps hold them to the professional program.

**Patsy Watkins
Chair**

**Walter J. Lemke Department
of Journalism**

University of Arkansas, Fayetteville

We’re getting more Asian and Hispanic students in our department than we’ve had in the past, and we’ve seen dramatic growth of Hispanics in northwest Arkansas in the past 10 years, from Mexico, El Salvador and other countries. The children of those immigrants are graduating from high schools now. A university committee is look-

ing at recruitment of students.

This past spring we had a Latino high school newspaper workshop. They came for five Saturdays. We got \$2,000 from the chancellor and had lots of volunteers, including professionals, to help. We got some donations from pizza places to feed them at lunch.

**Russell E. Shain
Dean
College of Communications
Arkansas State University**

On Journalism and Broadcasting Day, there is a competition in broadcast, journalism, advertising and new media. The award ceremony is shown on local cable.

We try once or twice a year to take some of our minority students to job fairs at Memphis or New Orleans or Dallas. I think that’s been useful in retention and for professional development.

The campus has a focus on disability. One faculty member on a campus committee focused on that. The office for disabled students provides a variety of services — arranging for testing outside a normal venue, or a larger desk, or a tutor for

Four Ds for diversity

Successful diversification of student media involves, simply, more failures than successes. It requires persistence, innovation and an unswerving dedication to the principle of diversity. It is an endeavor toward which all you do will never be quite enough.

There are at least four strategies, however, that will help cultivate journalistic diversity in both student newspaper staff and content. When enacted comprehensively, these steps will help make progress possible in promoting diversity — albeit such advancements are likely to be gradual and achieved at the rate of one student at a time. This fourfold formula has resulted in some discernible success at Youngstown State University.

The four elements are Determine, Designate, Develop and Design.

Determine existing resources, both inside and outside the university. Establish every possible tie with professional media resources outside the university and establish ongoing relationships on campus with offices such as Affirmative Action and Minority Student Services.

Designate a minority ombudsman. This is probably the most critical of the four Ds. The biggest challenge of diversifying student media is fighting the tide of disenfranchised feel-

ings, and those feelings cannot be assuaged without a conspicuous and consistent forum for minorities.

Develop new resources. As a result of interaction with NABJ, we have established the Youngstown State University Black Journalists Association. A former editor-in-chief of *The Jambar* established The Jambar Writer’s Club, which has proven valuable on several fronts. The club serves as a safe place for any aspiring writer who is not yet eligible for, or capable of, holding a staff position. Young or novice journalists meet with *The Jambar* staff and adviser and receive coaching, training and, when ready, an article assignment on a volunteer basis.

Design a curriculum that promotes diversity and minority involvement and efficacy. ... Look for courses already in existence that, with a little editing of the description, will promote the achievements of minority journalists and take into account cultural differences in communication.

— Excerpt from “Four Ds for Diversity,” by Wm. Dale Harrison. Originally published in *College Media Review*, spring 1999, v. 37 #2, *College Media Advisers, Department of Journalism, University of Memphis*. Reprinted by permission.

blind students who need a reader. We hold an annual week on disability and ask students to take on some role-playing.

Sara Stone
Professor
Department of Journalism
Baylor University

Usually we have more than \$100,000 a year in scholarships, but that's becoming stretched. We used to have 150 students, but now we have 350 with tuition of \$16,000 a year and perhaps \$28,000 total in yearly expenses for students. Still, every minority student who applies for a scholarship and maintains a 2.5 grade point average gets help.

We are the host school for the next-to-last scholastic contest before winners advance to the state contest. It's a great recruiting tool, because we have a chance to interview students.

Laurie J. Wilson
Professor
Department of Communications
Brigham Young University

Our donors are eager to find multicultural opportunities. Our advisory committee endowed two minority scholarships that provide \$2,500 to \$3,000 each year to two students. Some on the committee are alumni, but all are professionals — journalists, advertising and public relations people. They contributed money themselves to endow the two scholarships. That kind of support is critically important.

We now are developing a program with Brigham Young University Hawaii — it is a separate university, but it has the BYU name. Seventy-five percent of the student body is non-Caucasian. We will bring some students here and send some students there. This is in the planning stage. We've cleared the administrative hurdles, and now we're about to advertise to students.

If our students attend, for example, lectures by visiting speakers of color in other departments, they can earn extra credit. That way we don't have to do all of the organizing. We take advantage of other things.

Retention is also a problem. We get help from the multicultural student office. We have a work-study program for minority students — a multicultural fund that pays for their work in departments so the departments themselves don't have to come up with the money.

Robert B. Gunnison
Director of school affairs
Graduate School of Journalism
University of California

Our student affairs officers maintain the Graduate School's presence at all major professional journalism organization annual conventions to attract possible students and find possible employment for our students. In addition, they visit as many schools as possible to talk with prospective students.

Admission to the school is based on a mixture of qualifications, including journalistic experience and promise. Unlike law and medical schools, we do not rely heavily on test scores. The university requires our applicants to take the GRE, but this is rarely, if ever, determinative. We are most interested in commitment to the craft of journalism.

To help attract a diverse pool of applicants, the School has established, with the assistance of a private grant, an exchange program with Clark Atlanta University, one of the historically black colleges. Each fall, about six Clark Atlanta students attend classes and events at the School to learn more about our program. Each spring, we send students to the Atlanta area for a reporting trip and to learn more about Clark Atlanta. Last year, this took the form of a class taught by Associate Professor Neil Henry about reporting on the American South. This program has worked well, as we have admitted well-qualified Clark Atlanta students for our program.

Once they are admitted to Berkeley, we nominate qualified under-represented students for the Graduate Opportunity Program, which provides significant financial assistance. This is a campus-wide program, and our students compete against students from other departments for fellowships. For more about this program, go to <http://www.grad.berkeley.edu/gop/underrep.shtml>

Katherine J. Milo
Chair
Department of Journalism
California State University, Chico

Students have access to faculty mentors. Our faculty are very sensitive to the need for a diverse newsroom and diverse public relations firms.

The California Chicano News Media Association sends a representative every year as a guest speaker. The college newspaper adviser brings in a variety of people to speak and to critique the newspaper.

Wendell Crow
Chair
Department of Communications
California State University, Fullerton

We have developed, with the College of Communications, an extensive program of probation and retention workshops for students. Several hundred at-risk students are in the program, many of whom are from under-represented groups and are first-generation college students. The program comprises several segments:

- 1) a seminar for first-time probation students. Each semester approximately six different seminar sessions are offered during a three-week period for all probationary students through a mail-merged database from the university's Office of Admissions and Records. The seminar includes four presentations of 20 minutes each on How to Survive at a University, University Resources, Developing Academic Strategies, and Developing Research Skills;
- 2) a program hold on registrations for continuous academic probation students until they meet with an adviser; and
- 3) one-on-one or small-group sessions for high-risk probationary students, where a plan of action is developed with the probationary adviser and disqualification policies are discussed at length so students will understand the implications of probationary status.

Evaluations of the program by students appear to be overwhelmingly positive.

Maria Marron
Chair
Department of Journalism
Central Michigan University

A scholarship for four years of tuition is named in honor of broadcaster Lem Tucker, a graduate and first African-American student body president. One is given every year. We blitz high schools with material and choose someone who has demonstrated an interest in journalism, has clips or videos and has a good academic record.

Sponsors of the scholarship fund include DaimlerChrysler in Detroit. There is a Lem Tucker speaker series held in Detroit with a promi-

nent African-American speaker, such as Clarence Page or Ed Bradley, that raises scholarship funds.

Faculty member Teresa Hernandez took over the summer Dow Jones program for high school students. Nineteen junior and senior high school students took photography, reporting, editing and design training sessions during a one-week stay on campus. It was an opportunity to be on a college campus. Every student had a professional mentor, also journalists of color. The *Detroit Free Press* sent a representative for the full week; others came for two or three days. They produced a publication, *Diverse Voice*. Hernandez then arranged follow-up internships for the students with their hometown newspapers.

The former student newspaper adviser on the faculty is a great resource with access to graduates. He coordinates High School Journalism Career Day, which brings in 300 students for lunch, a keynote speaker and workshops.

We have an arrangement with *China Daily* in Beijing to send a student there once a year to work on the *Daily*.

Arlene Morgan
Special assistant to the dean
Graduate School of Journalism
Columbia University

How to retain students of color? Give them work that will keep them. If the curriculum and public service projects promote diversity, they will stay. If you continue to run the school for a primarily white audience, from a primarily white perspective, you will lose them. Change those perspectives and I guarantee you will keep them. If you have any influence over who gets to write on the school newspaper or works at the radio and TV stations, then make diversity a mandate. Florida A&M has an internship program at the *Tallahassee Democrat* that mandates one semester of work before graduation. This is a pretty good incentive.

About 20 percent of Columbia's student body is international. The past two years the top student was foreign born — one from Argentina, the other from Pakistan. Our students learned so much from them. We have a number of classes — human rights, international, culture and race and religion reporting classes, for instance — that are so much better because of the insights and perspectives of our international students.

How to retain students of color? Give them work that will keep them. If the curriculum and public service projects promote diversity, they will stay.

Arlene Morgan
 Special assistant to the dean
 Graduate School of Journalism
 Columbia University

Charles Roberts**Chair****Department of Communication
East Tennessee State University**

We participate in a Kellogg Grant initiative that produces a bilingual newspaper. It brings in the Hispanic students and gets our students in touch with the growing Hispanic population base.

We have a wonderful relationship with Kellogg. To get a grant, we need to establish a partnership between the university and the community. For the bilingual newspaper, students interview and photograph Hispanics, then write in English and Spanish. They publish once a year, up to 30 pages. Through the same initiative, students broadcast news in Spanish on Sunday evening on the PBS station. We're now working to get a grant to do a Cherokee-language newspaper. Broadcast is working in the Kurdish community — videos on medical advances to entice Kurds to medical school. We're working with the medical school to do this with a Kellogg grant.

Because of broadcasting, a lot of athletes come to journalism, hoping to do *Monday Night Football*. The school is popular.

Les Hyder**Chair****Department of Journalism
Eastern Illinois University**

We provide transportation for students to job fairs throughout the Midwest, sponsored by professional organizations. We provide lodging for overnight stays and meals, if necessary. The money is donated by alumni who placed no restrictions on donations. We ask our alumni, if they don't have a specific goal in mind, to donate to the general fund so the money can be used for these trips.

We hold a Career Day in the spring. Seventeen newspapers are represented to talk about jobs and internships. They also talk to freshmen and sophomores about where the job market is heading and what skills are needed. They review clips and give advice, critiques — very good feedback.

Our professional advisory council meets once a semester — 21 members who are diverse in professions and ethnicity. They meet with students. Next year we will ask them to review portfolios of students' work from years one to four. The faculty also reviews portfolios.

Every summer, we hold a three-week high school journalism workshop. We do direct mail-

ings to schools with predominantly minority student bodies. There are 20 slots with 60 – 65 applicants. All expenses are paid for the three weeks. There is one professional journalist for every four students. It's a revolving group of journalists — some can come for only a day or two. We ask the newspapers to pay their salaries for those days as their contributions. It's done in partnership with the Illinois Press Association. Two faculty members solicit donations.

We tell the high school workshop students, "If you enroll in our journalism program, you will be given preferential treatment for grants or scholarships."

We have four scholarships that give minorities special considerations. I also have grant money, awarded at my discretion, from \$250 minimum to the cost of tuition for 12 hours in a semester. I make sure all parts of the student body can be considered for grants.

We have several endowed scholarships. We don't give any scholarship less than \$500. A grant from the university makes available \$25,000 a year, which serves us very well. During down time in the stock market, when some scholarships fall below \$500, we use the grant money to shore them up.

All of our students are advised by tenured or tenure-track faculty. We don't necessarily assign minority students to minority faculty, but if a student requests a particular faculty member and that person doesn't already have a full load, we accommodate the student.

John Soloski**Dean****Henry W. Grady College of Journalism
and Mass Communication
University of Georgia**

The university was sued for using race as a minor component in admitting students. We lost on appeal. We have to go on a straight numerical process. An Atlanta editorial said there were 80,000 graduates from Georgia high schools; only 750 of the minority students had board scores high enough to meet University of Georgia admission requirements.

We can't cover all the high schools in the state, so we focus on five high schools in our area with large minority populations. Through the scholastic press association, we work with them on their newspapers and yearbooks.

Our students talk to high school students when 600 come to campus for the annual high school

convention with the Georgia Scholastic Press Association. We use it as a recruiting tool.

We want a value-added approach to admitting students. Next year, the University of Georgia is going to use more of a portfolio approach in admissions, not just board scores. It means looking at a broader range of talent, skill and experience. It's not just ethnic background. In Grady College, we want students who worked on their high school newspapers, and we're helping teach them how to do that.

It will take time for this to pay off. We are working now with high school sophomores and juniors. We'll continue our contact with them. We have to be aggressive.

We have a summer academy — tuition is \$300 per student. We have some scholarships, but we also are talking to editors of community newspapers, asking each to sponsor a student. The newspaper industry can do that. It's one way to reach out to students around the state.

Rama M. Tunuguntla
Head
Department
of Mass Communication
Grambling State University

We do not have much scholarship money, but we do give stipends to those who work on the campus newspaper and radio and TV stations. They get work experience, and they make money.

SPJ is a joint chapter with a predominantly white university, Louisiana Tech, five miles away. They bring in speakers every month.

John Eighmey
Raymond O. Mithun Land Grant Chair
in Advertising
University of Minnesota

Iowa State has generous alumni. When I was there, we raised \$18 million in six years, which quadrupled our scholarship program. Some are specifically minority scholarships, but minority students participate in scholarship programs across the board. It's about people participating equally in everything.

It means looking at a broader range of talent, skill and experience. It's not just ethnic background. In Grady College, we want students who worked on their high school newspapers, and we're helping teach them how to do that.

John Soloski
Dean
Henry W. Grady College
of Journalism
and Mass Communication
University of Georgia

Edward Welch Jr.
Chair
Department of Mass Communications
Jackson State University

There is a College Fair Day in the Coliseum downtown. All state universities converge and students come in droves — it's a two-day affair. There also is an evening session for those interested in graduate school.

The biggest plus is low tuition — about \$1,700 per semester.

James K. Gentry
Dean
William Allen White School of Journalism
and Mass Communications
University of Kansas

The School has three major scholarship funds intended to aid students of color. Two provide for the students to have faculty mentors. Other scholarship funds also are used to aid and recruit additional students of color. All students of color who are performing well in our classes and who apply for scholarships from the School receive some aid.

Scholarships attract students to the School and in many cases, especially for students of color, make it financially possible for even out-of-state students to attend KU. We have attracted a number of African-American students from Omaha and Missouri, for example, by offering substantial scholarships.

Jeff Fruit
Director
School of Journalism
and Mass Communication
Kent State University

Our Office of Student Media supports *Uhuru*, a publication of Kent State's Black United Students organization. *Uhuru* receives funding from the Student Media Policy Committee, as well as ad sales and production support from Student Media. Some students have been attracted to our majors as a result of exposure to career fields while working with *Uhuru*, and students working with *Uhuru* have gained a better understanding of issues related to diversity.

The university has entered into a formal partnership program with Central State University in Dayton, Ohio, a historically black institution. We hope to attract minority graduate students through faculty exchanges and the like. We hope to explore similar programs with community colleges in our region to more effectively recruit undergraduates.

Bette J. Kauffman
Head
Department of Communication
University of Louisiana at Monroe

High school kids are brought to campus to meet with yearbook, radio and newspaper staffs as training for their high school publications as well as a recruiting tool. We are working with one adviser to do critiques of newspapers in spring.

High school students can volunteer to work on the campus radio station even before they get to campus. They can do two-hour programs as DJs.

The university has recruiting events — a day in which high school students come to campus and meet various disciplines set up at tables with videotapes and literature.

Our program makes sure minority students have opportunities to assume leadership positions in student media. We make sure they get support. Faculty are rewarded in their evaluations for merit increases if they are good at advising. Every student sees an adviser every semester.

The scholarships that have been developed are usually the result of connections between faculty members and the profession. The department also produces recruiting videos for other departments and charges for them to raise scholarship money.

Ralph Izard
Associate dean for graduate studies
and research
Louisiana State University

We have adopted the attitude that diversity is important. We do a lot of things that are related to diversity outright, and we try to include a diversity element in everything we do.

We come up with special financial packages to attract good, talented people. The graduate school has enhancements, \$5,000 supplements for outstanding students.

We have a special partnership with McKinley High School in Baton Rouge. We send faculty to work with their faculty in teaching journalism. We're also trying to recruit teachers into our graduate program. Never do anything for one reason only.

The associate dean of the undergraduate program sends a letter to all high school graduates about our program, even if they are not interested initially in journalism.

William R. Elliott
Dean
College of Communication
Marquette University

We try to partner with everyone.

We have done an urban workshop every summer for many years. It's two weeks on campus. Dow Jones and the *Milwaukee Journal Sentinel* give financial support. The students put out a newspaper, and each year they report on one ethnic neighborhood. Usually we get one or two of those students into our College. We do a follow-up to keep in touch.

We work with the local district attorney office and a theater group; 15 – 20 students develop their own play on guns or a violence issue. They perform at high schools and other places.

We co-sponsor an event with NABJ of Wisconsin. We bring in 30 high school students from Milwaukee for a day with media professionals who talk about their professions.

Wisconsin has four-year schools and technical colleges, but no junior or community colleges. Northern Illinois has community colleges, and we recruit there; 40 percent of our students are from northern Illinois. We go to each community college and college fair to recruit.

The Strive Media Institute in Milwaukee works with high school students, freshman through senior year. They do a TV show and a national magazine; they have an advertising and public relations unit and a multimedia high-tech unit. Students learn about a variety of media careers. If they stay with the program for four years, they get a scholarship. We get one student a year from this program.

Thomas Kunkel
Dean
Philip Merrill College of Journalism
University of Maryland

The Maryland Scholastic Press Association is based at the University of Maryland. We do workshops for high school journalists twice a year. We work hard to get participation from inner-city schools.

We do much better at the graduate level — 40 students, 50 percent minorities. At the graduate level, we control our own admissions. At the undergraduate level, it's a university-wide admis-

Our program makes sure minority students have opportunities to assume leadership positions in student media. We make sure they get support.

Bette J. Kauffman
 Head
 Department of Communication
 University of Louisiana
 at Monroe

sions process. There's a huge problem here because the cost of living is so high. Minority students as a rule are more pressed financially than their white counterparts.

Private money can be directed. When you have the money to offer scholarships, you don't have to work as hard.

The university has a president's commission on race and ethnicity — the campus's main diversity council. It's headed by an African-American journalism professor. She gets credit. Service to the community and to the university is an important part of consideration for promotion.

ASNE holds one of its workshops for high school teachers at the University of Maryland. Last year, we partnered with Hampton University, an HBCU. There were 25 – 30 high school teachers, many minorities. A great preponderance were working in the inner city. The goals are to establish or enliven student newspapers, and we recruit the teachers to recruit students.

*We try to partner
with everyone.*

William R. Elliott
Dean
College of Communication
Marquette University

Jim Redmond
Chair
Department of Journalism
University of Memphis

The bulk of high schools in Memphis are heavily minority. Most high schools had cut their student newspapers to save money, so we developed *Teen Appeal*, a citywide teen newspaper. Every year we recruit students for *Teen Appeal*. Copies are sent to the schools. It's an aggressive effort to begin to develop minority journalists at the high school level. We partner with the *Commercial Appeal*, Scripps Howard and Memphis city schools.

We went into all the high schools, and 29 out of 31 schools participate. One school has its own newspaper.

Stephen Lacy
Professor and Assistant Director
School of Journalism
Michigan State University

With any program you create, you've got to have someone to make it work. The director of our Minorities in Journalism and Hispanics in Journalism programs, Rosa Morales, takes eight students to Cleveland for the regional NAHJ conference. Alumni give money for this.

Matthew O'Brien
Interim associate dean
College of Mass Communication
Middle Tennessee State University

Our recruitment efforts focus on high schools, geographic areas and special events that target minority and female students, such as The Dream Jamboree in Atlanta and our own Urban Music Conference. We also cultivate and encourage those minority and female students already attending Middle Tennessee State who are undecided about their major who could be successful in our program. These efforts have resulted in surpassing the minority quotas mandated by a court-stipulated agreement.

Sherrie Mazingo
Cowles Media Fellow and faculty
coordinator of broadcasting
School of Journalism
and Mass Communication
University of Minnesota

The Star Tribune Company funds two freshman scholarships, \$5,000 a year, renewable for three years for students who maintain a 2.75 GPA and pursue a journalism major. Star Tribune Scholars also are eligible for additional university scholarship assistance. The summer after sophomore year, each Star Tribune Scholar is offered a paid internship at the *Star Tribune* newspaper and its online news service, startribune.com.

Another mission of the scholarship is to find students of color who fit the qualifications. The emphasis is on enhancing the racial diversity of the student body here. Of the six scholars admitted since the first awards in 2001, two are black and one is Hmong. The two offers for next year both went to minority students, one black, one Native American.

Stuart J. Bullion
Chair
Department of Journalism
University of Mississippi

Prof. Burnis Morris is founder of our diversity workshops. Morris tirelessly travels the state to raise money for our workshops. He has secured support from daily newspapers in Biloxi, Tupelo, Jackson and Memphis, as well as funds from the state AP bureau and the Mississippi Press Association. We do a lot of our recruiting in contacts with high school programs through the Mississippi Scholastic Press Association, also based

in our department. Morris also secures funding for an annual teacher/adviser workshop, and those participants in turn refer good students to us.

Most of our \$1-million-plus scholarship endowment funds have an alumni connection. I believe consistent communication with graduates over the years cultivates a sense of appreciation that often materializes in significant gifts. We give our students individual attention, and we keep in touch with our graduates. When we then launch a campaign to honor a retired professor, for example, it's not hard to get the donations coming in.

Jeanne Swan Scafella
Chair
Department of Journalism
and Mass Communications
Murray State University

We have an aggressive Roads Scholars program — faculty members who visit high schools. There is money added to their base pay for that work. I went to a rural high school in west Tennessee and was able to offer scholarship money to students if they came to Murray State. One of our faculty members works with one school and makes monthly visits.

There are three Knight Foundation-funded grants — one with the *Lexington Herald-Leader*, one with NPR and one with the *Tennessean* in Nashville. We bring their people here for a week and send students to their newsrooms. Eight students did mini internships at the *Tennessean* and wrote byline stories.

Will Norton
Dean
College of Journalism
and Mass Communication
University of Nebraska

We have a wave of graduates who are placement people in news organizations — one in *The Washington Post*. We work with her to find top kids in the Washington area. They are successful, and that attracts others.

Joann Lee
Dean
Reynolds School of Journalism
University of Nevada at Reno

Begin at the high school level. You've got to work with the high school advisers. They need support.

Formerly I was at Queens College in New York,

where we forged an alliance with the New York City Scholastic Press Association. We said, "Come to Queen's College. We'll make a home for you."

I raised money for two citywide conferences. The first brought in 300 students, 80 percent minorities, for a one-day workshop in the fall. We divided them into small groups for a tour and walked them around the campus. We fed them and provided 10 – 12 workshops staffed by *New York Times* and *Newsday* editors and reporters.

It's a way to raise your profile. Students will know you are there. It also raises your profile in the community.

For the second conference the following spring, we invited high school faculty. The College now runs a high school workshop every year. We saw the caliber of students skyrocket. We were getting A students — one from as far as Canada, because her aunt had heard about the workshop.

Emmanuel Onyedike
Chair
Department of Mass Communications
and Journalism
Norfolk State University

Transfer students come from community colleges and other universities. The admissions office does the major recruiting efforts and sends out CDs about the campus to high school counselors. We've gone high tech. The CDs are effective and memorable. The admissions office also uses alumni chapters to get out the word and to get themselves invited to speak to students in high schools.

Once a year, the campus has a high school day-long event, and I get an hour to talk about the journalism program and the campus radio station. A majority of the radio staff is from the journalism department.

Jim Albright
Associate Professor
Department of Journalism
University of North Texas

We make sure there is a lot of diversity on the campus daily. The department's faculty acts in an advisory capacity to the daily. The department keeps *North Texas Daily* Diversity Files — file folders of clippings from the newspaper on issues involving Hispanics, gay-lesbian-transgender, African Americans, Asians, Native Americans, political and greek, disabilities, women's and general. The files are kept in an accessible bookcase where students and faculty can use them.

Loren Ghiglione
Dean
Medill School of Journalism
Northwestern University

Wherever I go, I try to connect to high school students of color interested in journalism. So, for example, I joined the board of LA Youth when I was director of the journalism school at the University of Southern California and Chicago's Youth Communication when I came to Medill. And, of course, every year I attend the national conventions of AAJA, NABJ, NAHJ and NAJA. The community relationships you need to build are local and national, even international.

Another idea is suggested by the experience of Ava Greenwell and Charles Whitaker of our faculty. For a decade, they taught in the Exposure program. *The Chicago Tribune* and the Chicago Association of Black Journalists sponsored a January-June training program — Saturdays, 9 a.m. – 3 p.m. — for high school students interested in journalism. It was very intense, leading to production of a newspaper and TV tapes by the students. Four of the students wound up attending Medill.

Michael Real
Professor
E.W. Scripps School of Journalism
Ohio University

We've been doing high school journalism workshops for 50 years. Two years ago, we got a Scripps Howard Foundation grant to add a diversity component. This year, 30 of 80 students attending the four-day workshop were African Americans and Latinos. We hired a recruiter and facilitator for the conference, Lisa Lopez, who recruited at high schools in major urban centers, including Chicago, Cleveland and Cincinnati. We provided free registration and housing for minority students. The Chicago chapter of NAHJ provided plane fare. Lopez set up the partnership.

High school participants began to e-mail each other. This year we set up a listserv for students to keep in touch. We included a couple of scholarships to invite the best of the students to come to school here. We now have one freshman major enrolled through that scholarship.

Our goal is to recruit diverse students to journalism majors and careers in general and not only to Scripps.

We are located in Appalachia, where there are many poor whites. When I arrived, it felt like being in Mexico and ignoring the Mexicans. They

aren't people of color, so they don't get categorized and counted. We are the only major institution and employer within 80 miles in any direction. One of our president's policies is to recruit local kids and get them scholarships.

Charles Self
Dean
Gaylord College of Journalism
and Mass Communication
University of Oklahoma

Our students have met via video with African-American high school students to talk about what it's like on campus.

The state scholastic press association is based at the College, and a faculty member is its director. It brings in 300 to 500 high school students and advisers for workshops. It's a good recruiting opportunity.

We just established a Native American journalism association that we hope to affiliate with NAJA. We have a large concentration of Native Americans in the population and 9 percent in the College. There is a scholastic press association initiative to go to schools in communities with high Native American student populations — do workshops and classes, work with advisers, help set up technology and try to rev up interest in journalism.

We are creating a two-day "Native Americans and the Media" conference, bringing in speakers from all over the country and two chiefs. It will cover both print and broadcast and be open to high school and college students and anyone else interested. We want to create a sense that individuals from Native American communities would be welcomed into the University of Oklahoma campus.

When I was at the University of Alabama, we held a big banquet for a retiring and much respected faculty member. We brought students back — many of whom admitted his class had had a big effect on their careers — and raised money for a scholarship in his name. To do that, the faculty member has to be highly respected.

Paul Smeyak
Professor
School of Journalism and Broadcasting
Oklahoma State University

We recruit in high schools and community colleges. There is an annual Journalism Day program with workshops for high school journalists. Every faculty member adopts a county or a school and

has contact with the adviser. I had contact in Osage County with two high schools, which I visit annually, talking to advisers and students.

I identify students with good writing skills and personally take them to the campus newspaper office and introduce them to the editor. The editor is good at nurturing young talent.

Cobble as many sources together as possible to finance projects such as high school conferences — everything from foundations to a pizza place that will sell pizza at half price. Our newspaper will do trade-outs — an ad in exchange for a 15-foot submarine sandwich.

Douglas A. Anderson
Dean

College of Communications
Pennsylvania State University

The College increased the number of students of color from 274 in 1998 to 396 in 2002. We used these strategies to raise those figures:

- Establish and maintain peer support groups. Get several organizations involved to encourage academic and professional success of their members.
- Hold two-week summer high school journalism workshops and maintain contacts with participants to offer career guidance, scholarship information and advice about college admissions.
- Make maximum use of available college- and university-based funds to recruit top-tier students.
- Build endowed funds and increase annual funds to help diversify the student body. (Funds went from \$2,775 in 1995-96 to \$65,000 in 2001-02.)
- Actively recruit graduate students of color through coordinated personal visits, HBCU on-site networking, correspondence and telephone calls. Numbers rose from 7 in 1997 to 18 in 2001.
- Actively recruit international students through networking, correspondence and telephone calls. Numbers rose from 13 to 29 in five years.
- Retain students through increased scholarship support, advising, involvement in student organizations and peer tutoring. We retain in the 90 percent range between freshman and sophomore years and at least 80 percent between sophomore and junior and junior and senior years.

The College also has written strategies for creating a welcoming climate, including making available a variety of student organizations that empha-

size the importance of diversity; sponsoring a variety of cultural heritage recognition events; appointing a diversity committee including dean, faculty, staff and graduate students; and keeping diversity on every executive committee meeting agenda.

John Burks
Chair

Department of Journalism
San Francisco State University

We have the sheer diversity of our students going for us. They look like the population of San Francisco — all races and ethnicity, straight, gay and lesbian. They're automatically exposed to different cultures, races, religions. That means something. They all get along, and there's value in that. It's more easily accomplished when there's diversity in the population and in the faculty.

Erna Smith
Professor

Department of Journalism
San Francisco State University

Everyone should have a high school program. You can probably pick up five kids a year. It's slow, but it works.

Wherever you are, there's a junior college within 60 miles. Make a pitch. You have to expand the pipeline, not just go for the top kids in each high school. I give a lot of credit to any school that goes after junior college students.

Ray Chavez
Chair

Department of Contemporary Media
and Journalism
University of South Dakota

As a Freedom Forum fellow visiting campuses, I saw that the more successful campuses had student diversity groups. If there weren't enough students for an NABJ or NAHJ chapter, there was an umbrella group for diverse students. Some places created women's groups. The umbrella group might be named Students in Diversity. All the groups worked together on some projects, like a Mini Unity. These groups give students ownership.

You have to start the recruiting process at middle schools and grade schools. So many kids don't give a journalism career consideration. There are lots of Hispanics now in Sioux Falls and lots of

Wherever you are, there's a junior college within 60 miles. You have to expand the pipeline, not just go for the top kids in each high school.

Erna Smith
Professor
Department of Journalism
San Francisco State University

immigrants from Sudan, Somalia and Rwanda relocated in South Dakota.

When I worked for the University of Colorado, I also worked with the Five Points Media Center in Denver. There is a growing youth media movement — after-school programs for youth. The media program shows them how to do video projects. Blacks, Hispanics and some Asians in the Denver program were set up in a remodeled bakery. There was a TV studio. Staff members taught them how to use cameras to do stories in their neighborhoods and how to turn those videos into stories. There was a CNN student bureau there.

We were amazed at the story ideas these kids came up with. They knew their neighborhood. They also did a newspaper for their neighborhood, inserted in the regular weekly newspaper.

When the recession hit, a lot of the grant money dried up. Several such programs still exist in major cities. We would like to start a project in Sioux Falls. We can track kids and get them into the University of South Dakota when they're ready.

These programs get some kids out of gangs by giving them a place to go. Anyone can raise hell and get in trouble for it. Raise constructive hell and they'll pay you for it.

Richard Lee
Professor
Department of Journalism
and Mass Communication
South Dakota State University

Success Academy is a partnership between South Dakota State and Flandreau Indian School, one of five Bureau of Indian Affairs-supported boarding schools left in the country. They bring in the freshman class for a campus visit for several days to get them interested in college. The next year, as sophomores, they look at the military, American Indian studies and art. We're adding juniors next year. There were 75 in the first group, and 65 percent to 70 percent said they were interested in going to college. A large group is now interested in journalism.

It takes a long time to get where you want to go.

The local NBC affiliate sponsors a minority scholarship for those interested in broadcast. It came after we recruited the general manager to be on our advisory council.

S. Kittrell Rushing
 Head

Department of Communication
 University of Tennessee
 at Chattanooga

Edward Jay Friedlander
Director
School of Mass Communications
University of South Florida

We have a limited admissions program. An admission policy that makes an exception for gender or race is against the law. We can't in any traditional way exercise affirmative action. In order to maintain a wide-open door, we've hired a graduate student to assist students in overcoming admission burdens. He is a minority. He does high school journalism workshops and speaks in high schools, and he's available to counsel students with questions. The position was created as part of the Standard 12 plan.

Michael Parks
Director
Annenberg School of Journalism
University of Southern California

Twice a year, we hold a high school Journalism Day. We are aggressive in making sure we get folks from lower income areas as well as the well-to-do. We have a great diversity in the speakers and presenters. The first goal of the day is to improve high school journalism, rather than recruiting, but some of those students show up as applicants to USC later. We present a panel discussion on how to get into the university, and a panel of students talks about what it's like in the journalism program.

The Annenberg School has its own recruiting staff and admissions office. Its staff goes to national high school journalism conventions.

David Rubin
Dean
S.I. Newhouse School
of Public Communications
Syracuse University

We have a relationship with the *Bergen Record* newspaper in New Jersey. They select a dozen to 15 promising minority high school students in their circulation area each year who might want to study communications. The newspaper provides a regular seminar for them on journalism to build enthusiasm.

We bring them as juniors and seniors to the campus for four days of classes, orientation about admissions and financial aid, and a taste of residence hall life and college sports and social activities. We urge them to apply and then follow them closely throughout the process. In some years we net a half-dozen minority students from this pro-

gram; in other years we net two or three. This is cultivation one-by-one. We intend to expand this program, if possible, to *Newsday* and the dailies in Rochester, Albany and Buffalo.

S. Kittrell Rushing
Head

Department of Communication
University of Tennessee at Chattanooga

We recruit in Memphis State territory. Memphis State recruits in our area. Students like to go away to school but still be in the state and pay in-state tuition.

We found that high school newspapers were dying. We offered to help schools set up online newspapers, but teachers see it as an extra chore. Most successful has been an all-day workshop on campus. We give them lunch and awards, with workshops in the morning and discussions in the afternoon.

The local NBC affiliate sponsors a minority scholarship for those interested in broadcast. It came after we recruited the general manager to be on our advisory council.

SPJ and PRSSA are on campus, but the truly active chapter is NABJ — 20 to 25 young women who always are doing something — holding car washes and bake sales. They're almost like a sorority. They sponsor luncheons and bring in minority professionals to speak on everything from résumés to dressing for success to teaching them how to compete. A faculty member with a passion for developing minorities for mass communications supports the chapter.

Robert Nanney
Chair
Department of Communications
University of Tennessee at Martin

We have articulation meetings with community colleges that have feeder programs to us to make sure their courses have the right scope and sequence.

We have a strong mentoring program. In the campus-wide Lead Academy, faculty and staff have three mentees each. The accent is on leadership skills. In the communications department, we have a professional advisory board, and we link members with seniors for mentoring. The mentoring programs aren't targeted specifically to minorities, but we make all students aware of them, and our minority students do participate.

The Campus Peer Enabling Program is upper-class students who are mentors for new students.

Douglas Perret Starr
Professor
Department of Journalism
Texas A&M University

Legally we can't use race as a reason to admit students. We can't offer scholarships aimed at minorities. We can ask individuals and corporations to set up scholarships aimed at minorities.

Texas law says that if community college graduates show up, they're qualified to be admitted. We have an arrangement with Blinn Community College to take their freshman and sophomores. When they graduate, they come to Texas A&M.

The Department of Journalism's career day is for its students to interview for jobs. We don't charge. We invite any organization that wants to recruit. Lots of specialized publications recruit, like the *Quarter Horse Journal* and some ethnic newspapers.

The journalism program has a summer study program with Mexico City. It includes classes in Spanish. Students spend 10 weeks in the country, including tours of cultural and historic sites.

William T. Slater
Dean
College of Communication
Texas Christian University

To build up scholarship funds, you've got to get out and hustle. We set it as a priority. We need money to attract students. We have 400 students in communications and \$100,000 a year in scholarships from our endowment.

Once a month high school students and their parents visit the campus. I speak to them, and we divide them up by area interests and give them a tour.

We replace our computer equipment every three years and give our old computers to high schools. There is great good will from that. Teachers recommend us largely because of that.

Community Scholars is a campus-wide program. TCU has 8,000 students, 1,000 of whom are in communications. We provide scholarship money for minority students who live in Fort Worth and Arlington. Twenty of these students are in our program. The financial aid covers tuition and fees and other expenses, so we attract students who normally would go to public universities. The aid comes from the university endowment fund.

We replace our computer equipment every three years and give our old computers to high schools. There is great good will from that.

William T. Slater
Dean
College of Communication
Texas Christian University

We hosted an AAJA workshop for a week. It was great for students and for us to have them on campus.

James A. Fisher
Assistant professor/lecturer
Department of Communication
University of Utah

The West Side Initiative is a strong suggestion from the president of the university that cross-college and cross-departmental activity begin to increase cultural awareness and diversity by engaging diverse constituencies on the city's west side in efforts to increase educational opportunities; build bridges across race, religion, geography and culture; support resident-led initiatives and

build capacity in the community for better health, housing, employment, safety and environment.

Our small part in the plan so far has been to consult with and improve the community newspaper, recruit specific high school students for matriculation and promote the resources we have to offer. We have initiated an informal, informational partnership with the largest high school on the West Side and begun to instruct some classes, advise some faculty and provide information to counselors.

As a result of my participation in a workshop on "The Changing Faces of Utah" and discussion of recruitment strategies, and in association with the dean's office, I attended the fourth annual American Indian Awareness Week Youth

More student interest than ever before

Undergraduate enrollments in journalism and mass communication programs around the country increased dramatically in the autumn of 2000. Total enrollments were up by 12.0 percent; same unit enrollments were up 8.5 percent. The number of students enrolled in journalism and mass communication programs was the largest it has ever been.

The undergraduate enrollment growth in journalism and mass communication is mirrored in undergraduate enrollment growth across the university. The projection is for continued growth in undergraduate enrollments nationally, and all indications are that journalism and mass communication enrollments also will continue to increase.

Graduate enrollments in journalism and mass communication also grew in the autumn of 2000 after several years of stagnation, but the growth in graduate enrollments resulted from the opening of new programs rather than growth within existing programs. Total enrollments were up 4.3 percent for master's programs and 26.1 percent for doctoral programs, but same unit enrollments declined at the master's level (- 1.4 percent) and were up at the much smaller doctoral programs by 9.8 percent.

Graduate enrollments have shown little growth nationally in recent years, reflecting, most likely, the inducements of a strong economy to remain in the labor force.

An estimated 38,311 students earned bachelor's degrees from journalism and mass communication programs in the academic year ending in the summer of 2000, representing an increase of 8.4 percent from a year earlier. Same unit growth was 7.7 percent.

An additional 3,300 master's degree recipients earned journalism and mass communication degrees in academic year 1999-2000, up 9.9 percent from a year earlier. These same programs granted an estimated 217 doctoral degrees, up 19.9 percent from a year earlier. Same unit change was

1.1 percent at the master's level and 7.8 percent at the doctoral level.

These are among the key findings of the 2000 Annual Survey of Journalism & Mass Communication Enrollments. In addition, the survey showed:

- The percentage of undergraduates who are women increased just slightly in 2000, resulting in the highest percentage for women since at least 1988. Women also were a larger percentage of those enrolled in master's programs than ever before and continue to be the majority of those enrolled in doctoral programs.
- One in 10 of those enrolled in undergraduate journalism and mass communication programs across the country is African-American, and one in 10 is Hispanic. The percentage of enrolled undergraduates who are African-American dropped from a year earlier and is at the lowest point since 1991. The percentage of enrolled undergraduates who are Hispanic has grown dramatically since 1988 and was the highest it has been since at least that year.
- An estimated one in four of the bachelor's degrees granted by journalism and mass communication programs in the 1999-2000 academic year was earned by a minority, representing 9,575 individuals.

The survey also found that only about four in 10 of the journalism and mass communication programs report enrollments by race, suggesting many administrators are not closely monitoring these figures. Half report enrollments by gender.

— Excerpt from "Annual Enrollment Report: Number of Students Studying Journalism and Mass Communication at All-time High," by Lee B. Becker, Tudor Vlad, Jisu Huh and Joelle Prine. Originally published in *Journalism & Mass Communication Educator*, Vol. 56, No. 3, Autumn 2001. Reprinted by permission.

Conference here on campus and recruited students for Humanities and Communication. The dean's office and I also worked with the Pacific Islanders Student Association to open communication and explore collaborative efforts to bring qualified new students to our program.

I negotiated the recent visit by our Visiting Scholars and hosted Roberto Rodriguez in a public premiere of his documentary film, *Going Back to Where We Came From*, with lengthy discussions. In four journalism classes, he talked with reporting and editing students about their perceptions of diversity and indigenous people.

Gerald Baldasty
Chair
Department of Communication
University of Washington

We're forbidden to use race as a plus in admissions, but we can ask about life experience — what they've overcome — and take that into account. That gives us some flexibility. The Department is slightly higher in minorities than the university.

We have \$40,000 a year in scholarships. Two are pegged toward minority students.

Christine Martin
Dean
Perley Isaac Reed School of Journalism
West Virginia University

In fall 2002, the School launched a new recruiting and marketing program, initiated with a distance learning class. We offered educational "slots" to four West Virginia high schools, giving their journalism students an opportunity to take a college-level journalism course specially designed for high school students and offered online. "Introduction to Mass Media" gives participating students high school credit and three required college credits for the School of Journalism. We run the class under the auspices of a master teacher here in the School, and high school journalism teachers in each high school, who conduct the class at scheduled times throughout the week.

The high school students also meet with faculty mentors here at the School, with whom they can discuss career and education plans. During Journalism Week, a yearly celebration of journalism and journalists featuring guest speakers and special seminars, the high school students visit the campus to take part in the program and attend a dinner with one of the featured speakers.

This year, the program was offered on a first-

come-first-served basis and included a variety of students from across the state. Next fall, we will retain the participating schools, but we also will target minority students in West Virginia and southwestern Pennsylvania. The following year, our goal is to gear the program to at-risk and minority students.

Each semester, students in the senior broadcast news field reporting class produce a biweekly newscast that airs on West Virginia Public Television. The show is entirely student-generated and student-produced. In an effort to recruit more minority students into the School of Journalism and into the news profession, the School next year will initiate a unique "minority mentors" program. The program will offer minority high school students from across the state a chance to work with School of Journalism reporters, interviewing sources and producing news packages. Minority students will shadow their mentors throughout the semester, learning while apprenticing. At the end of the semester, they will produce their own mini-news broadcast. The program is supported by a grant. As its success builds, the School plans to expand it into the tri-state region.

Jo-Ann Huff Albers
Professor
School of Journalism and Broadcasting
Western Kentucky University

A majority of our students never had a teacher of color before they came to the university.

Dow Jones supports a summer workshop, 20 or so bright high school students of color. Fifty percent go to college, and 25 percent go into journalism. We consider that a good investment.

We have full-time academic advisers, who work with me on students not yet admitted to the journalism program. Students need 48 hours of credit to be admitted to a major program. The advisers advise them, help them plan schedules and work on a degree program.

J. William Click
Chair
Department of Mass Communication
Winthrop University

The university goes around the state on recruiting trips and has open houses in large motels. We show a video. There are tables for information on financial aid, academic programs and admissions. We provide application forms. We often bring in young alumni, two to five years out of school, to

talk about the Winthrop experience.

South Carolina and Georgia offer scholarships — if you get a B average in high school, you get a freshman scholarship. If you maintain a B average freshman year, you get a sophomore scholarship.

Landmark Community Newspapers created the Larry Timms diversity scholarship — named for a faculty member who used to work for Landmark. The corporation pays half — \$300 — and the three Landmark community newspapers in the area chip in the other \$300 every year. They've come here several times to recruit people. They also select one or two students as interns.

The Knight Foundation finances 10 newspaper people in residence at universities. Winthrop brought in eight people, seven of them African American, for three days to a week each as guest lecturers and resource people in classrooms. They introduced students to their newsroom jobs — reporters, editors, opinion writers, graphic designers. Schools apply for these one-year grants.

Karen Kremer
Chair
Department of Communication
and Journalism
University of Wisconsin-Eau Claire

We work with the university's American Ethnic Coordinating Office to see which new student applicants have an interest in communications and monitor them closely. We make sure they see a faculty member especially good at mentoring.

We don't recruit in high schools, but we invite high school instructors and students to campus for special programs and workshops. A recent workshop on cultural diversity ended up attracting some Hmong students interested in journalism.

Margaret Davidson
Chair
Department of Journalism
University of Wisconsin-Oshkosh

The department's annual high school conference, which draws about 500 students to its workshops, has included a workshop on diversity. It was mainly aimed at general awareness. A significant proportion of the students are from small rural Wisconsin towns who view Oshkosh as the big city, and it would probably be hard or impossible for them to have much diversity on their staffs.

Metropolitan newspapers in areas within the region with diversified populations can help. Someone on the *Chicago Tribune* staff went out of

her way this fall to encourage our Society of Professional Journalism members to attend an SPJ conference at the *Tribune*. Among its workshops was a session on alternative newspapers, including those aimed at African Americans and various ethnic groups.

Colleen A. Callahan
Chair
Department of Journalism
University of Wisconsin-River Falls

The university has a minority specialist in the admissions department. I work with her, and she does all the recruiting. Through her I learn about any minority high school students who are interested in journalism or mass communications. I get samples of their high school writing. I get in touch by e-mail immediately, before they ever get on campus, before registration. I meet with all students when they register for fall, and by then the minority students know who I am. It's a nice way to make initial contact.

We participate in the Explorer Program, a summer program run by our Academic Success Office for middle school students. They come for two weeks. One year they did an art magazine. Last time they did a mini newspaper on the Explorer Program itself. They take field trips. We show them a recruiting videotape about journalism careers produced by The Freedom Forum.

Campus Environment is Critical

BY CAESAR ANDREWS

Schools of journalism that care enough about meaningful diversity to reflect it in staffing, enrollment and coursework have much to be proud of. Yet they can excel at all that and still fail miserably if the campus environment is seen as hostile. Or disrespectful. Or even just uncaring.

The right climate on campus requires a complex and nuanced touch. There is no shortage of ideas for handling the task. In the end, however, defining and sustaining productive diversity is at the mercy of particular people acting based on the realities and needs of particular places. Legendary Boston politician Tip O'Neill would say the heart of the matter is local.

True. But still, some starting points are common and profoundly simple.

People want to feel their immediate world is fair. They want to occupy space not made dreary or heavy with mindless stereotypes and biases. In other words, most individuals would just as soon be treated as individuals.

Even without the drama of race thrown in, the plight of individuals is always subject to cruel twists. Consider a classroom or workplace populated just by white males. I'd bet a mountain of Susan B. Anthony dollars that, even devoid of race and gender as easy targets, climate would be a factor here.

Some white men would get a fair shake, others would not. Some would feel entitled, others unfairly penalized. Reasons for the inequities would cover a wide range of characteristics that define humans. Performance could make a difference. But so might economic class, religion, birthplace, personality, appearance and so forth.

Given the bitter racist and sexist history of this nation, adding ethnic and racial ingredients to this mix makes an already uneven world more intense and sometimes more sinister.

It's not that all Blacks, Hispanics, Asian Americans and Native Americans are guaranteed

to feel more unwelcome than anyone else does. But the odds are known to not work in their favor. And college campuses — just like professional newsrooms — are not immune to this affliction.

While journalism is hardly alone in defining itself in noble terms, its charge is indeed special. The best newsrooms know that.

And the best schools of journalism know. They are expected to engage students in the pursuit of truths and in the hard issues of the day. This is not exactly the formula for creating a soothing place to earn an education.

But such is the burden of universities, journalism program leaders and instructors. They have to strike a balance. They have to manage multiple commitments.

Value has to be found in the existence of diverse faculty and diverse students. Their perspectives as individuals ought to be heard, and their presence not invalidated by intellectually dishonest sniping.

Value also has to be applied to vigorous examination of all things shaping a world that student journalists live in and will one day report on. The liberating search for stories is important.

Forces that conspire to compromise either value ought to be countered, if not prevented in the first place. All for the sake of creating an environment in which each student enjoys the opportunity to share and learn and grow.

It is a tough assignment. Superman need not apply. This is a job for educators able to master complexities and willing to lead.



Consider a classroom or workplace populated just by white males. I'd bet a mountain of Susan B. Anthony dollars that, even devoid of race and gender as easy targets, climate would be a factor here.

Caesar Andrews
Editor of Gannett News Service,
represents the Associated Press
Managing Editors on the
Accrediting Council.

Best Practices: Environment

SOMETIMES, DESPITE EXPANDED RECRUITMENT, SPECIAL RETENTION EFFORTS AND ENRICHED CURRICULUM, DIVERSITY SUFFERS BECAUSE THE ENVIRONMENT FAILS TO NURTURE DIVERSE PEOPLE AND IDEAS. THESE ARE STEPS SOME SCHOOLS HAVE TAKEN TO MAINTAIN AN ENVIRONMENT CONGENIAL TO ALL.

E. Culpepper Clark
Dean
College of Communication
and Information Sciences
University of Alabama

We set out to do a number of portraits in the building, a Hall of Fame of graduates and others. We were conscious of diverse representation in these icons. We commissioned seven portraits, three of African Americans, four of women. We believe that's important.

Larry Kirkman
Dean
School of Communication
American University

The Center for Social Media is one of the most important recent initiatives of the School, and issues of diversity and equity are at the core of its mission. The Center is a host for events and speakers for all School divisions. Its initial programs showcased issues of human rights and included work produced by Palestinians, Israelis, Egyptians and a Canadian of South Asian background. Also highlighted were issues of social and political conflict in Afghanistan, Bosnia and the Middle East.

The Center's sessions have attracted a diverse and international audience. A filmmaker workshop with Bill Greaves, a noted African-American filmmaker, drew an ethnically diverse audience and introduced students to creative challenges faced by the historically disadvantaged. The School's session with Sandi DuBowski, on his outreach work for his documentary *Trembling Before G-d*, attracted a gender-diverse and ethnically diverse audience.

The Center for Social Media sponsored in April 2002 a screening of a public affairs documentary, *She Says: Women in News*, which addresses the history of women in broadcast news. Its executive producer was Joan Konner, a former dean of the Columbia University Graduate School of Journalism. The screening was a telling

example of a School-sponsored, current-affairs event that featured important questions about the media, social power and equity.

Arlene Morgan
Special assistant to the dean
Graduate School of Journalism
Columbia University

We should have an annual census report on faculty and students. We should keep documentation on admissions and exits.

We hold a lot of forums, breakfasts with media leaders, prize competitions, etc. Students are invited to all of these events. This also gives students an opportunity to network.

We should tap the rest of our university. More joint programs should be taught that feature culture, race and ethnicity issues. We do not take enough advantage of these other departments, mainly because our 10-month course work is so intense. But if this were a four-year undergraduate program, it would be wrong of us not to reach out to the rest of the university for guest lecturers, speakers and cross-training.

We cosponsored a major workshop on the Coverage of AIDS, featuring Surgeon General David Satcher and President Clinton, which drew many people from the rest of the university. A symposium on racial profiling we sponsored in cooperation with Louisiana State University, the Maynard Institute, Louisiana Public Broadcast and the Fred Friendly program was a major event for the community and the School and drew a number of faculty members.

Public service projects are appropriate to Standard 12.

1. Content audits of local broadcasts and newspapers to check if they match demographics of the community with presentations by those news organizations.
2. High school journalism camps for schools with minority populations.
3. Use photo or broadcast classes to teach

young minority students or community people how to use cameras to tell their stories.

4. Create community literacy programs to teach people how to develop newsletters, Web sites or community roundtable discussions to discuss their civic issues.
5. Create your own student newspapers to service under-reported communities. Berkeley does this in Marin County, and Columbia does this with its *Bronx Beat* each spring.
6. Develop public venues in the school program to discuss with the community issues involving racial profiling, coverage of schools, etc.
7. Join with programs like the Project for Journalism Excellence or the APME Credibility Roundtable program to hold community forums on how the press is covering the community. Issue a report on the findings and solutions. Maybe include a student-written op-edit report for the local newspaper.

Les Hyder
Chair
Department of Journalism
Eastern Illinois University

There are not many people of color in the community around the university. The university has support groups for faculty and finds if it can keep faculty for two or three years, they stay — unless another university makes a better offer.

We're a close faculty, and we do things together socially. We celebrate birthdays every month. It helps provide a network of support. Faculty serve on a variety of committees, which helps them get acquainted. I have to counsel new people to be judicious in the number of assignments they take on.

John Soloski
Dean
Henry W. Grady College of Journalism
and Mass Communication
University of Georgia

The state legislature and governor got rid of the Confederate flag. There is a change of culture. It hasn't been that long, 41 years, since the first African American was graduated from the university.

Tom Brislin
Professor
School of Communications
University of Hawaii at Manoa

It would be easy to brush off Standard 12 here because we have so much diversity, but it's not an excuse not to do it. It needs to be a front-burner issue even in a diverse culture. Otherwise it's easy for stereotyping to set in and marginalizing of certain groups.

Jannette Dates
Dean
School of Communications
Howard University

Do something special for faculty and staff. The university holds a reception every year for the previous year's retirees. They get clocks and memorabilia, and it's a dress-up affair. There are receptions for 10-year and 20-year faculty. There is also a merit award system.

Faculty self-development counts in merit pay review. We have a Leadership Academy. It came out of the journalism school, and it's now university wide. The university president teaches a course on the history of Howard University. There is a course on how to use new technology and another on how to get students to focus on learning.

Ralph IZard
Associate dean for graduate studies
and research
Louisiana State University

The School participates in the LSU Pre-doctoral Scholar's Institute, which is designed to encourage African-American undergraduate students to pursue a Ph.D. Each student is paired with a faculty member who helps the student develop a research project in his/her area of interest. One of our professors is a mentor in that program.

It would be easy to brush off Standard 12 here because we have so much diversity, but it's not an excuse not to do it. It needs to be a front-burner issue even in a diverse culture.

Tom Brislin
Professor
School of Communications
University of Hawaii at Manoa

Jim Redmond
Chair
Department of Journalism
University of Memphis

We try to embrace every faculty member. It takes a full department commitment at every level. We are aggressive in developing minority faculty. We hired a faculty member who was working on her doctorate, so we reduced the class and service loads so she could complete it. We successfully got her tenured, and she's a great teacher. We help her with publishing. She's happy and we're very happy.

Diversity is not just numbers

Hanover, N.H. — It used to be that freshman orientation here at Dartmouth College revolved around hiking up mountains and sleeping in huts along the Appalachian Trail. But this year one of the highlights was a talk by Karim Marshall, a senior, who told the 1,100 new students about his arrival on campus from a predominantly black high school in Washington.

"Everyone in my world was black," Mr. Marshall began. His grandmother from Mississippi could not even understand why he wanted to attend mostly white Dartmouth, he said.

In the audience, Matthew Oppenheimer, a white student from Boise, Idaho, was riveted by Mr. Marshall's story, just as Dartmouth administrators had hoped.

"I couldn't imagine what it was like to come from his community to Dartmouth," Mr. Oppenheimer said. "I have such respect for him being so open."

Decades after colleges and universities across the country began actively recruiting minority students, many campuses are more diverse than ever. But that does not mean that students connect across racial and ethnic lines.

Now, a growing number of institutions, including Dartmouth, are trying to make that connection happen and are spending millions of dollars on the effort.

Educators say the goal is not just to improve race relations and make minority students feel more welcome, but also to create a new category of graduate — one they describe as culturally versatile, or culturally competent, attributes they expect will become more useful as the nation becomes increasingly diverse.

"The whole discussion used to be framed around numbers," said Prof. Jeffrey Milem of the University of Maryland, an expert on the racial dynamics of colleges, referring to the earlier efforts to recruit minorities. "Now it's about what kind of educational environment is in place to allow these diverse people to learn from one another."

— Excerpt from "Colleges Find Diversity Is Not Just Numbers," by Sara Rimer, *The New York Times*, Nov. 12, 2002.

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Sherrie Mazingo
Cowles Media Fellow and faculty
coordinator of broadcasting
School of Journalism
and Mass Communication
University of Minnesota

The faculty retention issue is huge. If you're in an institution where everything relies on strong academic credentials, consider creating perhaps a clinical or professional track to bring on people with strong professional credentials who will enhance the School. In medicine, clinical experience leads to promotion and tenure.

Michael Real
Professor
E.W. Scripps School of Journalism
Ohio University

It's a 97-percent-white region, but minorities stay. We have four African-American females in a faculty of 26. A lot of it has to do with good working conditions: nice facilities, good support staff, a two-course teaching load per quarter and good travel money for faculty and students. We're a school with endowments beyond state money.

The commitment of leadership is a big factor. Ralph Izard, the previous director, made diversity happen and valued it.

One white male has been involved in a series of disputes. A journalism faculty member who is now an associate professor, a black female, filed a charge of workplace harassment against him. The Institutional Equity Office on campus oversees diversity efforts and has been good, but there is a strong mentality on this campus to reject completely any standards when it comes to faculty behavior. The First Amendment is used to deny ethical responsibility for consequences of statements and actions. This virtually prevents any faculty disciplinary procedure. We had to struggle to get the campus to take the complaint seriously, and the process concluded with a minor finding.

Moral of story: If the campus administrative structure tends to be weak, it takes real added effort to protect and support diverse faculty who deal with issues other faculty members don't.

The argument that you can do anything on the job and be protected by the First Amendment has immobilized some people. It's misleading and inappropriately applied in the workplace. The right to harass female faculty and students is not an academic freedom issue. It is clearly an ethical question.

Doug Anderson
Dean
College of Communications
Pennsylvania State University

The College of Communications' culture of inclusivity is woven, we think, into its everyday fabric. Because of the open-door policy of administrators and our ongoing formal and informal assessments of climate, faculty, staff and students hopefully know that the College values individual opinions and is intent on making everyone feel at home while at work and school.

The College periodically conducts a climate survey, the most recent three years ago. The survey, which was sent to all full-time faculty and staff members, was conducted by the College's Office of Multicultural Affairs and the Office of the Vice Provost for Educational Equity. Results were shared with faculty and staff, and we used the findings as a blueprint for further actions.

Department heads in the College also identify and discuss climate issues during annual reviews with each faculty member.

I am pleased, too, with the way our student diversity ambassadors work hard during the university recruiting season to gather — voluntarily — in our student-services area during the early-evening hours to make telephone calls to the more than 100 minority applicants who each year receive offers of admission from Penn State to the College of Communications. Our current students answer prospective students' questions, offer their personal take on life at Penn State and encourage the applicants to accept the offer. I think these sessions help to foster a community of caring and pride in our program.

To create a welcoming climate, the College:

- Sponsors a variety of annual cultural heritage recognition events, endowed lectures and other special programs. Normally, for example, we hold lectures or specially organized activities built around Hispanic Heritage Month, Black History Month, Asian Awareness Month, Native American Heritage Month and Women's Heritage Month.
- Makes available a variety of student organizations that emphasize the importance and value of diversity. Scores of our students are active members of chapters and clubs such as the National Association of Minorities in Communications (NAMIC); the Penn State Association of Journalists of Diversity (PSAJD); the African, Hispanic, Asian and Native American Student Organization (AHANA); and the Women in Cable and

Telecommunications (WICT). Each organization is open to all students, regardless of gender or ethnicity.

- Holds diversity strategy meetings. The College's assistant dean for multicultural affairs conducts monthly diversity scholars, ambassadors and general student meetings to discuss academic requirements, cultural heritage activities, meet faculty and alumni, recognize outstanding academic and leadership achievements, and discuss personal concerns.
- Appoints a diversity committee that includes the dean, the assistant dean for multicultural affairs, faculty, staff and undergraduate and graduate students. The committee meets during each semester to discuss general matters of inclusivity, provide input on faculty, staff and student issues, and, periodically, consider surveys to determine perceptions of climate.
- Includes the assistant dean for multicultural affairs on its executive committee. He reports at each meeting to the department heads about issues that might be bubbling with students.
- Asks the assistant dean for multicultural affairs to conduct informal climate assessments during regular meetings with the College's diversity scholars, general student body, and at student club meetings and during discussions with club officers. This can be particularly helpful in identifying issues and concerns at early stages.

We think that, because of our active student organizations, the regularly held cultural heritage month activities that involve students, faculty and staff from across the spectrum of the College, and the broad discussions of diversity issues in dozens of our courses, students, faculty and staff generally find this a hospitable place.

The College is particularly proud of its retention rates for students of color, which consistently have exceeded campus-wide percentages. Since 1992, retention rates for students of color between their freshman and sophomore years have averaged in the low-90 percent range.

If the campus administrative structure tends to be weak, it takes real added effort to protect and support diverse faculty who deal with issues other faculty members don't.

Michael Real
Professor
E.W. Scripps School
of Journalism
Ohio University

Richard Lee
Professor
Department of Journalism
and Mass Communication
South Dakota State University

The Lakota-Dakota conference room for meetings, surrounded by American Indian culture, was created in the newly renovated journalism building. My wife, Mary Jo, and I donated the drum in the middle of the table. Every diversity group on campus meets in the Lakota-Dakota conference room. It's the most beautiful room on campus and has become THE meeting place for the Native American Club, the university-wide Native American Advisory Committee and lots of other groups.

*What keeps faculty?
 Good students, good
 working conditions, good
 pay and respect from
 their colleagues and
 administrators.*

*David Rubin
 Dean
 S.I. Newhouse School of Public
 Communications
 Syracuse University*

David Rubin
Dean
S.I. Newhouse School
of Public Communications
Syracuse University

What keeps faculty? Good students, good working conditions, good pay and respect from their colleagues and administrators. I try to stay in touch — go out to lunch, walk the hallways and talk. If they're

unhappy, I want to hear about it and find out why and then deal with it. It takes constant attention.

An increasing percentage of the freshman class has refused to check a box on the admissions form for ethnicity. We know a lot of them are minorities. They want to get it on their own. And a lot of them are mixed ethnicity — half of this, quarter of that, quarter of something else. I think this is healthy. It's increasingly difficult to count ethnicity. Eventually it will end the bean-counting.

William T. Slater
Dean
College of Communication
Texas Christian University

It's very important that an environment is created to make a diverse faculty comfortable. Often the environment is difficult — there's not much of a social life outside the academic environment.

In Illinois, I was interviewing an African-American candidate for women's basketball coach. Where, she asked, would she get her hair done?

I said, "If you come, I'll do it myself."
 She did join the faculty, but she wouldn't let me near her hair.

Christine Martin
Dean
Perley Isaac Reed School of Journalism
West Virginia University

In fall 2002, a group of senior students in the School of Journalism initiated a special student mentoring program that trained seniors as special mentors for newly arrived freshmen and sophomores. Mentors offered these younger students some insider knowledge, helped to schedule classes, gave tours of the School and university and offered opportunities to sit in on classes and professional projects. Beyond all that, they offered a good ear for listening and a shoulder to cry on.

The program is geared to all incoming School of Journalism students, but special emphasis is placed on mentoring minority students, using contacts in the Office of Social Justice, the Black Culture Center and the Center for Women's Studies. West Virginia is a very homogenous state, and the Morgantown campus of WVU reflects that demographic situation, so the School has taken special care to recruit minority students and to help them to adjust and thrive once they get here.

In fall 2002, our newest faculty member, Phylissa Mitchell, helped to organize a new student professional organization that would include all areas of mass media and a wide variety of students. That student club, Diversity in Media, celebrates and encourages diversity in mass media staffs and employees, and it encourages diversity in media content — in print, broadcast news, advertising and public relations.

The club features nationally known guest speakers, who offer not only university-wide lectures and seminars but also special workshops and discussion groups to students in the School of Journalism. Guests and featured visiting faculty so far have included *Washington Post* foreign correspondent Stephen Buckley, national sports broadcaster Kellen Winslow and local Pittsburgh anchorwoman Patrice King Brown. Future speakers include Poynter diversity expert Keith Woods, *Washington Post* reporter Anne Hull and Pulitzer-Prize-winning photographer Nick Utt.

Harold Shaver
Dean
W. Page Pitt School of Journalism
and Mass Communications
Marshall University

Regarding the self-study, the biggest mistake is not keeping good records — files and notes about what has happened in the unit. I think it is easy to overlook efforts that are related to diversity but that somehow don't readily come to mind when writing reports. Often, diversity may not be the emphasis of some program or event, but there is a diversity element. And that should be noted and reported.

Edward J. Pfister
Dean
School of Communication
University of Miami

When doing the self-study, try to be as thorough as possible. That is, approach the issue of diversity from as many perspectives as possible, not simply reporting percentages of students and faculty members. Assemble a team of faculty representing each of the programs involved in accreditation to coordinate all efforts for their program — making certain that all faculty members in each program are involved in the creation of the self-study. These efforts are then coordinated by the dean and associate deans and eventually brought back to the faculty for review.

(A) student club, Diversity in Media, celebrates and encourages diversity in mass media staffs and employees, and it encourages diversity in media content.

Christine Martin
Dean
Perley Isaac Reed School
of Journalism
West Virginia University

Sources and Resources

EXCERPTS FROM SYLLABI

“Diversity and the Media”

Joy Morrison

**Director of Faculty Development
Department of Journalism
University of Alaska Fairbanks**

Course description: You will be introduced to critical theory as a way of examining how women and minorities are represented by the media. We will also look at several models of how children learn from the media. We will study the effects on society of these media representations. Hopefully by the end of the semester you will be able to critically analyze mass media products and discern things that previously were invisible to you.

You also should have a good idea of how well the employment of women and minorities in media industries reflects our society demographically. This course also encourages students of different gender, racial groups, ethnic backgrounds, sexual orientation, abilities and ages to openly discuss their perceptions of how *they* are portrayed in the media, and to learn from each other and thereby become more sensitive to the feelings of different groups.

“Multiculturalism and the Media”

Donna Rouner

Professor

**Department of Journalism
and Technical Communication
Colorado State University**

Course description: This course will present information for critical thinking and discussion about the multiracial, multicultural experiences associated with contemporary media. The following subcultures and protected classes in American society will be addressed regarding their relationship to and presentation in the media, throughout varied components of the course: African Americans, Hispanics and other peoples of Latin and Indian backgrounds, Native Americans, Asian Americans, Arab Americans, the sexes, persons of varied sexual preferences and orientations, differentially advantaged, foreigners, other protected classes. In addition the course will focus

on international images of minority groups regarding social roles, stereotypes, employment practices, cross-cultural processes and effects.

“Race & Ethnicity in the New Urban America”

Sig Gissler, Professor

**and Carla Baranauckas, Adjunct Professor
Graduate School of Journalism
Columbia University**

Objectives & Philosophy: You will explore racial and ethnic issues in a changing urban America and learn to cover them effectively. You will read, listen, discuss, debate, report and write.

Organization: New York City will provide the issues, settings, resources and personalities. You will be on the street and in diverse neighborhoods. Think shoe leather. Think ideas. Think voices. Think of this seminar as a news-beat. In addition to several stories and profiles, you will write a brief racial autobiography, a book review you will present in class, and an enterprise story that will be part of an anthology posted on the Web. We'll have speakers and field trips. Two books are required. Mainly we'll use copies of salient articles and videos, many of them excellent pieces honored at Columbia's "Let's Do It Better" workshops on journalism, race and ethnicity. We also suggest, but do not require, that you keep a personal journal as you explore new frontiers.

“The Media and the Native American”

Jack Mooney

Professor

**Department of Communication
East Tennessee State University**

Course description: This course is a study of the American Indian as presented by non-Indian media (newspapers, magazines, film and television) from the early newspaper days to the current cinema, with a comparison to the Native American press. The study will look at some of the myths and misunderstandings as presented by the

non-Indian media and the consequences thereof, as well as the status of the current coverage of contemporary native issues.

“Race, Gender and Media”

Dwight E. Brooks

Assistant professor

**Henry W. Grady College of Journalism
and Mass Communication
University of Georgia**

Course description: This undergraduate course examines some of the relationships between the media in the U.S. and the social constructions of race and gender. Four related concerns are at the heart of many of these relationships: 1) media representations of race and gender, 2) audience interpretations of media portrayals, 3) critical analyses of media culture and content, and 4) what to do about these concerns: media literacy, activism and advocacy.

Course topics include: Race and Gender as Social Constructions, Media Stereotypes, Advertising, Representations of Masculinity, Media and Sexuality, Female Athletes & the Media, Hip-Hop Culture and Rap, Music Videos, Media Literacy, Whiteness, Asian Women in Film & TV, The Internet.

“The Mass Media in a Multicultural Society”

Clarence J. Cotton Jr.

Assistant professor

**Department of Mass Media Arts
Hampton University**

Course description: This course is a comprehensive examination of the various relationships that exist between the media, their producers and users. These relationships are analyzed with our culturally diverse society as a backdrop. Students will examine how the media influence our understanding of reality. The course will distinguish the press from other media. Further, they will investigate how mediated messages direct, sustain, create and modify individual, group and societal behaviors.

Oral presentations: Several mass media (plural) and eras in American mass communication history will be discussed in this class. The typewritten script that will accompany your presentation must include a minimum of five current sources, other than the course text.

Your presentation must address the following

topic: “The mass media are/are not (choose one) effective agents of societal change. For example, consider these recent examples....”

“Media Ethics”

Tom Brislin

Professor

**School of Communications
University of Hawaii at Manoa**

Two class sessions discuss “Covering ‘Fault Lines’ in Society: Race, Gender, Age, Class, Geography.” Here is one approach:

Exercise 1: Divide the class into five groups. Have each group look at the same story from the perspective of one group. For example, a story about the threat of war could be dissected in the Generation group looking at the concerns of 15-year-olds, 21-year-olds, 40-year-olds, 60-year-olds and 80-year-olds. What questions would each want answered? How does the story take these groups into consideration? Are there elements in the story that would be off-putting to any of these groups? Does anything in the story speak directly to any of these groups?

“Intercultural Communication”

Patricia Holmes

Associate professor

**Department of Communication
University of Louisiana at Lafayette**

Objectives:

- To study culture as a variable in both interpersonal and collective communicative situations. Emphasis will be placed on opportunities and problems arising from similarities or differences in communication patterns, processes and codes among various cultural groups.
- To examine perspectives that look at intercultural communications on a global, national, regional and local scale and (where applicable) from a mass media point of view.
- To develop an understanding of cultures and people whose backgrounds, views, beliefs, values, customs, habits or lifestyles may be different from the student, but beneficial in understanding intracultural/intercultural conflicts and misconceptions in intercultural communication.
- To appreciate cultural similarities and differences among cultural groups and co-cultures. To participate in activities where the student is

the minority and thus is better able to empathize with feelings of being considered an “outsider.”

“Women, Minorities and the Media”

Debra Merskin

Associate professor

**School of Journalism and Communication
University of Oregon**

Course description: We will examine media inequities on the basis of race, gender and ethnicity. This means not only representation in media content, but also representation in the media workforce. Considerable research, as well as casual observation, shows that women and minorities are marginalized in society and in the mass media. For example, minorities and women are more likely than white men to be absent from media content and media organizations. They are also more likely to be represented as negative and limited cultural stereotypes, as objects of abuse or as sex symbols (in the case of women). Given the global pervasiveness of the mass media, the nature and consequences of these representations constitute important political, ethical and theoretical questions.

“Lifestyles in Mass Communications”

Bob Rucker

Associate professor

**School of Journalism
and Mass Communications
San Jose State University**

What is expected of the students:

- Detect how ethnicity, gender, sexual orientation, disability, religious/spiritual perspectives, class and age are identified, portrayed and evaluated in the mass media through words, pictures, new technologies, creative approaches and biases.
- Compare systematically the ideas, values, images, cultural icons/artifacts, economic structures and attitudes of people presented in media messages.
- Describe historical, social, political and economic influences on the development of diversity, equality and “structured inequalities” in the United States.
- Explain how cultures change internally in response to external exposure and pressures,

actual or perceived, as the result of mass media messages.

- Note contemporary trends of public willingness to accept media portrayals without challenge or questions, even if messages mislead or distort reality.

“Minorities, Women and the Media”

Kenneth Campbell

Associate professor

**College of Journalism
and Mass Communications
University of South Carolina**

Purpose of course: To help students gain an understanding of the relationship between persons of color and the mass media in the USA as well as women and the mass media. The course will focus on the mass media’s representation of these groups, including whether and/or how their representation has changed over time, what forces have affected their representation, and the current state of their representation. The course should help students understand and apply the concept of media literacy; that is, to become critical consumers of the mass media, particularly as it relates to the representation of minorities and women.

Diversity activity: Each student will be required to attend a diversity activity. You may be asked to talk about the diversity activity in class, or write about it. Please clear the activity with me first.

Material to be covered in course: Representation of persons of color and women related to mass media (newspapers, magazines, motion pictures, the recording industry, radio and television).

Language: While courses similar to this are taught at many universities under titles such as multiculturalism or diversity and the mass media, we have chosen “Minorities and Women” because those two groups will be the primary focus of the diversity content. The terms “minorities” and “people of color” will refer to African Americans, Hispanic Americans and Latinos, Asian Americans, and Native Americans. Additional minority groups can be added if time permits and there is sufficient student interest.

“Women and Mass Media”

Candace White
Associate professor
College of Communications
University of Tennessee

Course description: The course will explore three aspects of women and mass media:

1. historical and current status of women in mass communication industries
2. media coverage and portrayal of women
3. media effects on women

Additionally, as part of the Women’s Studies effort to encourage and facilitate research about women, appropriate theories and methods of analysis, including cultural criticism, theories of cultivation and social construction of reality, and latent and manifest content analysis, will be discussed and employed to complete a research project.

“Intercultural Communication”

Daniel J. Perkins
Professor
Department of Communication
and Journalism
University of Wisconsin-Eau Claire

Description: Develops an awareness, appreciation and understanding of the complexity of communicating across cultures through analysis and application of appropriate principles and theories.

Course structure: For this term, assume that you are walking into a new and unknown culture. I know what this culture is about; it is mine. I will inform you of the rules of this culture. As with any intercultural experience, learning (and even becoming informed about) these rules will be difficult and take time.

What is important is that you realize this is NOT merely a classroom exercise, but experience in practical, everyday intercultural communication. To misapply the rules of the culture of this class, or to forget them, is to offend the culture as a whole. This may lead to your embarrassment and even to exclusion from or chastisement by the rest of the culture (e.g., if you address the wrong person, address a person by the wrong title, or enter the classroom [culture] inappropriately, others may take offense and not talk to you).

Summary of the culture: This is the Tvorne culture, and herein you are a US-Tvornian. Or, if already a hyphenated person, add that culture also (e.g., Chinese-US-Tvornian). In any reference to

yourself (especially in your papers), please indicate your ethnic background.

Above all, remember that in the Tvorne culture “what seems least important is most important.”

- 1) We put a high priority on orality. What we say is more important and carries more weight than what is written (thus, no notes will be taken in class).
- 2) We show respect for others in the class by standing when we speak, and when we speak we use words that suggest a collectivist culture — e.g., we, our, us, this class, etc.
- 3) We are a call/response culture. Thus, when someone says something with which we agree, we respond aloud saying, for example, “Word,” “Emmet,” “Yes,” “Right on,” “A-Ho.”
- 4) When we speak we use no hand gestures. To do so would suggest threat. Also when talking, do not blink. To do so suggests lying.
- 5) Our culture’s hierarchy is based on cultural survivability. We respect our elders, and thus we will need to know the period of time each person’s culture has existed. So, when addressing people whose lineage is older, we show respect by not looking directly at them and by addressing them as “Elder.”
- 6) We are “family.” Thus, you need to know everyone. To facilitate this, you are to sit by different people each class period. In other words, move around.
- 7) We put great emphasis on artifacts — objects that represent us. Thus, if you are not here, make sure that your “object” is here to represent you.
- 8) If you do miss a class, for any reason, you are expected to apologize to the whole class for your absence — no excuse is to be given, just an apology. (This does NOT mean your absence is excused!)
- 9) We value others’ cultures. Thus, participate in an intercultural experience this term and report on it orally to the class. Base this report on the intercultural concepts we study.

Sources and Resources

TEXTS, VIDEOTAPES, WEB SITES

TEXTS

Each of the following texts was suggested by at least one contributor. The texts are listed alphabetically by title.

Four books were recommended repeatedly. Ten educators said they used *Race, Multiculturalism, and the Media: From Mass to Class Communication*, by Clint C. Wilson II and Félix Gutiérrez. Five said they used *Facing Difference: Race, Gender, and Mass Media*, by Shirley Biagi and Marilyn Kern-Foxworth, and five said they used *Gender, Race and Class in Media: A Text-Reader*, edited by Gail Dines and Jean M. Humez. Four said they used *Images that Injure: Pictorial Stereotypes in the Media*, by Paul Martin Lester and Susan Dente Ross.

Awareness Is the First Step Towards Change: Tips for Portraying People with Disabilities in the Media, pamphlet, Easter Seals publications, 2001.

Beyond the AP Stylebook in reporting and writing about people with disabilities, The Disability Rag magazine, Louisville, KY 40201.

The Black Image in the White Mind: Media and Race in America, Robert M. Entman and Andrew Rojecki. University of Chicago Press, 2001. ISBN: 0226210766

Black Journalists in Paradox: Historical Perspectives and Current Dilemmas, Clint C. Wilson. Greenwood Publishing Group, 1991. ASIN: 0313266905

Black Journalists: The NABJ Story, Wayne Dawkins. August Press, 1997. ISBN: 0963572040

Black Looks: Race and Representation, bell hooks. South End Press, 1992. ISBN: 0896084337

The Black Press in the South, 1865-1979, Henry Lewis Suggs. Greenwood Publishing Group, 1983. ISBN: 0313222444

The Black Press, U.S.A., Roland E. Wloseley. Iowa State University Press; 2nd ed., 1990. ASIN: 0813804965

Breaking Barriers: A Memoir, Carl T. Rowan. Harperperennial Library reprint ed., 1992. ASIN: 0060974478

Change Masters, Rosabeth Kanter. Touchstone Books, reprint ed., 1985. ISBN: 0671528009

The Children Are Watching: How the Media Teach About Diversity, Carlos E. Cortes. Teachers College Press, 2000. ISBN: 0807739375

Color by Fox: The Fox Network and the Revolution in Black Television, Kristal Brent Zook. Oxford University Press, 1999. ISBN: 0195105486

The Coming Race War in America: A Wake-Up Call, Carl T. Rowan. Little Brown & Co., 1996. ASIN: 0316759805

Communication and Race: a Structural Perspective, Oscar H. Gandy. Edward Arnold, 1998. ISBN: 0340676892

Communication Between Cultures, Larry A. Samovar, Richard E. Porter and Lisa A. Stefani. Wadsworth Publishing, 3rd ed., 1997. ISBN: 0534522181

A Conflict of Visions: Ideological Origins of Political Struggles, Thomas Sowell. Basic Books, 2002. ISBN: 0465081428

Covering the Community: A Diversity Handbook for Media, Leigh Stephens Aldrich. Pine Forge Press, 1999. ISBN: 0761985131

Cultural Diversity and the U.S. Media, Yahya R. Kamalipour and Theresa Carilli, eds. State University of New York Press, 1998. ISBN: 0791439291

Culture and the Ad: Exploring Otherness in the World of Advertising, William O'Barr. Westview Press, 1994. ISBN: 0813321972

"Diversity: ASNE looks for new ways to move the needle," *The American Editor*, American Society of Newspaper Editors, March 2003. ISSN: 0003-1178

Don't Believe the Hype: Fighting Cultural Misinformation about African Americans, Farai Chideya. Plume, 1995. ISBN: 0452270960

Dressing in Feathers: The Construction of the Indian in American Popular Culture, S. Elizabeth Bird. Westview Press, 1996. ISBN: 0813326672

Facing Difference: Race, Gender, and Mass Media, Shirley Biagi and Marilyn Kern-Foxworth. Pine Forge Press, 1997. ISBN: 0803990944

The Future of the Race, Henry Louis Gates and Cornel West. Vintage Books, reprint ed., 1997. ISBN: 0679763783

Gender, Race and Class in Media: A Text-Reader, Gail Dines and Jean M. Humez, eds. Sage Publications, 2nd ed., 2002. ISBN: 076192261X

Global Communication: Theories, Stakeholders and Trends, Thomas L. McPhail. Allyn & Bacon, 2001. ISBN: 0205156355

The Global Media: The Missionaries of Global Capitalism, Ed Herman, Robert Waterman McChesney and Edward S. Herman. Cassell Academic, 1998. ISBN: 0304334340

The Handbook of Non-Sexist Writing for Writers, Editors and Speakers, Casey Miller and Kate Swift. The Women's Press, 1995. ISBN: 0704344424

Images that Injure: Pictorial Stereotypes in the Media, Paul Martin Lester and Susan Dente Ross. Praeger Publishers, 2003. ISBN: 0275978451

Intercultural Communication in Contexts, Judith N. Martin and Thomas K. Nakayama. McGraw-Hill Humanities/Social Sciences/Languages, 2nd ed., 1999. ISBN: 0767407105

International Afro Mass Media: A Reference Guide, James Phillip Jeter, Kuldip R. Rampal, Vibert C. Cambridge and Cornelius B. Pratt. Greenwood Publishing Group, 1996. ISBN: 0313284008

International Communication: Continuity and Change, Daya K. Thussu. Edward Arnold, 2001. ISBN: 0340741317

Introduction to Mass Communication: Media Literacy and Culture, Stanley J. Baran. McGraw-Hill Humanities/Social Sciences/Languages, 2nd ed., 2002. ISBN: 0072564946

Journalism Across Cultures, Fritz Cropp, Cynthia M. Frisby and Dean Mills, eds. Iowa State Press, 2003 (est.). ISBN: 0813819997

Latin Looks: Images of Latinas and Latinos in the U.S. Media, Clara E. Rodriguez, ed. Westview Press, 1997. ISBN: 0813327660

Levels of the Game, John A. McPhee. Noonday Press, 1979. ISBN: 0374515263

The Local News Handbook, American Society of Newspaper Editors. ASNE, 2000.

Long Walk to Freedom: The Autobiography of Nelson Mandela, Nelson Mandela. Little Brown & Co., 1995. ISBN: 0316548189

Makes Me Wanna Holler: A Young Black Man in America, Nathan McCall. Vintage Books, reprint ed., 1995. ISBN: 0679740708

Marketing and Consumer Identity in Multicultural America, Marye C. Tharp. Sage Publications, 2001. ISBN: 0761911030

MediaMaking: Mass Media in a Popular Culture, Lawrence Grossberg, Ellen Wartella and D. Charles Whitney. Sage Publications, 1998. ISBN: 0761911766

Mediated Messages and African American Culture: Contemporary Issues, Venise Berry and Carmen Manning-Miller, eds. Sage Publications, 1996. ISBN: 0803972776

Mediated Women: Representations in Popular Culture, Marian Meyers. Hampton Press, 1999. ISBN: 1572732407

Megatrends 2000: Ten New Directions for the 1990s, John Naisbitt and Patricia Aburdene. Avon, reissue ed., 1991. ISBN: 0380704374

Men and Women of the Corporation, Rosabeth Kanter. Basic Books, 2nd ed., 1993. ISBN: 0465044549

Nitty Gritty: A White Editor in Black Journalism, Ben Burns. University Press of Mississippi, 1996. ISBN: 0878058125

One Voice: A Pulitzer Prize-Winning Journalist Tells Stories About the Black Experience, Toni Y. Joseph. Summit Publishing Group, 1995. ASIN: 1565301390

Orientalism: Asian Americans in Popular Culture, Robert G. Lee. Temple University Press, 2000. ISBN: 1566397537

Our Voices: Essays in Culture, Ethnicity, and Communication, Alberto Gonzalez, Marsha Houston and Victoria Chen, eds. Roxbury Publishing Company, 4th ed., 2003. ISBN: 1931719217

The Personal Touch: What You Really Need to Succeed in Today's Fast-Paced Business World, Terrie Williams and Joe A. Cooney. Warner Books, 1996. ISBN: 0446671584

A Place in the News: From the Women's Page to the Front Page, Kay Mills. Columbia University Press, 1990. ISBN: 0231074174

Practice of Public Relations, Fraser P. Seitel. Prentice Hall, 8th ed., 2000. ISBN: 0130276790

The Press and America: An Interpretive History of the Mass Media, Michael C. Emery, Edwin Emery and Nancy L. Roberts. Allyn & Bacon, 9th ed., 1999. ISBN: 0205295576

The Promised Land: The Great Black Migration and How It Changed America, Nicholas Lemann. Vintage Books, 1992. ISBN: 0679733477

"Race – America's Rawest Nerve," Media Studies Journal, The Freedom Forum Media Studies Center, Summer 1994. ISSN: 1057-7416

Race and Ethnicity, Alma and Richard Garcia, eds. Greenhaven Press, 2000. ISBN: 0737704632

Race, Class and Gender in the United States: An Integrated Study, Paula S. Rothenberg. Worth Publishing, 5th ed., 2000. ISBN: 1572599502

Race, Media and the Crisis of Civil Society: From Watts to Rodney King, Ronald N. Jacobs. Cambridge University Press, 2000. ISBN: 0521625785

Race, Multiculturalism, and the Media: From Mass to Class Communication, Clint C. Wilson II and Félix Gutiérrez. Sage Publications, 2nd ed., 1995. ISBN: 0803946295

Race, Myth and the News, Christopher P. Campbell. Sage Publications, 1995. ISBN: 0803958722

Race: How Blacks and Whites Think and Feel About the American Obsession, Studs Terkel. Anchor, 1993. ISBN: 038546889X

Racial Formation in the United States: from the 1960s to the 1990s, Michael Omi and Howard Winant. Routledge, 2nd ed., 1994. ISBN: 0415908647

The Rage of a Privileged Class, Ellis Cose. Perennial, reprint ed., 1995. ISBN: 0060925949

Representing Race: Ideology, Identity and the Media, Robert Ferguson. Edward Arnold, 1998. ISBN: 0340692391

A River Runs Through It and Other Stories, Norman Maclean. University of Chicago Press, 2001. ISBN: 0226500667

A Rulebook for Arguments, Anthony Weston. Hackett Publishing Co., 3rd ed., 2001. ISBN: 0872205525

The Shaping of Black America, Lerone Bennett. Penguin USA, reprint ed., 1993. ISBN: 0140175687

The South and the Southerner, Ralph McGill. University of Georgia Press, reprint ed., 1992. ISBN: 0820314439

Split Image: African Americans in the Mass Media, Jannette L. Dates and William Barlow, eds. Howard University Press, 1990. ISBN: 0882580639

Style: Ten Lessons in Clarity & Grace, Joseph M. Williams. Longman, 7th ed., 2002. ISBN: 0321095170

Taking Sides: Clashing Views on Controversial Issues in Mass Media and Society, Alison Alexander and Jarice Hanson, eds. McGraw Hill College Division, 7th ed., 2002. ISBN: 0072828196

Taking Their Place: A Documentary History of Women and Journalism, Maurice H. Beasley and Sheila Gibbons. Strata Publishing Co., 2nd ed., 2002. ISBN: 1891136070

Tough Girls: Women Warriors and Wonder Women in Popular Culture, Sherrie Inness. University of Pennsylvania Press, 1998. ISBN: 0812216733

Two Nations: Black and White, Separate, Hostile, Unequal, Andrew Hacker. Simon & Schuster, 5th ed., 2003. ISBN: 0743238249

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The White Man's Indian: Images of the American Indian, from Columbus to the Present, Robert F. Berkhofer Jr. Random House, 1979. ISBN: 0394727940

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When Giants Learn to Dance, Rosabeth Kanter. Touchstone Books, reproduction ed., 1990. ISBN: 0671696254

Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race, Beverly Tatum. Basic Books., revised ed., 1999. ISBN: 0465091296

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Women Transforming Communication, Donna Allen, Ramona R. Rush and Susan J. Kaufman, eds. Sage Publications, 1996. ISBN: 0803972679

The World News Prism: Changing Media of International Communication, William A. Hachten and Harva Hachten. Iowa State University Press, 4th ed., 1996. ASIN: 0813815711

VIDEOTAPES

Color Adjustment, Marlon Riggs, director; Vivian Kleiman and Marlon Riggs, producers; 1991. Mongrel Media. Distributed by California Newsreel. VHS, 88 min.

The Electronic Storyteller: Television and the Cultivation of Values, Sut Jhally, producer, director; Sut Jhally, Sanjay Talreja and Kim Neuman, editors; 1997. Distributed by Media Education Foundation. VHS & DVD, 30 min.

Ethnic Notions: Black People in White Minds, Marlon Riggs, producer, director; Esther Rolle, narrator; 1987. Distributed by California Newsreel. VHS, 56 min.

Icons and Symbols: Communication Shorthand, C. J. Malley, producer, director, writer. From the *Communication: The Human Imperative* series produced by the Global Library Project (a cooperative venture of the Library of Congress and Knowledge TV) and Jones Education Media; 1997. Distributed by Monarch Films. VHS, 22 min.

Images of Indians, five-part series: "The Great Movie Massacre," "How Hollywood Won the West," "Warpaint and Wigs," "Heathen Injuns and the Hollywood Gospel," "The Movie Reel Indians." Phil Lucas, Robert Hagopian, producers/directors/writers; KCTS (Seattle) and United Indians of All Tribes Foundation, co-producers; 1988. Distributed by Native American Public Broadcasting Consortium. VHS, 145 min.

Mickey Mouse Monopoly: Disney, Childhood, and Corporate Power, Chyng Sun, writer, producer; Miguel Picker, director, editor; 2001. ArtMedia Production. Distributed by Media Education Foundation. VHS & DVD, 52 min.

Midnight Ramble: The Story of the Black Film Industry, Public Broadcasting, *The American Experience* series; 1994. Distributed by Shanachie Home Video. VHS, 56 min.

She Says: Women in News, Barbara Rick, director, producer; Joan Konner, executive producer; Barbara Rick and Joan Konner, writers; 2001. Distributed by PBS Films. VHS, 60 min. Rick is available for screenings and lectures; contact Out of the Blue Films, (212) 477-2211.

Tough guise: violence, media, and the crisis in masculinity, Jackson Katz and Jeremy Earp, writers; Sut Jhally, executive producer, director; Susan Ericsson and Sanjay Talreja, producers; Sut Jhally, Susan Ericsson, Sanjay Talreja and Jeremy Smith, editors; 1999. Distributed by Media Education Foundation. VHS, 82 min.; DVD, 87 min.

Trembling Before G-d, Sandi DuBowski, director, producer; Marc Smolowitz, producer; Susan Korda, editor; Keshet Broadcasting, Pretty Pictures, and Cinephil, Ltd., co-producers; 2001. Non-theatrical distribution by New Yorker Films. 16mm, 35mm, VHS, 84 min. DuBowski is available for screenings and lectures; contact Kepler Associates, (703) 516-4000.

WEB SITES

http://newswatch.sfsu.edu/diversity_syllabuses
The Diversity Syllabi database, a resource for journalism educators to use in creating or improving diversity courses. Developed by the Center for Integration and Improvement of Journalism at San Francisco State University.

<http://www.freedomforum.org/diversity>
A portal page that leads to numerous articles and announcements related to diversity. Part of The Freedom Forum's web site.

<http://www.grad.berkeley.edu/gop/underrep.shtml>
A resource to coordinate financial support for under-represented student groups. Maintained by the Graduate Division, University of California, Berkeley.

http://www.journalism.org/resources/education/case_studies/
This page in the site developed by the Project for Excellence in Journalism leads to several case studies potentially useful in generating class discussions.

<http://www.mwdd.com>
The Minority and Women Doctoral Directory, a registry of information on minority and female candidates who have recently received, or are soon to receive, advanced degrees from one of approximately 200 major research universities in the United States.

<http://www.ncdj.org/index.html>
Home page of the National Center on Disability and Journalism. Includes links to a style guide, interviewing tips and some curricular suggestions.

<http://www.pewcenter.org/doingcj/pubs/>
Publications and reference materials produced by the Pew Center for Civic Journalism, many of which address diversity.

http://www.spj.org/diversity_search.asp
The Rainbow Sourcebook, a diverse list of story sources organized by subjects ranging from Affirmative Action to Youth/Family. Developed by the Society of Professional Journalists.

<http://www.thearc.org/misc/writingguides.htm>
Guidelines for reporting and writing about people with disabilities. Developed by The Arc of the United States.

<http://www.usc.edu/schools/annenberg/asc/projects/soin/enhancingCurricula/j468mModel>
Description of a course offered by the Annenberg School for Communication, University of Southern California, in fall 2002. The page includes links to the syllabus of "American Press and Issues of Sexual Diversity (J-468M)" and to examples of student papers.

<http://www.utexas.edu/projects/latinoarchives/index.html>
Compilation of the U.S. Latino and Latina World War II Oral History Project. Developed by Maggie Rivas Rodriguez, assistant professor, and the students in her "Narrative Journalism" class in the Department of Journalism, University of Texas at Austin.

<http://www2.hawaii.edu/~jour/history/>
Website describing the early years of journalism in Hawaii. Developed by Tom Brislin, professor, School of Communications, University of Hawaii at Manoa.

ORGANIZATIONS

Asian American Journalists Association

1182 Market Street, Ste. 320
San Francisco, CA 94102
(415) 346-2051
<http://www.aaja.org>

The Association for Women in Communications

780 Ritchie Highway, Ste. S-28
Severna Park, MD 21146
(410) 544-7442
<http://www.womcom.org>

National Association of Black Journalists

University of Maryland
8701-A Adelphi Road
Adelphi, MD 20783-1716
(301) 445-7100
<http://www.nabj.org>

National Association of Hispanic Journalists

1100 National Press Building
Washington, DC 20045-2100
(202) 662-7145
<http://www.nahj.org>

National Lesbian and Gay Journalists Association

1420 K Street, NW, Ste. 910
Washington, DC 20005
(202) 588-9888
info@nlgja.org

Native American Journalists Association

University of South Dakota
414 E. Clark Street
Vermillion, SD 57069
(605) 677-5282
<http://www.naja.com>

South Asian Journalists Association

2950 Broadway
New York, NY 10027
(212) 854-5979
<http://www.saja.org>

The National Center on Disability and Journalism

944 Market Street, Ste. 829
San Francisco, CA 94102-4019
(415) 291-0868
<http://www.ncdj.org>

Glossary of abbreviations and acronyms

The following terms have been used throughout this book in the interest of brevity. Most are probably familiar to individuals involved in journalism and mass communications education.

AAJA: Asian American Journalists Association
ACEJMC: Accrediting Council on Education in Journalism and Mass Communications
AEJMC: Association for Education in Journalism and Mass Communication
APME: Associated Press Managing Editors
ASJMC: Association of Schools of Journalism and Mass Communication
ASNE: American Society of Newspaper Editors
HBCU: Historically Black College or University
NAACP: National Association for the Advancement of Colored People
NABJ: National Association of Black Journalists
NAHJ: National Association of Hispanic Journalists
NAJA: Native American Journalists Association
PRSSA: Public Relations Student Society of America
SPJ: Society of Professional Journalists

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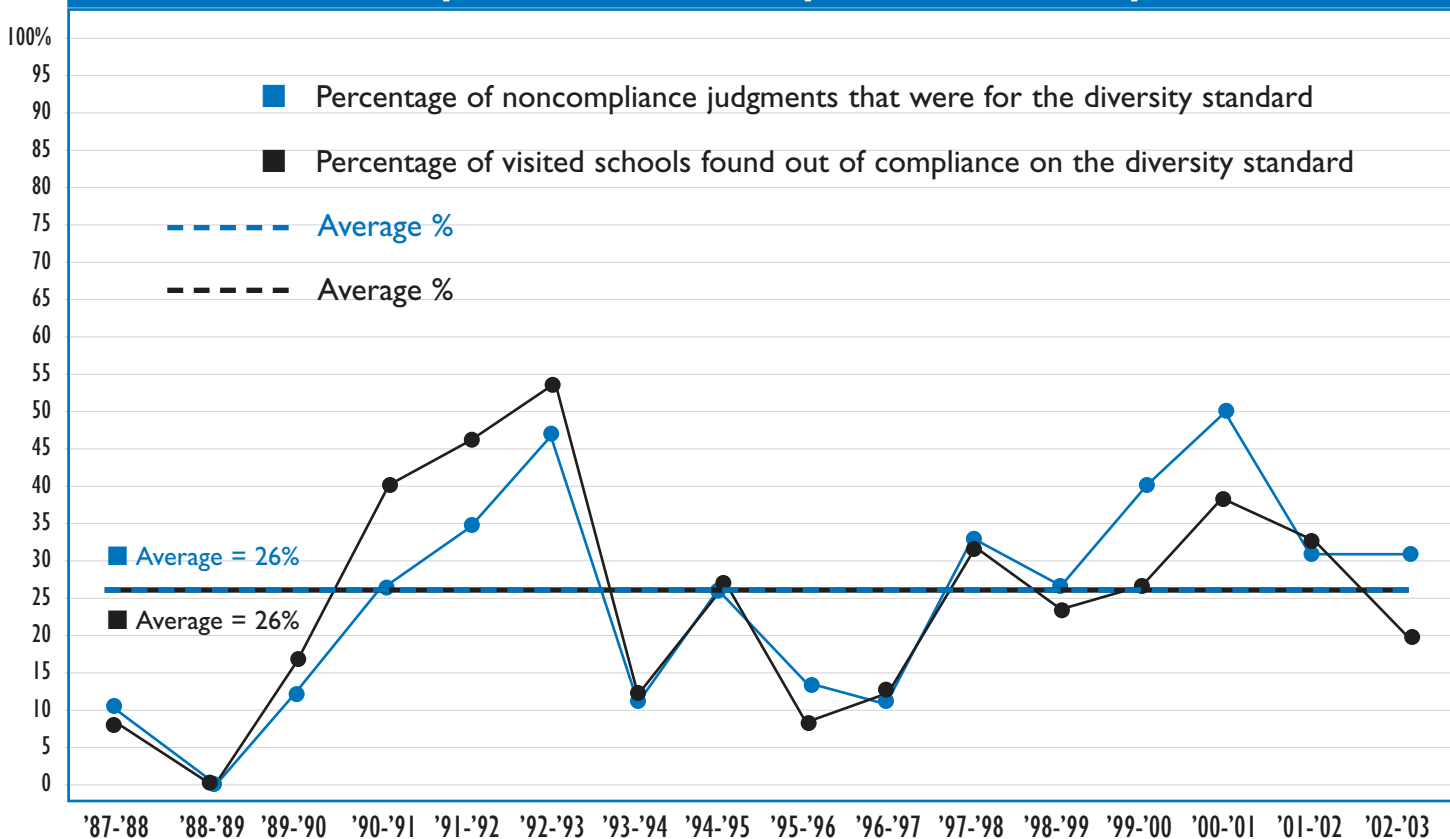
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|---------------------------|--|
| Cheryl Klug | (785) 864-3973 |
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| Lawrence, KS 66045 - 7575 | |

Noncompliance judgments for each standard, 1987 – 2003

| Standard* | '87-'88 | '88-'89 | '89-'90 | '90-'91 | '91-'92 | '92-'93 | '93-'94 | '94-'95 | '95-'96 | '96-'97 | '97-'98 | '98-'99 | '99-'00 | '00-'01 | '01-'02 | '02-'03 | total |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 1 | 0 | 0 | 1 | 2 | 3 | 2 | 3 | 2 | 0 | 2 | 2 | 1 | 1 | 0 | 1 | 0 | 20 |
| 2 | 1 | 3 | 1 | 2 | 5 | 0 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 19 |
| 3 | 3 | 1 | 7 | 8 | 6 | 1 | 3 | 1 | 1 | 3 | 1 | 1 | 0 | 0 | 1 | 2 | 39 |
| 4 | 0 | 1 | 0 | 2 | 0 | 3 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | 1 | 0 | 17 |
| 5 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| 6 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 4 | 2 | 0 | 0 | 0 | 1 | 12 |
| 7 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 8 | 1 | 2 | 1 | 2 | 0 | 1 | 1 | 0 | 1 | 5 | 2 | 2 | 1 | 0 | 2 | 2 | 23 |
| 9 | 1 | 0 | 2 | 3 | 3 | 0 | 3 | 2 | 2 | 7 | 3 | 1 | 2 | 1 | 2 | 3 | 35 |
| 10 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 9 |
| 11 | 0 | 1 | 1 | 1 | 2 | 0 | 3 | 2 | 1 | 2 | 4 | 1 | 1 | 1 | 0 | 0 | 20 |
| 12 | 1 | 0 | 2 | 8 | 12 | 7 | 2 | 4 | 1 | 3 | 9 | 4 | 4 | 5 | 4 | 5 | 71 |
| # visits | 12 | 11 | 12 | 20 | 26 | 13 | 17 | 15 | 13 | 23 | 28 | 17 | 15 | 13 | 12 | 25 | 272 |

*Standards were: 1, Governance/Administration; 2, Budget; 3, Curriculum; 4, Student Records/Advising; 5, Instruction/Evaluation; 6, Faculty: Full-Time/Part-Time; 7, Internships/Work Experience; 8, Equipment/Facilities; 9, Scholarship, Research, Creative and Professional Activities; 10, Public Service; 11, Graduates/Alumni; 12, Diversity.

Proportions of noncompliance in diversity



From '87-'88 to '02-'03 academic years:

- Schools out of compliance in diversity alone: all 33 accredited.
- Schools out of compliance in diversity plus one other standard: 11 accredited, 10 provisional.
- Schools out of compliance in diversity plus two other standards: 1 accredited, 7 provisional, 1 denied.
- Schools out of compliance in diversity plus three or more other standards: 6 provisional, 2 denied.
- Three schools out of compliance in a single standard were given provisional accreditation (Stds. 3, 9, 11).*
- One school out of compliance in no standard was given provisional accreditation.*

*These numbers, although accurate, may be misleading. In all four cases, the visiting team reports contained substantial criticism in regard to several standards sufficient that either the Accrediting Committee or the Accrediting Council overturned the team's accreditation recommendation.

