Diversity
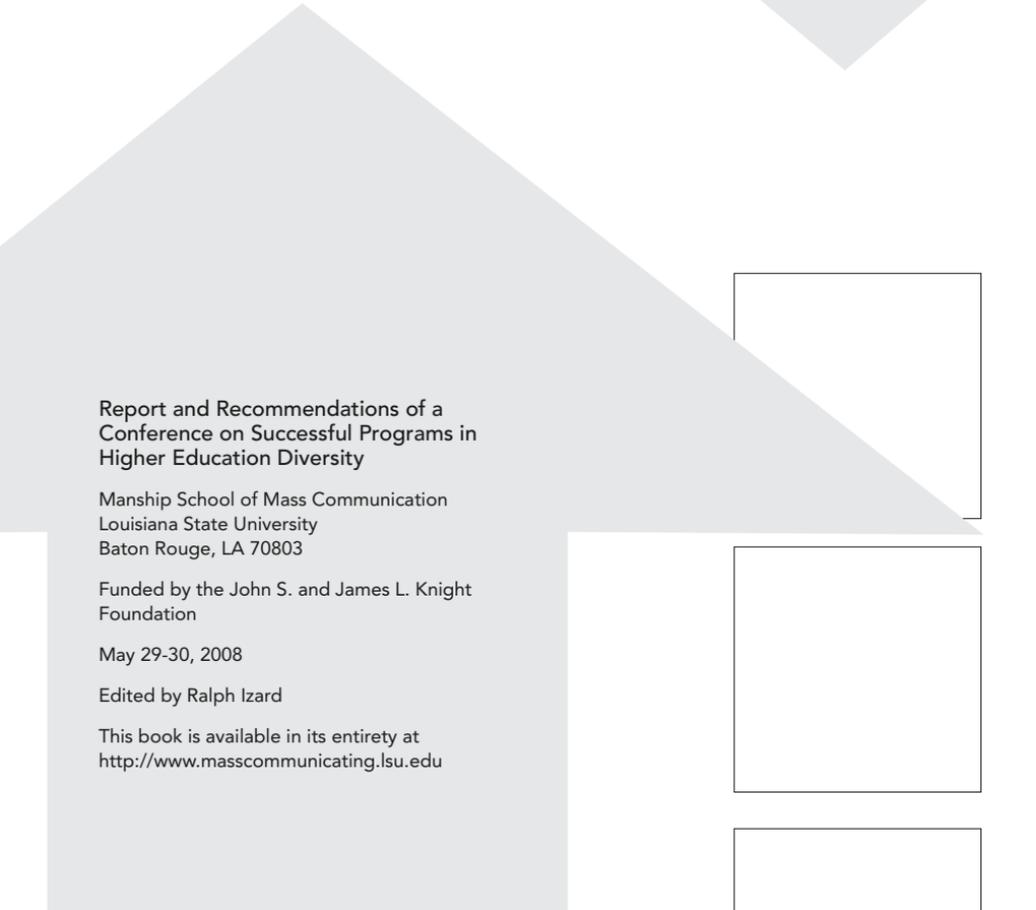## THAT WORKS

Report and
Recommendations of a
Conference on
Successful Programs in
Higher Education
Diversity

LSU

Diversity
THAT WORKS

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Editor's Note

This project grew from increasing weariness of discussing the sad truth about both the communication media and higher education — that neither institution has been particularly impressive overall in achieving diversity of content and or those who provide that content. But we seemed always to add a caveat: "with some few notable exceptions." This project then grew from the desire to discuss those notable exceptions.

Thus, we decided to stage a conference of representatives of college campuses that had been successful in a particular type of diversity effort. We wanted to learn about why these programs were organized, how they were executed and what problems were faced. And we determined to structure such a meeting so that others could find ideas to use on their campuses.

To determine the list of participants, we called for nominations from professional journalists, academic institutions and especially from the Accrediting Council on Education in Journalism and Mass Communication. Those in the group represented here were selected from these recommendations.

Each participant was asked to write a personalized report about a specific program that contributed to diversity on his or her campus. Those reports are included here, along with summaries of important points made during the one-day meeting May 30, 2008, at the Manship School of Mass Communication, Louisiana State University.

These reports and the conference conversations do not answer all questions about diversity. But they do raise important issues and often provide specific recommendations about diversity as it relates to faculty, students, curriculum, leadership and research. It is not our assumption that any other program will duplicate any specific effort of these diversity leaders. Rather, we hope to provide a source of ideas that may be locally adapted in a way that helps others achieve greater excellence in the educational opportunities they provide their students.

The Manship School expresses its appreciation for the encouragement and support of this effort from the John S. and James L. Knight Foundation, particularly Eric Newton, vice president for the journalism program. This is just another example of the Knight Foundation's dedication to better journalism and mass communication education.

Ralph Izard
Louisiana State University/Ohio University

Forum on Media Diversity
http://www.masscommunicating.lsu.edu

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Section I | **Principles**

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Achieving Academic Diversity is Like Trying to Move Mountains

By Sally Lehrman

Knight-Ridder San José Mercury News Endowed Chair in Journalism and the Public Interest, Santa Clara University

To many of us, it's common sense to work to achieve diversity. But sometimes it may seem like trying to move a mountain. I was the volunteer diversity chair for the Society of Professional Journalists for 10 years — and the progress I feel we made in that organization is small. But it's not for lack of trying. We do have tools of which we're proud — like the Rainbow Sourcebook and Diversity Toolbox — intended to make it easy for reporters to reach beyond the usual narrow demographic band in the news. Our strategic plan now lists "inclusion" as a top priority.

BUT we still face resistance, the feeling that all this effort is simply "PC," which has become a bad word. And with the downsizing in newsrooms, diversity seems like a time-eating "frill."

Example: On a social networking site called wiredjournalists.com, Colorado Springs Gazette reporter Perry Swanson tried for months to get a discussion going about race and demographics coverage. He posted 20 items, hoping one would get some sustained response. Not so long ago, he gave up. Recently, he explained the reasons.

"The big one was a reorganization and very severe staff reductions at the paper where I work," he said. "Now I have lots more work to do and less time for professional development like this web page. My approach might have been part of the reason few people responded. I was looking for examples of good reporting on minority issues, but the sad truth might be that few examples are out there. It's mostly just the tired old reporting about the local Cinco de Mayo festival and Black History Month.

"A fad in journalism several years ago," Swanson continued, "was diversifying newsrooms and news coverage — remember Gannett's 'News 2000' project, or some similar name? I'm not happy about some of the methods that came out of that fad, but I thought it was a valuable conversation and I'm sorry to see it fade."

His response was telling: Simple lack of interest out there. Why? Lack of inspiring connection to great journalism (at least to commonly known examples). Lack of time for talking about better practices, for what's considered an "extra." Worst of all — thinking about diversity as a "fad."

In the essays written for the "Diversity That Works" conference, participants cited similar problems within the academic world. Resistance among students and faculty. A lack of appreciation of diversity's relevance to higher education.

Some of this stems from a prevailing view that the inequities we are trying to address are over. Sexism is over; racism is over. We don't talk about disability or class, and LGBT issues have been relegated to a debate over same-sex marriage. Across much of American society, our biases have gone underground, social scientists tell us. That makes our job as journalists and teachers harder.

You might feel like you're pushing against a mountain. Despite that, I know many of you are committed to change. As you work toward inclusion in content, classrooms and curricula, you are making important strides. So what I can offer that might help?

First, what we're doing really IS important. It's vital to our work as journalists and as educators, to the truth-telling capacity we serve in society. Not just at a philosophical level, but in a very concrete sense. Some of you may know that an SPJ committee spent a whole year debating the organization's ethics code. The hang-up? The word "truth." Should it be THE truth? Truth with a capital "T"?

As you know, and the SPJ committee eventually agreed, truth may differ according to where you're standing during a car accident. It may differ according to the neighborhood you live in, whether you have a disability, whether your family crossed the border recently or generations ago.

The "truth" we tell as journalists and as teachers deeply affects the broader social perceptions of truth. And as a result, it affects decision-making about institutions such as education, criminal justice and access to health care.

Some of the work being done by those represented in this conference has powerfully brought this home.

Travis Dixon and Cristina Azocar, for instance, found that exposure to television news stimulates frequent — and eventually, chronic — activation of an unconscious stereotype connecting black people with crime. In Dixon's summary for this conference, he describes study after study on the ways that crime news shapes perceptions among non-black people, convincing them that black people are violent, intimidating and an irresponsible criminal element.

The association between black people and crime in the news is so strong that watchers will fill in the blanks. I'll use a study by Frank Gilliam at UCLA and Shanto Iyengar at Stanford as an example.

In studios set up at two Los Angeles malls and at UCLA, the researchers showed more than 2,300 volunteers identical news stories, except for the race of the perpetrator. In some cases, he was identified as an African American male; in others he was a white male, and in a third set, no identification was offered.

More than half the time, when faced with a crime story without a guilty party, viewers made one up. That person, 44 percent of the time, was black. When the perpetrator was white, one-quarter of white study participants didn't remember any suspect at all.

In the news business, as Gilliam and Iyengar point out, we've created a crime script. And its grip is forcefully strong. Among regular crime news watchers who were white, the researchers found a 10 percent increase in what they called "new racism" — that is, the view that discrimination no longer occurs, black people don't believe in "American" values of hard work, and so on. In this and other studies, news watchers also favored more punitive measures to stop crime than people who didn't switch on the news report very often.

This research is important for several reasons:

One, journalists and educators committed to inclusion have a tool in our possession. Accurate, fair coverage does matter. And right now, taken as a whole, the coverage we achieve, and at times teach in our classrooms, isn't accurate or fair.

Arlene Morgan of Columbia University has done a great job of highlighting positive models in her "Let's Do It Better!" workshops that seek examples of excellence in inclusive reporting. The participants absorb ways to improve their own work by learning from one another, sharing reporting strategies and dissecting examples produced in newsrooms across the country. Columbia has infused this best-practices model into the classroom at multiple levels through methods than can be duplicated or adapted anywhere.

Two, without change, we are keeping alive what cognitive researchers call "mind bugs," that is, unconscious and reflexive "truths" that aren't really true. The experimental psychologists who created the Implicit Association Test (http://implicit.harvard.edu/implicit) have measured this effect in a multitude of ways — how we unconsciously react to gender roles, weight norms, skin tone, age, race and who we think is "American."

Three, ample research — and journalism — has identified bias in the criminal justice system against African Americans and Latinos. But this is just one example of the many institutions and arenas in which inequities are built into our society. Unless we teach students how to see and to report on these, we are helping to replicate a system built long ago in our country to favor certain groups, to give them privilege.

Because the truth is, in every story that a journalist writes and every lesson an educator offers, race matters. So do class, gender, geography and generation. In the essays included in this book, several participants mention use of the Maynard Institute for Journalism Education's Fault Lines framework outlined here by Lauraine Miller and Evelyn Hsu. These educators see the Fault Lines as a means to recognize and produce better stories — more accurate, fair and interesting — as well as stimulate better understanding by students of the complexities of the craft they are studying.

That's essential. We also can make allies of disciplines such as political science, ethnic studies and experimental psychology in order to teach the depth of the context those Fault Lines shape. They don't just signify difference in perspective. In our society, they delineate history, privilege, access and separate "truths" that often go unacknowledged.

An understanding of unconscious bias, structural racism, institutional bias — and history — should all be part of the young journalists' tool box and certainly that of any person who stands before a classroom.

Many educators also write here about the struggle to diversify their own student bodies and faculties. They have invented wonderful programs that reach into high schools, build relationships and seek to include and support success within a diverse student body. With honesty, they also depict the need for a more welcoming environment for faculty of color. They lament the resistance by department members to the intellectual diversity that inclusive recruitment brings. Here again, I think we can draw from other fields for some insight.

In welcoming and teaching a more diverse student body, we might consider the work by experimental psychologist Claude Steele on stereotype threat. What "tax," as he puts it, do we require of students of color who feel they not only must achieve, but must overcome skepticism about their ability to do so? Do we box in "white males" by casting them as bad guys in content studies? Do we acknowledge that mistrust and apprehension are real factors in students' ability to succeed?

Steele offers insights into creating an environment of what he calls "identity safety," where a student's intelligence can thrive without threat. When giving criticism, for instance, we can highlight our own high standards,

but at the same time explicitly describe confidence that the student can meet them. We need to help students think of intelligence as expandable.

We can put students together in mixed race groups, allowing them to share the personal sides of their lives in college. This practice builds trust, helps students see that racial and gender stereotypes are less at play — or at least less threatening — than they had feared.

And we can learn from consumer products companies that are way ahead of journalism and academia.

What does Bank of America do, for instance, to earn Diversity Inc. magazine's designation as the nation's top company for diversity? How does it manage to make people of color a full 55 percent of new hires? How does it retain 90 percent of managers, no matter what race or ethnicity?

Most important, perhaps, it doesn't make diversity an "extra." For Bank of America, diversity is an important part of overall quality, of corporate excellence. It threads diversity throughout every process. In its supply chain. On its board. In its success measures. It creates an environment that supports achievement and creates safe spaces — in the form of employee groups — for those who are in the minority. Ray Jensen, former director of minority supplier development at Ford Motor Co., another company known for diversity, makes the philosophy there seem simple: "It's the way we do business."

Other companies give diversity the same priority — and have thought through some of the roadblocks. At Merck & Co., Deborah Dagit, executive director of diversity and work environment, has highlighted a concern that new hires get "de-skilled," that unconscious sabotage and micro-inequities push people back out the door. You know THAT happens. Andres Tapia, chief diversity officer at Hewitt Associates, says success depends on acknowledging difference, not just celebrating similarities. He's right.

In some environments, that's a scary idea, and certainly not easy. What have some of these corporations learned?

→ It takes commitment from the top.

→ It takes mentoring — in two directions.

→ It takes making discussions of race, gender, sexual orientation and disability routine — and safe. Not just about news coverage. But also in and about your classroom and curriculum. In department activities.

Success requires the dedication of infrastructure and resources to diversity across the breadth of university operations, write Anne Hoag and Douglas Anderson Pennsylvania State University. As at Bank of America,

goals and accountability help ensure progress at Penn State. Cristina Azocar echoes this theme in describing the interaction of recruitment, teaching and research at the Center for Integration and Improvement of Journalism at San Francisco State University, which she directs. The journalism department has made a commitment: Internal excellence depends on inclusion.

Furthermore, the department has found, the benefits in and beyond the university are tangible. The expertise on inclusiveness cultivated within the university can help revitalize the community of working journalists who struggle to cover all of America fairly.

Diversity cannot be just an idea. It can grow only out of action. Several contributors here mention one-on-one outreach to prospective faculty and students alike. They describe an effort to adapt themselves to other cultures, instead of asking others to change themselves to fit into the white academic mainstream. What's more, true progress requires facing some tough issues head-on. R. Kent Kirkton of California State University, Northridge, writes about confronting white, male privilege. The structures that support it are so embedded, it's necessary to root them out at the most basic level — through revamping hiring procedures and mentoring practices, and demanding community engagement by each faculty member.

Joe Dennis of the University of Georgia describes the need to address young people's concerns directly, too. Students of color may choose to go elsewhere because of unspoken worries about issues such as racism on campus and the social activities available in a majority-white town.

At times, the work we must do may seem daunting. But the stories in this volume show that diversity in journalism thought and practice is a reasonable, achievable goal. When I first became an activist in the newsroom — sometime around my first few weeks there — women were organizing to get more front-page stories and to fix the pay inequities we found between men and women. I remember one morning going into the editor's office and asking for change. The Women's Caucus wanted the managing editor job that was opening up to be filled by a woman. We wanted better pay. The editor sympathized, but told me he had met earlier with a committee that wanted similar things for ethnic minorities. He had to take care of them first.

Over lunch, when I told my story to a friend who was on that committee, he looked at me, stunned. He had been told the same thing — except that the editor had said that he had to take care of the gender inequities first.

From that moment on, we worked together. That taught me the power of allies, of working across experience and distance to create change in our

industries, in our educational programs and in our classrooms. It also taught me the power of commitment to inclusion among so many.

We can make diversity and inclusion natural, not an add-on or an afterthought. We can collaborate with one another; we can inspire one another. We can draw on the hard work that so many others, in many other fields, have done. Maybe we need to move mountains, but we don't need to move them on our own.

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Enhancing Diversity: It's the People, the System and the Infrastructure

By Anne Hoag
Associate Dean for Undergraduate Education and Outreach,

and Douglas Anderson
Dean, College of Communications, The Pennsylvania State University

Here's the bottom line for those on campus who share the goal of preparing students to contribute to a culturally diverse society: The enhancement of inclusivity is a team effort, dependent, to be sure, on dedicated people, but also on a sound infrastructure that is crucial to its long-term sustainability.

Like many programs across the country, Penn State's College of Communications is committed to its obligation to recruit and retain students and faculty members across the ethnic spectrum. It strives also to offer a wide variety of courses to help students understand, relate to, report on and communicate in an increasingly multicultural society.

To be sure, the college has a system in place. Its Office of Multicultural Affairs actively is engaged in recruitment and retention, counseling, student organizations, workshops, job fairs, lectures and other special programming. Headed by our assistant dean for multicultural affairs and a full-time office administrator, the office's principal function, however, is daily coordination of broad-based college diversity efforts. These systematically involve also our Office of Academic Services, our five full-time professional academic advisers, our Office of Internships, the Office of the Dean and the heads and faculty members of each of our four departments.

Meeting our goals, therefore, is a function of a combination of the people, the resources, the programs, the infrastructure, the leveraging, the coordination, the cooperation and, ultimately, the accountability that can push diversity efforts forward and—over time—keep them going. Sustainability requires more than the commitment of a few individuals, no matter how dedicated; it requires teamwork within a strong infrastructure.

That teamwork goes beyond the college. It requires leveraging all the university- and college-level support services available.

The infrastructures to support diversity vary widely in scope at the central levels of America's universities and sometimes geography influences how diverse a student body and faculty are. But success depends on utilizing the system that is available, taking advantage of unique built-in advantages, dealing directly with built-in disadvantages and being as creative as possible.

Further, we constantly remind ourselves that diversifying faculties and student bodies, weaving multicultural issues across the curriculum and maintaining the healthiest possible environment is a long-distance race, not a sprint.

"Multiculturalism must be incorporated into our day-to-day operations," says Joe Selden, our assistant dean for multicultural affairs. "I like to compare issues of diversity to the fabric of a quilt; diversity is the thread that is woven into the quilt to hold the rich and colorful pieces together. When we as educators look at the quilt, we see that its beauty lies in the many different colors of its design, and we are amazed by its infinite variety."

Such commitment begins at the top, with the president and provost, who must allocate sufficient resources at the central and unit levels for good work to be done.

"Enhancing the climate for diversity doesn't just happen by itself in the academy," says Penn State Provost Rod Erickson. "It requires commitment and leadership up, down, and across the organization, and that leadership and commitment must be lived on a daily basis to experience progress. There must be real accountability for achieving desired goals, incentives and resources for effecting positive change, and celebration of accomplishments to reinforce the importance of a shared sense of ownership for enhancing diversity."

Thus, all universities must work hard at diversity, and those of us at institutions located in non-metropolitan areas and in largely Caucasian states must work even harder.

The Penn State Context

In a nutshell, here's our situation:

Pennsylvania is the sixth most populous state but, with the exception of Philadelphia, in the east, and Pittsburgh, in the west, it is largely rural.

The University Park campus, where our college is housed, enrolls about 42,000 students, some 34,000 of whom are undergraduates and about 75 percent of whom come from the Commonwealth of Pennsylvania.

The University Park campus draws lots of students from central Pennsylvania, which is about 92 percent white. The state itself is about 85 percent white.

Within that context, we do reasonably well in the College of Communications:

Of our 2,785 undergraduate majors, 386 are students of color, 13.9 percent, fourth highest of the 11 academic colleges. We have the highest percentage of undergraduates who are American Indians, and the second highest percentage who are African Americans or Hispanic. Among graduate students, we have the highest percentage of American Indians and African Americans.

And, for a state university, we retain our students well with a four-year graduation rate of about 81 percent. In 1997, we graduated 47 students of color; in 2007, we graduated 120—a whopping 155 percent increase.

Our faculty is among the most diverse of any college on campus: Of 72 full-time faculty members, 11 are professors of color — four Asians, three Latinos, three African Americans and one American Indian. Of the 11, six are tenured; two are on tenure track; and three are experienced professionals on renewable five-year contracts. The leadership of the college is steadily becoming more diverse as well. Among its 10 top administrators, two are African Americans.

We didn't achieve those respectable numbers sitting smack dab in the middle of central Pennsylvania by chance.

Every day of every week of every year, we work at enhancing diversity by drawing from Penn State's central resources and working in tandem with the Office of the Vice Provost for Educational Equity, a comprehensive and well-funded operation under the direction of Vice Provost Terrell Jones.

Office of the Vice Provost for Educational Equity

Jones is candid when he speaks of the crucial ingredient to enhance diversity at Penn State: "There is no substitute for support from top leadership." Although grassroots efforts contribute to institutional change, Jones said the tone must be set by those at the top of central administrations and at the college level by deans.

Located geographically at the center of campus and in the building that houses the provost and the president, the office touches every student, faculty member and staff member at each of the 26 campus locations with a range of services. And this means that diversity planning, activities and assessment have become routinized—the stitching of that quilt noted earlier.

Reporting directly to Provost Erickson, Jones leads an organization that houses two dozen offices, programs, commissions and committees that focus on race and ethnicity; women; veterans; disability; migrants; first-generation low-income college students; and lesbian, gay, bisexual and transgender students.

While Jones heads the university's central support office, the dean of each college sets the tone within his or her unit. In the College of Communications, Assistant Dean Selden reports directly to the dean and maintains a dotted line relationship to Vice Provost Jones.

Of all programs in Educational Equity, none is more central to its mission than maintaining the infrastructure for diversity strategic planning, implementation and assessment of progress toward goals.

The Framework to Foster Diversity

The university's diversity strategic plan, *A Framework to Foster Diversity at Penn State*, was designed to increase the synergy among diversity initiatives across the system. Developed in recognition that diversification requires a centralized effort, it nevertheless places accountability squarely at the college level.

The building blocks of the framework plan, first established in 1998, were drawn from recommendations of the Association of American Colleges and Universities (AACU).

The 2007 edition of *Making a Real Difference: A Guide to Institutional Change* is available from AACU's Web site, www.aacu.org. In that guide, four dimensions of campus strategies are highlighted: campus climate/intergroup relations, access and success, education and scholarship, and institutional viability and vitality. Penn State's adaptation represents those dimensions in seven "challenges":

Under campus climate/intergroup relations: *developing a shared and inclusive understanding of diversity and creating a welcoming campus climate*.

Under access and success, which we renamed representation: *recruiting and retaining a diverse student body and recruiting and retaining a diverse workforce*.

Under education and scholarship: *developing a curriculum that fosters intercultural and international competencies*.

And, finally, for institutional viability and vitality: *diversifying university leadership and management*.

Coordinating Organizational Change to Support Diversity Goals

All unit-level plans address each of the seven challenges. The College of Communications' progress is assessed both internally and externally in an effort to ensure that, over time, its reality aligns with its rhetoric. Recruitment and retention statistics are constantly monitored, and diversity programs are evaluated for their effectiveness.

The college's diversity committee (comprised of the dean, assistant dean for multicultural affairs, director of human resources, undergraduate and graduate student representatives, two faculty representatives, an undergraduate adviser and a staff representative) meets to address and assess progress toward stated goals.

Assessment also extends to individuals through annual review meetings with faculty and staff members to identify climate issues. The assistant dean for multicultural affairs conducts informal climate assessments during his monthly meetings with the college's scholars and in his meetings with the general student body, at student club meetings and roundtable discussions with club officers.

Curricular effectiveness is assessed regularly in various ways, including national journalism/mass communication accreditation standards and as part of the university's recently implemented general education requirement in U.S. and international cultures. We want to assure not only that our students acquire values and competencies in multiculturalism, but that our college is serving the wider student body with courses such as "Women and Minorities in the Media," "International Mass Communications" and "Cultural Aspects of the Mass Media," which satisfy the "cultures" general-education mission.

University assessment is constant. Each of Penn State's nearly 40 academic colleges, campuses and work units must address the challenges in both their diversity strategic plans and in their updates.

At regular intervals, the provost requests that colleges provide updates through extensive responses to questions that are designed to measure and assess progress. University-wide evaluation teams are selected and charged by both the provost and vice provost for educational equity to review each college's progress, make suggestions for more successfully addressing the diversity challenges and identify best practices. The teams consist of students, faculty members, staff, technical-service workers and administrators. They represent all constituent groups across academic units.

Each team's feedback report includes a short summary of progress and areas in which improvement is possible. Each feedback report is discussed initially in a closed-door meeting with the provost, vice provost

for educational equity and the individual academic dean. Then the progress reports are made available for community review on the Educational Equity Web site: (www.equity.psu.edu/framework/updates).

Even though the College of Communications consistently has received good marks from the central administration for its diversity efforts, clearly, our feet are held to the fire.

And we would not want it otherwise.

For assessment, as bureaucratic as it can be at times, is another means through which we seek to maximize our progress by taking full advantage of the resources at the university level and working simultaneously to systematically coordinate the efforts within our own units.

We have worked hard to leverage the substantial array of university diversity programs by calibrating them with the far-reaching efforts of our Office of Multicultural Affairs and our other units that strive constantly to enhance inclusivity in our program.

Office of Multicultural Affairs

Possibly the college's most visible—and symbolic—means of doing this began in 2001 when Joe Selden, who had served as director of multicultural affairs since 1994, was named assistant dean, the first such designation in any Penn State academic college. The following year, the college celebrated the opening of its new Office of Multicultural Affairs, prominently located within the student-services area and directly adjacent to the Office of Internships and Career Placement.

Located in prime real estate in our main building, the facility provides a welcoming climate for multicultural students, just as it increases the visibility of the resources we offer to them. The office provides academic, financial and career counseling; supports Penn State's Office of Undergraduate Admissions by conducting phone-a-thons and high-school career fairs to increase diversity within the College; works with faculty members, Pennsylvania newspapers, university staff and student resident assistants to provide a two-week summer workshop for multicultural high school students; and coordinates peer tutoring and several student organizations, including the National Association for Multi-Ethnicity in Communications.

It also oversees the College's Diversity Ambassadors Program, which provides a mentor for each new student of color who enters our program, assisting his or her academic and social adjustments; the Academic Intervention Program, which attempts to reach students who, early on, are experiencing academic difficulties; and our diversity committee.

But the Office of Multicultural Affairs is not a two-person band. It works daily with the many other units in the college, thus making the sum of our diversity efforts greater than the individual parts.

These include the Office of Academic Affairs, headed by Assistant Dean Jamey Perry, who oversees a five-person advising staff and two staff assistants; the Office of Internships and Career Placement, headed by Assistant Dean Bob Martin, who facilitates the placement of more than 500 students each year in for-credit internships, and who works with all students in the college as they explore career goals and engage in effective job searches; the Office of the Dean, whose administrative and staff members show their commitment to diversity, financially and personally; the department heads, who provide diversity leadership within their respective units; and the College's Office of External Relations, which houses the directors of alumni affairs and development, and which coordinates the scholarship program.

Each year the college awards about $500,000 to its most deserving and needy undergraduates—and the Office of Multicultural Affairs works closely with academic advisers, faculty members and the assistant dean for internships in identifying deserving students of color.

Some of our private scholarship donors have targeted their funds for students who have overcome or are working to overcome disadvantages. And, over the past decade, the John S. and James L. Knight Foundation has provided nearly $500,000 for our Knight Diversity Scholars Program, which has enabled us to recruit, retain and graduate talented students of color.

Without such coordination, leveraging and calibrating the work of other individuals and units in the college and university, the contributions of the Office of Multicultural Affairs would be more modest.

The Infrastructure Counts

Success in recruiting and retaining minority students and faculty members and in curriculum development must be well planned, methodical and consistent. Sound infrastructures—by all means, not to be confused with bloated bureaucracies—must be created. The human dimension is critical and cannot be discounted or underestimated. The day-to-day interactions of faculty, staff and students must be respectful, sincere and natural—becoming, over time, simply part of the culture of the program. Without individual diligence and sincerity, progress cannot be made.

But sustainability requires that we not lose sight of the importance of keeping all the integral parts in sync: the university's central diversity office; the unit's diversity point person or office; unit heads; faculty members; academic advisers; students; and student organizations.

But administrators, faculty members, staff members, student organizations, individual students, professional associations, alumni and professional constituents — however dedicated they might be at any given time — will come and go. Long-term consistency and sustainability is gained only if the system—the infrastructure—is firmly in place and if the many moving parts of campus diversity remain coordinated

Some universities, like Penn State, are better equipped than others to fund strong infrastructures to enhance diversity. But each university is fully capable, within the restraints of its resources, to set the tone and to provide support and expertise to individual academic units. We feel fortunate to work at an institution that values diversity—and puts its money where its mouth is. Only by creating the best possible infrastructure and then taking full advantage of it, can we enhance and sustain our efforts.

Remember: It's not a sprint—it's a long-distance race.

3

The Four Rs of the Journalism Pipeline: Recruitment, Retention, Revitalization, Research

By Cristina L. Azocar
Director, Center for Integration and Improvement of Journalism, San Francisco State University

The Center for Integration and Improvement of Journalism believes that accurate and responsible journalism reflects the changing demographics of the society it serves. We develop programs and conduct research aimed at recruiting, retaining and revitalizing journalists and journalism educators. We seek to make journalism more inclusive from the classroom to the newsroom.

It wasn't always that way at San Francisco State University.

The founding of CIIJ may be traced to November 1985, when the journalism faculty held its first retreat, an event attended by full-time and part-time faculty members. As it turned out, the meeting provoked the kind of discussions every university in the country — at every level — should stage regularly. The participants discovered — as is the case with their newsroom colleagues who seriously discuss their craft with people who are different from themselves — that when colleagues of color were participating everyone gained new insights about their program, its students and, indeed, its very function.

Looking back, it is clear that the decision was made at that meeting to use diversity and inclusiveness as means of developing better journalism education for our students and, ultimately, contribute to the improvement of professional journalism.

Foremost, the need to establish racial and ethnic diversity throughout the program was agreed to by faculty at that meeting as they acknowledged problems and determined to find solutions. They committed themselves to finding ways to play a role, regionally and nationally, in helping themselves and the profession overcome one of their biggest problems, the lack of racial and ethnic diversity.

They acknowledged that the department to that point had earned a reputation for preparing students to be ready to enter newsrooms with strong

basic research and writing skills, but that they needed to make sure that good teaching was available to a wider range of people.

Seeing the lack of ethnic and racial diversity on the faculty and among students, especially graduating seniors, they recognized the similarities with recommendations made in the 1968 Kerner Commission Report regarding the news media looking at Black communities through white eyes.

From these enriched discussions came the goal of creating a means through which efforts could be channeled to contribute to improvement of both the media and higher education with, of course, emphasis first on their own program. They sought steps to create for all students, but especially for students of color, a more welcoming environment and a better learning environment.

Ultimately, this became the Center for Integration and Improvement of Journalism, founded in 1990 by Betty Medsger as a nonprofit 501(c)(3) organization within San Francisco State University's Department of Journalism. Initially, CIIJ's primary mission, its reason for being created, was to increase retention, graduation and placement of students of color.

Curriculum and Teaching Implications

The hope was that CIIJ would help provide more support and instruction for students. The conversations about students led to a recognition of the disturbing reality that for too many students the department was a turnstile. Many with potential left the department during or after the introductory newswriting or reporting courses. A disproportionate number of the students lost were students of color.

This required some creative approaches to teaching. Mentoring and coaching were not yet common terms in the lexicon of teaching, but they were used to describe goals for CIIJ: a strong network of volunteer journalists who would be linked to students and work with them at least an hour a week every semester, evaluating their writing or photography and finding ways to help them improve as journalists. It was predicted, as happened, that these working relationships would have other positive benefits, including starting the students' network of professional contacts that would help them get jobs in the future.

Diversity was infused into the curriculum in a number of ways. In the basic skills courses, race and ethnicity were to be included, and some assignments would involve coverage of diversity issues in communities. Diversity issues were added to instruction in the ethics course. The history course was expanded to include the history of the ethnic press and significant ethnic practitioners in journalism. The required "Ethnic Diversity in U.S. Journalism" was to guarantee that students would not

graduate from the department without being aware of the history of the evolution of diversity issues in journalism. Later, this was replaced by an expanded "Cultural Diversity and U.S. Journalism" course.

Increasing the diversity of students and faculty of color and while at the same time increasing the academic standards and intellectual context of the curriculum made it impossible for people to claim that increasing ethnic and racial diversity meant lowering standards.

Teaching Starts with Faculty Recruitment

Though there was an emphasis in the discussions on increasing the number of students of color who would graduate from the program and become journalists, faculty members also agreed that to have credibility when speaking about diversity, they needed to change the harsh reality that they were an all-white faculty.

A faculty line was created and news ways of recruiting were instituted to bring applicants of color to the pool. Instead of the standard ads, they became the first journalism education program to place recruitment ads in the newsletters of the ethnic minority journalism organizations. They also mailed announcements of the job to hundreds of journalists and educators around the country. This resulted in a very diverse pool. Finding qualified candidates was not an issue. They had an abundance of highly qualified applicants.

This formed the basis for continued recruitment and hiring practices over the years.

Innovation Requires Funding

The university provided the space for the center, but funding was needed to pay for a director, a program manager and student staff. It was difficult to raise private money for CIIJ, but it was necessary because no state funds were available for such programs. Neither the university nor the department previously had raised substantial private funds. Foundations tend not to be risk-takers, so they had to be convinced that though CIIJ was a new kid on the foundation block, its faculty and staff had the determination and commitment to accomplish what they promised: to create innovative model programs on how to increase recruitment, retention, graduation and placement of students of color.

It took three years of asking to secure the first grant, the one that would make it possible to open CIIJ. It was a $100,000 grant from the Gannett Foundation (which later became The Freedom Forum).

Over time, raising funds demanded development of a very strong outside support network to make the funding a reality: Jerry Sass, then head of

the Gannett Foundation, was laughed at when he first recommended to foundation board members that they approve a grant to CIIJ. A year later he repeated his recommendation. That time they didn't laugh; they approved the first grant to the center.

The late Lyle Nelson — former vice president of Stanford and former head of journalism there who created the Knight Fellowship program and who, throughout his years at Stanford, raised more money for the university than any other person — believed so strongly in CIIJ'S goals that he wrote support letters to foundations telling them that if he were in their shoes he would make grants to SF State instead of Stanford. He said SF State was more capable of preparing people to be journalists and of increasing the number of ethnic minority students.

Two people on the advisory board of the Knight Foundation believed in CIIJ and made possible a series of grants from Knight: Larry Jinks, former publisher of the *San José Mercury*, and Gene Roberts, former editor of the *Philadelphia Inquirer* and managing editor of *The New York Times*.

Research as the Basis of Teaching and Programming

Very quickly, the scope of CIIJ began to expand when Diana Campoamor, now of Hispanics in Philanthropy, invited CIIJ to conduct research and provided the grant for the important first research project conducted by Erna Smith, "What Color Is the News?"

The original vision for CIIJ included the hope it could become a home for research done by faculty members regarding diversity and the news media. CIIJ had no idea that research would begin as soon as it did. This included not only Erna Smith's work, but a project headed by faculty member Jon Funabiki in the form of the News Watch project dedicated to monitoring media coverage of the diverse U.S. demographic landscape. From the start, CIIJ was conducting research that could produce findings to be used by news organizations to improve their performance and by faculty members to enhance their teaching.

This research expanded the journalism department's ability to help the profession change and, at the same time, provided new avenues for tenure-track faculty members to engage in research that would help them in the classroom and to be promoted and tenured. The funds for such research also made it possible for researchers to hire students to assist in research. This collaboration had profound short-term and long-term benefits for the participating students, many of whom applied what they learned during the research to their later jobs in newsrooms.

Looking ahead, research and dialogue will be expanded as important functions of CIIJ. Since 1990, the fundamentals of newsgathering have

remained the same, but journalism itself has changed dramatically. Rapidly shifting demographics, the technology boom, the blurred lines of "infotainment," consolidation, the explosion in methods of content delivery and issues of ethics have brought renewed attention to journalism's role in a democratic society.

In response to these and other timely issues, CIIJ's vision now encompasses an approach much broader than simply placing people of color in newsrooms. It is CIIJ'S desire to better understand the relationship among journalism, diversity and civic engagement and to promote the idea that these issues affect the credibility and the financial health of the journalism industry.

CIIJ is now exploring a new set of questions: How does a journalist's predisposition about culture and community impact the final product? How do we ensure that diverse communities are understood by a diverse group of journalists? What constitutes "fair and accurate" journalism for a multicultural democracy? What are the products and practices that best promote increased understanding of constituencies and ensure excellence in the field? How does each of these issues affect news media audiences and the financial well being and credibility of the news media industry?

Producing Benefits for All Students

In recent years, CIIJ received funding that supported accomplishing another of the original goals: assisting other journalism education programs in finding ways to increase their recruitment and retention of students of color.

The coaching and mentoring effort, the very heart of the program for years, produced positive results quickly. By the end of the second year of CIIJ, the portion of graduating journalism majors who were people of color was 46 percent, up from 15 percent three years earlier.

Another important consideration is that while improving the likelihood of success among students of color, programs needed to be conducted in ways that would neither foster alienation among white students nor develop a sense of second-class citizenship among students of color. With those concerns in mind, CIIJ's programs were open to all students.

While one of the most exciting results has been the fact that many more students of color have graduated and become journalists, the benefits have been much broader. The number of recruiters coming to CIIJ's annual job/internship fair increased because they found more students of color at SF State than elsewhere, but when they came to the university, they interviewed students of color *and* white students. Consequently, more job opportunities became available for white journalism students as a result of the increased presence of students of color in the department.

Nationally, however, the enrollment of students of color in journalism is still very low in most programs, and few have placed an emphasis on the still critical need of the profession to be more diverse in its staffing and in its coverage. In other words, the national need that motivated the creation of CIIJ still exists.

Where We Are Now

CIIJ's broad mission is to serve students, educational programs and the profession in helping them expand the scope of what they do for all in the community. We seek to respond to these goals by developing programs and conducting *research* aimed at *recruiting*, *retaining* and *revitalizing* journalism and journalism educators.

Recruitment refers to CIIJ activities designed to attract high school and college-age students, particularly those of color and other marginalized students who may not have considered journalism as a career choice. Historically, these activities included a coaching program, career services, training programs and outreach.

Retention describes our efforts to create pathways for success for these students, including job fairs, interviewing and mentoring.

Revitalization describes CIIJ's ongoing commitment to remain a physical and virtual hub where the journalism community can gather to access and discuss timely topics and trends in the discipline to hold their interest in a journalism career. CIIJ also endeavors to play a role as coordinator for ethnic journalism associations nationwide at both the academic and professional levels. Our website and director's participation in more than 15 associations nationwide illustrate this commitment.

Research refers to CIIJ's ongoing commitment to study and disseminate information on the many dimensions of ethnic minorities' involvement in reporting and receiving the news. In the past, research has been done through the News Watch Project. Now we plan to move more deeply into broader issues of journalistic and educational inclusiveness.

The Four Rs have helped CIIJ create an organization that serves journalism students, educators and professionals to increase diversity throughout the journalism pipeline.

CIIJ has used an approach that creates interaction and collaboration among youth, university students, journalism professionals, professional journalists and media activists. CIIJ programs harness the good will of professional journalists, provide individualized attention, spark youth interest in media careers, and foster an environment that celebrates, rather than fears, diversity.

Looking to the Future

When CIIJ began its work in 1990, its mission was to advocate for and place more people of color in newsrooms and to promote improved news media coverage of underrepresented communities and issues. CIIJ's activism was realized in quantifiable successes, as well as qualitative achievements.

As CIIJ looks to its preferred future, several strategic themes emerge to assume a prominent place in the design of its programmatic activities. We will reach all segments of the journalism pipeline, utilizing the Four Rs, providing encouragement to high school and college students to seek careers in journalism and revitalization to young professionals, veterans and journalism educators; and offer timely and valuable research on diversity, its role in civic engagement and its impact on the credibility and financial health of the news industry.

The continuing push for diversity is imperative to the future of the news industry. Diversity is a core value of democracy, which is deficient when all citizens are not engaged in its practice. Moreover, the more a news organization reflects the communities it serves, the more credible it is. Research shows that credibility is a core factor in maintaining audience and thus affecting the health of the news media. CIIJ desires to better understand the relationship between journalism, diversity and civic engagement through its curriculum, programs and research under the rubric of the Four Rs of the Journalism Pipeline.

Section II | # Diversifying the Faculty

4

Recruiting a Diverse Faculty Is a Constant Process

Recruitment and retention of a multicultural faculty occupies a prominent place in any discussion of diversity in journalism and mass communication education. But it must be understood, first, that the goal is not to change the visual appearance of those who occupy academic hallways and classrooms. The goal is to provide students with an education that is designed to cope with and improve a world that is increasingly interlinked. This is best accomplished in an intellectually diverse environment with contributions by a faculty of varying backgrounds and experience who bring intellectual breadth and quality to the education offered to students.

Consideration of these issues involves both philosophical and practical issues with which any educational program must deal. And it's a subject to which participants in the *Diversity That Works* conference paid particular attention. While they agreed on the goals of faculty diversity, they disagreed on some of the specifics about how to accomplish those goals.

The System: Hiring Criteria

The first requirement of any hiring process, of course, is careful consideration of the reasons for hiring a faculty member. And this should be based on the proposition that faculty excellence requires diversity of many types. Higher education often is criticized for taking narrow cookie-cutter approaches to hiring by developing criteria designed to emphasize factors other than the program's need to serve students and professional constituencies.

Further, some universities assume that the same criteria make sense for all faculty members, forgetting that programs have varying functions, students have varying needs and the most effective program offers varying approaches and content.

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* This report was written by Lyle Perkins, Ph.D. Student, Manship School of Mass Communication, Louisiana State University

Without such considerations, higher education runs the risk of faculty members with more similarities than differences.

As a result, Ralph Izard of Louisiana State University noted, as college and university programs consider diversifying their faculties they cling to the notion that no, or very few, qualified minority candidates are available. This thinking indeed reflects the narrow construction of acceptable candidates that has been defined by media, academic and other communication organizations. Borrowing from the ideas of Felix Gutierrez of the University of Southern California, Izard sought to illustrate the problem.

"We as a faculty set the criteria for faculty hires. Our universities set these criteria. And if we are so focused on types of scholarship and thus fail to reflect the broader needs of our classrooms and our students, we are making a mistake. People are available who can function effectively in our classrooms if we make our hires on the basis of the program's varying needs," he said.

With this kind of broad approach, journalism and mass communication programs may strengthen themselves by providing faculty members who can deal with the many different kinds of functions required in our classrooms. Such diversity may be reflected culturally, professionally or academically.

"We need faculties who are part of a mosaic, with each contributing something that is essential to the educational opportunities offered," Izard added. "Without this quality, we are not going to have strong programs."

Diversifying and Expanding the Process

Establishment of effective criteria guides the process, especially when execution of the search for faculty members is itself based on similar breadth of thought. Naming of the search committee, for example, represent a fertile ground for diversity efforts. This may be accomplished by assuring that its membership includes full representation of those who bring a variety of perspectives to the process.

Kent Kirkton of California State University, Northridge, observed that changing the composition of these committees can translate into a broader pool of candidates. Specifically, Kirkton argued that journalism and mass communication programs should allow junior faculty to serve on search commit-

tees. In doing so, they will gain the input of recently-hired and multicultural faculty members.

The participation of minority faculty in the hiring process is particularly important to help neutralize the potential subjectivity of these proceedings. As Sally Lehrman, relatively new to the academic world having just moved into her endowed position at Santa Clara University, observed, "It sounds like there may be some unconscious exclusionary criteria working in terms of who is thought of as material for faculty. You spend a couple of days with these potential faculty members listening to them, but also gauging the comfort level. Who measures comfort level? Much hiring that gets done just because you feel like they are going to work."

The goal, of course, is not to guarantee that any person will be hired, but to assure the availability of a diverse pool of candidates and that each multicultural candidate receives full consideration for the position. This may be accomplished in several ways, the first of which perhaps is widely distributing information about open positions, with particular attention, as appropriate, to publications reaching scholarly, professional and multicultural audiences.

Relationships with alumni and colleagues at other institutions help identify excellent candidates for open positions. Earnest Perry of the University of Missouri said his program makes a practice of contacting its graduates or colleagues from other universities, asking, "Do you have anybody? We have a position open."

These kinds of efforts are particularly important, Evelyn Hsu of the Maynard Institute observed, because in her experience recruiting multicultural faculty members presents unique challenges.

"We have never gotten a diversity candidate from an ad, in a newsletter or chronicle or anything else," she said. Instead, journalism and mass communication programs that are successful in attracting diverse faculties are relying on the same kinds of relationship-building they employ to attract prospective students.

This is a long-term process. Several participants indicated that the key to attracting a diverse faculty is to always be on the lookout for prospective multicultural hires.

"We need to keep in mind that recruiting faculty – all faculty – is not simply something we do when we have a vacancy," Ralph Izard of LSU said. "Recruiting faculty is constant. Recruiting faculty is maintaining a list of prospects, whether it's physically on a piece of paper or in our heads. Of course, we have a process, and other people will be involved in the actual hiring. But we can strengthen the pool for any vacancy if we are in constant search for prospects who may some day fit our needs."

Jennifer McGill of the Association for Education in Journalism and Mass Communication (AEJMC) identified two methods through which journalism and mass communication programs have mobilized the notion of "always on the lookout" at academic conferences.

"The first thing is that people will be in the convention placement area just browsing resumes because graduate students will start looking a couple of years out," she said. "They will go in just to get a feel about who might be available, just to start getting some practice interviews and things like that. They will see who is coming up. And they certainly do target quality early, not just of diversity, but Caucasian men as well."

Second, McGill said, is that schools are seeking more to publicize their programs through advertising in the convention program and in the association's directory, which are year-round resources.

"They are promoting their schools, what they have, what they offer and their faculties. It's a different mindset from how ads looked even five or six years ago. So it's a new idea of schools becoming much more year-round marketers of themselves. I think this is excellent because the candidates now have more choices. And they are much more discriminating in what they are looking for."

Finally, at times getting an outstanding candidate for a position simply requires being prepared to take advantage of any opportunity. David Kurpius of Louisiana State University cited one such case:

"Mary Parker, who is director of enrollment management at my university, received a call from someone on campus recently saying, 'hey, a trailing spouse is coming to campus who happens to be African American, who comes from

Stanford and who has recruiting background. Would you have any interest in talking to this person?' Her job is to hire recruiters for the school, and she didn't wait for the person to get to campus. She didn't wait for a formal application. She e-mailed and followed up immediately with a phone call and was building that relationship almost immediately."

This is a scenario, of course, that usually must be plugged into a process. But it is an example of how academic units can gain candidates and build a hiring pool by being prepared to take advantage of opportunities to develop relationships.

Going Beyond Traditional Methods

On some occasions, it may be useful to step outside the bounds of traditional practice on most campuses to attract ex-cellent faculty members. It depends completely on the circum-stances of the individual case, but two of these – on which conference participants were not in total agreement – are hir-ing your own graduates and working with another department to hire faculty members jointly.

Ralph Izard talked about one instance of recruiting a minority fac-ulty member that flew in the face of traditional hiring practices.

"We had a Ph.D. student, an African American woman, who was excellent in all regards. We assumed we would lose her because we had consistently followed the good practice of not hiring our own graduates. But we realized that other universi-ties were beating a path to our doorway and to her doorway. We determined that, while we could not make this a frequent practice, this was a special situation. We hired her, and she was a valuable faculty member for several years before she moved on to become an administrator at another university."

Joint hires are another innovative way to achieve a more diverse faculty. Kent Kirkton pointed out that joint hires with ethnic studies departments help "on the financial end if we can work together, get a joint hire, bring fresh ideas into the department, broader ideas and diversify the faculty."

Not everyone agreed. Several panelists argued that both practices are strategies that are fraught with pitfalls.

José Luis Benavides of California State, Northridge, who started his career as a joint hire, summed up some of the benefits and problems associated with joint hires:

"I have seen people resenting the fact that somebody was hired in a double capacity, like a joint appointment with Mexican-American studies and sociology, for example," he said. "They didn't want that person. They didn't like that person. But somebody above them made that decision. So it could be a double-edge.

"In my case, I think it worked beautifully because it helped me transition to a department that was completely white. I won't say it was a hostile environment, but it's a difficult environment to live in. The fact that I was in another department helped me to relax a bit in teaching other classes. It also helped me intellectually connect with other people and other kinds of students."

Anne Hoag of Penn State University noted that her experience made her ambivalent about the "whole grow-your-own thing. It's difficult" she argued, "because you also are with these professors who taught you as a student. So they treat you as a student."

José Luis Benavides identified another problem with hiring your own:

"This is like producing a culture, a group of people, a club, and I don't think you want to do that," he said. "If you are really for diversity, you really want to get people who don't know you first, despite the fact that your own students might be wonderful candidates. I will go against that because I have seen how bad results can happen in a department that makes itself so uniform."

Retention Requires Sensitivity

For journalism and mass communication programs that are interested in diversity, faculty recruitment represents only part of the solution. Once they are on campus, ensuring they stay there is a constant conundrum. Kent Kirkton suggested that institutions can aid in the retention of multicultural faculty by confronting their fundamental assumptions:

"When a program brings in a person of color to the faculty and then expects that person to act like a mainstream white faculty member, the chances of failure are increased," he said. "Or they say 'to hell with it' and leave. They have more sense than to stick around in one of these uncomfortable institutions."

Trina Wright of the University of Illinois stressed the importance of assuring a multicultural faculty member is fully included in the program's activities and decision-making processes.

"One of the struggles I constantly have in my department is voice," she said. "I am there. I am there only as a token. I count. Yes, I am a minority. I am a woman. Yes, I am black. But that's it. In terms of hearing my voice or including me in projects or service, no. The catch phrase is 'we are trying to protect you.' But they are not protecting me because they are not including me in department policies, procedures, strategies or planning."

A number of panelists agreed that diversity efforts require the commitment of the total institution and department, rather than just relying on faculty of color. Travis Dixon of Illinois suggested that faculty members of color frequently get pigeonholed into roles as the "diversity person" and mainstream faculty do not participate in meeting either the program's diversity needs or the professional and personal needs of its students. He cited the case of a high-profile colleague at a prestigious institution who left his position because he became "the race guy. He got tired of the way diversity was played out there. He had to be the only representative."

Earnest Perry of the University of Missouri observed that departments need to reevaluate their requirements for multicultural faculty to better reflect the unique service requirements they inevitably endure. He cited one such example of a Chinese professor:

"We have a huge number of Chinese graduate students who come in, and we have done a very good job of recruiting them. But they all flocked to her. And she's a junior faculty member. So I look up and at the end of the year, and she's sitting on eight master's committees. And I go into her office and I say 'stop, no more. You don't take another committee assignment unless you clear it with me first.' But it was one of those situations in which she felt obligated because these students were looking for someone to connect with, someone who understood what they were going through. And she felt an obligation to them."

Perry, an African American, added he has felt that same pressure.

"When we talk about diversifying our faculties, it's very important to have more than one because you run into the situation in which that person becomes the go-to person, not just for the students. Even faculty come in the office and say, 'hey, I have a question about this,' or 'I had this situation come up in class. How do I deal with that?' Or 'I want to talk about the whole Obama thing in class today. How do I do that and

not offend my students?' Wait, when did I become the authority on Obama?"

Evaluation

Certainly, retaining multicultural faculty members begins with embracing intellectual diversity, and if programs are wise enough to recognize the differing contributions specific faculty members make, they likewise must be wise enough to understand the need for varying methods of evaluating their performance. Not just multicultural faculty members. All faculty members.

José Luis Benavides has seen this need in his work at California State University, Northridge. He is evaluated on effective performance of his duties, but with particular attention to those unique contributions he makes to his program. But he sees problems in the wider academic world.

"Everybody has to publish in certain journals, know certain literature, quote them extensively, do certain kinds of research," he said. "We need to think about intellectual diversity in all that we do, including publishing. Where do you publish? What is your methodology? Your research areas? I think that's frustrating for anybody who has done graduate study but is not part of mainstream thinking."

Trina Wright echoes a common complaint of faculty members who dedicate significant time talking with and working with individual students. This occurs frequently because faculty of color admirably feel an obligation to students who seek out those faculty with whom they feel more comfortable.

"The other part in which I am not protected is helping students," she observed. "The countless hours I spend in my office talking to students, just things that are not even part of my job requirements. Those are not included in my evaluation. Again, for me, you are saying you are protecting me. But if I say, 'yes, we shouldn't do that' or 'maybe it's too much time' and cut it off, those students may face problems and may not complete their graduate education."

Earnest Perry drew the issue into stark relief by observing how another side of this issue is clearly to the detriment of a program and its students:

"It's having a huge impact on our students because, especially in terms of young faculty who are looking at these issues as 'this is what I need to get tenure. This is what I need to get a

promotion. And to do that, I am going to have to not engage as much with my students because I have to do this research, and I have to do this, and I have to do that,'" he said.

"So when I, as an administrator, go to my faculty and say, 'hey, I would like for you to participate in what this organization is doing,' be it an organization involving ethnic minority students or not, their first thought is, 'if I do that, what kind of credit am I going to get for it?.' Or 'am I going to get a course reduction so that I can also do my research?' So you are doing all of this negotiating, and it makes it very difficult when you are remembering, wait a minute, we are supposed to be here for the students."

Christina Azocar of San Francisco State detailed similar concerns from her own experience, noting that the institution doesn't always support faculty members who believe in the importance of doing community and professional service.

"I am very involved in the Mid-America Journalism Association," she said. "I am the president. I am not getting really anything out of that, except for my dean telling me that I need to stop doing these community boards so that I can focus more on research. And this is at a CSU. So imagine what it's like at a Research 1 university. What do you do when the person who is going to decide whether you are going to stay at that institution is telling you to cut back on your work in the community?"

But Anne Hoag of Penn State University expressed the opinion that in her experience the problem is not with the upper administration. Instead, Hoag finds that the problem is with promotion and tenure committees that ultimately make decisions about a faculty member's future.

"It's really hard to get promotion and tenure committees to recognize the value and what is scholarly about the kinds of community and professional activities that Cristina is talking about," she said.

To redress these concerns, Travis Dixon suggested that journalism and mass communication programs codify procedures that will reward diversity work in the same way they reward publications and teaching. Dixon maintained that when faculty members start talking about the kinds of work they have done as part of their annual review, "part of that reward should be seeing that you have done work in the community, whether that be diversity work or some other important service."

Based on the idea that diversity is an important contributor of a program's overall quality, Ralph Izard suggested that programs should reward diversity efforts as a specific and important part of every faculty member's annual evaluation. Arlene Morgan of Columbia University went a step further, arguing that diversity contributions should be a tenure requirement because "you are never going to change it unless you really make it an important part of how somebody is not only evaluated, but whether they stay on."

Diversity is Everyone's Job

If part of the solution is to have "more than one," as Earnest Perry suggested, it is equally, perhaps even more, important to change that attitude of "you are our diversity person," the participants said. Diversity and overall service to the needs of students requires the efforts of the entire faculty, not just faculty of color.

On the one hand, this may be defined as a relatively easy contribution because all faculty members already deal with such issues as fairness, balance, representing the community, providing multiple sources and structuring content for specific audiences. Even though they may not use the term, these are diversity matters. On the other hand, some faculty may not be comfortable with other elements, particularly the need for discussions of race, ethnicity or sexual orientation.

For these reasons, several participants mentioned diversity training as a tool to engage faculty in diversity efforts. Joe Dennis of the University of Georgia noted that the diversity committee at the Grady College conducts a diversity workshop every year.

"Some of the most successful ones I have seen were when we had members of our own faculty put presentations together about how they incorporate diversity into their classes," he said. "These are real concrete examples — from white colleagues most of the time because we don't have a diverse faculty — that were incorporated into their classes. I found that to be very successful."

Arlene Morgan pointed out that professionals and academics must perceive that diversity programs are going to make them better at what they do, or the training will not be successful. To that end, Morgan cited a similar program in which faculty teach other faculty members what they are doing, "so it's an exchange of ideas so that faculty can learn from each other rather than training. I think that's the best

way to go. If you bring in a diversity trainer who is not a journalist, it's lethal."

Joe Dennis agreed: "Where we ran into situations that weren't as successful, I think, was when we brought in outside people."

David Kurpius and José Luis Benavides concurred on the difficulty of finding the right person to conduct diversity workshops. Benavides argued: "There is a 'diversity industry' that has emerged, and I would stay away from those because they are not going to be effective if they are considered as something that is added."

And Joe Dennis raised an additional issue that is constantly problematic.

"The problem — the frustration that I always have with these diversity workshops — is that the faculty that you know in your head should be there are the ones who don't attend," he said. "It's the people who already are committed and you know are trying their best."

Limitations notwithstanding, several participants identified successful diversity training initiatives. Doris Giago cited a tutorial class on cultural sensitivity, mainly about the tribes in the state, that is offered to university faculty by South Dakota State's diversity office. Giago believes the class has "enlightened them a lot. And so they are more sensitive to the tribal people. It's not really cultural training or diversity training, but it's sort of an educational class for them."

As journalism and mass communication programs seek to recruit and retain multicultural faculty and engage all faculty members in diversity efforts, the central institutions and departmental leaders must believe such training is indeed worthwhile. Travis Dixon put such training into its most meaningful perspective by observing that "we have to say that diversity is an important value and is not in competition with the idea of excellence." Ralph Izard agreed. "The approach for faculty," he said, "must be that the quality of the overall program and its individual classroom instruction is the goal."

5

Diversifying the Faculty: A Chair's Perspective

By R. Kent Kirkton

Chair, Department of Journalism, California State University, Northridge

Having a diversified faculty is essential, but creating an environment that embraces differences, however, is a challenge that requires multidimensional effort and consistent commitment. It has taken us at California State University, Northridge, a number of years and some false starts to put together the faculty we now have. Our approach may not work for every institution because we are in Los Angeles, our student body is very diverse and we have excellent ethnic studies programs that figured into our success.

I have been department chair for the past seven years and have been very involved in our efforts to diversify. That's why this piece will be somewhat biographical in nature.

Up front, I believe four elements must be addressed if a department is to be successful in its efforts to diversify: engaging the community, curriculum, interdisciplinary approaches and personnel procedures. Each of these can either increase or decrease the likelihood of being able to recruit and/or retain people who will bring diversity to your faculty.

All too often we are unprepared to talk to potential faculty members from different backgrounds than ours in a way that lets them know they are not going to be isolated in a ghetto of one when they join the faculty. Our experiences in hiring mainstream candidates have demonstrated the importance that they feel they will fit in with the rest of the faculty. If they don't perceive a "good fit," they are likely to look to other institutions for employment.

Why would this be any different for non-mainstream candidates?

This is where community engagement comes into play. And when I say community engagement I do not mean we make some prosaic attempt to learn about the diverse communities our universities serve. I mean that we must be engaged with the communities, know their issues and histories. A good place to start this process is by getting to know our fellow faculty members in ethnic studies programs. They can not only

share community perspectives, but also introduce you to members of the community.

They can also make you aware of community events and provide you with terrific reading lists. I have been fortunate in that I have a great friend in the Chicano/a Studies Department who has been giving me books, articles, and reading suggestions for 15 years.

Ground yourself intellectually. This may start with reading the local ethnic press and getting to know the editors and reporters. Here, I am reminded of a study done at the University of Texas, "Diversity Disconnects." One of the primary findings was that even though editors voiced concern about their ability to diversify their newsrooms they hadn't changed their reading habits. They still read the local competition, the New York Times and the Wall Street Journal every morning. We must expand our own knowledge of the diverse communities in our regions if we are to be part of diversifying our departments.

Next, become involved in the community. This won't happen quickly or easily. Some people always will be suspicious of your intentions. And, you may well be uncomfortable being in the minority, but it is important to make an effort to attend events, get to know people, serve on boards, break bread and enjoy casual conversations. The best starting point for many of us is with professionals in the newsroom. You might even take a stab at learning a bit of a new language if it is appropriate.

Let me offer a couple of anecdotes that might shed some light on the virtue of what I am recommending. When the Rev. Jeremiah Wright's animated comments hit the airwaves, a great gasp went up from the mainstream press and white America. I was not shocked by the comments though. They simply reflected an idea that grows from the African-American community's experience in the U.S. It was not a call for revolution; rather, it was a particular reading of American history, not unlike Dr. King's.

These are ideas that have been expressed on many occasions by community members and scholars alike. Indeed, if you parse the words carefully, you'll have to admit that he wasn't far off the mark. One of my African-American artist friends never forgets to remind me that it must be nice to wake up every day and feel privileged.

On a lighter note, I was dating a Chicana (now my wife) several years ago, and she surprised me one evening with tickets to see George Lopez at a local comedy club, The Ice House. This was before Lopez's television program, and his humor was stronger and more pointed in his club appearances. In a conversation sometime later, she revealed to me that

she wanted to see if I got the jokes and could laugh at them. In fact, I remember her telling a friend that although she knew I was a "good guy" she wasn't sure that I really got it. It was a cultural competency exam that I didn't even know I was taking. I believe we are all taking this exam when we interview new faculty members, and we best prepare for it.

The most important, single step we took as a department in advancing our efforts was to change our curriculum before we began the hiring process. In our case, it was a rather dramatic change. We decided to add an Inter-disciplinary Minor in Spanish-language Journalism to our program. With the help of a dean in an allied college, we were able to make the case for the importance of the minor to our central administration. The provost agreed we should begin the program and gave us a new position.

Not every department is in a position to do something this dramatic. However, it is very important to recognize that if you expect to sustain a diversified department you are going to have to entertain some new and/or different ideas. All too often departments make hires to meet their diversity goals and then expect them to fit in, to think the same way and teach the same way as the rest of the faculty. Opportunities must be available in the curriculum in which a new individual's may excel, in which she or he will be valued for what is added, not denigrated for not doing things the "way we do." Otherwise, not only will the senior faculty see the new faculty member as not fitting in, the individual will feel isolated and inclined to seek a position elsewhere.

I would argue that making curricular changes or, at least, doing the groundwork before beginning the hiring process is the best way to pro-ceed. It's a way of achieving valid educational goals, and it's part of creating an appropriate atmosphere for the program. As a result, you will attract more and better candidates. Short of that, you can make it clear in your position announcement that you are seeking someone to develop new courses, courses that are likely to attract the interest of candidates who will diversify your faculty. After all, the most important notion here is a diversity of ideas that follows from a diverse faculty.

One way to facilitate the process is to engage other departments in your university and seek opportunities for joint hires. This not only is likely to ensure that your new faculty member will have courses suited to his or her interests and expertise, but it also broadens the constituency of your search committee. In our case we constructed an inter-disciplinary minor that involved the Chicano/a Studies Department, the Central-American Studies Program and Foreign Languages and Literature. We had members on the search committee from three departments, all of whom brought different perspectives and expertise to the process and, I think,

greatly enhanced the process that produced a terrific new faculty member. We made a joint hire with the locus of tenure in journalism, and the faculty member later moved full-time into the Journalism Department.

You may also have to change your personnel procedures if you are to retain a diversified faculty. It is important to recognize that *Journalism Quarterly* and other mainstream journals are not always appropriate for new and different ideas and approaches. Your procedures may need to be broadened to accept publication in ethnic studies journals or other smaller, less well-known juried publications.

It is also a good idea to be certain that your procedures reward faculty for mentoring and for their dedication to students since one of the primary reasons for diversifying the faculty is so that students have someone on the faculty who shares life and learning experiences with them and to whom they can turn for guidance.

I would be remiss here if I did not bring up the notion of privilege. You are likely to run into resistance as you try to work through these processes because people who are privileged by a system are loathe to give up their privileges. They will argue that standards are being lowered. They will see new people moving in new directions as a threat to their "well earned" status. You will have to help these people see the benefits of injecting new ideas and methods into the department and curriculum. It is, in my view, critical to the academy and the country to counter our hide-bound ways and to open a variety of new avenues to the future.

6

Diversifying the Faculty:
A Faculty Member's Perspective

By José Luis Benavides

Associate Professor, Department of Journalism, California State University, Northridge

First day of classes: After being told traffic and parking were important issues, I woke up early and arrived at campus before 6 a.m. To enter Manzanita Hall, where my office is located, I had to use the office key to open the building door. Surprisingly, once I entered the building, a man inside asked me my name and the reason I was in the building. When I explained who I was, he asked me if I didn't mind if he accompanied me to verify I was who I said. Inside the elevator, he started telling me a story about having found street people using the building's bathrooms to wash themselves. He left right after I opened my office door, while I was left with a familiar and distressing feeling of being profiled because of the color of my skin.

This was not the first time people thought I was a dirty Mexican. When I was a graduate student at the University of Texas, Austin, a librarian denied me access to the building's reading section because she thought I was dirty: "I don't know what is the custom in your country, but here people take showers every day," she told me.

Of course, I have taken showers every day all my life—the difference in Austin was that I had to walk to campus in 100-degree heat. So it was hard to imagine that on my first day of classes as an assistant professor at California State University, Northridge, my Birkenstock sandals were the reason for this familiar profiling.

Because of this incident, I thought that I was heading toward an isolating experience as the only professor of color among the tenured and tenure-track faculty in the Department of Journalism. Fortunately, several factors helped me toward a completely different path, on which I have been able to move to the associate level and look forward to a successful career at CSUN.

First, I learned to ask for help. My negative experiences as a graduate student at UT Austin helped me realize I shouldn't keep this kind of incident to myself because situations like these could undermine my self-

confidence and internalize a feeling of inferiority. So I decided to talk with the chair of my department about the incident, telling him that maybe I was being paranoid—in case he didn't believe me. His reaction was much better than I expected. Not only did he believe me, but he also had the university's plant manager apologize to me for what happened. He assured me it wouldn't happen again.

Thus, without even planning it, I realized the first day of classes that my chair was sensitive to issues of race and ethnicity, and knowing that gave me a sense of being supported at the place where it counted the most—at the top.

A second positive factor in helping me achieve my goals while helping intellectually diversify my department was the fact that I was hired with a clear intellectual mandate: start an interdisciplinary minor in Spanish-language journalism. Thus, by my second year I was already teaching, on an experimental basis, courses that would become the core of the minor, helping me develop new and innovative curriculum. I created the new curriculum through collaborative work with the chair of my department, who has substantive knowledge of Latino culture and history, and who was able to mentor me in getting acquainted with the Latino experience in California.

Developing new curriculum gave me a road map for my future research, a third positive factor in my career at CSUN. The syllabus of the first class I created has led me in new directions and given me a research agenda and the impetus to pursue my research interests; also, it helped me establish a direct link between research and teaching. I was able to co-organize a successful conference celebrating the 150th anniversary of the first Spanish-language newspaper in Los Angeles, *El Clamor Público*. My students in journalism and Spanish attended the event and benefited from the scholarship. After the conference, I partnered with my co-organizers to submit and edit an issue of the journal *California History* devoted to *El Clamor*, publishing in one issue more scholarship about the newspaper than had ever before been published.

My interest in journalism history has allowed me to apply successfully for grants for my current research on early Spanish-language radio in Los Angeles. One of my senior colleagues became interested in the project, and we are now collaborating on a book-length research project involving one of the pioneers of Spanish-language radio. This project has spurred me to pursue my academic interest beyond Latino media and expand it to ethnic media in general. We have established a Center for Ethnic and Alternative Media to help us develop public, professional and academic interest in ethnic media. We currently are developing an oral history proj-

ect in Southern California, one of the most diverse ethnic media markets in the nation.

This wouldn't have been possible if I hadn't been able to publish under a broader definition of scholarship. This fourth factor made me feel I was brought to explore new areas of inquiry, traditionally developed at the margins of mainstream research in my discipline. I was allowed to include reports, textbooks and Spanish-language scholarly publications as part of my tenure-review process. Intellectual diversity could be impaired by a narrow definition of accepted scholarship, where homogeneity of theoretical and methodological approaches is rewarded above diversity of interests and approaches.

When I arrived at CSUN, my position was a joint appointment between the Department of Journalism and the Spanish section of the Department of Modern and Classical Languages and Literatures. This became a positive and a negative fifth factor. On the one hand, it gave me the possibility of working early in my career with a group of professors and students who were culturally and intellectually closer to me, something that eased my transition into the Journalism Department. But on the other hand, it imposed double demands on my time and service as a junior faculty member. In any case, I thought my joint appointment had to be temporary since I knew demands of both departments would have conflicted in the long term.

This transitional period kept me protected during a time of change in the Journalism Department, where senior faculty recently had left, and the department was working to rebuild. Six years ago, when I arrived at CSUN, the Journalism Department had five female and six male tenured and tenure-track professors. Only one of these was a person of color (me, with a half appointment). In the fall of 2008, the department has seven female and six male tenured and tenure-track professors, five of them people of color.

I'm clearly aware that biological diversity does not itself guarantee diversity of thought at the faculty or student level. Although CSUN offers great benefits in that it has a very diverse student body, I knew this racial and ethnic diversity didn't mean anything unless students were regularly exposed to diversity of knowledge, diversity of perspectives, diversity of histories—in short, intellectual diversity.

As in most schools, the journalism curriculum at CSUN offers diversity courses as elective courses, so students can finish their degrees without ever being exposed to any kind of diversity. Added to that, our syllabi about diversity include a statement that students are encouraged to write about diverse groups of people, but the content of the courses does not

give them the foundation to do it. For example, suggested lists of opinion writers seldom include alternative or ethnic publications, when we should include them on a regular basis.

For this reason, I realized early on that the interdisciplinary nature of the minor I was developing was a good environment to foster intellectual diversity. Students in the minor are required to take courses in which they could learn about Latino communities from different academic disciplines. The strong intellectual wealth of CSUN's programs in Chicano and Central American studies has given students substantive knowledge about Latino communities in Southern California. This knowledge has a direct impact in the courses I teach, and in student media. In other words, this external influence into the journalistic curriculum allows new perspectives to enter and be part of the work of all students in the Journalism Department.

Sometimes, this knowledge creates conflict. For example, two Latino students working for our student newspaper are constantly questioned about their news judgment because they bring ideas from things they've studied in their minor, the Latino organizations they belong to and things they learn in their classes. Despite the conflict, these students make valuable contributions to the newspaper. Sometimes, their knowledge helps create collaboration among students, and in some cases it helps students find jobs. That was the case of one of our students who was hired at a newspaper in the South because she had some clips in Spanish. The newspaper editors wanted somebody who could help them cover stories on relatively new Latino communities in that part of the country.

Today, I'm moving toward creation of a major in Spanish-language journalism, with the knowledge that we are in a place where ethnic diversity is a given, but where intellectual diversity is a rare commodity. Los Angeles's diverse communities are often isolated from one another. In training a new generation of journalists attuned to both ethnic and intellectual diversity, journalism education must play a key role in fostering understanding and communication across boundaries, bridging gaps and bringing the Los Angeles community together.

7

Faculty Diversity Must Be the Culture of the Campus

By Queenie Byars
Assistant Professor

and Joe Bob Hester
Associate Dean, School of Journalism and Mass Communication, University of North Carolina at Chapel Hill

At the 1960 dedication ceremonies for Howell Hall as its new home, the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill had eight full-time teachers — two professors and six associate professors.

All were white men from "diverse academic backgrounds" who taught 66 students, including 60 undergraduates and six graduate students.

By 1972, the faculty had grown to 15 but still included no women although two courses with diverse topics were offered: "The Mass Media and American Popular Culture" and "International Communication and Comparative Journalism."

The first woman to join the full-time faculty was Professor Carol Reuss, who arrived in 1976, and she was joined the following year by Professor Jane Brown. Harry Amana was the first African-American to join the faculty, becoming a lecturer in 1979.

In the school's 1988-1989 annual report, *Creating Excellence in Mass Communication*, then Dean Richard Cole wrote, "(T)he faculty grew from 14 full-time faculty to 23 – a 64 percent increase, plus a dozen regular part-time faculties." This included eight women and three racial/ethnic minorities. In the classroom, an additional diversity course, "The Black Press," was offered to undergraduates, dealing with the history of the U.S. black press since 1827 with emphasis on those who helped institutionalize the black press and on key issues of the black experience.

During the 1990s, the school was busy fostering multicultural understanding. By fall 1993, 18 percent of the students were minorities, and the school surpassed the greater university statistics with 15 percent black enrollment as compared with 11 percent overall.

For a while, the school had a higher percentage (15 percent) of minority faculty than the university (11 percent). The same was true of the female faculty, which was 40 percent in the school compared to the university's 35 percent. During Cole's 26 years as dean, the school developed an action plan that included strategies for making the faculty more diverse and representative of national and state populations.

Cole described it as "an array of programs to attract and retain minority students and faculty members and to increase the number of minorities in professional mass communication."

By 1995 the school had a strong multicultural faculty presence with one Chinese professor, Xinshu Zhao, in the advertising sequence; an Indian professor, Debashis Aikat, teaching electronic information and interactive technologies; and a Latina professor, Lucila Vargas, teaching international communication. Two African-Americans had become professors: Harry Amana, who had been on the faculty for 16 years, and Chuck Stone, who joined the faculty in 1991.

Cole wrote in the school's 1999-2000 Annual Report, "The school has more female professors than most other journalism-mass communication school across the United States."

Such is the slow but steady progress of the process of increasing inclusivity in a major journalism/mass communication program at an important American university.

When the UNC School of Journalism and Mass Communication celebrates its 100th anniversary in 2009, it will enter its second century with a continued pledge to expand its commitment to diversity in its teaching, research and service. And it will do so with an already expanded record. Statistics from 2007 show that the school's 50 full-time faculty included eight members of racial or ethnic minorities. Women made up 36 percent of the faculty, and minority students constituted roughly 16 percent of the enrollment.

"Our faculty is constantly engaged in identifying and expanding opportunities for the school to increase diversity initiatives," said current Dean Jean Folkerts. "This is true whether it's in the courses we teach, the guest speakers we invite or special professional development education. Equally supportive are our many alumni and friends who support us globally and at home with programs, scholarships and gifts to the school."

University Goals and Priorities

Diversity progress requires leadership from the top, and the relative success of the UNC School of Journalism and Mass Communication parallels

and gains impetus from the university's expanding commitment. Reports in 1995 from the Chancellor's Task Force for Diversity and in 2000 from the Chancellor's Minority Affairs Committee set the groundwork for action. The university's first diversity plan was published in fall 2007 and is now part of its ongoing commitment to be a leading public institution.

"The essence of the diversity we seek is not something that can be captured simply in policy or numbers," said Chancellor James Moeser, upon the establishment of UNC's university-wide plan. "It is intangible; it deals with the spirit, with the culture of the campus."

In 2007, the School of Journalism and Mass Communication participated in a campus-wide baseline Diversity Report designed to examine how well UNC was doing in achieving diversity goals and to identify matters that needed improvement. The necessity for an institutionalized plan had resulted most recently from the findings and recommendation of a 2005 Chancellor's Task Force on Diversity. The task force assessment concluded that while diversity clearly resonated as an important value for UNC, the university community did not actually share a common understanding of diversity or diversity priorities across the campus.

The Diversity Report provided specific guidelines and formatted questions that relate to each of five goals that guide the university's diversity efforts. The chancellor required that all deans and department chairs submit the report along with their annual budget requests.

Among the most important of these goals, the one that most directly addresses the issue of faculty recruitment is Goal 2, which states "Achieve the critical masses of under-represented populations necessary to ensure the educational benefits of diversity positions."

A simple statement, but a complex process.

The School's Faculty Recruitment Efforts

The School of Journalism and Mass Communication understands full well the importance of central administration leadership, but faculty diversity will be accomplished only if the idea is an essential ingredient of the process and in the minds of the faculty members who participate in it. Thus, the faculty search process has been structured to assure inclusiveness at all stages.

At the very beginning, the school understands that the quality of any search depends first of all on assuring that a diverse group of candidates is considered. This is a stage that simply cannot be left to chance. Thus, as needs are identified, the school communicates about the availabilities in a wide variety of venues, with some special emphasis on those that appeal to diverse audiences.

But the process is more than institutional. Faculty members are fully involved in seeking minority candidates. The school's faculty/staff regularly attend academic and professional conferences and meetings to seek out and initiate contact with potential minority candidates. These include both professional and academic conferences in numerous mass communication disciplines such as advertising, journalism, broadcasting and public relations and such broader organizations as the Intercultural Communications Conference, the International Communication Association and the Popular Culture Association. Special emphasis is placed on the Association for Education in Journalism and Mass Communication.

Faculty and/or staff also attend meetings of organizations that focus on underrepresented groups, such as the Black College Communication Association, National Association of Black Journalists, National Association of Hispanic Journalists, and Unity: Journalists of Color, Inc.

These efforts are systematically tracked, and faculty members report on what they have done, including any referrals and information they post on academic group listservs or any other venue. Informal group discussions are staged with individual search committees to assess their efforts in recruiting diverse candidates for faculty positions. The school also monitors guest speakers for possible faculty candidates.

These ongoing efforts have increased the diversity of candidates applying for faculty positions. They will be continued. At the actual hiring stage, however, UNC has provided an invaluable resource in the form of special incentives and resources from the Office of the Provost.

Targeted Hiring Program

What is perhaps the single most significant impetus to hiring faculty members from underrepresented groups, the Targeted Hiring Program is a classic example of how a committed university helps its specific programs and faculty. It provides both a process and resources specifically designed to seek out and hire faculty members from underrepresented populations.

When the school has identified an individual it believes has the qualifications to contribute as a faculty member, the dean seeks permission from the Provost's Office to initiate the process. This agreement includes a provision that the Provost's Office will fund a tenure-track faculty position for the faculty member for up to five years. This gives the school plenty of time to develop the means to continue the position at the end of five years. This most frequently involves use of a faculty line that has been vacated.

The recruited individual goes through the same extensive interviewing process as any potential faculty member. She or he teaches a class, conducts a session on research or creative work, and meets with members of the faculty, students, and the dean. The faculty then votes on a recommendation whether to hire the recruited individual.

In the past three years, the school has identified, interviewed and hired three individuals through the Targeted Hiring Program. Each is an experienced professional with much to offer to students preparing for professional careers. Their varied backgrounds also strengthen the overall program for both students and faculty.

Napoleon Byars, an African-American male, was hired in 2005. Before coming to UNC, Byars was the director of policy and communications for the Air Force Association (AFA) in Arlington, Va. He oversaw all facets of AFA communications, including media relations, marketing, web site operations, planning for national conferences and symposia and the writing of national security policy papers.

Paul Cuadros, a Latino male, was hired in 2007. A graduate of the University of Michigan and Northwestern University's Medill School of Journalism, Cuadros is an award-winning investigative reporter with more than 10 years of experience.

Queenie Byars, an African-American female, was hired in 2008. Previously, she co-founded Creative Communication Works, Inc., a public relations consulting firm in Northern Virginia. She also served as a public relations consultant managing the National Aerospace Awards program for the Air Force Association in Arlington, Va.

Each of these three individuals recounts his or her experience with the Targeted Hiring Program in the remaining sections.

Diversity Imperative (By Napoleon B. Byars)

I view diversity as an individual responsibility and institutional imperative. History is replete with lessons of the peril to cultures that were not open to diversity and change. As a faculty member, I believe the engine of the academy is driven by diversity, change and discovery.

My joining the faculty at the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill was a mutually beneficial decision. Having served on the School's Board of Visitors, I became an active supporter of the mission to educate and train the communicators of tomorrow.

I was hired in 2005 through the Targeted Hiring Program. Former Dean Richard Cole, also my former professor, was a lifelong supporter who

invited me to apply for a faculty position. He convinced me, as an experience professional practitioner, that I had a lot to contribute in the classroom.

Currently, I teach in both news editorial and public relations sequences. Formerly, I served as public affairs officer in the military for 21 years, and a director of policy and communications for an association in Washington, D.C., for five years. I share a wealth of experience on the role communicators play in supporting democracy by keeping the public informed.

Faculty diversity can be difficult to achieve against the backdrop of long traditions and stiff corporate competition for qualified minorities. When I was invited to join the faculty, I saw it as an opportunity to give back even more and address my individual responsibility to be a role model for – as it turned out – all students.

Upon returning to my alma mater, I was immediately conscious of the re-sponsibility of a mentor of students. Not only was I sought out by students of color, but I am, in many cases, the first and only African-American pro-fessor for many students during their time at Chapel Hill.

Harking back to my days as an undergraduate, I recall not having any women or professors of color during my four years of classes. More than 30 years later, minority representation among the overall faculty has much improved, but our university must continue to move toward greater diversity. It is an instructional imperative.

Meeting the Needs of Students (By Paul Cuadros)

My first encounter with the University of North Carolina at Chapel Hill School of Journalism and Mass Communication as a prospective faculty member was meeting Dean Jean Folkerts.

I had just published my book, *A Home on the Field: How One Champi-onship Team Inspires Hope for the Revival of Small Town America* (HarperCollins), which told the story of one small rural community in the South and its struggle with immigration. I had been thinking of teaching journalism some day since graduating from Northwestern University's Medill School of Journalism. This seemed to be a good time in my career to follow this thought because immigration had become a national issue, North Carolina was at the forefront of states dealing with this issue and my book on the subject had just been released.

Dean Folkerts was very warm and made me feel welcomed in our first visit. We talked about the book, the direction the state's population was heading with the growing Latino community, and the increase in the Lati-

no student population on campus. Latino students are expected to be the largest minority group on campus by 2013. I left our first meeting enthused and excited.

Over the next few months, Dean Folkerts and I met again, and my desire to teach had strengthened. There were some issues that needed to be ironed out to complete the deal. Dean Folkerts and I negotiated those. At the top of the list was continuing to write books about the Latino community. Dean Folkerts wholeheartedly supported this and my desire to continue my commitment to coaching soccer at a nearby high school on which my first book is based.

The next step was preparing for a day-long interview session to meet faculty members and to make a presentation to the faculty about the strength of my candidacy. This was, in effect, a tryout. I didn't have any problem with that idea, and in fact, I supported it. As an investigative reporter, I have come to appreciate the crucible of having to support your position in a challenging way. The presentation was about an hour long, and during that time I introduced myself, provided background on my career as an investigative journalist, the publications I had written for, and the success of my new book—it had just been chosen as summer reading at Appalachian State University.

Faculty members and staff then had an opportunity to ask questions. The day was arduous and long, but I felt good about the process because it tested my ability to speak, present myself, and show a little of my style before an audience.

I know that my hire was a minority hire, and I am comfortable with that because I think my credentials and my career as a professional can stand with anybody's. For me, this was a way to fast track a decision and begin a new career while allowing me to contribute to the discussion. I think I could have approached other journalism schools and made an equally strong case.

In general, the diversity climate at UNC-CH needs improvement. I know this is a common complaint, and universities are doing their best to rectify the situation. The School of Journalism has done a good job and has a diverse faculty, and that speaks well for the school. But as the state's high school student demographics become more minority and more Latino, all departments need to increase their searches for faculty that will reflect the changes to come at UNC-CH. Fast tracking is one way to do this. Another way might be recruitment. I know that when I speak to other journalism departments at schools in the Southwest where there are Latino faculty members, they might consider a move to the Southeast where the community is so new and growth so rapid.

I have since seen how the process works from the inside as a faculty member—both of traditional hires and minority hires. Both have their strengths. With the changing face of America, it is important for universities to maintain their ability to attract minority candidates to better reflect the changing face of students. My personal experience was a good one, and I think this reflects Dean Folkerts' desire to truly create the best program in the country.

A Student Returns as a Role Model (By Queenie A. Byars)

In January 2008, I officially joined the faculty of the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. It culminated a 30-year relationship that began as a student in the 1970s, a supportive friend/alum in the 1990s, and finally a targeted minority hire. It was the third chapter in my public relations/public affairs career – and a homecoming.

Born and raised in North Carolina, I learned early the importance of a college education. I fell in love with UNC long before I ever stepped on the campus. Television images of the legendary basketball coach Dean Smith and UNC's first black scholarship athlete, Charlie Scott, drew my attention to this special brand of Tar Heel education.

My small hometown of Kings Mountain, N.C., like others in the South, was still reeling from court-ordered school integration and forced busing. In 1971 and 1972 it seemed that all of the "black, colored or Negro" students I knew wanted to attend the state's largest public university – and the UNC admissions office pushed to recruit us.

When I transferred to UNC, Sonja Haynes Stone (1938-1991), director of the curriculum in Afro-American Studies, welcomed me and provided the sense of diversity. Stone was a role model, and she encouraged me to succeed and excel. This was important because the School of Journalism faculty lacked diversity when I arrived in 1975. A year later, there was one woman, Professor Carol Reuss, among the 15 men on faculty.

In 1979 the school hired its first black instructor, Harry Amana. Four years later, the first black woman professor, Regina Sherard, joined the faculty. From 1991 to 1996, the school made excellent strides in hiring minority faculty members and women. Currently it has eight full-time faculty members of racial or ethnic minorities. Women make up 36 percent of the 50 full-time faculty members.

Years later, I became an active alum while assigned to the Pentagon as a public affairs officer. In 1995, former Dean Richard Cole visited me and shared the blueprints for the school's new home in Carroll Hall. My husband and I were charmed by Cole's outreach and the idea of giving back.

We donated to name a room in Carroll Hall. Later we served on the Board of Visitors, hosted journalism students visiting Washington, D.C., and established the Mackey-Byars scholarship for students who excel in mass communication.

As a guest lecturer in 2007, I taught a news writing course for two semesters. This came a year after relocating from northern Virginia, where I had helped start a public relations company after completing 20 years as a military officer.

Guest lecturers or adjunct professors definitely provide universities an excellent opportunity to meet teaching requirements and also to obtain diverse and underrepresented faculty members. But there must be adequate funding.

I was surprised when Jean Folkerts, dean of the School of Journalism and Mass Communication, invited me to lunch after my first semester. She offered me an opportunity to join the faculty full time. We talked about the need for diverse role models among the faculty and the possibility of targeted minority hiring.

I went through the regular process of interviews, meeting the faculty, classroom observations, giving a research/activity presentation and having the faculty vote on my appointment. I was pleased to join the faculty of my alma mater. The future holds great possibilities as the university strives to achieve a more diverse faculty for the 21st century.

Section III | **Diversifying the Student Body**

<div style="text-align: center;">**8**</div>

Student Recruitment Must Be Focused on Relationship Building

Student recruitment and retention stand at the center of any diversity efforts in journalism and mass communications education. A number of factors contribute to realizing a student body that reflects the diversity of the broader community. Yet, participants at the *Diversity That Works* conference repeatedly cited the importance of relationship building.

David Kurpius of Louisiana State University suggested that journalism schools begin developing relationships with high school freshmen and sophomores, as they begin to talk to them about the opportunities available in college. "It's in the more general sense being on the inside rather than the outside and feeling a part of something rather than looking at something and wondering if you would fit in and how you will be treated," he said.

Building one-on-one relationships with high school students may be particularly effective in recruiting multicultural students to universities that have legacies of resistance to integration. To that end, the University of Georgia offers a summer academy in which students come to the campus and experience what it would be like to study journalism there. In doing so, these students are able to forge relationships with other students and faculty, and the program can demonstrate that it welcomes students from different backgrounds.

Joe Dennis, who runs that program for Georgia, finds that this form of outreach to high school students is vital for recruiting multicultural students:

"By having things like our summer academy students can come on campus and experience it and really get that feel for it. I communicate with the students through Facebook," he ex-

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plained. "They add me as a friend. We communicate with things. When they get to college, they call me Joe. They have this comfort level that I think if we didn't build these relationships and didn't do it one student at a time…they would never have come to UGA. They would have gone to a place, an HBCU or a place like Georgia State, where they would feel so much more comfortable and so much more welcomed because there are a lot more people like them there."

Reach Out to the Families

Several panelists also suggested that efforts to recruit students should include outreach to the students' families as well. Ralph Izard of Louisiana State pointed out that university athletic departments have for some time successfully employed a strategy of not only targeting their recruiting efforts to potential athletes, but to their parents and families as well. In many cases, these family members hold considerable influence over a prospective student's choice of a university.

And TCU's Bill Slater indicated that the "Monday at TCU" program offers additional support for reaching out to the families of multicultural students:

"Prospective students and their parents come to campus, and they have a full day tour," he explained. "And they spend some time in the college of the student's interest, and the dean will come and chat with them. I find it very interesting that when they are black, in particular black parents, that when they see me they breathe a sigh of relief, and they spend a little time after the session is over chatting with me."

Even though the goal is to provide information about his program, Slater seeks to add to the informality of these meetings by keeping his presentations light and making a special effort to add one-on-one conversations to the group dialog.

"I tell a joke or two and that kind of thing and try to make the parents feel comfortable," he said. "And I think that we have gotten a pretty good yield from that kind of program."

Joe Bob Hester reported success with a similar program at the University of North Carolina. Outreach efforts to prospective students and their families may then overcome some of the obstacles to recruiting multicultural students. As Hester observed, "The parents want to know whether my son or daughter will get a good education. Will they be happy here? Can

they get a good job when they get out? And it doesn't matter whether it's a minority parent or not at that point."

Yet, it's especially important that recruitment initiatives be based on full understanding of the people with whom one is dealing and that recruiters remain sensitive to cultural differences. For example, Mary Arnold of South Dakota State suggested that for prospective Native American students, journalism schools need to forge relationships with the tribes. In these cultures, she said, "it's very important that the family understand what the students are doing, where they are going. They need to feel a very strong connection, or they are not comfortable with the students coming there."

Doris Giago, a faculty member at South Dakota State and herself a member of the Oglala Sioux Tribe, concurred.

"We have a saying in my tribe that all are family," she said. "We document this. And I am related to just about everybody on my reservation, which is about 10,000 people. If I am not related to them, somebody in my family is related to them. So it helps to have the mentality that we are family. And if you know the people and they trust you, they are going to be much more comfortable sending their son or daughter to the university."

Such understanding and pointed efforts are necessary to overcome some significant barriers. Joe Dennis noted that even if prospective students personally believe they UGA is the best place for them to get a journalism education in their state, their parents and grandparents may have different attitudes. They may say "you don't want to go to that place [and] understandably so with the history that's attributed to the university."

In these cases, relationships with former students can enhance recruiting efforts. David Kurpius highlighted the role of a former student in steering students of color to LSU's Manship School.

"When she sees somebody at an event, at a high school, or through one of the organizations she's involved in, she says, 'hey you would really like to be at the Manship School.' And they say things like, 'oh, that place. They fly the purple and gold confederate flag, and it's not a place for me.'" But she reassures prospective students that the Manship School is in fact a welcoming place for multicultural students and details the

ways in which the school has provided her with opportunities. These relationships with current and former students give schools currency as they reach out to prospective students.

Inevitably, It Involves Resources

Arlene Morgan of Columbia University noted that even when journalism and mass communication schools overcome some of the obstacles to attracting students of color, tuition and associated costs remain significant barriers to achieving diversity. This demands broader efforts by the program, and Morgan specifically suggested that journalism schools cultivate relationships with development officers and identify the kinds of scholarships that are available.

From San Francisco State, Cristina Azocar concurred and observed that "we, as faculty members, do not utilize our development people as much as they should when they are waiting for us to come to them with ideas of how they can get money into the college."

Bill Slater added the need for those in higher education to build an even broader kind of relationship – with those who have the funds to support educational programs.

"Those people who are interested in developing diversity programs are usually the ones without the money," he said. "You have to find—and it takes resources (and considerable dedicated effort) to be able to do this – people who can help you build a program that will attract the kind of student you want. The chancellor of my institution realized at some point that he had to put his money where his mouth was. And this is how we were able to get the TCU program started. But it didn't happen without effort. It's very important to have relationships with the individuals who have the resources and those who make the big decisions (on your campus)."

These comments were corroborated from the perspective of prospective multicultural students in data from a Forum on Media Diversity survey presented by Lyle Perkins of Louisiana State. Each of the racial or ethnic groups represented among the survey respondents indicated that scholarships and financial assistance rank as the second-most important considerations when selecting a university. Such considerations as they ponder which school to attend, the respondents indicated, rank second only to their understanding of a university's overall academic reputation.

David Kurpius highlighted a holistic approach to student recruitment that has worked at his school, suggesting that journalism and mass communication programs not attempt to make these efforts alone. Instead, they must work very closely with the university's recruiting services.

"We found that if we can train the recruiters who go out for the university or get our students who have graduated to go be those recruiters, we get an extra bump in terms of looking for minorities, even if the recruiter who came from this school is not a minority," he said. "And so we work hand-in-hand with them, to the point that when a high- performance student, a minority student or a political communications student (the Manship School's core effort) come into recruiting services, they make sure we know, and they tap into our resources for a more specialized tour and meetings so that we can get these students here."

That having been accomplished, he added, the school follows up in terms of developing a hand-in-hand relationship with others on campus, especially the university's scholarship and financial aid services. The school invites a representative from the financial aid office to sit in on its scholarship meetings. This person then can provide important data about whether to expect a family contribution; whether, based on modeling, a student is likely to attend the university; whether a small amount of money from the school would be helpful, or whether it would be better to spend those funds somewhere else.

"So we are building these really complex packages to attract students, which has greatly increased the scholarship reach of our school because we are not using all of our money to get there," Kurpius said. "We are combining it with other money to package. And it's been very successful. So I encourage relationships with both recruiting services and scholarship and financial aid offices on the campuses."

Working with Other Institutions

Conference participants also cited the need to build relationships with other institutions of higher learning to identify prospective students. Earnest Perry indicated that while the University of Missouri does a good job of recruiting minority students from around the country, 80 to 85 percent of his program's students are from out of state. To remedy this inequity,

the journalism school has begun to work on creating programs with community colleges and other universities within the state.

These efforts, he noted, seek to build bridges among programs so that students at these institutions can transfer to the University of Missouri's journalism school "after two years or so and not have to retake a large number of classes." In doing so, the school hopes to attract students from Kansas City and St. Louis that they are not getting now because of what he called "a negative history between those communities and the University of Missouri."

In California, Christina Azocar said, the Journalism Association of Community Colleges represents fertile ground for recruitment efforts. This statewide organization consists of approximately 1,000 students who are looking to transfer to four-year institutions. By hosting the organization's northern California conference for five years, her program exposes 400 community college students annually to what it would be like studying journalism at San Francisco State.

Azocar found "that kind of relationship was really important because a lot of those students when they were interested in coming to San Francisco State or interested in transferring, they knew somebody there. And I would get all of these e-mails [saying] 'yes, I am interested in transferring.'"

Historically black colleges and universities (HBCUs) also present opportunities for the recruitment of multicultural students. Joe Dennis detailed the ways in which the Grady School at the University of Georgia has attempted to work cooperatively, although admittedly not always successfully, with local HBCUs:

"We have actually started to invite them to our annual career fair, which is focused for the most part on mass communication industries in Georgia. But I have actually found a little bit of holding back. They're four-year programs themselves, and they don't want UGA coming in and saying, 'okay, we are going to take your kids away during their final two years.'"

Ralph Izard built on the theme of competing with HBCUs for students. Noting that LSU has six such institutions that have journalism and mass communication programs within easy driving distance of the LSU campus, Izard conceded the existence of a sense of competition. But the Manship School

has attempted to overcome that sense of competition by developing programs with these institutions. He suggested that cooperative efforts should be developed from the premise that "you have something to offer us, and we have something to offer you. And if we work together, students at both institutions are going to benefit."

Retention is as Important as Recruitment

While recruitment of multicultural students is a linchpin of any overall diversity effort, retention of these students once they arrive on campus is equally important. Doris Giago cited the need for a network of people at the university who share a commitment to diversity. She noted that South Dakota State University has a number of services to help all students when they come to campus.

"We have an advisory board that tries to assist the native students financially," she explained. "We have an emergency fund for students if they have financial problems. We have the native American club to help them feel that there are other native students there that they can socialize with or network with. So it's a major undertaking to connect the students to the university and to help them feel comfortable when they get there."

Cristina Azocar also stressed the need for a wide-ranging support system for multicultural students:

"I wanted to [illustrate] how important it is to have a club relationship, especially if you're talking about native students coming from far away or other students who are disconnected from their community once they get on campus. I think that is why many native students ended up succeeding and probably others didn't because that's where they found their home. And it can be a problem if they come to campus and don't see a place where they can have that community away from home or have a professor who acts as a sort of a surrogate mom."

"This is actually why I succeeded in college because I had a native woman who ended up being like my mom away from home. Without that, what Doris (Giago) said about not just getting them there but keeping them there is really the key. If they don't find somebody to latch onto within that first semester, they may end up going away fairly quickly."

Student mentoring programs also aid in student retention.

Earnest Perry started a mentorship program at Missouri where he "paired up freshmen students coming in with ethnic minority journalism students in the front end. And over the course of the past five years, we went from losing almost 50 percent of our minority students to losing only one and increasing the numbers on the front end as well as keeping them in to the point that our NABJ student chapter has about 75 students."

Professional mentoring also may serve to facilitate student retention. Sally Lehrman of Santa Clara University suggested that journalism schools cultivate relationships with news organizations that can in turn provide professional mentors for aspiring multicultural journalists. Evelyn Hsu of the Maynard Institute observed that these mentoring relationships can persist into the professional world where "the pipeline in is much stronger than the pipeline to middle management and to upper management."

David Kurpius identified another method for encouraging the retention of multicultural students. In his position as associate dean he tries to ensure that minority students who enter the university with an interest in mass communication and with work-study aid are assigned to the Manship School. Kurpius argued that "there is a reason for them to be here. Our counselors pay attention to them. The staff pays attention to them. They stick their heads in my office and say, 'hi, I am having a great day,' or 'hi, I'm having trouble.' It's been magic. And they get paid to come here. Once they have had that first semester success, they go out and get involved in student media [or] they get involved in another organization."

The Need for Institutional Change

While efforts to recruit and retain multicultural students rely on relationship building and targeted efforts and programs, these initiatives also require institutional change. José Luis Benavides of California State, Northridge observed that "solutions at the individual level of relationships are doomed to fail because people disappear. And although you may be well-intentioned, it's just not going to work over time. Institutions have to change, and institutions have to welcome communities of color."

Travis Dixon of the University of Illinois amplified this theme, noting that efforts to attract multicultural students need to go

beyond diversifying faculty and having somebody who looks like them:

"One of the things that really strikes me as we have this conversation — talking about recruiting students, bringing them in and making them feel comfortable — is that the idea of retention begins with recruitment. To me, this involves two things. It involves one of the matters we have been discussing in terms of diversifying faculty and having somebody who looks like them or maybe shares their experience. But I think it also involves having a number of involved faculty members and institutional support for the students and not just the faculty members of color or the students of color."

This requires an environment of understanding and respect for the differences that exist. If that is not there, any program will have problems.

"I was just thinking," he said, "about the fact that when I was applying to graduate school I visited one campus, which I will not name. I went there, and I said I want to study race. There was a person there who said to me, 'well, what is there to study?, and that's a stupid idea.'

"Then I went to another campus where I ended up getting my Ph.D., and I sat down with someone, who happened to be a white male, who had never done research on race, never done anything related to what I wanted to do. And I said, 'I want to do something regarding race, media, and news.' And he said, 'oh, that sounds really interesting. Let's figure out a way to pursue that together.' That was his reaction, and he became my mentor. So it really involves faculty partnering with one another, regardless of whether they have the experience or not. I think a lot of times faculty members get pigeon-holed, particularly faculty members of color, as, 'okay, you are the expert. You go ahead and do all of that.'"

In this light, Kent Kirkton of Cal State, Northridge called for changes in the curriculum that will foster student retention. He recounted the story of a Latino student who had immigrated to the United States from El Salvador. Initially, the student struggled and nearly failed out of school. But after working on a Spanish-language journalism project, the student flourished. She took over as editor of a Spanish-language newspaper, graduated as the outstanding graduating senior and has held three competitive internships since then.

"When we are talking about diversifying," Kirkton said, "we have to be talking about a diversity of ideas and be willing to accept people with [different] experiences than ours who come to the institution with different ideas. And we should be able to embrace those ideas. They should be able to succeed on the ideas that they bring."

Minority faculty members can serve a vital role in student recruitment and retention. As an African American professor at the University of Illinois, Trina Wright frequently experiences multicultural students "popping in and saying 'hey,' because they know there is a friendly face that is going to at least hear them out and talk to them." But Wright also argued that with the paucity of minority faculty, all of the resources necessary for student support cannot be provided by faculty of color. Instead, Travis Dixon added, we have to "challenge each other and challenge our colleagues in ways that they all get on board with the idea of recruitment and retention."

But Kent Kirkton cautioned that although notions of recruitment and retention are laudable goals, programs must consider them as means and not ends. Too often, he observed, journalism schools talk about their goals and what they want to do to benefit the university. Instead, he argued that "the conversation has to be the opposite of that: *What can we do for the community, not how can the community make us better*. If we are not in the community, and if we are not part and parcel of the community we are talking about, why would anyone want to come to our institution?"

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Recruiting & Retention Are All about Relationships

By David Kurpius

Associate Dean, Manship School of Mass Communication, Louisiana State University

Three years ago, the Manship School of Mass Communication at Louisiana State University set out an expanded effort to attract minority students at the undergraduate level. This is not remarkable; many similar schools hold the same goals. But perhaps it would be useful to describe as a case study our efforts to improve the balance by attracting bright students who will contribute to the learning and experience of all students, faculty and staff.

The focus was not simply on attracting large numbers of students. Generally, mass communication schools are expensive enterprises run with heavy use of technology and small classes. We believe it does not make sense for us to strive simply for numbers. Through our selective admissions procedures, our total enrollment is about where we want it to be. Rather, this effort was aimed at attracting students to diversify the school in various ways. These targeted groups are not mutually exclusive and include racial/ethnic minorities, males and out-of-state students. In addition, we sought students for our political communication program, a relatively new major that uses technology to a lesser degree.

It quickly became clear that recruiting can be an endlessly expanding undertaking. Without clearly defined objectives, it is easy to become overwhelmed and unfocused, and this is particularly true in recruiting target groups, like minorities. The focus must be about more than moving the numbers, and that is why targeted relationship building provides a good model of recruiting specific students to improve overall diversity.

Background

The Manship School shares some characteristics with many of our colleagues around the country. It is a relatively small professional school at a large southern research university, and building broad diversity includes attracting more males (about 70 percent of our students are female), out-of-state students (about 85 percent of our students are from Louisiana), and racial/ethnic minorities (now about 9 percent of our students).

African Americans are our top priority because of the make-up of the city, state and region in which Louisiana State University is located. LSU, like many southern schools, has a history of exclusion that was remedied in part through a desegregation order.

It also is surrounded by a number of historically black colleges and universities (HBCU), including Southern University, Grambling University, Dillard University and Xavier University in New Orleans. Howard University also recruits heavily in Louisiana. The goal of improving racial diversity at LSU was a stated goal of the past couple of chancellors and is now more of an aspiration than an order, certainly in the Manship School.

One of the early charges I received as a new associate dean was to find ways to attract more minority students. My research background focused in part on minorities in media and contributed to a broad understanding of diversity issues. I also had informal, but important, experience recruiting for athletics as an undergraduate at Indiana University. I learned then the importance of relationship building and thinking about the needs and goals of individual students rather than institutional goals. Collegiate athletics programs nationally have effectively used relationship-building models to inform development of more effective recruitment of specific students to programs, specifically with minority students and high-performing students (not mutually exclusive categories).

Targeting Specific High Schools

The initial plan was to alter our high school visits to target schools with higher minority populations. The visits would include class lectures on a relevant subject chosen by the high school teacher, followed by a brief discussion of opportunities in the school and details about application and admission. The visits were scheduled regionally and included Louisiana, Texas, Mississippi and Alabama, with plans to expand into Georgia, Tennessee and Arkansas in the near future.

The visits were comprised of two components, one that focused on meeting with college counselors at the schools, the second to engage the students and the newspaper or yearbook advisers in a topic of interest to journalism and mass communication. Thus, the plan set up a two-tier recruiting system focused on influencers and decision-makers. Materials – including printed information about the university and the school — were targeted toward both students and influencers. Both groups also were given items, such as carabineer key chains, that included the school name, web site address and the program's four areas of study.

During that first year, the associate dean traveled with LSU's recruiters to events in Dallas and Houston. These overall "Explore LSU" events con-

sisted of setting up tables and providing displays and materials to give high school students and their parents opportunities to explore and ask questions. These initial events included a breakfast with counselors from the local area to deliver information efficiently, though it wasn't always done as effectively as possible. Each participating LSU representative presented a five-minute talk. At the conclusion of the event, the counselors seemed overwhelmed, but generally gave positive feedback.

In hindsight, this was the beginning of the relationship-building process. The influencers at this breakfast liked the time away from their daily duties, the attention paid to them, and the "goodie bags" of printed information. We learned, however, that the problem was the lack of effective follow-up.

Relationship Building

Our three years of concentrated efforts have made it increasingly clear that recruiting, particularly of minorities, is about relationships. This is not and cannot be relationships simply with the recruiter or associate dean. The contacts must be spread across key faculty, staff and students to create a welcoming environment. Done properly, such relationships are mutually beneficial connections between the potential students and/or their influencers and a person at the institution.

Typically, students benefit in many ways: gaining information, organizing campus visits, improving scholarship opportunities, informing of campus work or research opportunities, connections to resources on campus and involvement opportunities. In the end, the goal is to match students' needs and desires with opportunities at the university, thus creating a mutually beneficial equation.

Perhaps the best way to demonstrate how relationships can work in the process of recruiting minorities is through three illustrative case studies the Manship School has developed over the past three years.

Houston Chronicle High School Journalism Program

Houston-area high school students apply and are selected for the Houston Chronicle program for aspiring minority journalists. The program, in a small area on one of the top floors of the Chronicle's building in downtown Houston, is conducted by a high school teacher and former journalist, teaching them good journalistic skills — how to develop good story ideas, improve their reporting and become better writers. This is a bright group of students, though their ACT scores may not be good indicators of their abilities. They are driven and capable of developing into good journalists or mass communication practitioners. What they need beyond the Chronicle's program are the opportunities a good college mass communication program provides to improve their skills and build toward their careers.

Sometimes it is better to be lucky than good, and this is such a case. The LSU recruiter in Houston happens to be a graduate of the Manship School and is a great person at building relationships. All college recruiters do not have this same skill, but in this case he made contact with the teacher at the Houston Chronicle program and set up a specific visit for the Manship School. The first such visit followed the annual Houston "LSU Explore" program.

After the LSU group returned to Baton Rouge, I remained in Houston to recruit, a technique that is both an efficient use of time and resources. This meeting at the Chronicle classroom followed the normal pattern of arriving early to meet with the teacher, conducting a college-style lecture for the class and then presenting pertinent information about LSU and the Manship School. The teacher was engaged and appreciative that a college professor would show interest in her students. The students asked good questions – a sign of engagement – and became increasingly interested in the Manship School, a place that previously was not even on their radar. I left them with materials about the Manship School and some trinkets that included the school's web address where they could find more information.

Following that first class visit, students started emailing me about applications, scholarships and visiting the campus. I encouraged them to take advantage of the school's summer journalism institute, even offering scholarships to cover the tuition. It turned out that transportation and not tuition was the deal breaker, but we are still working to build a channel of opportunity for these students to participate.

In early spring, I made a second trip to Houston and visited the Houston Chronicle students for a second time. Following a second lecture, which the students requested, the focus turned more specifically to the Manship School and opportunities for out-of-state students. This was student-driven with about five of the 15 students showing strong interest.

That second trip turned out to be important in solidifying the relationship. Two of the five interested students increased their level of interest and began asking about scholarships. Throughout the spring semester, these students had numerous email and phone contacts with LSU Scholarship & Financial Aid officers, Manship School staff and faculty. These were important in creating a connection to the school.

YES Prep Public Schools

The LSU recruiter in Houston also made the connection to the YES Prep public high schools in Houston. These schools are open-enrollment private schools with a focus on helping minority, lower-income and college-

bound students. Many of the thousands of students at the five YES Prep campuses will be first-generation college students. The campuses are not fancy, but what happens inside the classrooms and as part of the structure of the schools leads to a unique learning environment.

YES Prep uses a model that develops the students for college beginning on the first day of high school. In the spring of the freshman and sophomore years, the school sends students and faculty on bus tours of college campuses to familiarize them with college campuses, allow them to consider areas of study and get them to begin comparing and contrasting different educational opportunities. Early in the senior year, all students are required to apply to five colleges, with help from the faculty and staff. This process has resulted in about an 85 percent college graduation success rate.

Initially, the LSU recruiter — who understood the school's model and saw the opportunities for mutually beneficial relationships — set up an after-school visit for the associate dean in Houston so that we could learn about the YES Prep model. This half-hour meeting turned into two hours and was the beginning of a connection between LSU and YES Prep. Continued phone contact targeted identifying students for LSU and Manship School scholarships and setting up details to add LSU to the annual YES Prep college bus tour.

In early spring, the repeated invitations to add LSU to the tour took root, and during one week in March, three separate bus tours from the high school rolled through Baton Rouge. Each approximately three-hour stop included presentations from senior colleges, a financial aid presentation and tours of campus. A special tour of the Manship School was conducted, pointing to the advantage of being a partner with the campus enrollment management group and being a leader in developing new mutually beneficial relationships. Students were given lots of information to help them as they sift through the opportunities and as reminders when they discussed with their parents and other influencers what they learned and saw.

Almost by accident, we learned another important lesson about recruiting. Because large rooms were in short supply on campus, the last two tours were staged in the LSU Athletic Department facilities. This added spice and excitement to the visit that helped create a connection to the school. What started as a simple request to use the football lecture hall turned into a special experience, and, no doubt, the excitement level increased because LSU had just won a national championship in football.

The students ate in the football "ready room," the war room where the football team gathers just before taking the field, moved through the locker room (a rare opportunity that included a stop by the plaque naming all football players who earned their degrees), into the trophy room where

the BCS National Championship trophy is displayed and into the impressive football lecture hall. Representatives from senior colleges talked about academic opportunities and options for degrees. The program ended with an impressively edited video on the BCS National Championship.

Before getting back on the buses, the students roamed the football field in Tiger Stadium, took pictures and tried on their new LSU t-shirts. While the program and discussions clearly focused on academics, touring the athletic facilities provided them with a sense of feeling special and helped them imagine what it would be like to be at LSU both inside and outside the classroom. The excitement ensured good stories about the visit when they returned home. And, as they left, the YES Prep College adviser said the t-shirts would tell the story on Fridays when the student wear their favorite college shirt.

While these students have at least two years before heading to college, continued contact with the 250 minority students who visited campus will help maintain the connections. A key to leading the organization of this visit was the opportunity for the Manship School to make sure its facilities, faculty and students were highlighted for the visiting students and faculty. As a result, we see a strong likelihood this program will result in applications, admissions and enrollment.

Counselor Day @ Manship

Recruiting is a constant process of making connections, tracking results and adjusting tactics. Thus, the Manship School two years ago added a new component in the form of Counselor Day. This spring event brings about 30 counselors from the region to the school. Repeat visits are discouraged to allow others to attend. Lodging and some travel money is available through the school to interested counselors from outside Louisiana.

The day starts with content from the faculty heads of journalism, public relations, advertising and political communication, followed by presentations by LSU Enrollment Management, Scholarship and Financial Aid, and LSU Housing. During lunch, a student panel run by the Manship School Ambassadors targets the student experience. A tour of facilities and information from LSU Student Media rounds out the day. Counselors leave with a bag of goodies about the school and loads of information packets to help in advising and to share with their interested students.

For the past two years, the events resulted in counselors sending great students to us and some of those have now enrolled in LSU. The event is open to interested counselors, but we target schools with high minority populations. One early school relationship was with a magnet school in the middle of the Louisiana. This school is 95 percent African American

and has a magnet program in print and broadcast journalism. This relationship already has resulted in two high-performing student enrollments in the Manship School, and more are on the way. We now send faculty to teach a class once per semester at the school, which is about two hours driving distance from LSU. The goal is to keep the connection with the program and maintain the relationship.

Louisiana Scholastic Press Association/Louisiana Summer Journalism Institute

The third key relationship-building event is an effort to reach out to younger high school students to build interest in the Manship School and to create a comfort level with the size of the campus and the demands of the school. The Louisiana Scholastic Press Association holds an annual conference and several contests for state high school students. This is a valuable opportunity to share information with students and a way to monitor the top students in the state interested in mass communication. A high percentage of the participants in the conference and the contests are minority students.

The Louisiana Summer Journalism Institute is a new week-long program for high school students. It is open to all students, but we do target minority students, and it draws students from outside the state. Coming upon the institute's second year, we already have experienced several minority enrollments for the school.

Scholarships

Once the students are admitted, the question turned to affordability. Many of the students had a low expected family contribution (as calculated by LSU Scholarship & Financial Aid). The Manship School Scholarship Committee voted to offer a scholarship to the two most interested students. However, we did have to deal with the fact that even a scholarship at times was not enough to make LSU an affordable option.

This was facilitated by getting good data for decision-making. LSU provides a "dashboard" computer screen that allows easy sorting and categorization of students for scholarship selection. It also allows scholarship committee members access to very specific information about student financial information, costs, current scholarship awards, extracurricular activities and scholastic ability. This allows for a holistic approach to the development of a class for the Manship School.

Early Evidence of Success

Changing a recruiting structure takes time, and it's valuable to take a long-term view of recruiting. The best efforts begin with high school

freshmen and continue over about a three-year period. This takes time, effort, communication and tracking for each school and student. The pay-off is years away in a system that tends to favor quick results over incremental change.

Given that the Manship School is only three years into this renewed effort, it is a little early to have meaningful results. However, we do have evidence of significant, though not yet sustained, positive growth. The data that follows represents only those students indicating mass communication as their intended major. Comparing the 2006-07 and 2007-08 recruiting years, the number of overall minority applications increased by 37 percent. At the same time, the overall mass communication applications increased by 17 percent.

Admissions provide a more dramatic difference. Minority admissions rose by 52 percent compared to the overall mass communication admissions increase of 17 percent. Further, the overall make-up of the 2007-08 incoming class has a minority representation of 28.4 percent, compared to 23.6 percent for the 2006-07 class.

On campus, students do not enter the Manship School until their sophomore years, so these numbers are likely to change, and this points to the important need for internal programs to engage freshmen, particularly minorities. During this past year, the Manship School added a freshman orientation and a Manship School orientation for students who were accepted into the school. We have developed a renewed emphasis on student engagement through student organizations, career services and special programs such as an Etiquette Dinner and Networking Night@Manship.

Tracking data on these programs is not available and are difficult to track in general. The true test is whether the percentage of minority students who are in the Manship School increases as a result of the recruitment efforts. It will be at least two more years, and maybe longer, before we will have those data. At that point, our attention will need to turn toward graduation rates, a six-year cycle.

Still, this evidence provides reason to believe that minority representation in the Manship School will increase significantly in the coming years. The key will be maintaining a sustained and innovative effort.

Final Thoughts

Relationship-building is a sustained concentration on those who influence the students and on the individual students themselves. Once connections have been developed with students, counselors and other influencers, it becomes a more individualized process. It's a big task and carries the potential to overwhelm a single person. But its clear that poor or delayed

responses often are read as lack in interest, which significantly diminishes the potential to turn the relationship into an enrollment. This stresses the need to develop a system, to involve others (especially current students) and to set aside specific times for communicating.

The Manship School's effort to recruit minorities is not extraordinary. In fact, a lot of this is good common sense. Find high schools with high minority populations and with good instruction. Connect with the students and the influencers at the school. Then build the relationship. Short notes, calls, and emails make a huge difference. People like attention. The downside is that it is not a stable environment. Teachers and advisers move and counselors are even harder to track.

This requires another type of relationship building – inside your program and on your campus. For example, LSU's Enrollment Management agreed to provide a mailing to all Louisiana High Schools annually to try to better track the movements and keep the connections. Building relationships with LSU Enrollment Management has been priceless. If you help others, they are more willing to go the extra distance for you. That expands the resources, improves the external relationship-building process and simply makes the whole process more data-driven.

Likewise, it would not be possible to do the amount of networking the Manship School accomplishes without faculty colleagues, the Manship Ambassadors and a great staff that plans and runs in-house events, schedules tours, responds to inquiries and simply helps maintain the connections. Tracking what works and what doesn't is a much more difficult process. Each year we add better tracking procedures, but it is still not where it needs to be for us to make informed decisions on where to place resources.

Of course, though, this is an ongoing process that will continue to involve a lot of people.

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Targeting Minority High School Students

By Joe Dennis
Director of Diversity and High School Outreach, Grady College of Journalism and Mass Communication, The University of Georgia

The Young Journalist Development Project (YJDP) was a recruitment effort by the Grady College of Journalism and Mass Communication at the University of Georgia to increase the diversity of its student body by supporting journalism programs at inner-city schools in Atlanta and Athens. It was designed to reach out to predominantly African American and Hispanic high school students.

When the program was initiated in the fall of 2004, minority students comprised just 9.7 percent of the college's student population, including 3.1 percent African American and 1.1 percent Hispanic. The need for special effort was highlighted at the time by the fact that African Americans comprised nearly 30 percent and Hispanics about 7 percent of the Georgian population.

The program is a replica of the Young Journalist Development Program run by *The Washington Post* which in the fall of 2003 gave permission for the Grady College to develop a similar program in Georgia. From the beginning, the program was given an academic and professional orientation with four main goals:

➥ To provide support to Georgia high school journalism programs through a mass communication partnership.

➥ To educate and cultivate talented young people to stimulate and facilitate an interest in a journalism career.

➥ To increase job opportunities for minorities who are often underrepresented in newsrooms and studios across the country.

➥ To increase educational opportunities for minorities by making them aware of programs offered at the Grady College.

The first item on the agenda, of course, was funding, and this was accomplished when CNN and the *Atlanta Journal-Constitution* — corporate friends of the Grady College — each agreed to fund the project, providing

roughly $30,000 combined to support the effort for two academic years (2004-05, 2005-06). Another prospective funding partner — the American Society of Newspaper Editors — declined to participate.

Each of the corporate partners, CNN and *the Journal Constitution* agreed to provide financial assistance, equipment and software to the school based on needs identified by the school's faculty adviser and administration and to make equipment and software suggestions based on their knowledge of the industry and observation in the classroom. Further, they agreed to provide volunteers to visit the schools each month during the school year and to provide support funds for students to attend conferences and training opportunities.

The Grady College was to provide an administrative and support network for the schools and to develop training opportunities for students and teachers throughout the year and a one-week academy in the summer.

Targeted state high schools identified by the Grady College as ideal for the program were encouraged to apply. Seven high schools responded, and six were selected based on their concentration of minority students, commitment to developing a scholastic journalism and/or broadcast program and willingness to provide financial, technological and editorial support.

The journalism/broadcast advisers and an administrator at each of the selected schools signed a contract agreeing to make classroom time available for volunteer visitors once a month during the school year; to support editorial freedom by allowing students to cover controversial stories; to provide needed technology support and maintenance for donated equipment and software; and to allow students who received financial support to attend conferences and training opportunities.

The donated money, deposited into a University of Georgia Foundation account, was divided evenly among each school. To obtain funds, advisers completed a funds request form, and all expenditures required approval by the Grady College program coordinator.

The Program in Action … or the Program Inaction

A kickoff event for all involved parties (students, advisers and partners) was held in May 2004 at CNN's Atlanta headquarters. The event included a tour of CNN and speeches by media professionals.

The program was scheduled to kick into gear in the fall of 2004, with each school in contact with CNN and/or the *Atlanta Journal-Constitution* and monthly mentoring visits scheduled with the professional media. Advisers were encouraged to inventory their equipment/training needs and make funding requests as needed through the Grady College.

But progress was very slow.

For one thing, the staff member who to that point had coordinated the program was promoted to a new position within the College, and I was hired in October 2004 to oversee all high school outreach, including YJDP. And, by November, no funding requests had been made, and no mentoring visits were established between the partners and the schools. Since I was new to the job, I visited each school individually with a double set of goals, to introduce myself to the adviser and to encourage movement in the program. Advisers seemed excited, but admitted they were having problems coordinating the mentoring sessions with CNN and the *Atlanta Journal-Constitution*.

For the next several months, I attempted to coordinate contact between the professional partners and the schools. Through e-mail messages, phone calls and office visits, I established contact with the point person within each organization. In each case I was assured of the interest in having professionals within their organization mentor students. But by the end of the 2004-05 academic year, only two schools had established at least one mentoring visit — one with the local bureau of the *Atlanta Journal-Constitution* and one a field trip to CNN.

In spring of 2005, I called upon Grady College minority students to help fill the mentoring void by joining me on some of the visits to each of the schools. That strategy provided what may have been the program's most important result because the Grady College students developed a good rapport with the high school students. They worked with the high school students and dealt with issues no faculty or professional could have handled. During one school visit, for example, the topic of race and diversity at UGA came up, and this developed into a frank conversation about what it's like to be black at the University of Georgia.

During the summer of 2005, we offered 12 scholarships to YJDP students to attend the Georgia Journalism Academy — the college's summer journalism camp. The students were selected by their journalism teachers and supported financially so that they could attend the camp (with a tuition of $450 per student). This was the first time schools dipped into their allocations of the available money.

The professional mentoring component again was missing in the 2005-06 school year. I made sporadic mentoring trips, visiting each school at least once during the year. We began to take steps forward when we informed the advisers that YJDP funds must be spent by the end of the school year. With this prompting, advisers began to request funds for equipment (cameras, design software, green screens) and used funds to pay for their students to attend workshops offered by the Georgia Scholastic Press

Association. That summer, another 12 students attended the 2006 journalism camp on YJDP funds.

By summer 2006, roughly $5,000 of the $30,000 YJDP funds remained unspent. The remaining funds were used to fund 2007 and 2008 Georgia Journalism Academy scholarships for students from the partner schools.

Evaluating the Effort

While administration of the program provided frequent frustrations, the results in general were defined as good by the college and the participating high schools. We believe it met the essence of the goals established at the beginning and provided some unexpected successes.

The college wanted to provide support for high school journalism programs, and, this was accomplished. The targeted selection of participating schools ensured that schools with a high concentration of minority students were assisted. Five of the six schools truly needed the funding. The one exception was Henry W. Grady High School, the communication magnet school in Atlanta that received significant funding from the district. Although the school had a high concentration of minorities overall, most students in its journalism program were middle-class white students. Future selection processes should take such issues into consideration.

The financial support provided by CNN and the *Atlanta Journal-Constitution* certainly helped participating schools obtain equipment or pursue training they otherwise likely could not have afforded. The money allowed advisers to equip their classrooms and supported opportunities for students to gain extra training at Georgia Scholastic Press Association workshops and the college's Journalism Academy.

In one instance, a school used YJDP funds to pay for students' bus ride to Atlanta for a training event. The adviser stated that the high school would not fund the bus for a field trip, so the extra funding was essential. And, certainly, the academy scholarships opened meaningful opportunities for the 24 students who attended, as they likely would not have been able to afford the tuition.

However, we now know more funding is needed to gain maximum effectiveness for the program. Although $30,000 is a sizeable amount of money, when it is split among six schools it amounts to $5,000 per program over two academic years. That's good, but it goes very quickly. For example, after sending four students to the academy ($1,600), paying for the expenses and transportation of one GSPA conference ($600), and purchasing some basic equipment like two cameras and broadcast editing software ($2,400), one school had tapped its budget.

The $5,000 does not provide adequate funding for participants to seek out more advanced training at national conferences, and little money for more expensive equipment. A $5,000 allotment per year ($10,000 over two years) would allow schools to purchase more equipment and afford more training opportunities.

But it is clear that, on a personal level, the program succeeded in its goal of contributing to the education of these talented young people and cultivating their interest in journalism careers. Perhaps our goal of increasing job opportunities for minorities who are underrepresented in newsrooms and studios across the country was a bit lofty. Some benefits may occur in the future. For the present, however, representatives from both CNN and the *Atlanta Journal-Constitution* reaffirmed the importance of diversity in the newsroom, and they demonstrated that priority with their financial support of YJDP.

However, the lack of professional/mentoring support was a major disappointment. Mentoring occurred at only two schools and only once at each of these schools. Professional mentoring worked with the Washington Post program because it was a company program with an in-house coordinator and accountability.

It was extremely difficult to facilitate contact between the partners and the schools. The professional partners were often difficult to reach, and the journalism teachers were reluctant to make the initial contact. In addition, the professional partners repeatedly changed the contact persons for the program. The result was that the program coordinator at Grady attempted to juggle three schedules by long distance to facilitate communication among the parties. We now believe it would be more effective if future incarnations of the program concentrated on one or two large-group events per year at the site of the professional partner.

We note, for example, that the kickoff event at CNN was successful because the students traveled to the mentor, rather than relying on the mentor to travel to the school. In addition, getting out of the classroom to see a "real-world" newsroom generates excitement among students and holds their attention when mentors are speaking to them. Mentoring field trips once or twice each year should be complemented with visits from Grady faculty and students twice each semester.

We likewise now believe that two years did not allow adequate time for the program to develop fully. The program was comprehensive and needed more time to mature into a more solid working relationship to benefit more students. As conducted, it directly benefited only a core group of students at each school, and even those students were not fully aware of the program content and implications.

Future efforts should concentrate on a long-term time frame, perhaps even 10 years, requiring, of course, larger financial investments from the corporate partners and more such partners. This could truly allow relationships to develop between the college and the high schools, making the program a central part of the schools' journalism training. Also, this would create an opportunity for greater use of Grady College students, especially YJDP alumni who could return to their high schools and to work with current students from their alma mater.

This would take even better advantage of what was an unplanned but highly successful emergence of strong relationships among high school and college students. It was a gratifying highlight that, in fact, has continued beyond the formal end of the program. The best ambassadors for Grady College are its students. Their enthusiasm for the college and for journalism is contagious, and the high school students relate and look up to them.

This provided benefits beyond training in journalism. For example, at a visit to Redan High School — with a 99 percent concentration of African American students — an honest discussion about race developed when one student asked of the Grady students, "Isn't UGA the white girl school?" This led to an honest evaluation of diversity at UGA, with high school students asking questions about racism on campus, the social activities available for black students in Athens and, of course, the dating scene.

These relationships were so high that the UGA chapter of the National Association of Black Journalists "adopted" Cedar Shoals High School, and continues to make monthly mentoring trips to the journalism and broadcast classes.

It was especially from the student conversations that we learned that even though some students wanted to go to UGA, they were being dissuaded by their parents or grandparents from attending "the white school." These are clearly questions and issues that Grady faculty or staff member would have a difficult time answering and likely would never be asked. But in the life of a minority high school student considering UGA or a historically black college or university, they are extremely important questions.

The message to us was clear: Any future program targeted to minority recruitment must include current Grady students. Utilizing alumni from the targeted high school who are now in Grady would provide an even bigger link to the students.

Benefits for the College

Institutional relationships likewise improved dramatically between Grady and the high schools – and subsequently between Grady and students – and this opened an array of opportunities. In particular, students who attended the academy — taking classes in Grady and living on campus for one week — truly had positive collegiate experiences. Of academy participants surveyed from 2006-08, more than 75 percent said it made them more likely to want to attend UGA and Grady, and more than 90 percent said it made them more likely to pursue a career in mass communication.

Even if those students did not attend UGA, they were invigorated to continue their pursuit of mass communication and higher education. A future incarnation of YJDP needs additional planning and funding so that more students may be involved. The 24 students in this two-year program clearly were made aware of the college and its programs, and at least three of those enrolled in UGA and the Grady College. Furthermore, students from three of the YJDP schools applied for admission at UGA for fall 2008, indicating journalism as an interest. We expect that more will follow.

The contact with Grady College students — and the discussions that ensued — helped break down perceptions that UGA was not accessible to minority students. Without doubt, these transformed perceptions of UGA were communicated among family and friends. And as students began to consider and apply to UGA, they either directly or indirectly influenced other minority students to consider applying as well.

Thus, even though the program has ended, it created a pipeline for students at the participating schools to investigate Grady. In part because of YJDP and the positive impression Grady left on its participants, the number of minority students attending Grady College has increased by 4 percent from the fall of 2004, when the program started, to the fall of 2007, a full year after its completion.

The increase in minority students certainly cannot be fully attributed to YJDP. Over the same time span, other recruitment initiatives were implemented at Grady and UGA. However, the three students who enrolled in Grady from the partner schools is proof that the program has had some direct impact, and we anticipate more will follow as a result of continuing changes in perception of the University of Georgia.

Some Concluding Thoughts

YJDP was a worthwhile trial program for the Grady College. While accomplishing some of its original goals — mainly to benefit high school journalism instruction and to promote the Grady College to a targeted

group of minority students — it also shed light on the importance of challenging perceptions of UGA by utilizing current Grady students and getting participants to campus.

Although the professional mentoring aspect of the program was a disappointment, the funds donated by the professional partners were extremely valuable to participating schools. With a larger investment, a longer term and revamped mentoring component, programs like the Young Journalist Development Project offer major benefits for a college of journalism and mass communication.

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Recruiting Native American Students

By Mary Arnold
Department Head

and Doris Giago
Associate Professor, Department of Journalism and Mass Communication, South Dakota State University

Land grant universities provide broad access to higher education and work to improve the welfare of disadvantaged groups in society. Specific functions, of course, vary to accommodate geographic and cultural requirements. In South Dakota, that means outreach to native tribes and tribal colleges is an important part of South Dakota State University's land-grant mission.

The Department of Journalism and Mass Communication's most intensive outreach is with the state's more than 5,000 native high school students. We encourage these students to stay in school, graduate from high school, enroll in postsecondary education, graduate with a journalism or mass communication major and, ultimately, help increase diversity in today's news media. Our secondary recruiting pool is the more than 2,000 students enrolled in South Dakota's three tribal colleges. For this group, the goal is for students to transfer to our department after completing their first one or two years at a tribal college.

American Indians comprise 9 percent of the state's population, and very few representatives of other minority groups live in South Dakota. The nine reservations found within the state's borders belong to the confederacy of tribes known as Sioux. These include the Cheyenne River, Crow Creek, Lower Brule, Oglala, Standing Rock, Rosebud, Sisseton-Wahpeton, Flandreau Santee and Yankton. The 12 percent of the native students in the state's 186 high schools are generally enrolled in public and Indian schools located on or near the state's Indian reservations.

Buffalo County on the Crow Creek Reservation and Shannon County on the Pine Ridge Reservation are the two poorest in the United States, according to the 2000 Census. The American Indian Higher Education Consortium says tribal colleges in South Dakota are located among an extremely poor population where people live without electricity and roads. In spite of these conditions, most American Indians choose to

remain on or return to their reservations because they are tied to the land and culture. Tribal colleges were created in response to the higher education needs of American Indians and generally serve geographically isolated populations that have no other means of accessing education beyond the high school level, according to AIHEC.

South Dakota State University is located fewer than 30 miles from the Flandreau Santee Sioux Reservation and 100 miles from Sisseton-Wahpeton College. Both are, by South Dakota standards, close neighbors to Brookings.

The 2006 Accrediting Council on Education in Journalism and Mass Communications team report called the department a model for recruitment of native American students. By developing and maintaining relationships with native people, reservation schools and tribal colleges, the department expends a great deal of time and thought to recruiting native students. The report also commended the department's success in getting students who enroll to complete their degrees in a timely manner.

The ACEJMC report said the most valuable element in our recruiting efforts is the fact that Professor Doris Giago, one of 10 full-time faculty members, is an enrolled Oglala Lakota tribal member. A graduate of SDSU and involved in the founding of an important Native publication, "Indian Country Today," she continues to be active in native American communities across the state. Indian students look to her for academic and emotional support. She is an invaluable resource for the department, and the university as a whole, in developing and implementing strategies for improving diversity in the student body, curricula and faculty.

American Indians majoring in journalism are aware of the special place they hold in the department. This is evident in the structure of the Lakota/Dakota Conference Room. The conference room serves to remind native and non-native students of the importance of the Lakota and Dakota people and culture in our state and region. The room is an invitation to visiting potential Indian students that they are welcome in the journalism department, according to the ACEJMC report.

Summer Institute

All high school students are also welcomed to the department through South Dakota High School Press Association activities, including a yearly high school press day and two week-long summer institutes for newspapers, yearbooks and photographers. Professor Giago is the only native American directing a high school press association in the country.

The department aggressively recruits native students by sending representatives to reservation schools and actively persuading native

students to attend the department-sponsored Summer Institute. Using both external and internal funding, each year since the late 1980s, the department has provided full scholarships for 10 to 12 native students and their publication advisers to attend the summer institute. This first on-campus experience for most Indian students provides a taste of classes and dormitory life, often creating good memories of a time spent on campus. This provides a good incentive for choosing our university.

Participation in the institute has resulted in the recruiting of about a dozen native students for the department and multiple students for other SDSU majors. We consider it a "win" for our recruiting efforts every time a student who has been through one of our programs enrolls in any discipline at the university.

Native American Journalism Career Conference

Another important effort is the role the department plays in the Native American Advisory Committee of the South Dakota Newspaper Association. We provide leadership for planning and executing the yearly Native American Journalism Career Conference. The conference is held in April at the Crazy Horse Monument in the Black Hills, a site of high cultural significance for local Indian communities.

The conference has just completed its ninth year with 155 high school and tribal college students from nine states in attendance. The conference brings many of the best native American professional journalists from across the nation to South Dakota to work with students on writing, photography and video projects and to talk about careers in journalism. The professionals mentor the students over the three-day conference.

The conference is co-sponsored by the Freedom Forum's Al Neuharth Media Center, Crazy Horse Memorial Foundation, the South Dakota Newspaper Association, the Native American Journalists Association and the journalism programs at South Dakota State University and the University of South Dakota.

To date, 10 of the students who participated in this program have enrolled in our department, four have graduated and three are still in school. One graduate, who works for South Dakota Public Radio, came back this year to serve as a mentor.

Success Academy

Other faculty members work with Success Academy, an early and intensive college preparatory program for American Indian high school students. Faculty members and native journalism students have helped with Success Academy for the past seven years.

Success Academy is a partnership between Flandreau Indian School and all of SDSU's eight academic colleges. Its goals are to help more American Indian students prepare for and succeed in college and to make SDSU a place for that to happen.

Students from the Flandreau Indian School come to campus on 28 Fridays during the academic year – seven each for the four high school classes. On those Fridays in the past seven years, the journalism department has presented workshops exposing all FIS freshmen to video storytelling, photography and journalism careers. To date, three students from Success Academy have enrolled in our department.

Native American Media Symposium

More than 150 native high school students also participated in the 2006 Native American Media Symposium where they met and worked with keynote speaker Billy Mills, Oglala Lakota from Pine Ridge, who won the gold medal in the 10,000-meter race in the 1964 Tokyo Olympic Games and spokesperson for the Running Strong for American Youth foundation.

Held two days in the fall of 2006, the symposium brought together experts in native media, the entire Congressional delegation from South Dakota, members of the university and Brookings communities, and native American high school students to discuss issues of importance to native American media. A dozen native American students from Sisseton-Wahpeton Community College also attended the event.

One symposium speaker, Michelle Pasena, San Felipe/Hopi, is coordinator of outreach services for the American Indian Graduate Center that administers the Bill and Melinda Gates Millennium Scholarship Program. This national scholarship program promotes academic excellence and provides an opportunity for outstanding minority students with significant financial need to reach their highest potential. During the symposium, Pasena worked with several attendees on applying for and securing scholarships. Two students received scholarships and enrolled in our department.

During the final session of the symposium, native American educators and students asked SDSU to help them develop and/or enhance journalism offerings at the high schools and tribal colleges in South Dakota. The department has taken up this challenge and has established and/or is updating several programs in this area.

Online High School Journalism Class

We are creating an online high school journalism class for native high school students with a grant from the Ethics & Excellence in Journalism

Foundation. The class, which spotlights Northern Plains Indian media and journalists, will be pilot-tested in fall 2008. We also have a proposal under consideration to develop and offer online basic journalism courses to help tribal colleges in South Dakota establish or upgrade their media programs.

A web site with sections for both high school and tribal college students will allow participating schools to share ideas and concerns with each other, provide a forum for discussion and showcase student work. Beginning in fall 2008, the site will be maintained by a graduate assistant with both web and teaching experience. The graduate assistant will grade high school assignments, and SDSU faculty will teach the online tribal college journalism courses.

The high school journalism course meets state Language Arts standards and is aligned with our university curriculum. We recommend that high schools offer journalism or language arts elective credit for the course. American Indian high schools are especially suited for this project because they are often located in remote areas.

Rather than start from scratch, we have selected H.L. Hall's *High School Journalism* textbook for the class. With Hall's enthusiastic cooperation, we are developing a new workbook that is appropriate to our students to replace the one offered as a companion to his textbook. Our workbook will include all of the topics covered in Hall's workbook.

However, our workbook will have one major difference. Rather than approach the subject solely from mainstream journalism perspectives, this workbook will engage native students by including the role and history of the press and examples from Indian Country publications and writers. The assignments also include viewing and answering questions on a dozen interviews we have conducted with native journalists that will be posted on the website.

After the two-year pilot project, we anticipate that the program will be self supporting – with high school districts and tuition from tribal college students covering costs. We are more than willing to share our experience with universities in other states who are interested in replicating and/or adapting this or any other project.

Storytelling Competition

Another recent project is a storytelling competition for native American high-school and middle-school students held during the Lakota Nation Invitational in December 2007. While basketball is the major focus of LNI, the tournament also includes knowledge and language bowls, an art show, a hand game competition, and wrestling and boxing matches.

Bryan Brewer, LNI coordinator, said adding this competition to the line-up of events is important because storytelling is an essential part of Lakota/Dakota culture that is dying out. This competition, he said, is a step in the right direction toward reviving it.

For the storytelling competition, native American high school students from eight different schools told stories in three different categories: traditional stories told in a native language or in English, contemporary stories that blend today's experiences into the traditional storytelling framework and issue-based stories on important topics in Indian Country.

Earlier in the year, Giago visited schools around the state to distribute teaching materials and promote the contest. She also was available to teach a 50-minute lesson on storytelling during her visits. The planning team led by Giago was interdisciplinary and included Professors Kathleen Danker, English, and Russell Stubbles, horticulture, forestry, landscape and parks. The South Dakota Humanities Council and SDSU Women & Giving were our co-sponsors for this very successful first of what we intend to be an annual event.

In Summary

The Journalism and Mass Communication Department at South Dakota State University has taken a multi-program, multi-disciplinary and collaborative approach to recruiting native American students. In developing and maintaining relationships with reservations, reservation schools and tribal colleges, the department spends a great deal of time and thought recruiting students. Working on several fronts with multiple allies has been resource-intensive but effective for us.

However, we still have a long way to go. To maintain parity with the percentage of native students in the state, 25 to 30 of our majors at any given time should be native. The most we have had at any one time has been 15. Roughly half of the students we recruit drop out during or after their freshman year. For those we retain through their sophomore years, we have a graduation rate of more than 75 percent. So, it is clear to see that our efforts are just the first step; we must continue to devote time and energy to retaining and graduating native students in a timely manner.

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Recruiting Quality Students: TCU's Community Scholars Program

By William T. Slater

Dean, College of Communication, Texas Christian University

After years of inactivity, Texas Christian University, like most other institutions, has initiated several successful programs aimed at increasing the diversity of its student population. The most prominent and successful of those is a unique effort that is focused exclusively on bright young minority students, all of whom come from with a 35-mile radius of its campus.

Called the TCU Community Scholars program, it features an effort to assure that these young people gain a well rounded education that includes scholarly work, community understanding, cultural competence and even leadership.

To support this effort to provide strong learning opportunities for talented young minorities, the university provides a total budget of approximately $2.3 million, which is built into its annual budget. The university's then chancellor Michael Ferrari has strongly supported the program, and says institutions serious about diversity should "put their money where their mouth is."

Started in 2000, the program was the brainchild of Dr. Cornell Thomas, then special assistant to the chancellor for diversity and community. Thomas pulled together a group of campus and community advisers and developed a program that has brought more than 140 highly qualified minority students to study on the TCU campus. Currently, 86 students are enrolled in the university through this program. In the next two years the number will increase to 120.

To understand what makes this program special, a little history is necessary. Texas Christian University was among the last institutions in the region to integrate its student population. An "integration policy" was adopted in 1964. Much of the minority community of Fort Worth and its surroundings were painfully aware that they were not welcomed on the TCU campus unless they were wearing the uniforms of the maintenance or the food service workers.

While the university did begin to admit minority students after the 1964 policy was put into place, it made no special efforts to recruit them, and many community old-timers still harbor negative feelings about the university, and many believe that the university is still an unwelcoming place for minorities.

In this context TCU's current efforts to expand the inclusivity of its campus, including the Community Scholars Program, represents not simply an effort to increase diversity but also to enhance the image of the university.

How it Works

To be eligible, students must attend one of nine local and regional high schools. These schools, located in Fort Worth, Arlington and Dallas—known as the Fort Worth-Dallas Metroplex—have high concentrations of minority students. The recruitment process is relatively simple. In September, the program's staff, comprised of one full-time person and four staff members who devote approximately 40 percent of their time to the program, visits the schools to provide information. Applications are due on December 1, and the review is completed by the middle of February. Interviews are scheduled in mid-March, and decisions are made by April 1.

The successful candidates are introduced to the campus community at an Intercultural Banquet in April.

What They Get

When the program began in 2000, 12 students were admitted and given full rides—tuition and fees, room and board. The budget was approximately $400,000. For the 2007-08 academic year, 25 students were admitted and awarded 60 percent of their total expenses—approximately $20,000 each. The decision to provide a smaller portion of the expenses was made in 2004 when the university decided to expand the program to accommodate additional schools and students. Nearly all of the students in the program qualify for financial aid from other sources. Overall expenditures now have risen to approximately $2.3 million.

Who They Are

The program now includes 86 students: 14 seniors, 22 juniors, 26 sophomores and 24 freshmen. Of the total, 53 of the 86 are first-generation college students (62 percent); 46 are Hispanic, 20 are Asian and 20 are black. More than 50 percent of the students major in either the natural sciences or business. The remainder is spread throughout disciplines across the university.

The program boasts 57 highly successful alumni. All but two can be accounted for in jobs or graduate school. They work for Texas Instruments, Carter-Burgess, Bell Helicopter, Ernst and Young, Lockheed Martin, Amritrade, Johnson & Johnson, and the Peace Corp, to name a few. Those who have gone on to graduate school study at TCU, Oklahoma State, Howard University, University of North Texas Medical School and the University of Houston.

One interesting observation: If giving back to the institution is an indication, they apparently have been satisfied with their experience at TCU. The giving percentage of Community Scholars alumni is more than 40 percent, compared to the overall TCU alumni giving percentage of 31 percent.

Requirements of Community Scholars

Given that an initial goal is to recruit bright young people, Community Scholars are among the best prepared students to enter the freshman class. Their high school class rank is in the top 5 percent, overall grade point average is 3.1 and the average SAT/ACT score is 1640/26.

But this is just the beginning. During their years on campus, community scholars are required to live up to high and exacting standards, not only of academic performance but with regard to how they spend their time, the activities in which they are engaged, the roles they perform on campus and even where they live. The goal is to take advantage of all the university's resources to expand the opportunities these young people have to succeed academically and as productive citizens.

This begins immediately upon their arrival. Freshmen are required to attend "Bridging the Gap" orientation prior to the beginning of school. Bridging the Gap provides students with information related to time management, study skills, student support services, etc.

Freshmen also attend Frog Camp. This is a three-day session offered in a variety of formats, i.e., camping, urban experience, Alpine experience, Habitat for Humanity, etc. These sessions are designed for new students to help them bond and to share experiences with other students, staff and faculty.

To help assure that they live up to the minimum 2.75 gradepoint average throughout their time at TCU, Community Scholars must engage in mandatory study hours every semester. As freshmen they are required to check in with staff every week throughout the first semester and after that to meet with staff at mid-semester for progress reports.

Beyond the academic classroom, they are expected to attend cultural and study workshops; as sophomores, juniors and seniors, they participate in

Career Services conferences; and they must attend four leadership courses through the TCU Leadership Center.

Required to live on campus every semester, the Community Scholars cannot work on or off campus more than 10 hours per week and must participate in one student club or organization. In addition, the students are required to complete 30 community service hours per semester.

Students involved in the Community Scholars Program are expected to exhibit leadership qualities. Several of them are involved in student government. They serve as resident assistants in the housing system; they serve on the Student Foundation; they are Frog Camp facilitators; they are Student Ambassadors. They are active mentors, often working with students at their alma maters. They also serve as recruiters for the scholars program, providing information and discussing their experiences with interested high school students.

How They Respond

I met recently with a few of the students, and all had nothing but high praise for the university that once seemed very distant to the young people for whom it had now opened its arms and its budget. Most admitted to some early misconceptions about the school they are now proud to call their own.

"I didn't think I'd like the school well enough to end up working for it and telling other people to come here," said 20-year-old Terence Kennedy, a junior psychology major who works in the school's admissions office and serves as a TCU Ambassador.

"To be honest, I thought I was going to get into it with someone the first week—that someone would offend me," Kennedy said. "Everyone was nice to me."

The students all feel a responsibility to their families and to the school for offering them this opportunity

"I'm the first one in my family to go to college," said Thuy Tran, a 19-year-old sophomore majoring in finance and accounting. "I'm setting an example for my two brothers and sister. You're the oldest, and you have to set an example so they can look up to you as their role model."

The students do not resent the extensive requirements placed upon them. Because TCU has given them this opportunity, they said, the university has a right to expect excellence from them. And, they said they understand that their achievements will help open doors for others to come after them.

One student, noting that he had a little trouble adjusting to college in the first year, said, "My biggest obstacle at TCU was finally figuring out that I could make it if I tried."

That's a lesson they've all learned.

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Section IV | **Teaching and Curriculum Development**

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CONFERENCE CONVERSATION*

Teaching Diversity and Curriculum Development

Diversity is one of crucial determinants of excellence in the practice of public communication and – especially for the purpose of this discussion – in quality education for students who are the practitioners of the future. Through inclusive teaching and well considered curricula, those in higher education can impart the sense and spirit of the value of inclusivity and complete representation of the communities we serve.

And, as we deal with mass communication professionals — journalists, public relations practitioners, producers, designers and copywriters and media educators — we face important questions about how to teach and how to develop effective overall programs. Do we need specific courses on diversity in mass communication and journalism schools? Or, is it more effective to infuse diversity issues through all class activities and readings? Are we comfortable with teaching diversity issues in classrooms? Do we have competent faculty to teach both similarities and differences in a multicultural society? Does diversity content in a course help students to gain a sense of what is required for truly excellent public communication content?

Diversity scholars and researchers at the *Diversity That Works* meeting repeatedly stressed the importance of diversity as a priority in effectively infusing self-reflection and broad perspectives into mass communication classrooms and programs. The goal of a curriculum is to benefit the students, they said, further arguing that a diversity-oriented curriculum can help achieve excellence in all avenues of mass communication — journalism, broadcast production, on-line, public relations, advertising and campaign communication.

State of Media Diversity Education at U.S. Universities

Recent research by the Forum on Media Diversity at the Manship School indicates that more and more journalism/mass communication programs are agreeing with this need.* In their responses to the survey, about 60 percent of journalism/mass communication programs indicated that they offer at least one course on diversity issues. Many offer more than one, and in total these 102 programs provide their students with some 120 such special classes. Culture, gender, race, ethnicity and minority issues comprise the main content, and 69 percent of the diversity-related courses are focused on both historical and contemporary trends. Some focus on class and transnational issues. Further, it is encouraging that about 30 percent of the programs that do not currently offer such classes have plans to introduce such courses in the future.

According to the survey, such courses are offered mainly for undergraduate students (63 percent at the undergraduate level, 11 percent at the graduate level and 26 percent at both graduate and undergraduate levels). The survey also determined that 72 percent of the courses are electives and thus optional for the students, 20 percent are for selected majors and only 8 percent are listed as requirements for all majors.

Developing Curriculum: Specific Courses or Part of All Classes?

But, as Masudul Biswas who presented the survey results, noted, some see what they consider to be a better way to teach diversity in our classes. One respondent noted specifically in an e-mail that it is more effective to include this means of excellence as appropriate throughout the curriculum, rather than focusing on diversity in special classes.

"The way you seem to have this structured, the study appears to define diversity as a yes/no question. In the digital age and the 21st century, teaching meaningful diversity in a journalism school can — and should — come from many efforts that would be limited by a course. Our undergraduates study audi-

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* The Forum on Media Diversity at the Manship School of Mass Communication conducted the survey in March 2008, through SurveyMonkey and received 102 responses from journalism and mass communication schools at U.S. universities. The response rate was 39 percent. The purpose of this project was to examine the status of media diversity education in journalism/mass communication programs at U.S. universities. The study examined not only the content focus of media diversity courses but also the nature of the offerings to students. It was conducted by Masudul Biswas, Ralph Izard and Lyle Perkins of Louisiana State University.

ences in three tough, incredibly diverse neighborhoods. Then, after studying all of the quantitative study, they go into the neighborhoods and do in-depth qualitative interviews before they begin to report. Isn't driving diversity into our DNA a more holistic, more engaging, and a stronger way to learn about diversity than any separate, too easily forgotten course?"

This is a good point, and in an ideal world, would be an excellent approach. Realistically, however, we need both approaches. Certainly, inclusivity is important in everything taught on a university campus, and if it were certain that all faculty members would give it the attention it merits in all classes, perhaps it would be enough. But students know that if their programs define any value as important, it is discussed specifically in special offerings. Furthermore, special classes provide greater opportunity for depth of discussion.

Such depth provide students with greater understanding, a fact that prompted Ralph Izard of Louisiana State to identify what he considered to be two "disturbing findings" of the survey.

"One of them is that only 11 percent of these schools offer such classes at the graduate level," he said. "Many of these graduate students will be our future teachers. So what impact are we having on curriculum content in the future if we are not providing an opportunity for our graduate students to study these issues in depth? Another issue is that most of these diversity courses are electives [72 percent] and not required, which I think is problematic."

In response to Izard's observations, Kent Kirkton of California State University at Northridge said that some schools cover diversity topics at graduate level courses, a fact that is not always reflected in course titles.

David Kurpius said as well that some circumstances aren't always apparent in such a survey. He said LSU's mass communication program has a regularly scheduled, not required, Minorities and Media course and also has an additional elective course that covers a more specific issue of minorities and media. "We also really push faculty to include diversity sections in all the courses," Kurpius said, suggesting that mass communication programs can have both types of courses – specific courses on diversity and courses that includes diversity content.

Among the few journalism and mass communication programs that require all students to take a diversity-related course is the Missouri School of Journalism. Referring to his experience with this course (titled *Cross Cultural Journalism*), Earnest Perry said he stresses to students that the course, introduced in 1998 as a cross-cultural course, is first of all a journalism class, and students are taught to deal with issues of different communities in a fair, balanced, non-stereotypical way. He thinks such a course can be especially effective at the freshman/sophomore levels.

This idea has now been applied to other journalism courses, he said, because it is important to integrate diversity issues into rest of the curriculum. For this reason, the Missouri program offers an introductory level course, *Principles of American Journalism*, in which many cross-cultural principles have been infused.

"We have now inserted specific assignments within the news writing course, which they take either after the cross-cultural course or at the same time," Perry said. "The reason we infuse those assignments is because we have students who are in the cross-cultural course who will take the principles that we are talking about in the course, and on their own initiative, include them into their assignments that they were doing for the news writing course."

Cristina Azocar supported the idea of having a separate course on diversity along with infusing diversity issues in rest of the curriculum.

"This is one point on which I think San Francisco State University does a really good job because our chair, our former chair, they were all huge diversity advocates," she added. "A number of our faculty were also. And even those who were resistant of it kind of got the religion that they had to do this because it was part of their evaluation at some point." They learned to recognize that this type of curriculum is important to produce culturally competent journalists, she argued.

Such continuity of issues at different levels in a curriculum can reaffirm students' sense of diversity. Students need constant reminding. For example, until they were reminded even some students who took the cross-cultural course at Missouri forgot to put black or Hispanic faces in a capstone advertising project, called *Mojo*. All but one of the students in that project

were white. That is why curriculum needs to be designed in a way that diversity issues are reinforced. Such a curriculum can help students, irrespective of color, to reaffirm their cross-cultural understanding and move more solidly toward excellence in their professional work.

Kurpius was supportive of Perry's point but pointed out that limitations imposed by accreditation requirements often will push programs to make such courses – important as they are – into the elective route. However, he said, mass communication programs need to reaffirm the importance of diversity by setting their minds to ways in which such classes may be specifically defined as part of their central core.

Goals of Classroom Teaching

And that central core must be designed to help students understand the need for a broader perspective and cultural understanding if their professional work is to attain the desired quality. Among the major needs is learning how to talk about race.

Anne Hoag of Penn State University referred to a race relations project at her university, a product of sociology department, that is intended to make students more comfortable talking about race.

"They [people in the race relations project] think we can't get anywhere until people are willing to talk about it. You can't open them up to change if they don't know what they think. Usually, they don't know what they think until they verbalize it. We put about 700 students [all majors] a year through this program. What we get in return is every one of our students at least had a chance to think about how they want to talk about race and think about what they think."

If students do well in the class, they may expand their learning by being hired for pay as discussion leaders, Hoag said, adding, "And they [the sociology department] put these undergraduates through some pretty good training so that they know how to handle a discussion on a touchy subject." These classes are flexible. Students can sign up for 50-, 60- or 90-minute sessions, and each class has about 15 students in a group.

In a more specific professional way, Arlene Morgan of Columbia University, suggested that instructors would be more effective if they got out of the restrictive classroom.

Kurpius, for example, speaks of a class in *Citizen Journalism* in which he sought to help students how to cover communities deemed to be "unsafe." He took the class of mostly white students to a low-income, principally African American, community near the LSU campus. While interacting with community people, students began to recognize their stereotypical beliefs and to change their attitudes.

"The students found a woman who grew prize roses," he said. "They found an African-American older women's group that had a weekly workout at the community center. I had students, white students, who went on the older African-American women's bus trip to the African-American museum. They covered them so much, and they got to know them so well, that the group bought them T-shirts."

But here's the point:

"It's fun to watch their journalism change after this because they get the context, and they hadn't gotten it before because they were scared to go there," Kurpius said.

Likewise, Doris Giago discussed another diversity project experience at South Dakota State University. She said her program was not satisfied with its classroom teaching of how to cover Native Americans. From that realization, the faculty designed a special project in which they included students of photography, editing and advanced reporting classes. These advanced students were taken to the Native American reservation, where they had opportunities to witness and work with people with whom they had limited experience, thus learning how to broaden their source base for covering an issue or an event fully.

"Non-Indians pick the same sources over and over again," Giago said. "This project really broadened the students' perspective on tribal people." This course is offered every other year for juniors and seniors, thus providing an opportunity to all students before they graduate.

This is the responsibility of the course instructor, Earnest Perry added — to change the stereotypical ideas of the students by exposing them to circumstances with which they are not familiar. He recalled an observation made by Keith Woods of the Poynter Institute that stereotypes and fear about a community are borne out of ignorance. College teachers need to help

students understand, but they also must work on strategies of making students reflect their learning in practice.

Cristina Azocar said she tries to make the course on diversity interesting and entertaining. She applies some strategies so that students can get involved in the class discussion and can freely share real-life experiences related to ethnicity. For example, as a Native American, she can easily share her experiences, especially as they are tied to stereotypical beliefs, with the class. Such a strategy could make a classroom discussion lively and encourage student interaction based on real-life situations.

Such a goal can be effective in all courses, Izard said. A basic news writing class is an ideal setting in which students may practice what they learn about complete, representative coverage. He said he teaches a basic news writing class in which diversity is covered "around the edges."

"My goal is to make certain that students learn reporting and writing, that they can create a sentence, that they can report information in an understandable, clear and precise way. That is the purpose of the class.

"At the same time, however, I want them to come to an understanding that any kind of news writing they do is always done in a context. Part of that context is what we refer to as diversity, part is ethics." Through news-writing assignments, Izard tries to reinforce the idea that the community is comprised of more than white men and others show up in positions of importance and positions of responsibility, that multiple perspectives are singularly important in news and that good journalistic writing helps explain community differences.

Sally Lehrman of Santa Clara University argued that diversity across the curriculum needs to be more than just multicultural reporting.

"In newsrooms, there seems to be this complete absence of understanding of our history in this country, e.g., structural racism. And I hope universities can help remedy that," she said. Lehrman suggested discussions of structural racism and multiculturalism, not only in reporting classes but also through, for example, investigative courses or history courses. Teachers must remember their need to raise important issues of journalistic responsibility and ethics

"We have a privileged position as journalists and as teachers in society, and we have a role to play," she said. "Too many journalists (and teachers) get caught up in this 'I-want-to-do-great-journalism' idea. Of course, we want to teach that. But they forget it's not just about 'me' and 'my story,' but it's also about my responsibility to these communities and to the general public to understand one another. We have this responsibility to serve."

The Need to Reach All Students

Although Perry's background is in newspaper journalism, he fully recognizes that diversity issues need to be advanced throughout the program. The same principles apply to public relations and advertising students, for example, who face the same issues and have the same needs.

"There are ways that you view advertising so that you reach undercovered communities," he said. "In fact, professional advertising has really picked up on this in ways in which journalism has not."

It is wrong for public relations or advertising students to think they may not need to learn about diversity in depth. To help students better understand this need, his school brings advertising and public relations practitioners and clients into the classroom, and they tell students point-blank of their need when hiring for "students who think in diverse ways how to reach certain audiences without offending other audiences."

Challenges of Teaching Diversity Issues/Courses

It is true that all faculty members vary in their abilities to teach specific diversity courses effectively. That's true of any subject of discussion. But it is important that all teachers learn to deal effectively with the diverse audiences that make up most classrooms around the country. Perry argued especially that if Ph.D. students, the future faculty, can learn how to teach, they also can learn how to teach a class of diverse students.

While it may be challenging to find totally committed faculty to address diversity specifically in a classroom, it is not an impossible task. It involves training, resources and the belief that higher education must find people who are dedicated to teaching truth about our multicultural society.

Change can take place if we can reach a critical mass, Perry said.

Another problem arises as universities strive to attain such a critical mass, especially in developing a faculty that, in gender and color, fully represents the society they serve. Experience indicates that students who have not had opportunities to deal with persons different from themselves bring to the classroom disturbing stereotypes and biases. Thus, a new faculty of color often is challenged by the students in the classroom and thus may not feel comfortable teaching a diversity course.

Kent Kirkton noted this problem which clearly is related to the issue of "white privilege."

"In a number of occasions, people of color who have taught our diversity class have had all sorts of trouble. White kids, they hear me say something, and they say, well — whether they liked it or not — it was academic or part of the class, but it was acceptable. And when people of color talk about the same issues and the same context, then you get all of this reverse racism stuff coming up. It's an insane thing."

In agreement, Kirkton's colleague José Luis Benavides spoke of his experience.

"We need to talk about white privilege. And that is at play here when you are teaching. Every time I teach, I get comments at the end of the course that say 'this guy is anti-white because all of the things he's saying about white privilege.' So people respond differently to whoever is in front of them and what kind of persons they are. His color. That's the reason somebody like Kent [Kirkton] would get the reaction he does.. People say, 'oh, he's right.' If I teach the same thing, it wouldn't be quite that."

Azocar added, "I have those same issues. Craig Franklin comes into my class, and Sally Lehrman (both white) comes into my class. And I think that when students (even students of color) hear a white person talk about diversity, it resonates a little more, just because, unfortunately, that's the way it is."

Perry jumped in and commented, "White is a race, too," to which Azocar added, white people also have different ethnic backgrounds.

Arlene Morgan, who runs a Columbia University award program called "Let's Do It Better," noted that "more than 50 percent of the award winners on our program who have been writing about race and ethnicity are white." Morgan argued

that white people feel more freedom, and they don't feel like they are going to seen as having an agenda. "So in some ways, they feel they have more permission to do these stories than journalists of color in the newsroom," Morgan said.

This, of course, is related to what has been a standard debate in professional offices around the country. Should assignments be split so that white journalists cover "white" issues and persons of color cover issues that relate to their race or ethnicity? While it may be true that in some instances, certain journalists will have better opportunities to gain access to needed information, the conclusion has gradually been reached in many newsrooms that what is most important is a person's talent, not his or her gender or skin color.

Is it then only white faculty members who can effectively teach a course on diversity? Not at all, but it is part of the lesson. As students become more comfortable with difference, their attitudes begin to focus more on the abilities and knowledge of that person who presides over their classrooms. As with gaining a critical mass, however, it may be a slow process.

Lack of understanding about other cultures and the tendency to resist discussing ethnic/racial discrimination contribute to this challenge. And often, Trina Wright of the University of Illinois said, students of different ethnic backgrounds prefer to avoid many discussions of diversity issues in the classroom.

Morgan, based on her classroom experiences, agreed.

"Even the kids of color in the class don't know about other cultures, don't know about other people at all," she said. "Often, African American students are resistant to class discussion as they find themselves victims in different stories. It is tough to balance such a situation. All students, irrespective of race and ethnicity, will have to learn other cultures and need to be equally competent culturally."

Faculty Evaluation of Diversity Courses

A related, although somewhat more focused, issue is based on the fact that faculty, either of color or white, teaching a diversity course often receive poor student evaluations. As a result, the fear of low scores in student evaluations discourages some faculty from teaching such courses. But, if a program fully is committed and fully understands this problem, it can be dealt with effectively.

"We had that same problem," Perry said. "Now, finally, after years of working through this, our student evaluations on the course, are near department and school norms. But one of the first thing that I was able to do is get assurances from the dean, from all the department chairs and the Promotion & Tenure committee that faculty members who teach that course — because of the nature of the course, because it is one of the toughest courses in the curriculum — that those student evaluations would not count against that faculty member in promotion and tenure. Because we as a school have committed ourselves to teach this course, and we are not going to allow faculty to be penalized because they have taken that on."

Morgan said, "I think that's a really good point."

Others have reached the same conclusion, a point punctuated by Joe Bob Hester of the University of North Carolina who said the media diversity course is not the only course that receives poor evaluations from students.

"But I know we have had courses, required courses, that historically students do not like, do not want to take and to which they consistently give low evaluations. And our P&T committee takes that into account," he said.

Anne Hoag of Penn State said her program's administrators pay attention to the nature of the course in their consideration of faculty evaluations.

"There are two other courses that get consistently low ratings no matter who is doing them," she said. "But, recently, only white people have been teaching our 'Women and Minorities in the Media' course." At LSU, Kurpius said, the course on race actually does not get the lowest ratings, but officials take the nature of the course into account while evaluating the performance of the faculty.

Ralph Izard agreed that student evaluations should be dealt with carefully and placed into context, but he suggested they should be considered seriously. "Although we do need to be very careful with them, we also should seek to understand them," he said. "They do have meaning, and we should seek to fully comprehend that meaning." But Lehrman reacted by commenting, "Student evaluations have huge validity problems."

Diversity as a Tool of Attaining Excellence

This part of the discussion was prompted by a comment made by Ralph Izard, who said: "I like to talk about diversity not as a goal. Diversity is not something toward which I strive. Diversity is a method to get me somewhere, and that somewhere is excellence. Diversity is like technology. We teach technology as a tool. I like to think of diversity in the same way — as an important tool."

While some supported this observation, Kirkton expressed some disagreement.

"In our mission statement," he said, "one of the things we talk about is making people better, hoping they will become better citizens. My concern here is that you are kind of burying these issues in a professional goal. I think these are issues that need a broader discussion, and the students need to have a broader discussion about the community."

But Morgan took a different approach.

"I don't care of my students are good citizens or not," she said. "I mean, I do. But that's not my job. My job is to teach them to be the best damn reporters they can be and to tell a complete story about this world. If they vote or they don't vote, that's immaterial to me. I want to know when I prepare them to go out into the work force, they are really going to make me proud about the kinds of stories they do and the kinds of personal blind spots they can recognize and work through."

José Luis Benavides, who teaches ethnic media, found Morgan's observation problematic, saying this notion can encourage journalists and journalism students to play an observer's role only. Some ethnic media are playing an advocacy role.

"I am not advocating necessarily that journalism should become an advocacy profession," he said. "But that we need to contest a lot of these ideas and basically the idea of what is news, what we consider to be news."

Benavides said he tries to help his students understand that they will find differences if they read the same story in the *Los Angeles Times*, a mainstream newspaper, and the *Latenium*, an ethnic newspaper. They have completely different stories,

and they depict reality differently. In most cases, the *Latenium* is more accurate and detailed on immigration issue, for example, as its coverage provides a wide array of sources. Ethnic media outlets historically cover all the angles of an issue or a problem associated with a racial or ethnic group, he argued.

Joe Dennis of the University of Georgia argued that Morgan can think as she does about her goals since Columbia University has a professional graduate journalism program. But mass communication programs that pursue a liberal arts goal for undergraduate students face a different situation.

"The goal of these institutions [liberal arts programs] is to create a well-rounded individual, a citizen," he said. "We are not necessarily trade schools. I think it's incredibly important that diversity is a part of what we teach."

About Izard's observation of diversity "as a tool to go somewhere," Trina Wright of the University of Illinois commented, "I am stuck with the somewhere. If I am looking at diversity, my issue is I am still stuck with the statement that it seems to me that businesses and departments and educational institutions use diversity as a buzz word or a tool to build or help their image."

Izard replied, "I think maybe the somewhere is citizenship. Maybe the somewhere is a good, solid intellectual attitude of fair thinking. Maybe the somewhere is becoming a public relations person who considers the totality of the community with which he or she is working or considers the impact of the public relations message not only on the intended audience but the other audiences as well. Maybe that's the somewhere. But I think as long as we say diversity is the goal, we are ignoring our context. And I don't like to look at it that way. Diversity is not — I hesitate because I almost said diversity is not an end in itself, and maybe it is. But I like to see diversity as a means to more outstanding professional work."

David Kurpius stressed the importance of motivation in he classroom "to the point where our students are having regular internal reflective conversations with themselves about diversity." He and Travis Dixon of the University of Illinois argued that such self-reflection can be an important outcome of diversity education that results in students expanding their thinking and changing their attitudes. Good teaching helps students also to be interrogative of their realities, and Dixon

expressed the belief that if given the opportunities students will learn to negotiate their learning of diversity in real-life situations which are full of stereotypes.

"Then that assumes that this kind of stuff is built into your curriculum," Kirkton said.

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Fault Lines: The Maynard Institute's Diversity Framework

By Lauraine Miller
Diversity Trainer

with Evelyn Hsu
Senior Director, Programs and Operations, Robert C. Maynard Institute for Journalism Education

It is common in both educational and professional settings that discussions are held on the need to represent the total constituency or community, to include multiple points of view, to expand the reach of both teaching and journalism, to dig more deeply into social differences as well as similarities, to the search for thoroughness, to analyze, to provide details.

Too often, the approach is on "getting the other side," as if social issues – indeed, even specific events – have only two sides. What is missing from that approach is helping students and media audiences fully understand and, in fact, appreciate, the complexity of the society in which we live and work.

All journalists and teachers face the same challenges:

➡ How do we reflect the diversity of our communities in our classrooms, newspapers, on the air and on our web sites?

➡ How do we select academic resources and journalistic sources and report their points of view in a way that reflects the fact that society is comprised of people with different backgrounds and different perspectives?

➡ How do our individual perspectives shape coverage and our teaching, and whose perspectives are accepted? Whose are dismissed? Why?

➡ What do our classrooms, our broadcasts, our front pages and our web site home pages look like to our students, readers and viewers?

At the Robert C. Maynard Institute for Journalism Education, a key answer to these dilemmas lies in the institute's diversity training tool, Fault Lines, a means through which social debate may be analyzed to strengthen the

depth, the thoroughness and the social representation of our classroom and journalistic content. It's a tool for journalists to use daily in all they do, and for teachers to use to help their students deal with the educational issues they face and with which they will later deal as professionals.

Fault Lines was created by the late Robert C. Maynard, one of the founders of the institute that bears his name, to help capture the complexity of American life that we, as journalists or teachers, need to portray.

Think of the word "diversity." What does it mean?

Typically, in Maynard Institute training sessions, when we ask those in a group to define "diversity," they are quick to bring up race and gender. Indeed, many of today's social issues and subsequent media coverage breaks the country into black and white, male and female, and even into north and south.

Maynard believed coverage needed to be framed in a way that reflected the richness and complexity of this society.

A former reporter, ombudsman and editorial writer at the Washington Post, he became the first African American to own a mainstream American newspaper, The Oakland Tribune. Under his leadership as editor and publisher, the newspaper won a Pulitzer Prize in 1990 for coverage of the Loma Prieta earthquake.

Coupled with Maynard's impressive credentials was his vision. After years of living with the geographical fault lines that lie beneath the earth's surface in the San Francisco Bay area, and after his experiences covering the social earthquakes of the 1960s, Maynard identified five "Fault Lines" of race, class, gender, generation and geography as the prisms through which we in this country better see ourselves and, indeed, see the world.

The "race" Fault Line also includes ethnicity; the "gender" Fault Line also includes sexual orientation.

The Fault Lines framework, Maynard believed, would help enable teachers and the media to fully, fairly and accurately represent the entire community with regard to whatever the social or philosophical issue. Only with this kind of analytical depth and breadth can they fulfill their obligations to our democracy.

Diversity is a core value of the Maynard Institute. It has trained hundreds of journalists and business-side managers at news organizations around the country; at regional workshops and national conventions; and at the institute's signature programs, including the "Media Academy" and the "Editing Program." All training includes application of Fault Lines to

news coverage and to management situations. And, for those who practice their craft in college classrooms, it includes application of Fault Lines to the teaching of journalism and mass communication.

Whether you work for a professional news organization or web site, in the classroom or for a student publication, you can use the Fault Lines tool to:

→ Brainstorm coverage and classroom content that reflects the character of the community and society.

→ Build more-diverse source and resource lists to include more voices, more perspectives.

→ Improve credibility and accuracy by reporting and teaching with completeness.

→ Create nuanced coverage and classroom discussion that goes beyond the obvious Fault Line.

The Five Fault Lines

Race/Ethnicity:	Black, Asian, Hispanic/Latino, Native America, mixed race, white.
Gender:	Straight male, straight female, lesbian, gay, bi-sexual and transgender.
Generation:	Youth (0-19), 20s, 30s, 40s, 50s, 60s+; baby boomer (born 1946-1964), Generation X (born 1965-1976), Generation Y or Millennials (born 1977-2002). While age can alter a point of view, that same point of view often is defined by generational experiences. For instance, Generation X didn't watch Richard Nixon resign as president. The baby boomers did not live through the Great Depression.
Class:	Rich, upper middle class/wealthy, middle class, working class, poor.
Geography:	Urban, suburban, rural; plus region and neighborhoods within your community.

➜ Acknowledge where you sit on the Fault Lines chart so you can try to see the world through someone else's eyes.

Fault Lines versus "Fissures"

The Fault Lines, as identified by Maynard, are not exclusive among the issues with which we as journalists or classroom teachers deal on a regular basis. Many social fissures, such as politics and religion, also frequently come into play. But these are not as constant as the Fault Lines, and often they are influenced by the five Fault Lines. Maynard believed race, class, gender, generation and geography were the five issues that caused the social earthquakes that date back to the inception of the nation. As a reporter, he covered the major social earthquake of the mid-20th Century, the civil rights movement.

However, it's important that we remember that no list ever is complete in the sense that it applies to every person, every organization, every community at all times. Each community has its own Fault Lines, and both journalists and teachers need to assure they understand the issues that are important locally and apply those issues to all they do. In short, if you feel that for example, religion or another fissure is a Fault Line in your community, by all means include it.

Diversity and Academia: Two Ways to Use Fault Lines

The late journalist and educator Beverly Kees had several suggestions for using Fault Lines as teaching tools on campus. Here are her ideas:

In the Classroom

It is important to give students an understanding of the issues that relate to the community with which they are dealing. To comprehend something as concrete as a specific historical event or a local debate on social needs or something a broad as the philosophical approaches to professional communication (whether journalism, public relations or advertising), they must think broadly. The Fault Lines will help them deal with both differences and similarities but, most of all, they give a means through which to broaden their analytical perspectives.

This applies to classroom discussions or to analysis of their journalistic responsibilities. For example:

Take an article from a local publication. Are there identifiable Fault Lines? Are there new Fault Lines to add? How may multiple perspectives be used to improve that article?

Take a topic that is in the news. At a recent conference sponsored by the Knight Digital Media Center in partnership with the Maynard Institute,

participants were asked to brainstorm how to cover the mortgage crisis using the Fault Lines framework. You can see the group's results, along with other presentations, here:
http://www.knightdigitalmediacenter.org/seminars/archives/total_community_coverage_in_cyberspace/

In College Publications

College publications often do some excellent work because they bring to their coverage a greater understanding of the complexities of the campus or community situation. At times, however, their coverage is superficial, not because they don't apply traditional journalistic expectations, but because they don't dig as deeply as necessary into the full implications of the issue with which they are dealing. Here are some means of gaining such depth:

Begin by identifying specifically those known in the audience and those who might join that audience. When appropriate, seek to represent the makeup of that audience. Students? Faculty? Staff? Administration? Families? The local community? The school should be able to give you a breakdown on race/ethnicity, age, gender and geography of students, faculty and staff. The U.S. Census and local governments can give you information for the region.

Conduct a content audit of the past five issues of your broadcast or publication. Or audit the stories that appeared on your web site over several 24-hour cycles. Check your advertising. Who appears in the text and the illustrations? How do your subjects and your sources match up with your readers' demographics?

Look at a major story from your home page, front page or broadcast. How is each Fault Lines represented? How would readers from the different Fault Lines respond to the story? What questions would they ask, and are those questions answered?

Do the same analysis for the main page of each section – sports, entertainment, opinion and even your advertising. How well does your staff reflect the student body or other important campus constituencies overall?

What are your strengths and weaknesses? What two things could you change to bring in and better serve site users, readers and listeners?

Bring in small groups of readers representing all of the Fault Lines. (Offer free food for an hour's worth of conversation!) Have one person act as the moderator and ask your guests what they like and don't like about what you do and how they feel their interests are, or are not, represented. Assign a reporter to take notes. What would your guests like to see in the broadcast, publication or on the web site? In advertising?

Other members of the staff should listen but shouldn't speak until the formal part of the program is over. Then they may ask questions but shouldn't engage in debate. This is not an exclusive party. Involve the entire staff in the audit and discussion of the results.

Applying Fault Lines in Daily Work

Here's a Fault Lines "testimonial" by Cinda Alvarado, a former newspaper intern, diversity journalism student and editor of The South Texan at Texas A&M University-Kingsville. She's now a graduate student in psychology. Cinda was a student in a two-term diversity journalism class designed and taught by Maynard Institute Fault Lines trainer Lauraine Miller.

"Ever since we learned about Fault Lines in diversity journalism, I use a Fault Line checklist while writing my stories," Alvarado said.

"I put a little stickie on my computer with the five Fault Lines to remind me to diversify my articles. As a reporter, I try to use at least two Fault Lines in my story.

"While reading or interviewing, if I notice that I have three male sources, I try to interview a few women. If my sources are primarily Hispanic, I look for other ethnicities. If geography is of importance to the story, I make sure to include where the individual is from.

"When I was editor of The South Texan, I tried to help them [staff] diversify their stories as well. If I read an article where the reporter seemed to have a blind spot, I would point it out and let them find a few other sources that could help diversify their story.

"Instead of interviewing or finding stories within their major, I would encourage them to walk into another building [on campus] and see what's going on, talk to other people.

"After taking the Fault Lines class I found that one of our major problems was getting sources from the same department, Communications. Most sources were communications majors, so I asked reporters to go into different buildings (i.e.. Agriculture or Fashion Merchandising) and talk to those individuals. Usually a story came out of it.

"This way, we began to cover a bigger variety of the campus. It also built our readership."

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Summary and Best Practices in Cross Cultural Journalism

By Earnest L. Perry Jr.

Associate Professor and Chair, Journalism Studies, School of Journalism, University of Missouri

> *Because the undergraduate students are so homogeneous and relatively inexperienced, it seems difficult for most of them to comprehend why they need to be sensitized to issues of diverity. It seems that the consistently rising GPA required for J-school admissions for students whose resources allow them to devote more time to study, effectively barring most students who must work to pay for their schooling, and thus for the upper middle class. My experience in the diversity class (which was excellently presented) was because the students were mostly alike, they seemed to have a hard time understanding the possibility and/or relevance of other frames of reference or points of view and tended to treat the course as a necessary nuisance to be endured. (Exit interview response, Missouri J-School student, 2006)*

This statement from a graduate of our program underscores the problem facing journalism programs that take on the difficult challenge of teaching the principles of cross-cultural journalism. Despite the headlines and sound bites touting this generation of college-age students as being the most diverse in the nation's history, when it comes to understanding and embracing those who are different, we have discovered that many of those young people are just as ignorant if not more so than previous generations.

That is why the faculty at the Missouri School of Journalism believes it is important that every student in the program take a course that explores the importance of practicing journalism in a global society. One of the first

concepts we teach in the Cross Cultural Journalism course is what The Poynter Institute's Keith Woods calls Excellent Journalism. Woods explains it this way:

Writing with excellence about people who are different, however that difference is defined, demands precisely the same skills as all good writing. What's different is that reporters have to work against the unconscious, unexamined, and rationalized stereotypes that masquerade as knowledge. It requires that they rise above fears of human difference so they can tell a story that is not merely voyeuristic, but unveils the universal truths within that difference.

For those reasons, journalistic work cannot be excellent unless it deals with the complexity of those involved, unless it seeks to give voice to the multiple perspectives that make up a community, unless it finds a way to present information that is understandable to both the intended and the unintended audiences, unless it is sensitive to the fears and biases of those specifically included. A PR campaign cannot be excellent unless it is based on understanding of those in the audience and is representative of the community. An advertisement cannot be excellent if it is either intentionally or unintentionally offensive to some in its audience.

Connecting the practice of excellent journalism with reaching diverse audiences is one step in diffusing the political correctness argument that we often get from students when they initially enter the class. The first two words in the title of the course, Cross Cultural, get a lot of attention, but the one word we talk about constantly over the course of a semester is Journalism, and by that term we mean any of the processes of mass communication. We state over and over that "this is a journalism course."

To practice excellent journalism, however, students must embrace the concepts we introduce in Cross Cultural Journalism. In addition to excellent journalism, that's why we spend a lot of time discussing with them talking across difference, understanding and confronting fear and bias, fault lines and understanding and covering privilege We work to help them understand that cross-cultural is not just about race. Socio-economic/class plays an important role in journalism. We have found that because many of our students come from similar socio-economic backgrounds they know little about those who are unlike themselves.

And since journalism is both a process of analysis and practical techniques of communicating the results of that analysis, the class, therefore, is a combination of discussions about these concepts and assignments that are specifically developed to reinforce them, to help students strengthen their skills to use the concepts effectively.

Discussion Boards

Because the class sizes are more than 200, the students are put in groups of six to eight. The discussion boards are done on a Blackboard course site. Each student group is responsible for three discussion board sessions during the semester. The assignments are made after the first three weeks of class.

Each group is given a story (print, video, multimedia, etc.) along with the series of discussion questions, and each student is required to examine the story and respond to the questions.

For example, one such assignment asks the students to analyze a story about homosexuality in the African American community and particularly in the black church. To help guide the students, the instructor asks: "*As some of the sources in this story attest, homosexuality in the African American community and particularly in the black church is an unspoken thing. Is that a good reason for this story to be invisible in the mainstream media for so long? Comments from gay church members are missing from this story. Why do you think the reporter chose not to include them? What do you think it would have added to the story? Would this story be different if the fault line of race was taken out?*"

A second example, titled "Meacham Park meeting discusses race," is presented in its entirety on Page 129.

The assignments are posted on Monday, and every group member is required to post an analysis by noon on Wednesday and a short response to other group member's analysis by 10 a.m. Friday. The group TA, or the professor, may jump in from time-to-time to weigh in on the discussion.

In the analysis the student needs to address important points from the story and relate them to concepts and ideas we've discussed in class. We ask whether the analysis shows how ideas from the story relate to practicing excellent journalism, advertising and/or PR?

The stories used for discussion board assignments come from current news that deals with everyday issues in a way that reflects the diversity of the people involved. The students use relevant information from class discussion and lecture to analyze the stories.

Final Project:

This is a group project that provides an opportunity to demonstrate that an awareness of cross-cultural issues is a foundation for good journalism. Each group is required to develop either a story plan or produce an

advertising/PR campaign proposal. The proposals must address all the applicable elements of excellent journalism. The proposal MUST reach beyond differences as discussed in this course.

A note about working across "difference": Journalism is, in large part, translation. Therefore, students need to delve into a subject or world, learn enough about it to be authoritative and carry that knowledge back to an audience that likely lacks that same knowledge. For example, if they were to write a news story about starving children in another country, they must consider how they would tell that story so a middle-class American audience would read/listen and understand.

If they were to create an ad campaign about the same subject, their task might be to gather information about the children and a charity that's trying to help them. Then they would need to identify a target audience and translate that information in a way that is designed to persuade their audience to take action.

For this assignment to be effective, it is particularly important that three requirements be met:

1. Students must demonstrate the ability to work outside their comfort zone or primary life experience. The subject matter, the target audience or both must cover new territory.

2. The project must contain multiple, diverse sources.

3. The project must be designed and approached with publication/broadcast in mind. This is to be real work, drawn from the real world, to be produced for a real audience.

Once students receive the assignment, they need to begin to identify the fault lines present in, or illustrated by, the topic. Is this an issue primarily linked to race, gender/sexuality, class, generation (age), or geography? Further, is it related to ideology, religion or identity?

They must think about the potential audience? What needs to be done to make sure the audience understands ~ and cares ~ about the story or message?

What is the potential outlet for the story or ad campaign? Students must identify what newspaper, broadcast station, client, etc., would likely publish the material. How could the story/campaign be presented?

As part of their planning and execution of the proposal, students must clearly state the intended medium to be utilized, assure that the proposal is clearly thought out, has a specific angle/focus/approach and explain who the audience is and why that audience should care.

Over the course of the semester, students are required to track and evaluate their individual work on the project. They also are required to evaluate the other members of their group. Each group elects a group leader who acts as the liaison to the teaching assistant assigned to the group. That person also is responsible for a separate evaluation of the group's progress and meets regularly with the TA and the instructor.

Examinations:

The three exams given in this course are designed to determine the student's ability to learn, understand and begin to put into practice the various concepts taught in Cross-Cultural Journalism. Student knowledge of the course's main concepts - excellent journalism, talking across difference, understanding and confronting fear and bias, fault lines and understanding and covering privilege - is assessed in the first exam.

In exams two and three the students are given a series of questions that requires them to identify the concepts in stories or ads. They also are given questions that require them to use the concepts in mock reporting situations.

A Final Comment

The very core of this class is comprised of the five concepts, and these are consistently repeated in various ways. They are discussed in explanatory form, used as the basis for the discussion board assignments, expected to be clearly identified in the Final Group Project and provide the essence of the examinations.

But it is important that they not be just abstract discussions. If students are to fully benefit from this kind of class, they must be given multiple opportunities to USE the concepts, to apply them to their particular interest, whether that be print, broadcast or web journalism, public relations, advertising or any other form of mass communication.

The overall goal of the course is that the students begin to develop a more diverse way of approaching the journalism they plan to practice in their upper-level course and ultimately their careers.

MEACHAM PARK MEETING DISCUSSES RACE

By TIM O'NEIL

ST. LOUIS POST-DISPATCH
Friday, Feb. 08 2008

In an emotional meeting of the Meacham Park Neighborhood Association this afternoon, a common theme was racial divide. People spoke angrily about it, cried about it and prayed to close it.

Many also spoke sympathetically of Charles "Cookie" Thornton, the man who murdered five at the Kirkwood City Hall Thursday night before police gunned him down. One man called Thornton a "hero."

About 100 people jammed the two-hour emergency meeting in the former J. Milton Turner School, an 84-year-old building that was renovated into a community center. Roughly one third of those present were white. Annie Bell Thornton, the killer's mother, sat in the front row.

Association President Harriett Patton opened the meeting saying, "I have been crying all night, and I'm trying...." Overcome by more tears, she couldn't continue. A procession of ministers then spoke of God's love and the need for prayer and healing, but also called for Kirkwood and beyond to understand Meacham Park, the predominantly African-American area of the suburb.

"It takes prayer and it takes time. This is something that took place over time, and perhaps it could have been avoided," said Elder Harry Jones of Men and Women of Faith Ministries. "There always has been a great divide between

Kirkwood and Meacham Park."

He received many "amens."

Several white residents said they wanted to learn more about the problems in Meacham Park and offered to

help. One woman, who identified herself only as Anna, sobbed as she said, "I am so sad. I want to know what I can do as a white woman to make this change?"

Minister Joy Williams, who had spoken earlier of growing up in Meacham Park, approached Anna and said, "Give me a hug."

Other speeches had a harder edge. Ben Gordon, a black man from Webster Groves, said, "To me, Cookie Thornton is a hero. He was an athlete... He opened a business. He went to court, but the system failed him... We are sorry, we grieve, but (Kirkwood officials) share in this responsibility."

Ending his speech to loud applause, Gordon called him "a soldier who paid the price for liberty."

But the Rev. Miguel Brinkley, pastor of the Kirkwood Church of God, strongly disagreed, saying Thornton's actions "were not the way God says things should be handled." Later in the meeting, when the issue came back up, Meacham Park native Laura Brassfield said, "He was a hero to this community for things he did before. In his last act, he was not a hero."

Meacham Park was settled by whites in the 1890s, but became a rural black community before World War I. It was annexed by Kirkwood after a referendum in 1991. Kirkwood and St. Louis County built new housing at no cost to residents, and55 acres were cleared to build a major shopping center on Kirkwood Road.

Michael Moore, who called himself a friend of Thornton, said, "Kirkwood has gotten rich off the backs of the blacks in Meacham Park... Kirkwood adopted us, for only for the check."

A tearful Shannon Hicks, another Meacham Park native, said, "We have to start bridging this gap with our children. We have to stop thinking about (Kirkwood) as Mayberry and realize this is the real world."

Franklin McCallie, longtime former principal at Kirkwood High School, said he spoke often to Thornton several years ago in an effort to resolve his conflict with city hall. He said he considered Thornton a friend but admitted he didn't understand his disagreement, noting that Kirkwood offered to cancel Thornton's stack of parking tickets if he'd start obeying the ordinances.

"He said, 'It's a matter of principle to me.' He wanted to sue for millions," McCallie said. "When this happened last night, I felt so helpless."

Annie Thornton spoke last, saying, "We've got to do things the Bible way. I'm sad that this happened."

Patton, the association president, said it will hold another public session on Feb. 25 and is planning a vigil.

"What happened is not the description of Meacham Park. We are trying very hard to make things better," Patton said.

She noted that Kirkwood Councilwoman Connie Karr, who was among those murdered, had served as the association's secretary. "She took that time for us," Patton said. "We have to work together."

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In the Classroom and the Newsroom: Make the Journalism Better

By Arlene Morgan
Associate Dean, Columbia Graduate School of Journalism

I was frustrated. Even more than that. I felt hopeless.

Knight Ridder, then the parent company of *The Philadelphia Inquirer*, had announced a company-wide sensitivity training program called "Brainwaves" for every member of the organization. The program was a better fit for a manufacturing plant, certainly not for a newsroom of seasoned reporters who were on guard about anything that would force them into politically correct discussions that had nothing to do with their lives or work.

Like many managers who are handed something they want nothing to do with, I was stuck. My editor, who at the time was Max King, and the Human Resources department, had promised the publisher and the Knight Ridder HR division that we would get this done. Since I had already led a behavior style sensitivity training program only a couple of years before, I knew this would not go down easily nor would it generate the goals I was seeking to improve hiring and story telling that went beyond tokenism or the typical festival or ethnic parade coverage.

I needed help to show how inappropriate Brainwaves was for the newsroom. Naturally, the best way was to "test" the program by sending a senior white male reporter to attend the first session. I tapped Larry Eichel, a Pulitzer-Prize finalist and one of the most respected journalists in the newsroom. Larry was open to diversity issues but clearly did not want to take time away from his political reporting duties. After a day of Brainwaves, Larry walked back into the newsroom in obvious disgust. "No way," he told me, would he recommend the program. I can't remember his exact words but the terms "insulting," "irrelevant" and "stupid" were clearly among them. Max King capitulated immediately.

With that scenario, the seeds were sown for my own program – a project that was based on how to improve our stories by dissecting work that was already in the paper. This concept eventually led to the "Let's Do It Better!" Workshop on Journalism, Race and Ethnicity at the Columbia

Graduate School of Journalism and to the publication of *The Authentic Voice: The Best Reporting on Race and Ethnicity* (Columbia University Press, July 2006).

Changing the Blind Spots

I made an important decision. Rather than change what our journalists believed, I developed a goal to change the blind spots that kept reporters and editors from doing the deep, penetrating work that reflected the world of *all* Philadelphia area residents. I enlisted Walterene "Walt" Swanston, who was then working as a diversity consultant for Knight Ridder newspapers. She was familiar with the Brainwaves program and understood why I thought it was useless for the newsroom. Together we crafted a workshop that enabled participants to look at their perspectives and story choices through the work they produced.

Swanston, who now directs diversity programs for NPR and served two tours of duty as the executive director of the Unity Journalists of Color conventions, suggested that if we were ever going to get the newsroom to talk honestly about race, we had to focus on the journalism. Through this experience we learned that anyone who contemplates diversity education in a journalism classroom or newsroom must first examine the perspectives he or she brings to the profession before systemic issues that prevent an honest and authentic style of reporting can be mitigated.

To reach that understanding, we used the Fault Lines concept, developed at the Maynard Institute in Oakland, California, to guide the workshop. Fault Lines was a concept developed by the late editor and publisher, Robert Maynard, around framing stories around race, ethnicity, gender, sexual orientation, class, age and geography. It is the first exercise I use in my own class at Columbia and it never fails to bring out the silent biases that all of us have. One African American student in my class remarked that he never realized he considered all Republicans "racist" until he participated in the Fault Lines assignment to write a personal essay on his own racial and ethnic self identity.

In The Inquirer workshop we used the Fault Lines guidelines to examine how a specific story was framed in terms of sources, characters, setting and tone. Then we talked about how the story would have worked with a more diverse set of sources and characters.

Once we had those answers, we could empower reporters to develop techniques that embraced a more complete portrait of the community. A critical first step is to find the stories that were not only right, and were the *right* stories to do.

To put our theories into action, we developed a pilot workshop around a story that had generated quite a bit of controversy in the newsroom – a fashion story that talked about how African American women prized their "big butts." No, I am not making this up. That story, written by Kevin Carter, an African American features reporter, was prominently displayed on the front of the Sunday feature section, providing the perfect test case for our deconstruction idea. I recall that the story incensed The Inquirer's female staffers, regardless of race, even more than our readers.

Carter, who earned a Harvard degree in ethnic musicology, defended his story as a culturally correct slice of life that deserved to be in the paper. Hearing him explain the thought process that went into the story led to a spirited discussion about whether the staff adhered too often to a politically correct line of storytelling that missed the "real stuff" that gets discussed around our readers' kitchen tables.

His editor, Linda Hasert, thought the story was perfectly legitimate because Carter was able to find numerous women who were proud of their "big butts" and claimed it was part of being an African American woman.

Workshop attendance represented a cross section of 20 randomly selected editors, reporters, photographers, copy editors and graphic artists. Walt's idea was to engage everyone from various departments to discuss the story's strengths (it was really funny) and weaknesses (it was really funny) and the ideological thinking that went into its production.

In composing the workshop participation, we made sure that we included a wide range of voices and moderated it tightly to ensure that the discussion would not devolve into a personal attack against Kevin or Linda. Ultimately, everyone agreed that it was the most honest discussion on reporting about race we had ever conducted. From that point on, I never had any trouble recruiting the staff to attend a diversity workshop.

Concentrate on Making the Journalism Better

Fundamentally, this idea worked because we made a strategic decision to concentrate on making the journalism better. Pure and simple. No lectures about what people were thinking or should be thinking; no behavior modification exercises; no touchy feely stuff that journalists hate.

And, above all, we played by the Las Vegas rules. No finger pointing and no heckling around the water cooler. What was said in the seminar room, stayed there. We worked hard to make it a place where people – especially those who disagreed with the paper's efforts to hire for diversity — felt comfortable to say what was on their minds.

It worked.

And it showed that everyone, despite his or her color or background, needed to become more aware about the care we need to take with descriptions, photos, story selection, casting characters, building trust and reaching for ways to develop a strong narrative voice and context to complex stories.

I realized that we were on to something during a workshop discussion in which an African American editor — a major supporter of the paper's urban high school training workshop and a newsroom force in fighting for diversity – revealed, much to her embarrassment, that she had written a insulting headline about Japan but never recognized her error until she sat in the same discussion session with the staff's Japanese-American photographer.

We all had a lot to learn. And we still do, no matter our gender, sexual orientation, color of skin or ethnicity.

A year later I took the workshop idea to the Columbia Graduate School of Journalism where I was a Freedom Forum Media Studies fellow. Professor Sig Gissler, now the administrator of the Pulitzer Prizes, and I developed a one-day workshop for 15 students in his race and ethnicity class. That event later became the basis for the Ford Foundation grant that has supported the "Let's Do It Better" Workshop program since 1999.

Looking back, the process to build this program sounds simple. It wasn't. Sig had to convince editors and news directors that they would not be pillared for their attitudes and questions about race relations in the newsroom or coverage that was less than a best practice.

The first workshops were relatively small. Some 20 print and broadcast news managers, dubbed the "gatekeepers," attended a weekend workshop to hear from reporters how they overcame the cultural and, sometimes, racist attitudes they faced in doing their stories.

I took over the program in 2000 and with Sig's help developed what we think is a "safe" haven to discuss the range of issues – from recruiting for diversity to how to conduct an honest conversation about performance with a young minority reporter – that are consistently popping up as hampering diversity hiring, retention and performance

Many of the same issues, first cited in the 1968 Kerner Commission report about the news industry's lack of diversity, unfortunately remain.

Clear examples are the virtually all-white political press corps on the 2008 presidential campaign buses; the often sensational coverage about the racial issues plaguing the candidacy of Sen. Barack Obama; the gender questions surrounding the bid of Sen. Hillary Clinton; and the age concerns about the Republican nominee Sen. John McCain.

Recognize Fault Line Illiteracy

Until the news industry recognizes its Fault Lines illiteracy and develops a language to report more authentically about who is an American, we will need programs like "Let's Do It Better" and best-practice case studies to guide both students and professionals. Despite all the progress we have made in race relations and diversity efforts since 1968, the news media and their academy still lag behind other industries in reflecting the nation's diverse richness.

The Authentic Voice book project, which offers 15 stories, 14 deconstruction interviews with reporters on a DVD, a web site with a teacher's guide and additional stories, plus dozens of discussion points, assignments and suggested readings, was an overdue attempt to create that literacy.

Given the predictions of the demographic changes the United States faces, it's a literacy that every journalist — whether professional, a dean, faculty member or student — must embrace if they are to survive. Here is how Alice Pifer, my co-author, used and expanded *The Authentic Voice* lesson plan.

Lesson One: Thinking Outside Your "Fault Lines"

Almost every course should include a case story or assignment that will force students to think outside of his or her perspectives.

You can start the lesson with an overview of the Fault Lines theory, developed by the late Robert Maynard, the first African American to own a mainstream newspaper – the *Oakland Tribune*. Fault lines, the perspectives a reporter or reader develops through his or her life experiences, are central to how someone sees a story. Maynard theorized that race, ethnicity, class, geography, sexual orientation, and age are essential to consider if you wanted to produce a complete newspaper or story. I generally add religion and political orientation to the mix, because those frames have increasingly gained in importance to how stories are perceived.

For instance, as an Italian-American woman who was raised in a city where her immigrant grandparents settled in the early 1900s, it's a good guess that I will read or view a story on immigration through a different set of eyes than, perhaps, someone whose family has lived in the United States for generations or an immigrant who has fled a war-ravaged area.

One of the first assignments in my *The Authentic Voice* class is to ask students to use the fault lines concepts to write an essay about their identities. Students share their essays in class as a way to break the ice. The result is that students quickly see that *everyone* in the class possess a set

of biases or perspectives that they must confront if they are to understand the audiences they are trying to reach. The key is to make sure that those biases do not become blind spots of awareness in doing a complete and inclusive story.

The fault lines audit exercises, located at www.maynardinstitute.org, help journalists to stand back every so often to analyze their work, thus enabling them to see who is being left out. One African American student told me that he had never realized he thought of Republicans as racist until he wrote his essay and examined what he wrote. By the end of the semester, each student and teacher also had taken the Harvard University Implicit Association test site at https://implicit.harvard.edu/implicit/demo/ to fully comprehend a variety of attitudes they possessed on the presidential primary election candidates to race and immigration.

These exercises create stakeholders across the fault lines concepts that bind rather than divide. And, ultimately, that should be the goal of every story and every professor who is teaching the next generation of story tellers.

Lesson Two: Test Comfort Zones

When students are doing assignments, challenge them to find sources and settings outside of their own range of comfort. Regardless of race or ethnicity, everyone must learn how to cover a multiple number of races and ethnicities that reflect the changing demographic of their communities.

Do not presume that reporters of certain colors and ethnic backgrounds automatically know how to cover their communities. Issues of class often trump their ability to connect. Some students and professionals resent being typecast about whom or what they should cover. Mix up the assignments so that students get experiences with under-covered groups or neighborhoods they have never encountered.

Better still, sponsor a field trip and spend a day visiting various organizations or groups that are leading the changes. In certain areas, Muslim or Korean immigrants most likely are changing what foods are available in stores; the type of clothes sold in shops and the customs surrounding how a family worships. These changes could lead to business, religion, education and arts stories, to name a few, and provide lessons in culture and history that can well serve students when they leave the classroom for jobs in the United States and abroad.

Lesson Three: Integrate; Don't Segregate

Courses that focus on race, ethnicity and gender generally represent the electives that most journalism and communication programs use to diver-

sify their course offerings. These courses offer students solid vehicles through which to probe more deeply and broadly into topics that they will cross regardless of the story or beat they pursue. But consider the student who decides to pursue business or science reporting and never takes a diversity-themed elective. It's just as important that they understand how to write about different races and cultures because it is inevitable that they will have to deal with the differences they are bound to find.

At Columbia, we deal with this issue by integrating the fundamental reporting and writing course and by mandating that at least one major segment during the semester focuses on covering race and ethnicity in the New York community. Rather than run through a couple of textbook pages that superficially cover how to guard against stereotypes or insensitive reporting, the foundation course assigns students to various neighborhoods to ensure that their semester will include a number of viewpoints and cultures through all of the assignments. In addition, one three-week module is devoted to race and ethnicity, ensuring that students will gain specific beat experience reporting about the cultures and colors of the New York region.

It's possible, though not likely, that a journalism school may be located in a community without much diversity. That's an excuse that's quite common but unacceptable. Diversity touches almost every topic, from education to culture and the arts. If diverse sources are indeed rare, then challenge students to look to the student body through its international representatives; to go on line in search of an idea on how to reach outside of the community; or to report about state or federal policy decisions governing the undocumented immigration problem. Issues involving religious, political, class, geography, gender and sex offer ample opportunity to explore the differences that continue to make Americans an "us" and "them" society, rather than the "we" that should identify who is an American.

Lesson Four: Fight Political Correctness

Infuse your classroom lectures with a range of voices that includes experts in the field as well as reporters and editors who are doing best-practice work on a variety of topics. Guest lecturers can help students conceptualize why it is vital to bring context and voice to complex subjects that today's readers should demand. Above all, guard against the disease of political correctness that often stops news organizations from taking on a tough topic.

The *Los Angeles Times* won a Public Service Pulitzer Prize in 2005 for taking on the racially-sensitive – some would say radioactive – investigation into the medical practices at a community hospital that served a largely minority, Spanish-speaking population. A hallmark of the cover-

age was a story that dealt straightforwardly with the black racial politics that for years had prevented authorities from closing the hospital.

To do this level of work, reporters can't parachute in to do the occasional prize-winning story. Rather, the best of them – Stephen Magagnini of *The Sacramento Bee*; David Gonzalez of *The New York Times*; and Elizabeth Llorente of the *Record* in Bergen, N.J. — gain trust by being in the neighborhoods day in and out to fairly represent the wide range of emotions and problems, triumphs and failures that are the essence of reporting authentically.

Lesson Five: Get Out of the Classroom

One of the best exercises Columbia's new graduate students experience involves taking a bus ride. Led by their professor, the class is split into sections to visit various parts of the city – neighborhoods in the Bronx, Brooklyn and Queens that will be their beats for the fall semester. Like tourists, they get off and on the bus at four or five locations to visit community agencies, advocacy groups, government offices or just to walk the streets. By the end of the day, they are expected to have collected at least 10 sources or story ideas that will be developed into beat notes during their first week on the beat.

The professors, who take on the role of city editors for the semester, know these communities, and that is critical. They talk to the cops, know the local reporters and politicians and make it their job to stay on top of the news that comes out of these neighborhoods. Aside from the ideas and sources that come out of that day, the class and professor share the sense of place and culture that will determine the semester's assignments.

So if you are not out there with your students, take a day off to investigate what you are missing. Better still, find a way to hire a bus and take your students along for the ride. The result will be worth it.

Concluding Thoughts

Those of us in classrooms, as well as our colleagues in newsrooms, can – and must – help our students overcome their personal biases and begin to think in broader ways. Whatever techniques we choose to use in this effort – whether we adopt the Fault Lines approach or develop our own means – the common goal must be to train them to include rather than omit, to deal with the total community rather than just part of it.

We will do this by emphasizing that diversity is not a politically correct addition to our responsibilities; rather it is a method through which we can achieve better teaching and better journalism. And in this way we

will help our students contribute to a nation that is inclusive, that cele-
brates its diverse richness and that seeks human understanding as a
common goal.

Section V | **Leadership**

17

Journalism and Mass Communication Education: Connecting Diversity and Leadership

by Jennifer H. McGill,
AEJMC/ASJMC Executive Director

The phone rang.

"I just wanted to call to tell you that another JLID fellow has made good," came the eager, excited voice. "I'm going to be the founding director of the new School of Communication at …."

The caller is from the JLID class of 2002-03 and starts her new position in July 2008. She is also the 22nd JLID graduate to take an administrative position since completing the program. Ironically, she also said in her final report in 2003 that she had no idea before the program just how much time such a position takes, and after following her mentor around campus for four days, did not think administration was for her.

Now five years later, she not only got the first administrative job she applied for; she is ready to make the time commitment. She is well prepared and ready to take that step, familiar with what will be expected and also confident in the skills and abilities she brings with her. She also has a strong network of resource people, met through the JLID program, as well as her administrative mentor, with whom she has remained in touch all these years.

The Journalism and Mass Communication Leadership Institute for Diversity (JLID) has a two-fold purpose. It works to expand diversity at the administrative level of journalism and mass communication programs and seeks to prepare those new leaders with the tools and experiences that will help them succeed.

Of 58 graduates to date, the placement rate for the program is 37.9 percent. Of the 22 placements, 54.5 percent are people of color and 45.5 percent are Caucasian women. They range from department chairs to associate deans to interim deans to an assistant vice president for academic affairs. The program has graduated six classes of fellows, and

at least two people from each class have taken an administrative post. We have witnessed four placements from the first class, five placements from the second class, and six placements from the fourth class.

While the numbers are one indication of the program's success, JLID's true value is the impact it has made on each participant. It has put the idea of leadership in JMC education within their sights. The simplest words are often the most dramatic, as the following reflections from past fellows explain.

"This JLID program has been life changing…. Indeed, this program highly influenced my decision-making process of accepting an associate dean's position.…" (Rochelle Ford, Howard University)

"All the workshops and the mentor visits were really instrumental in helping me understand the dynamics of administration and gave me tremendous insights. Such workshops are also a valuable tool for administrators who will need to be visionary leaders.…" (Sundeep Muppidi, University of Hartford)

"Meeting and working with the other seven fellows in my class has been an honor and joy. I know they will always be an important part of my life and learning. …(T)his fellowship was inspirational, not only to me but also to other women and minorities on my school's faculty. Never was a program like JLID more needed!" (Mary-Lou Galician, Arizona State University)

"JLID provided me with the insight and tools that should serve me well in the event that I pursue a leadership position.… Leadership is not an abstract term. It is a process. Thanks to JLID, I have begun the process." (Jinx Broussard, Louisiana State University)

"My involvement with my mentor remains the highlight of my leadership training. I am truly grateful to have been mentored by an extraordinary leader who now serves as a trusted colleague and more important, a friend." (Dwight Brooks, University of Georgia)

"All the deans we heard from during our program offered fantastic observations on what it means to be a leader and administer a program. In looking back, the thing that will stand out was how effective they each could be using an incredibly diverse range of management styles….While I have never known a dean who fit the description, I believe I had an unconscious fear — that to be a dean you have to become somehow a fuddy-duddy, a paunchy, balding white man in a bad suit. By the very nature of its programs, JLID dispelled that myth." (Virginia Whitehouse, Whitworth University)

The program continues to draw strong participants from across the country and from all size programs. Nine fellows make up the current program, our seventh, four of whom are from HBCUs. They graduated in August 2008 during the AEJMC Convention in Chicago. Selection has just been completed for our eighth class, which will be conducted during 2008-09. The total number of participants in JLID, including the class of nine for 2008-09, is 76. Of that number, 40 are people of color (52.6 percent) and 36 are Caucasian women (47.4 percent).

Background

JLID was created in the year 2000 to increase gender, racial and ethnic diversity in administrative and other senior-level positions in journalism and mass communication education. The basis of the program was that change starts at the top, so it is also important to diversify the people at that decision-making level. The institute works to meet this objective through a year-round program to identify, recruit, mentor and train future leaders and administrators.

Created by the Association for Education in Journalism and Mass Communication (AEJMC) and the Association of Schools of Journalism and Mass Communication (ASJMC), the idea for the program was developed in 1999 by AEJMC president Marilyn Kern-Foxworth, then of Florida A&M University. When Kern-Foxworth contacted ASJMC president Shirley Staples Carter, then of Wichita State University, about partnering in the program, the answer was a resounding "Yes!" Both executive committees strongly endorsed the program and provided initial funds to get it started. It was — and is — a perfect partnership. AEJMC provides a ready source of faculty interested in administration, and ASJMC provides a strong pool of current deans and directors to serve as mentors and speakers.

Three key components highlight the program:

➜ small group training sessions on administrative issues — such as fundraising, building teams, conflict resolutions and job searches

➜ networking with JMC administrators — fellows attend ASJMC sessions and workshops and meet other administrators

➜ personal administrative mentor — each fellow is matched with a dean or director for the entire year of the program, which includes a shadow visit to the dean/director's campus.

Frankly, much of the program's success lies directly at the door of these volunteer mentors. That facet of the program makes it unique as far as leadership programs go. In the final evaluation report, each fellow has

cited the mentorship year after year as the most valuable part of the program. It is where the fellows get an up-close, hands-on look at what the day-to-day life of an administrator involves. The year-long mentor relationship is quite simply the capstone element of the JLID program. We take many weeks to find the right mentor for each fellow, looking at what each wants to learn from the program, and then locating an administrator who can provide that experience.

The fellows contact their mentors once a month, via email or telephone call. At the AEJMC conventions and the ASJMC winter workshop during the fellowship year, the mentors and fellows meet for coffee or a meal, and each mentor introduces his/her fellow to other administrators. The highlight of the mentorship, though, is the shadow visit during which the fellow spends four to five days on his/her mentor's campus. It is an unbelievably eye-opening experience.

Barbara Zang of Worcester College, a 06-07 fellow, explained, "Yes, I could read about these sorts of things and issues in higher education administration, but being right there at the table to see it happen was really an excellent tutorial. I learned so much during that week!"

The mentors have been open and frank about their jobs, their successes and their failures. They have explained why and how they make decisions, how they create balance between an all-consuming job and a personal life, and why they are still deans. An interesting side benefit for several mentors has been the opportunity to learn from the fellows.

"They made me more analytical about the things I do, through their good questions. They had ideas that helped me formulate better diversity policies here." (Dean Mills, University of Missouri, who has been a mentor four times)

"I think we both expected that she would 'learn' from me, but what was really great was that I learned from her, as well, and found the relationship shored me up, as well." (Judy VanSlyke Turk of Virginia Commonwealth University, who has been a mentor three times)

"I am a firm believer in the JLID program and its goals. And having served as a mentor for four different fellows over the years, I am familiar with the positive impact it has on the participants — fellows *and* mentors." (Douglas Anderson of Pennsylvania State University, who has been a mentor four times, emphasis his)

We have had no problem finding deans and directors to serve as mentors for the fellows, even though it is a year-long commitment and includes a four-to-five-day shadow visit, paid for by JLID. More than 40 different deans and directors have been mentors for the program. About ten deans

and directors have served as a mentor multiple times. ASJMC members have been eager to serve and incredibly frank and open about the ins and outs of administration.

Most mentors have remained in contact with "their" fellow for years after their graduation from the program. Many have written support letters for fellows who are applying for administrative positions. A few have even reviewed and edited that crucial position application packet before it was mailed out to a school.

"The JLID program 'officially' ended for my class of fellows when we graduated at the annual convention in August. And yet here I am, a month later, calling on my mentor for some advice. This, to me, is at the heart of what makes JLID such a powerful and effective program – it's an experience that lives on well beyond the sessions and the monthly e-news exchanges." (Amy Reynolds, Indiana University)

Financial Support

For the past eight years JLID has remained the number one funding priority of AEJMC. That in itself speaks volumes to the keen belief at the highest levels of the association that this program is making a positive impact on our discipline. And as you also consider that the governing board of directors and our president change each year, it is an even stronger endorsement of the value of the program.

Two foundations were early supporters. The Freedom Forum provided speakers and expenses for a one-week training workshop in San Francisco for the first class in 2000. The Gannett Foundation funded the following three years. We currently are in our second year of a three-year grant from the Ethics and Excellence in Journalism Foundation. The JLID program costs approximately $57,000 per year to operate. Typically, we have nine fellows in each class, but the number has ranged from 7 to 16. It is vital for the program to be small enough to be monitored, yet large enough to provide a variety of participants.

The program covers the costs of four trips (three training programs and a shadow visit to a mentor's campus), the food, AV and materials for the training programs, speaker travel expenses and fees for the training sessions, program monitoring and session arrangements by staff, including the calls, mailings and emails to keep the program running smoothly.

It is important to note that although the grants have covered the bulk of the cost, AEJMC has continued to contribute significant financial resources to the program year after year. Since it began the association has contributed some $30,000 to keep the program running. ASJMC also has provided additional funding, as money has been available in its budget.

Last year, a special fundraising campaign raised about $8,000 in support from individual donors for the program.

The Need to Develop JMC Leaders

In 2005 ASJMC held a focus group of retired deans and directors. Their comments on their work as administrators, and what they see today, were incredibly telling. The group included Trevor Brown, former dean at Indiana; Bill Click, former director at Louisiana State; Jimmy Gentry, former dean at Kansas; Ralph Lowenstein, former dean at Florida; Chris Martin, former dean at West Virginia; Doug Newsom, former director at Texas Christian; Carol Oukrop, former director at Kansas State; Steve Reese, former director at Texas at Austin; Charles Self, former dean at Oklahoma; and Del Brinkman, former dean at both Kansas and Colorado.

For three hours they discussed issues and their perspectives of "the job." Their conclusion was unanimous: The job of an administrator (at all the levels) is more complicated and demanding than ever, but also more crucial than ever. The proceeding was taped and transcribed, but it was difficult to tell who provided what remarks, so the following quotes are not attributed, but still provide astute observations of the many facets of leadership today.

"You are managing a school or department, you are leading a faculty, but now you have to manage a lot more too. You are more involved in the total university (and you need to be), parents, alums, students, industry groups. Leadership goes way beyond the boundaries of the campus."

"I think that 'time' is one of the fundamental challenges confronting the next generation of leaders. In the past leaders in the field had time to be academic and intellectual leaders, had time to think about these things, about the broader issues in the discipline. The increasing demands on leaders now are very practical; they are endless. The opportunity to find the time to think and continue to function as an academic and intellectual leader in the discipline when you've got all the other things, hugely practical, enormously demanding of your time and resources, will be a challenge. We could end up with a generation of leaders that are enormously skilled managers, but don't have time to develop an idea in their heads."

The group also voiced concern that the discipline is not doing enough to develop that next generation of leaders.

"We simply do not do enough to prepare leaders for the multiple contexts within which they must make decisions. The university is rapidly changing, and when I am making a decision to allocate money or establish priorities, I have to understand the evolving nature of the university and the evolving challenges of the wider setting."

"I don't think we are preparing deans and department heads to lead a faculty, to think in fundamentally innovative ways...."

One other notion from the focus group was that future administrators must be leaders, not just managers. "Leadership is key to change. Helping people see it is bigger than me, getting people off the 'me' mindset, my writing and my classes. It shifts the focus back to what is best for the students."

"[There] is the distinction between management and leadership, and leadership and vision. On one hand we have to be inspirational and create a broad vision of what an ideal department is so that everyone can aspire to be part of this vision. But at the same time we have to develop that careful mission statement with specific goals and objectives in which there are winners and losers. Being a manager is quite different than being a leader, and being a visionary in particular."

The ASJMC executive committee knew that replacing retiring deans, directors and chairs would be a major issue as the year 2000 approached. Leadership development was a priority issue as was diversity. At the same time the AEJMC board had been looking for a diversity project that could truly create change in the discipline. When the idea of JLID crystallized in 1999, both groups were ready to move forward. The program was off and running within a year, which is almost unheard of in an academic association. The thing that made it work so quickly was that it was the vehicle both associations had been looking for. And it needed both groups as active players to help it succeed.

Promoting Leadership Diversity at Home

The JLID program has been so effective because we have a deep, rich pool of participants, speakers and mentors, the three key players in the program. They come from universities of all sizes and from across the country. We also have all participants sign a confidentially agreement as they enter the program. All information discussed stays in the room. These factors combine to create a unique environment in which they are free to discuss anything and everything in a confidential environment — but with people from different universities. It creates a sense of freedom to ask, learn and share that would be more difficult to create at one's home campus.

While mini-JLID programs may not be possible on individual campuses, ways clearly are available to encourage people of color and women on your campus to think about leadership roles. Only a few people who apply to JLID do it on their own initiative. A common thread through many of the applications is a statement that someone "suggested I apply for the program."

So be that "someone" for people in your school who have leadership potential. Find out about other leadership programs like JLID, and encourage women and people of color within your circle to apply. Often just that small nudge can start someone down a path they may not have considered.

Another way to open the door to that leadership possibility for people on your campus is to set aside time at least once a term to have a Q&A program for people of color and women about administrative leadership. This would likely need to be driven by a chair, director or dean, or a group of senior faculty. It may be possible to work with a couple of other departments or schools on campus and do a joint program. It would expand the pool of attendees, and provide a way for the JMC program to play a leadership role on campus.

Another option could involve bringing in an outside person from another campus to speak at a roundtable session, or someone from a leadership institute. Let them hear from someone new, and someone who can inspire them. Such a session will have a far greater impact if the person who speaks is a person of color, or a woman. The choice of speakers for such a program makes a powerful statement. The participants will notice the details, so make sure they reflect the reason you are doing the session in the first place.

AEJMC has been fortunate to find many people who are happy to speak for expenses-only, so the expenses to do this would be fairly small. Plan to provide a few refreshments, too, even if it is only coffee and cookies. It changes the atmosphere and puts people at ease.

Exploring Leadership and Moving Forward

As I write this article, I am in the process of calling the nine people selected for the 2008-09 program. It is an enlightening and uplifting process. Someone recently said it felt like I was opening a door for them, and that is a great analogy of just what the program does. The program offers an up-close look at the work of leadership. It provides personal access to the people who "live the job" of a dean or director 24/7. The program does "open the door" to speakers and sessions that explore all the facets of leadership in a small-group setting.

Very few of the participants have ever had the time, access or resources to simply think and learn about the crucial role an administrator plays in the life of the academy. JLID provides a way to pass along to the next generation of leaders the value and impact an administrator makes on the future of the discipline. While our main goal is to see people move into administrative positions, we also want to encourage them to look at being a leader wherever they are. The things they learn and the

experiences they take from the program will help them be better faculty, mentors and team players.

"It provides a nurturing experience and provides some calm in what I experience as a storm in today's academic environment. The JLID program and training are valuable to us as individuals and to journalism education as a whole — whether we are the 'lead dog' or a working member of an effective team pulling together to reach a goal…" (Suzanne Huffman, Texas Christian University)

JLID has assisted 22 new leaders find a leadership position in the academy. That is an exciting statement on the value of what the two associations have created, with the timely and crucial funding from three foundations.

As I hang up the phone after a detail-filled conversation with "our" newest administrator, my mind is moving ahead. The next program is getting under way, and nine people need mentors… and I'm waiting on call number 23.

Section VI | **Research**

18

Research and Media Diversity

If excellence and quality are to be the norms in the mass communication professions and higher education, it seems intuitive that practices and performance must be based in part on research-based information about those issues commonly collected under the umbrella heading of diversity

In the best of all worlds, scholars use research for many reasons – to gain knowledge that they share with their academic and professional colleagues through publication, to improve their teaching, to better understand their subject matter, to better understand their students and to serve their communities. Research, after all, is quite simply a systematic set of tools used to collect information, develop ideas and thus to contribute a foundation for analysis, establishment of principles, guidelines and practices for those in both the media and the classroom.

If serving the total community with content that is inclusive, representative, fair and balanced – all standards of excellence in the profession and in education – are important, surely they are worthy of systematic analysis by the nation's scholars.

What issues should be investigated? In answer, shouldn't we say we should do the research that benefits the community, the discipline and the profession? This involves many issues, but one especially – stereotypes — has emerged as a dominant theme in professional offices, in classroom discussions and certainly in media diversity research. Is it because the content of journalism matters? Yes, it is. Media messages may change or perpetuate the audience's existing stereotypes about different ethnic and racial groups.

This being the case, academics need greater focus on diversity in their research, and they need to emphasize a far-reaching interactive process of sharing their results to facilitate

understanding. Only if this is accomplished can we diversify the content of curricula in journalism and mass communication programs but also improve the state of diversity in mass communication professions.

These were among important issues discussed at the *Diversity That Works* conference, including priorities in diversity research, institutional challenges such as publication criteria for tenure-track faculty and negative attitudes of industry people about critical research findings. Based on this analysis, and even though they were not always unanimous in their beliefs, the participants presented numerous recommendations for doing research of professional value, for utilizing diversity research in the profession and for making diversity-related studies more visible.

Research Focus

Perhaps the most significant reason behind the need for diversity research is that content matters in print, on the air and on line. And, yes, in the classroom. Can we deny that media messages can influence people's perception of the world around them? Even if we don't call it "diversity," research – indeed, if we simply say it is research about "accuracy" – more is needed to supplement existing work that demonstrates how media and classroom content has an impact, especially if we determine that such content is not accurately representative of the subject population.

For example:

"I have looked primarily at African-Americans and looked at this association between news and crime and found that African-Americans are represented as criminals, and whites essentially show up in more benign or positive roles as officers or as victims of crime, and this is totally inconsistent with the real world," said Travis Dixon of the University of Illinois. "People's conception of who is a criminal, who is going to be an officer, all of that is also shaped by the amount of media content people consume."

In his research, Dixon examined the association between exposure to biased or stereotypical content and the impact of the exposure on the attitudes of audiences. The concept of reflective ideology can theoretically inform this type of research as many researchers see the mass media as mirror

images of the world. That is why people depend on mass media to know about the world.

It doesn't matter whether the research is quantitative or qualitative, Dixon said. "There are some people out there in the academic world who don't understand things unless they see them in number forms. That is the reality." He stressed that whatever the method, most important is assuring that the research is conducted in a systematic way.

Working with media content, Dixon said the picture is not completely negative. One positive change in contemporary media practices is in magazine content that, until recently, has "remained very white." But research now finds "some slight change in a positive direction where there are actually more women of color represented in these magazines. They were calling themselves mainstream woman's magazines, but primarily showing white women. That's beginning to change." This type of change, he said, has a strong impact because exposure to the content depicting women of color in different roles can help break down people's stereotypes.

In reaction to Dixon's observation, Arlene Morgan of Columbia University said television advertising also is going through similar changes, and Earnest Perry of the University of Missouri supported this observation, saying, "Believe it or not, that is changing. That is beginning to change big time."

Though Dixon did not contradict what Morgan and Perry said, he referred to another reality, the "almost total invisibility" of ethnic groups such Asian Americans, Native Americans and Latinos on television, particularly in news and other programs. Morgan raised a related point, responding, "Well, it would be interesting to do a research project on that because I have had this debate with RTNDA [Radio-Television News Directors Association] who told me how many people of color are on television. I say, well, you have a lot of weather people, and you even have anchors, but where is the story? In the end, the fact that they have people in front of the camera doesn't mean the content changes or the images going out in news changes at all."

In spite of the improvements he has seen, Perry disagreed with the RTNDA observation and said, "The executives [of television networks] don't want to believe it. You can throw numbers at them all day long, and they just refuse." Perry

argued that television executives evaluate the performance from the institutional perspective and analyze news as an institution. RTNDA's evaluation doesn't cover the individual journalists and those people who can be impacted by the decisions of those institutions, he said.

In a similar tone, Kent Kirkton of California State University at Northridge discussed the profit-making reality of news media that he said results in television's ignoring of race and ethnicity-related issues. Thus, with regard to the need for reforming mainstream media, he gave priority to television and television news, which have more pervasive influence than any other forms of media. In full agreement, José Luis Benavides, also of California State University at Northridge, argued that diversity scholars need to make television news a priority for research.

When scholars are frustrated with the roles of mainstream television networks and local television channels, a question logically arises in the context of the digital age. Are new media changing the status quo? As new delivery systems, the internet is an ever-expanding way of getting news. Some people are claiming that the internet is going to make things better. Dixon found two problems with this argument. In his research, he has found that the internet has not changed the trend of stereotypes in news content, and the findings further suggest that the content on the 'net even reinforces preconceptions associated with stereotypes. He explained:

"The first problem is the idea of selective perception, the idea that people tend to gravitate to things that confirm their own ideas and their own preconceived notions. We have found that news on the 'net, especially on sites that are not affiliated with traditional news outlets — that call themselves news or blogs that don't affiliate with CBS or the *New York Times* — tend to be connected to those sites that tend to harbor more prejudiced ideas. We have also just completed an analysis in which we are finding that some of these associations between criminality and other kinds of stereotypical roles, like Arabs are associated with terrorism, still exist. That continues to exist on the 'net, in the same manner that it exists on television or in newspapers."

Utilizing the Research

Among the problems with academic research is a very narrow definition of their audience. The fact that many want to com-

municate only with other scholars has its value as new research findings result in stimulating other scholars to pursue both those and newer avenues of study. But if research is to be most meaningful, more researchers must accept the idea that their research has at least for possible audiences: In addition to other scholars, research may be important for use in curriculum and teaching; for the community; and, certainly for the professional media.

Curriculum and Teaching

Sally Lehrman of Santa Clara University stressed the importance of diversity research in curricula development. Increasingly, some journalism and mass communication programs have used the research of others and are doing their own research to effect improvement in the content of their curricula and their classroom teaching. Earnest Perry said the University of Missouri School of Journalism is increasing its effort to incorporate throughout its program the lessons learned from academic research.

"We are doing a study looking at students in the large cross-cultural journalism course. Where were they [students] at the beginning of the course, and where were they at the end in terms of what have they learned throughout that course?" he said. Such a study is useful, not only for publication in a journal but also as a reference for discussion on the way to teach cross-cultural journalism in a more diverse way, he argued.

Community

The word "community" may be defined in many different ways, but two definitions in particular are pertinent to this discussion. It may mean "the society," and most universities declare firm allegiance to contributing to the improvement of the lifestyles of their citizens. Clearly, this is has much potential for academic researchers. Further, it may refer to a specific racial or ethnic group. Especially given demographic predictions that so-called "minority groups" collectively will exceed 50 percent of the population by 2050 as well as the growing reach and impact of the nation's ethnic press, this, too, provides a very strong potential for scholars to seek understanding.

In a few words, research that matters.

This concept has implications for an increasing number of universities, especially land-grant institutions and those that as-

pire or who have been designated as the "flagship" university in their states.

William Slater of Texas Christian University, said, "One of the things we are doing at my institution is placing more emphasis on flagship research. If it solves a community problem, we are very much interested."

Professionals

Conference participants were not in total agreement in their assessment of the interest media professionals have in scholarly research. Some believed that if scholars indeed focused on research that matters and if they presented their results in a form that did not require strong methodological background, professionals would respond. Others saw problems in professionals' desire for results only and in their aversion to any result they considered critical.

Lehrman, for example, with years of professional background, explained how professionals react to academic research on media diversity and how studies in media diversity can also inform both the media and academia.

"I think research is very powerful and a point of sensitivity across all the different areas that we try to affect," she said. "I tell professionals to talk about research. I tell them, one, you're misrepresenting reality, and this is inaccurate. Their jaws start to drop, and they start to look really scared. But you are affecting the way people are making decisions about things like criminal justice. And, yes, they are resistant at first. But when you start showing them the reality, then their idea of reality starts to change."

Based on his experience with *Newspaper Research Journal*, Izard agreed that some journalists are receptive to meaningful research for two reasons. They are seeking answers to some very troubling issues with regard to how they do their jobs and how this impacts on their future. Second, they often seek research for their stories on which they are working.

"What we need to do," he said, "is work harder to spread the message about research we are doing and to write our research reports in a way that is more clear to those not in the academic world."

Arlene Morgan was less sure, saying she is not satisfied with the quality of much of the research being done on media diversity.

"I hate to say it," she said, "but I don't read much of that research. Because in the end, I know it's going to say 'more research needs to be done.' I don't consider myself poorly advised. When I look at the stuff, my eyes just glaze over."

Thus the message is academia should conduct research that will be of interest to the practitioners and diverse cultural, ethnic and racial groups.

Communicating Research to the Professionals

Scholars could move solidly toward a solution to this issue if more of them practiced what they regularly teach students in their classes. They tell students repeatedly to write to their audiences. Scholarly writing is, of course, appropriate for scholarly journals, but research results also could be presented in a manner that is less methodological in its approach and thus improve their chances of communicating with professionals and the public. Further, they could extend their reach through use of such standard public communications as news releases and news conferences.

In this regard, Izard shared his experience as editor of a book in which he and his colleagues rewrote academic studies to achieve broader interest in the project's results.

"In effect," he said, "we wrote an article about the research, focusing on its results – the part in which non-researchers are most interested. If we, as scholars who do some excellent research, would utilize some of the very techniques we teach our young students in the basic news writing class, we would be a whole lot better off."

Cristina Azocar agreed and commended Lehrman for her work that does "a really good job" of translating the research that academic researchers do. She said people in academia need to know how to decipher their research findings to make them meaningful in the professional world. Further, Azocar suggested expanding the reach of research by reworking the scholars' academic conference presentations with an eye on the needs of professionals. The material is available. All that is needed is a different focus on the presentation.

"When we do presentations at conferences, we can pare it down a lot," she said. "It's [the presentation] showing the pictures and showing the results. I think that's really easy to do and for professionals to digest when they are actually seeing

the results of our research. So I think it would be very easy for us to take the power points that we do for AEJMC or ICA or NCA and just pull out some of the statistics and make them easily look-at-able."

Press conferences and press releases should be utilized more frequently to communicate research findings with professionals. Dixon said the people from the media may disagree with the findings, but staging such a dialogue gives an opportunity for the researchers to engage with the journalists. Lehrman picked up the point and noted the value such an approach might have in the longer term.

"So you have allies in journalism," she said. "We are working journalists who really care about this now. I am one of them, and that's why I go out and look for the research and figure out ways to translate it. And then, secondly, we go out and talk to some of the industry groups like all the UNITY members associations, as well as SPJ, the publishers and all the journalism associations. If it's a good talk, they will eat it up. I can tell you that."

Moving the discussion into a broader realm, Evelyn Hsu of the Robert C. Maynard Institute for Journalism Education suggested the establishment of a clearing house through which professionals would have the opportunity to access scholarly work. It's clear that systematic research that is well conducted and well presented, if made more available, can be useful and can affect how professionals in the field and newsrooms do their jobs.

Both Lehrman and Azocar agreed, further suggesting that an existing web site of a diversity-related organization or forum could be an ideal place to serve as a clearing house of diversity-related scholarship.

Jennifer McGill of the Association for Education in Journalism and Mass Communication said her organization once had such a project but it was discontinued because of a shortage of individuals to actually do the "translations." AEJMC created a web-based resource called "research you can use," including works from such AEJMC publications as J*ournalism and Mass Communication Quarterly*, *Journalism & Mass Communication Educator*, *Journalism & Communication Monographs* and *Newspaper Research Journal*.

"The editors flagged the articles they felt are relevant to the profession," she explained. "Then there was a process through which either the editor or a couple of other people on the committee would work with the authors of articles to create a press release. We used to send this out (to professionals) and encouraged people to share it with their members, throw it in to a newsletter or put it on the website. They went to our website to pick it up. Journalists didn't have to buy anything. They could copy it for internal use."

Dixon, although agreeing with the concept, discussed the challenges of implementing such an idea. And it's not simply the logistics of such a process. He questioned how many professionals and media executives would be willing to accept findings of diversity researchers, who are mostly critical of the industry.

Another challenge is the promotion and tenure systems at many universities, many of which are based on the belief that only "top-tier" scholarly publications are acceptable. As a result, researches who write for more popular or professional publications often do not get credit for that work in consideration of their advancement through the university system. This is a long-term issue that will not be easily solved. But as academics seek to determine ways to make such publications acceptable to P&T committees, two short-term solutions present themselves.

One, of course, is for scholars to write different articles based on the same research and to publish their work in both types of journals. Likewise, Dixon said, those scholars who have already moved through the promotion and tenure process are in positions to focus their work in such a way that can contribute to both academic and professional needs.

Publishing Diversity Research

This returns the discussion to an earlier point of how research about diversity is to be defined. Quality of the research work and the focus of academic journals are important factors in publication, and some journals usually do not publish that type of article. But if diversity is considered to be a method of achieving excellence, of conducting research about the media's coverage of the total community and about whether the content is inclusive, representative, fair and balanced, diversity then becomes appropriate for any type of mass

communication publication. If we consider diversity as the meat of every sequence or area in our mass communication programs, it seems suitable for any specialized journal — advertising, public relations, visual communication, on line, print and broadcast.

But José Luis Benavides was not satisfied with the content focus of established academic journals, saying prominent journals of these disciplines are moving away from the race issue when race should be the central element of the analysis of what is happening in society.

"The idea that race is not relevant to anything that is worth researching is wrong," he said. "That's a reason most of the research we are talking about is not published in any of [the top-ranked] journals. In my case, I would never publish anything in the *J&MC Quarterly*. They are not the people I want to have a conversation with. I want to go through other venues. You know that certain schools control certain journals, and you know that their friends are on the boards, and you know what kind of research they are interested in publishing. It's unspoken."

Dixon expressed some agreement with Benavides, but he was more optimistic about publication opportunities in top-ranked journals. He believes opportunities are available for diversity researchers to have conversations with scholars and journal editors who are really interested in their type of work.

"I am always concerned with this idea of ghettoizing race and ethnicity work (in certain types of publications) so that it can't also be in a *J&MC Quarterly* or *Journal of Communication*," he said. The kinds of dialogue being stimulated by research on diversity issues are needed in all publications. Conversation among scholars to promote certain research is important in academia. If we do not do this, he argued, the situation will remain the same.

In Summary

From the discussion, two major needs — conversation and communication – emerged as important to expanding the reach and effectiveness of diversity-related research in journalism and mass communication.

What is being taught in journalism programs, what is being produced on television and written about in print can be

informed by such research. But the process of informing needs to be interactive. Conversation is important when diversity scholars think that certain reputed journals do not promote diversity issues. Conversation is needed if mass communication practitioners find certain research findings absurd. Conversation between academics and practitioners and conversation within academics must be designed to produce research – about diversity and other important topics — that benefits four groups – educators, students, practitioners and the community.

At the same time, communication also is important. Communication that translates research into a more user-friendly format and reaches beyond campus is needed for building allies in mass communication professions and stimulating their search for relevant academic work. Results of scholarly research could be translated into a form that is less methodological and more easily understood by practitioners and the public, and scholars could extend their reach through standard public communications practices like press releases and press conferences.

Finally, we have to admit that research will not have any appeal to practitioners and the public, and conversation and communication will fail if scholarly work does not contribute to the improvement of media practices, to teaching and community life. Academia could promote research that matters.

19

Beyond Doom and Gloom: Understanding Research on News Stereotyping

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This article advances two primary claims regarding the news media and racial stereotypes. First, the news media perpetuate racial stereotypes and tend to misrepresent blacks as criminal suspects. Second, exposure to this misrepresentation reinforces stereotypical beliefs regarding African Americans.

I conclude by noting that future research must be devoted to understanding the content and effects of news distributed via new technology. In addition, diversity curricula must incorporate a thorough understanding of the implicit psychological effects associated with biased news content and seek out new ways to reduce the effects of this content.

The Stereotypical Content of News Programming

Communication scholars, political scientists, and psychologists have studied the function of stereotypes and the effects of the media in perpetuating stereotypes for decades. However, substantial attention to the role of the news media in depicting stereotypes and reinforcing stereotypical thinking picked up steam in the 1990s and continued in to the 21st century. These studies reveal several consistent findings.

First, African Americans are overrepresented as criminal suspects in local news programs compared to crime reports. Prior work reveals that this misrepresentation occurs in local television news programming airing in Chicago, Philadelphia and Los Angeles. For example, African Americans make up about 21 percent of actual perpetrators according to crime reports but appear as perpetrators about 37 percent of the time on Los Angeles area news. This is notable because this evidence rebuts the argument that African Americans appear as perpetrators on the news because they are more likely than whites to commit crime.

Second, African Americans are associated with the most negative possible roles and situations in crime news. For example, Dixon and Linz in

2000 found that African Americans are more than twice as likely to appear as criminal suspects rather than as officers on news programs. In addition, blacks are more likely to appear as perpetrators than as victims in the news. In fact, blacks are underrepresented as homicide victims on local Los Angeles television news compared to crime reports.

Blacks represent about 23 percent of the victims on news programs but are almost 30 percent of actual victims in the Los Angeles area. Finally, African Americans are twice as likely as whites to have negative pretrial publicity aired about them in the news. For example, if you are a black suspect on television news, the news story is more likely than if you are white to air the fact that you have committed crimes in the past.

Third, white roles are a counter-point to black roles which communicates that there is not a problem with crime, but there is a problem with black crime. For example, whites are underrepresented as both violent and felony perpetrators. In Los Angeles almost 28 percent of crime is committed by whites. However, on television news whites make up only about 20 percent of perpetrators. While whites are underrepresented as perpetrators compared to official crime reports on television news, they are simultaneously overrepresented as officers (69 percent) compared to employment records (59 percent).

Similarly they are overrepresented as victims of homicide on news programs (43 percent) compared to official crime reports (13 percent). This overrepresentation is partly driven by the tendency of the news to overrepresent whites who are the victims of inter-racial violence.

Black stereotypes on national news. Local news is not the only outlet that distorts crime news. National television network news also may play a part in these problematic portrayals. Network news is important because national news programs often air information regarding laws and policies. Therefore, the positioning of African Americans in the context of policy becomes particularly important in the network news context.

However, it should be noted that network news actually spends less time discussing crime compared to local news. Nevertheless, several studies have noted that blacks on television network news often are linked with problem issues, including welfare, that tend to associate blacks with stereotypes such as being complainers and welfare loafers. In one of them, Robert Entman (1994) found that although network news presented less crime, when crime was presented, African Americans were largely depicted as the perpetrators. In addition, African Americans were more likely than whites to appear as perpetrators in drug and violent crime stories.

My colleagues and I undertook another study of nightly television news and found that African Americans were more likely to appear as perpetrators than as officers or victims on network news. In addition, African Americans were underrepresented as both victims and officers on network news programming compared to crime reports and employment records. African Americans make up 48 percent of crime victims nationally, but are only about 30 percent of the victims shown on TV. Similarly, blacks are 17 percent of officers nationally, but only 3 percent of the officers portrayed on network news. This communicates the false impression that blacks are perpetrators but are not victims or officers.

News content summary. When considering both the role of local and network news programming, we can see three patterns. First, African Americans are often portrayed in the worst possible ways on television news. They are overrepresented as perpetrators compared to official crime reports, and this overrepresentation applies to the most serious offenses including violent and felony crimes. However, they are underrepresented in more positive roles as victims and officers.

Second, blacks also are associated with problematic issues such as welfare. This association implies that blacks place unreasonable demands on society. Third, whites are overrepresented in the most positive roles on television news, including as victims and officers. However, they are actually underrepresented in the most serious crime categories. This suggests that whites are not the cause, but the solution to the crime problem. These portrayals may have a significant impact on the psychology of news viewers. This is explored below.

How Biased News Depictions Reinforce Stereotypes

Content analyses can reveal much regarding the way the media portray racial issues, but they cannot tell us much, if anything, about effects. To understand whether news viewing contributes to stereotyping regarding blacks and crime, it is necessary to consider systematic effects investigations of racialized crime news.

Two kinds of tools are used by social scientists to tease out effects. The first is the experiment which is powerful because a well conducted experiment can tell us definitively whether something (e.g., distorted TV news content) causes something else (e.g., reinforced stereotyping). However, experiments are not very naturalistic, and some question how generalizable they can be across populations and situations.

The second technique is the survey. Surveys are more naturalistic, but even well conducted surveys cannot tell us definitively about causation, just about relationships. Given that both methods have both limits and

strengths, I report on both kinds of studies below. First, however, I provide a theoretical overview of how media may contribute to stereotyping of black men as criminals.

The psychology of mediated stereotyping of black men as criminals. One consequence of viewing stereotypical images of black criminals in the news might be the formation and/or reinforcement of the stereotype that most criminals are indeed black and that most blacks are threatening criminals. From a psychological standpoint, stereotypes are cognitive structures in our brain that help us understand the world around us. Moreover, stereotypes are more likely to be used in the future the more they have been used in the past.

The technical concepts for this are chronic activation and chronic accessibility. Chronic activation has to do with consistent exposure to a stereotypical image that triggers a stereotypical association in the brain. Chronic accessibility results from chronic activation. If the stereotype has been repeatedly activated in prior multiple contexts, the stereotype, rather than more benign thoughts, is more likely to play a part in future relevant judgments. The process of using the stereotype rather than the more benign thoughts in judgment is chronic accessibility.

Moreover, we are more likely to observe the effects of chronic activation/accessibility when the perceiver is unable or unmotivated to reflect on the judgment being made. Much of the experimental work described below relies on the notion of chronic activation and accessibility to test whether exposure to racially biased news programming leads to biased judgments and thinking.

Experimental research on stereotype reinforcement via the news. A growing body of research suggests that exposure to biased media portrayals activate the stereotype that associates blacks with criminality. This stereotypical association then leads to biased judgments that may be made even without the perceiver's conscious awareness. My colleagues and I conducted a series of experiments designed to understand the potential impact of repeated viewing of stereotypical news coverage on stereotype activation and use.

We believed that frequent viewing of newscasts that over-portray black criminality would lead to the development and reinforcement of a cognitive association between blacks and lawbreaking. In other words, watching biased news coverage of black criminality contributes to the chronic activation of the black criminal stereotype, and this increases the accessibility of the stereotype when relevant judgments need to be made.

We exposed participants to a news program featuring either a majority of black suspects, a majority of white suspects, a number of unidentified suspects or non-crime stories. We also asked participants about how much news they watched on a daily basis. We found that heavy news viewers were more likely than light news viewers exposed to black suspects to believe that the world is a dangerous place and to experience emotional discomfort. In addition, heavy news viewers were more likely than light viewers exposed to either black or unidentified criminals to find a subsequent race-unidentified perpetrator culpable for his offense. This suggests that news viewing itself perpetuates a type of fear of blacks.

We took these findings as evidence of increased accessibility of the stereotype linking blacks with criminal behavior. You might have noticed that some of our findings involve the assessment of and/or exposure to unidentified suspects. We thought that assessing or reacting to unidentified suspects is a particularly powerful way of demonstrating the stereotypical cognitive link reinforced by news programming between blacks and criminality. If reactions to blacks and unidentified criminals were similar or connected, it would illustrate the strength of the stereotypical link between African Americans and lawbreaking.

We have found this kind of reaction in a number of studies. In one study we found that heavy news viewers were *less* likely than light news viewers to believe that African Americans face societal limitations to their success in life. In other words, watching TV news makes you more likely to believe that blacks are an irresponsible criminal group of people rather than a people who have been oppressed by institutional racism.

In another study, we found that respondents tended to misremember the race of unidentified suspects in a newscast as being African American. This replicates and extends the work of other scholars who have found that simple exposure to crime news absent any obvious racial markers leads people to judge a subsequent black suspect more harshly than a white suspect.

Survey work and racial attitudes. As I mentioned before, experiments are useful because they provide the best evidence that one thing (e.g., exposure to racially biased crime news) causes something else (e.g., support for three strikes or the death penalty). However, experiments are usually limited by their populations (e.g., most participants are students) and their lack of generalizability. Therefore, surveys offer us a look at the relationship between race and news within a more naturalistic setting.

In one such study, I assessed and statistically controlled for previous racial attitudes by asking several questions about the extent to which survey respondents endorsed stereotypes about blacks (e.g., most blacks are

criminals). In addition, I created a measure, based on prior content analyses, that assessed how much each participant was exposed to content that overrepresented African Americans as criminal suspects. I was interested in whether this was related to: a) the viewer's assumed culpability ratings of white, black, and unidentified suspects, b) their concern about crime, and c) their stereotypical perceptions of blacks as violent.

I found that, even after controlling for prior racial attitudes, attention and exposure to crime news was positively correlated with a general concern about crime. In addition, crime news exposure was also positively correlated with hypothetical culpability ratings of black and unidentified criminals, but not with white criminals.

Finally, and most telling, respondents with a relatively heavier exposure to local news content that overrepresented blacks as criminals had a stronger perception that African Americans are violent. This means that independent of one's prior racial attitudes, the more you specifically see black criminals in the news, the more likely you are to hold negative racial perceptions of blacks. In other words, even people who tend to be sympathetic to African Americans can unconsciously stereotype blacks if they watch extensive amounts of TV news that distorts black criminality.

I followed up this study with another one that surveyed exposure to network news. This study assessed how much network news each respondent watched. In this study, I assessed the stereotype of black intimidation (e.g., the idea that blacks are pushy and threatening) and poverty. In addition, the perceived income of African American households was also measured. I found that, even after controlling for prior prejudice level, watching the nightly television network telecast was inversely associated with income estimates. However, exposure to network news was positively associated with perceptions that blacks are intimidating.

Effects summary. Taken together, experimental and survey work give us a fairly consistent and disturbing picture of the effects of exposure to racially biased crime news. Specifically three findings are consistent. First, crime news exposure increases the accessibility of a black criminal stereotype which associates African Americans with criminal behavior. This has the consequence of encouraging news viewers to associate crime stories, even those devoid of direct racial references, with African Americans.

Second, crime news exposure leads to an elevated fear or concern regarding African Americans including greater perceived danger and concern about crime. This includes creating a perception in viewers that blacks are violent or intimidating.

Third, news exposure apparently encourages viewers to endorse punitive measures to address the problems with African American crime and crime in general (which is still perceived as black crime). This support for punitive crime measures comes in the form of culpability judgments of unrelated suspects and support for tough prison terms. Meanwhile, more benign policies and perceptions such as the notion that blacks face structural impediments lose support among heavy news viewers. Below, I offer my perspective on directions for future research, the possible reasons behind these phenomena, and perhaps some solutions.

Where Do We Go From Here?

Given that this effort is largely about identifying solutions as well as problems, I would like to conclude this essay with three points that may help us on both fronts. The first has to do with the changing nature of news delivery. The second has to do with how to combat the content and effects of biased news programming at the individual level and, third, at the institutional level.

The role of internet news web sites. The internet offers both an opportunity and a challenge for those of us concerned about racial stereotypes. The opportunity is that it is easier to be published on the web, and therefore more potential voices can be heard. The danger is that the anonymity of the web might contribute to the perpetuation of stereotypes.

A related problem is the credibility and accuracy challenges users face when they rely on the net for their news. Meanwhile, traditional news sources (TV news or newspapers) have created online counterparts to reach larger audiences and to create brand loyalty. In one investigation, we found that these traditional sources were indeed seen as more credible, but the more credible one finds non-traditional online sources, the more racial prejudice they report. It appears as if people who gravitate toward newer online sources tend to hold more racists views.

In the future, more research will need to verify the content of both traditional and non-traditional news sources to see whether the racial content actually differs. Other research also is needed to further understand the extent to which selective exposure (exposure to ideas with which you already agree) may be facilitated by online news use.

Institutional/educator actions. Don Heider in 2000 documented how many news reporters are susceptible to an incognizant racism when news reporting norms become intertwined with unconscious, everyday racism. In other words, people rely on unconscious stereotyping to guide their behavior. Our work has found evidence that such unconscious bias influences both the content and effects of racialized news coverage. For instance, we have

reported that an ethnic blame discourse and the economic pressures of news reporting may contribute to problematic news coverage.

Addressing this problem requires that the unconscious become conscious. This would mean that journalism education and practice should involve actively vetting stories for racial bias the same way that stories currently are vetted for accuracy. Many social scientists have suggested that once stereotyping moves from an implicit to an explicit level, it becomes less potent and more manageable.

This suggests that journalism/communication educators need to actually conduct more research on how to teach about diversity in ways that acknowledges both the psychological mechanisms at work and how to overcome them. This involves more than just diversifying newsrooms. It means transforming news culture and identifying the psychological barriers to changing this culture.

Individual actions. At an individual level, other points must be considered. For instance, whites and those with higher prejudice levels are particularly susceptible to the effects of biased news coverage. This means that whites, in particular, would need to become more conscientious and aware of the media choices they make to recognize stereotyped content. Individuals need to purposely expose themselves to diverse mediated images of people of color, given that the main way to break down stereotypes is to present multiple exemplars of the stereotyped group.

Involvement with anti-racist/counter-stereotypical mediated content can have real consequences for our perceptions of others. For example, in another project, we discovered that certain women's magazines present a diversity of women of color which is helpful in breaking down stereotypes of African Americans and Latinas. However, this process involves exposure to a diverse number of counter-stereotypical portrayals which makes it difficult to argue that one counter-stereotypical image is "an exception to the rule." The bottom line is that mediated stereotypes matter, and we must be prepared to address them head on if there is to be change.

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