What Is Taught about Diversity and How Is It Taught?
A 2015 Update of Diversity Teaching at U.S. Journalism and Mass Communication Programs

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Using survey method, this study explores how diversity courses are offered, what is taught in those courses and how learning outcomes are assessed in those courses in 64 U.S. journalism and mass communication programs. This study also seeks to determine the preferred teaching approach to diversity in these programs and whether there is a relationship between the status of a program's offering of a dedicated course on diversity and its teaching approach. One of the key findings of this study is integrating diversity content across the curriculum is popular among both the programs that offer a course on diversity and the programs that do not offer a course on diversity. Another finding, unexplored in some past studies, suggests that these programs use critical thinking-oriented independent and applied assignments significantly over testing as assessment tools of diversity learning outcomes.

INTRODUCTION

The role of diversity in U.S. media—and, indeed in higher education—has gained increasing prominence in the past few decades. More and more, both the media and journalism/mass communication programs have recognized the need for attention to the total communities they serve, including groups that statistically are minorities in the total population. This study seeks to assess the impact of such recognition on instruction provided by U.S. journalism/mass communication programs as they train the students who will become the next generation of professionals.

The main goals of this research, therefore, are to understand how U.S. journalism and mass communication programs teach diversity,

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including what they teach about diversity, whether they offer separate courses or include diversity in regular classes, and how they assess the learning outcomes of diversity instruction.

Previous studies on the state of diversity education in journalism/mass communication programs analyzed the impact of the diversity standard put forth by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the content of diversity-related courses offered in accredited programs, the enrollment in diversity-related courses and the level at which such courses are offered (Biswas & Izard, 2010; Bressers, 2002; Kern-Foxworth & Miller, 1991; Ross & Patton, 2000). These projects did not always provide comparative analyses between accredited and non-accredited programs. But some few results indicate that, in fact, many non-accredited programs offer similar diversity curricula or even more diversity content than some accredited programs (Biswas & Izard, 2010; Endres & Lueck, 1998).

As was the case in some other previous studies, research included in this paper explores the content and the nature of diversity-related courses in journalism and communication programs. In addition, this study seeks to explore the assessment of learning outcomes in diversity-related courses and to examine relationships (a) between a program's offering of a diversity course and its preference for approaches to teaching diversity and (b) between the program's offering of a diversity course and its willingness to offer new courses on diversity.

Literature Review

Importance of Diversity in Journalism/Mass Communication Education

The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) stresses the importance of incorporating content on both domestic diversity and global culture into the curriculum. The ACEJMC accreditation standards give priority to "diversity and inclusiveness" in accrediting a program, stressing

the need for a diversity plan to achieve an inclusive curriculum and for a program to recruit and retain a diverse faculty and student body (ACEJMC, 2013). The first two indicators of Standard 3 (Diversity and Inclusiveness) focus on development of such a plan that demonstrates incorporation of domestic and global diversity topics in the curriculum:

(a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society. (ACEJMC, 2013, para. 1-2)

Research findings recognized the role of the accreditation organization's diversity standard in the development of courses about women and non-whites in journalism and mass communication (Ross, Stroman, Callahan et al., 2007). Since 1995, 11 years after adoption of the standard on multiculturalism by ACEJMC, the percentage of programs offering such courses has consistently increased, and, not surprisingly, accredited programs had a larger number of such dedicated courses than non-accredited programs. But later the scenario started to change since many non-accredited programs began to

offer more dedicated courses. Accredited programs also began to move toward incorporation of diversity topics into existing journalism courses (Ross & Patton, 2000; Ross, Stroman, Callahan et al., 2007).

Although ACEJMC standards have performed an important function in the incorporation of diversity and inclusiveness into curricula, they are not the only reason for the presence of increased multicultural content in journalism and mass communication programs. The rationale for such inclusion, in fact, is broader in that journalism and communication educators understand that diversity education is essential training for future journalists and communicators in an increasingly multicultural U.S. society. They recognize that a multicultural education can help students develop cultural competencies and job-market competitiveness. For some programs, diversity is part of their mission (Biswas & Izard, 2010). This broader understanding has resulted in some non-accredited journalism programs offering separate courses on diversity even as some accredited programs have reduced the number of such offerings (Biswas & Izard, 2010; Endres & Lueck, 1998).

Another study finds that some accredited and non-accredited programs prefer to infuse diversity content across the curriculum instead of offering separate courses; and, of course, some programs believe diversity instruction should be included throughout the program and thus offer both separate courses on diversity and an infusion of diversity across the curriculum (Biswas & Izard, 2010).

Historically, diversity instruction on college campuses and in professional offices received a major boost when Robert C. Maynard, one of the founders of the Maynard Institute for Journalism Education, developed fault lines as a diversity-training tool (Miller & Hsu, 2008). This framework—involving fault lines of race/ethnicity, gender/sexual orientation, class, generation and geography—is designed to help media practitioners to make their content inclusive of identities associated with different fault lines. The framework, of course, also offers a path for media educators to include more perspectives in classroom discussion around race/ethnicity, class, gender, geography and generation (Miller & Hsu, 2008). This appears to have contributed to the steady increase in the number of courses on multiculturalism or media diversity issues in U.S. journalism and mass communication programs (Kern-Foxworth & Miller, 1991). In the following sections, we will discuss what earlier research found about the state of diversity education in U.S. journalism and mass communication programs.

Diversity curriculum. As mentioned, journalism and mass communication programs teach diversity and multicultural topics in different ways. Topics of minorities may be taught not only in separate courses but may be included in classes such as journalism history, media writing, photography, public relations and advertising (Endres & Lueck, 1998; Martindale, 1993).

Such an across-the-curriculum approach focuses on diversity issues as important subsets of specific liberal or professional classes offered in most programs. While in some cases, such classes as "Diversity and the Media" are offered, many educators seek to incorporate diversity aspects in such classes as "News Reporting," "Media Writing," "Editing" and "Ethics." In these, classroom teachers pay particular attention to the inclusion of diversity content in their classroom activities and assignments (Bressers, 2002; Lehrman, 2007).

Some accredited programs began to teach diversity separately as well as a part of other traditional courses in the late 1990s (Ross & Patton, 2000). Ten years later, Biswas and Izard (2010) found this trend of a mixed teaching approach not only among the accredited programs but also among non-accredited programs. Twelve programs, both accredited and non-accredited, mentioned in the survey response

that they included diversity content in other classes, such as media theory, reporting and editing (Biswas & Izard, 2010). Moreover, when asked to prioritize diversity teaching approaches in journalism and communication programs from these options—(a) offering just a separate course/courses on diversity, (b) integrating diversity content across the curricula and (c) offering both separate courses on diversity and integrating diversity content across the curricula—respondents were clear. Integrating diversity content throughout the curricula was given top priority among both non-accredited and accredited programs (Biswas & Izard, 2010). Respondents accepted the fact that both specific diversity courses and other courses may enhance content and create awareness by including information about the accomplishments, concerns and histories of minority journalists. (Endres & Lueck, 1998; Kern-Foxworth & Miller, 1991).

Compared to offering a separate course, infusion of diversity aspects in different classes—either optional or required offerings for selected sequences in a communication major—can help a program reach a large number of students and instill a sense of "multicultural sensitivity" among future communication or media professionals (Martindale, 1993). In addition, Ross and Patton (2000) argue that inclusion of diversity topics in traditional journalism courses could solve the problem of students not enrolling in an optional diversity course. Not only that, when students are exposed to diversity topics repeatedly in every class, diversity then may be elevated in their minds as an important skill like other journalistic skills (Ross & Patton, 2000). Intercultural understanding and development of empathy are the outcomes of comprehensive diversity training (Carrell, 1997). Being knowledgeable and being sensitive about diverse cultures can make a student culturally competent for a job in this increasingly connected world and multicultural society.

The same study also found that 78 of the 105 programs surveyed in the study reported that they offered at least one dedicated course on diversity, and of those 78 programs, "45 were accredited and 33 were non-accredited" (Biswas & Izard, 2010, p. 384). Endres and Lueck (1998) found a similar pattern among accredited and non-accredited programs in their study, which was conducted in the 1990s. In addition, Biswas and Izard (2010) found that the majority of the separate courses on diversity, offered in accredited and non-accredited programs were focused on both historical and contemporary issues, not just historical issues or just contemporary issues. These studies also determined that the programs that do not offer dedicated courses tend to have no plan to introduce separate diversity courses in the future.

In terms of course offerings, the studies found that diversity-related courses tend primarily to be at the undergraduate level or to be optional class for the students (Biswas & Izard, 2010; Dickson, 1995; Kern-Foxworth & Miller, 1993; Manning-Miller & Dunlap, 2000; Valenzuela, 1999). According to a recent study, only 11 programs offer a dedicated course on diversity as a compulsory course for all majors, particularly at the undergraduate level. Of these, six were non-accredited programs (Biswas & Izard, 2010).

In terms of content covered in dedicated diversity courses and the courses that incorporate diversity topics, the studies in the 1990s and early 2000s determined that two themes were prominent in media diversity syllabi—race/ethnicity and gender (Ross & Patton, 2000; Valenzuela, 1999). Scholars were critical of the exclusion of class, sexual orientation and religion issues in such courses (Valenzuela, 1999). But, according to a recent study, whatever specific focus of a class, media educators incorporated more diversity topics such as class, culture and diversity in general (Biswas & Izard, 2010). While those courses dominantly include three types of content—gender, race/ethnicity and culture—they included some

references to class issues and general perspectives on diversity (Biswas & Izard, 2010).

Assessment of Diversity Learning Outcomes and Development of Multicultural Curriculum

It also is important to explore how diversity topics and content are assessed in classrooms and how students are challenged in learning and experiencing diversity issues. Too often, established approaches in a diversity class are designed to teach students about diversity without teaching them "how biases and prejudices about diverse people form in the first place" (Majocha & Mullennix, 2015, p. 35). Another criticism of diversity syllabi in journalism programs is the presence of whiteness in the pedagogy and the materials used to teach a racial diversity class. Aleman (2014) concluded that news reporting teaching and popular textbooks on news reporting are mainly based on "white experience," and the perspectives of racially disenfranchised communities are missing in journalism training. Some scholars offer research-based suggestions to address this pedagogical limitation in diversity education.

Based on study findings, Deuze (2001) puts forward some recommendations on how a multicultural curriculum or course may be developed in a communication or journalism program. In his recommendations, Deuze (2001) suggests that instructors develop assignments that will push students to think critically of media practices and allow them to come up with creative solutions to limitations and weaknesses in journalistic/media practices in their coverage or portrayal of diverse cultural identities and minority groups. Some of his specific suggestions were (1) developing problem-solving assignments, (2) integrating reading-based writing and discussion in class activities, and (3) incorporating a research project about diverse cultures in addition to reporting and news coverage styles on diverse groups/identities (Deuze, 2001). Another study found value in having students "teach themselves" through reflection, interviewing others

and meaning-making exercises (Kempers, 1991). Asking students to compare texts with their own experiences can also be an effective means of teaching diversity (Brandon-Falcone, Benson, Eiswert, & Winter, 1994).

Furthermore, Deuze (2001) argues that a critical analysis assignment can allow students to analyze stereotypical representation of different identities in the media content and to identify weaknesses in media/journalistic practices in presenting information about diverse groups (Deuze, 2001).

Media educators can develop applied projects such as service-learning projects in a diversity course or a diversity-focused assignment (Sturgill, Motley, & Saltz, 2013; Walters, 2010). An applied project may be designed in a way that students need to speak to diverse sources for their news stories or program planning or website content. For example, a service-learning project about poor communities and poverty (low economic class in their communities) allowed students at a journalism department to contact the poor people in person to learn "firsthand" about their situations (Sturgill, Motley, & Saltz, 2013). This project had a meaningful impact on the students. Consequentially, students were able to craft nuanced messages about the poor people living in their communities (Sturgill, Motley, & Saltz, 2013).

In addition to the nature of course offerings—optional or mandatory, graduate- or undergraduate, content focus and how programs teach diversity content—it is important to assess how diversity-learning outcomes are assessed and how a program values diversity teaching. Assessing the state of diversity in communication programs involves consideration of both curriculum and teaching techniques. Therefore, this research seeks to provide an update by exploring the following research questions to assess the state of diversity in U.S. journalism and mass communication programs:

RQ1. What is the state of diversity education in U.S. journalism and mass communication programs in terms of course offerings and content focus?

RQ2. Which type of approaches to diversity teaching is popular among these programs?

RQ3. Is there a difference in preference for certain teaching methods between programs that offer a dedicated course on diversity and those that do not offer such a course? Teaching approaches to diversity are "teaching diversity courses separately," "integrating diversity throughout the curriculum," and "a teaching approach that features both a combination of separate courses and integrating diversity into all courses" (Biswas and Izard, 2010, p.386).

RQ4. How are learning outcomes assessed in existing diversity courses in journalism and mass communication programs?

METHOD

This research employed an online survey to gather information that responds to the four research questions. Between June 2015 and January 2016, responses were received from 64 U.S. journalism and mass communication programs, ranging from large to smaller programs. The survey request was emailed to program administrators—chairpersons/heads or directors or deans. Therefore, the responses are from the program leadership. All these 64 respondents completed most of the questionnaire and responded to required questions.

To construct our sample, we randomly selected 120 journalism and mass communication programs from the directory of Association for Education in Journalism and Mass Communication for emailing this online survey.

Therefore, the response rate to this survey is 52%, which is comparable to response rates in two other past studies. Studies conducted by Biswas and Izard (2010) and by Ross and Patton (2000) had survey response rates between 52 to 53%. Though the survey respondents represent both accredited and non-accredited programs, as stated earlier this paper will not compare the state of diversity education between accredited and non-accredited programs.

The survey questionnaire was constructed to facilitate responses to the four research questions. To strengthen our goal of providing an update to earlier studies on these subjects, we adopted the majority of the survey questions used by Biswas and Izard (2010) in their earlier study.

Among the questions was one asking whether the program offers one or more courses on diversity. If the answer was "Yes," the respondent was asked to provide information for up to three diversity courses—course title, level of offering (undergraduate/graduate/both), nature of offering (required, optional or for selected majors course), course orientation (historical—a course focusing on historical topics, contemporary—a course focusing on contemporary issues/topics, and both—historical and contemporary issues/topics). If a program did not offer more than one course on diversity, it was asked to provide information about that one course. If a program offered more than three diversity courses, which was very rare in the survey sample, it was asked to limited its response to three courses. The programs that offer diversity course(s) also were asked to respond to a question on how instructors of diversity courses assess the learning outcomes.

Both the programs that do not offer a course on diversity and those that offered a course were asked to respond to these common questions about the program's preference for teaching approach and a future plan to introduce new or more courses on diversity. The reference to teaching approach included three options—teaching diversity as a separate course, infusing diversity content across the curriculum, and an approach

that combines both teaching as a separate course and integrating diversity content across the curriculum. Respondents were asked to rank each of these options as top priority, some priority or low priority.

To interpret the data, we used multiple statistical analyses. We have run descriptive statistical analysis to interpret the pattern in survey responses. To code course titles into different content categories, this study utilizes five categories—race/ethnicity, gender, culture, class and diversity in general—identified in past studies (Biswas & Izard, 2010; Dickson, 1995; Manning-Miller & Dunlap, 2002; Ross & Patton, 2000; Valenzuela, 1999). We look for words suggesting an ethnic group, e.g., "race" or "ethnicity," to code a course title in "race/ethnicity" category. If a course title includes a word "class" or related terms, we code that course in "class" category. While coding for "culture," we look for the use of word/words such as "cross-cultural," "multiculturalism" and related terms. The scope of the gender category also includes courses that focus on LGBTQ identity in addition to men's/women's identity. Courses that are broadly about diversity issues in the media, e.g., "ethics and diversity," "media and minorities," "media ethics," "diversity in the media," are coded as a "diversity in general" class. In addition, we added a new category "international" since a good number of diversity courses presented by the respondents is either about world media systems or international media or international journalism or international PR. Since some courses have more than one content focus, one course is coded multiple times for different content categories.

To assess the significance of the differences in survey responses between and among different categories, e.g., difference between the programs that do not offer a course on diversity and programs that offer a course on diversity; difference among types of course offerings (undergraduate, graduate and for both), we conducted one-sample t-test. We also conducted a Pearson's chi-square test to assess the significant difference

about the responses on each of the three teaching approaches—teaching diversity course separately, infusing diversity content across the curriculum and a mixed method of teaching diversity in a separate course as well as across the curriculum—between the programs that do not offer a course on diversity and the programs that offer a course on diversity.

FINDINGS

RQ 1: Diversity education in U.S. journalism and mass communication programs in terms of course offerings and content focus. Fifty-three journalism and mass communication programs (about 83% of the survey respondents) offer at least one separate/dedicated course on diversity, whereas 11 programs (17% of the survey respondents) do not offer a course on diversity. The difference between programs offering a course on diversity and programs not offering a course on diversity is statistically significant, when $t(63) = 24.66$, $p < 0.001$.

Of the 11 programs not offering a separate course on diversity, only one program has a plan to introduce a course on diversity in the future. Interestingly, eight programs that are already offering a course on diversity have plans to introduce more or new course(s) on diversity in the future.

The 53 programs that offer a course on diversity shared the course information in this survey. They offer a total of 87 courses on different diversity topics in the context of journalism and mass communication.

In terms of the level of offerings of diversity courses in 53 programs, respondents reported information about 75 courses, and of them 69% of the courses are offered only for undergraduate students, 28% for both undergraduate and graduate students, and 3% for graduate students. There is a significant difference among these three different types of offering when $t(74) = 15.35$, $p < 0.001$.

In terms of the nature of offerings of diversity courses, respondents reported information about 68 courses, and of them 27% are required courses, 28% are required for selected majors, and 45% of the courses are optional. There is a significant difference among these three different types of offering when $t(67) = 21.69$, $p < 0.001$. Fourteen programs offer 18 diversity courses that are required courses for all majors, and of them four programs offer two required diversity courses. For example, a journalism program offers diversity in the media and international and cross-cultural communication courses as mandatory courses for all majors.

Content Focus: When we analyzed the course titles of 87 diversity courses offered in 53 programs, we found multiple focuses in some courses, e.g. "Race, Gender, Class and the Media," "International and Cross-Cultural Advertising," and "Gender and Diversity in Media." Therefore, in some cases, one course was coded multiple times for different content categories. Of these 87 courses, 27% of the courses include gender content, 21% include race/ethnicity content, 17% include cultural/multicultural/cross-cultural content, 4% include class content, 24% include diversity content in general, and 8% include international content. The top three topics highlighted in these diversity courses are gender, diversity in general, and race/ethnicity. It is pertinent to note here that a number of courses were coded both in international and culture categories since some programs offer courses such as international media, international PR and international advertising in intercultural or multicultural contexts.

Titles of some of the courses coded in the gender category are—"Communication and Gender," "Gender, Diversity and Journalism," "Women in the Media," "Race, Gender and Media," "LGBTQ Issues in Media," and "Sexuality, Gender, Class and Race in the Teen Film." As explained in the method section, the gender category is defined broadly, and it includes the issues of both men/women and LGBTQ identities. Titles of some of the courses coded in the race/

ethnicity category are—"Colloquium on Race and Media," "African-American Films," "Latinos and Media," and "Race and Gender in Media." Titles of some of the courses coded in the culture category are—"International and Cross-Cultural Advertising," "Intercultural Communication," "Media Cultural Studies," "Multiculturalism and the Media," and "Cultural Studies in Mass Communication." Titles of some of the courses coded in class category are—"Race, Gender, and Class," "Ethnicity, Gender, Class and Media," and "Race, Gender, Class and Media." Titles of some of the courses coded in "diversity in general" are—"Community Journalism," "Media Ethics," "Diversity and the Media," "Social Justice, Human Rights and Media," "Media Impact and U.S. Minorities," and "Mediating Diversity." Titles of some of the courses coded in the "international" category are—"World Media Systems," "International News Media," "International and Cross-Cultural Advertising," and "Global Citizenship and Equity."

When asked how these courses are organized—with historical issues or contemporary issues or both—the survey received information about 75 courses on diversity. Of these 75 courses, 88% of the courses have both historical and contemporary orientations, while only 11% have just contemporary orientation in terms of content focus and only 1% of the courses have just historical focus.

RQ 2: Approaches to diversity teaching. The goal of our second research question was to develop analysis about which of the approaches to diversity teaching is popular or top priority among journalism and mass communication programs. Respondents were asked to rank each of three options in three categories—top priority, some priority and low priority. The options are—(a) teaching diversity courses separately, (b) integrating diversity content throughout the curriculum, and (c) both (a) and (b) or teaching diversity as a separate course as well as across the curriculum. Responses to this question were received from both types of programs—programs

offering a separate/dedicated course on diversity and programs not offering a course on diversity.

According to the findings, "integrating diversity content throughout the curriculum" was more popular among journalism and mass communication programs over the two other approaches—"teaching diversity courses separately" and "teaching diversity as a separate course as well as across the curriculum." Thirty-six programs ranked "integrating diversity content throughout the curriculum" as top priority whereas 21 programs ranked the approach to teaching diversity in a combination of separate courses and across the curriculum as top priority and 13 programs ranked the approach to teaching diversity as a separate course as top priority. Conversely, the highest number of programs—34 programs—ranked the approach to teaching diversity as a separate course as low and some priority. Twenty-six programs ranked the approach to teaching diversity in a combination of both separate courses and across the curriculum as low and some priority, and only 12 programs rank the approach to teaching diversity across the curriculum as low to some priority.

RQ 3: Relationship between a program's offering of a separate course on diversity and its priorities to teaching approaches. The goal of the third research question is to determine whether a relationship exists between a program's offering of a dedicated course on diversity and the program's preference for a certain teaching approach.

Of the programs that offer at least one course on diversity, 13 programs ranked teaching diversity as a separate course as the top priority, whereas 26 programs ranked this teaching approach as low to some priority. Eight programs that do not offer a course on diversity rank teaching diversity as a separate course as low to some priority. So there is a significant difference about teaching diversity courses separately between the programs that offer a course on diversity and the programs that do not offer a course on diversity,

when Pearson's chi-square (χ^2) is 12.44 and $p = .002$.

Thirty programs that offer a course on diversity rank the teaching approach of "integrating diversity across the curriculum" as the top priority, whereas 10 such programs rank such teaching approach as some priority. In contrast, six programs that do not offer a course on diversity rank this teaching approach as top priority whereas two such programs rank it as low to some priority. But the response difference between the programs that do not offer a course on diversity and the programs that offer a course on diversity is not statistically significant at the 95% significance level. Therefore, irrespective of a program's offering of a diversity course or not, "integrating diversity across the curriculum" is preferred by both types of programs.

The third option—teaching diversity as a separate course as well as across curriculum—also is popular among the programs that offer a course on diversity. Twenty-one such programs rank this type of mixed teaching approach to diversity as top priority whereas 18 such programs rank this teaching approach as low to some priority. Eight programs that do not offer a course on diversity rank this teaching approach as low to some priority. Pearson's chi-square analysis finds a statistical difference in the responses about this mixed teaching approach between the programs that offer a course on diversity and the programs that do not offer a course on diversity, when $\chi^2 = 10.81$ and $p = .004$.

RQs 4: Assessment of learning outcomes in existing diversity courses in journalism and mass communication programs. The programs that offer a course on diversity were asked to respond to the question about how the learning outcomes are assessed in diversity courses. The respondents were given three assessment options, and they were—"More emphasis on analysis and critical thinking papers and less emphasis on quizzes/exam," "a combination of exams/quizzes, analytic/critical thinking exercise and a

community-oriented project" and "more exams/quizzes to encourage students to study the textbooks and other course materials."

Forty-three programs reported that they use a combination of exams/quizzes, analytic/critical thinking assignments and community-oriented projects in assessing the diversity learning outcomes in dedicated diversity courses. Only one program reported the use of more quizzes/exams over other types of assignment in its course(s) on diversity. Seventeen programs report that their educators give more emphasis on analysis and critical thinking papers and less emphasis on quizzes/exams in assessing diversity outcomes. From these descriptive data, we can conclude that programs that offer a course on diversity use assignments and projects that encourage students to think critically and undertake community-oriented projects to better learn and experience the issues of diversity.

DISCUSSION

The findings of this study indicate that more programs (83% of survey respondents) are offering one or more courses on diversity, which supports the findings in past studies of a "steady" increase in the offerings of diversity courses in journalism and mass communication programs over a period of time. Another encouraging finding is seen in the fact that eight programs that offer a course on diversity are planning to offer new or more courses on diversity in the future.

In terms of the level of course offerings, as found in past studies, still more diversity courses are primarily offered at the undergraduate level, and the nature of such offerings is mainly optional. But an encouraging finding may be seen in that a small number of programs have made diversity a required course if we compare this finding to a 2010 study about the assessment of diversity education in U.S. journalism and mass communication programs. In the 2010 study 11 programs reported that they offer a required course on diversity (Biswas & Izard, 2010). But in this survey, 14 programs

report that they make their diversity course(s) required. Four programs require two diversity classes. For example, a program considers a required course for all majors—history and philosophy of journalism—a diversity class; the same program also offers another required diversity class "Ethics and Diversity."

In terms of content focus, our study identifies a new dominant theme in diversity courses offered in 53 U.S. journalism and mass communication programs: "diversity in general." Diversity in general content is taught in courses such as "mediated diversity," "media ethics," "ethics and diversity," "diversity and journalism," "diversity in the media," "stereotypes about different identities," and "social justice and the media." In all, 87 such courses were reported as being offered in 53 U.S. journalism and mass communication programs. The other two top content categories are "race/ethnicity" and "gender." In previous studies, either race/ethnicity and gender or race/ethnicity, gender and class are top three content categories included in majority of diversity courses (Biswas & Izard, 2010; Dickson, 1995; Ross & Patton, 2000; Valenzuela, 1999). Issues of race/ethnicity and gender identity are still more prevalent topics of diversity courses. Unfortunately, as Valenzuela (1999) indicated as a limitation of diversity courses in journalism programs, discussions on class issues are still very limited or, at best, superficial.

In this research, we added a new category, "international," since some programs offer media system, journalism, PR and advertising courses in an international context. About 8% of the diversity courses are focused on international media, international PR, and advertising and global culture. Some would argue that emphasis on global culture and diversity in ACEJMC's accreditation standards might be one of the reasons behind the launching of more international-oriented journalism, media and mass communication courses. According to the indicator B of ACEJMC Standard 3 (Diversity and Inclusiveness), "The unit's curriculum includes

instruction in issues and perspectives relating to mass communications across diverse cultures in a global society" (ACEJMC, 2013, para. 2). At the same time, however, it is clear that understanding of the importance of international events and beliefs has come to be increasingly important in American society. Social, cultural and perhaps even philosophical emphasis on international relationships, therefore, may add an important rationale to the increase of a global perspective to the teaching of journalism/mass communication.

In terms of the organization of course content, like the findings in earlier research (Biswas & Izard, 2010), a majority of diversity courses in journalism and mass communication programs continue to focus on both historical and contemporary aspects of diversity topics/issues.

The second research question in this study was about appropriate teaching approaches to diversity. Integrating diversity content throughout the curriculum is the top priority among a majority of the programs rather than offering just separate/dedicated courses on diversity and a mixed teaching approach that include offering separate courses on diversity as well as infusing diversity content across the curriculum. Teaching diversity topics separately is the most unpopular idea among these three teaching approaches. These findings totally resonate with the findings in the earlier research in which media programs ranked "integrating diversity content throughout the curriculum" as the top priority for teaching approach (Biswas & Izard, 2010). Thus, embracing this idea of infusing diversity content across the curriculum is nothing new for journalism and mass communication programs. Some other earlier research indicated an emerging trend of including diversity content in required skills and theory classes such as media theory, news reporting, editing, and media law (Bressers, 2002; Lehrman, 2007).

Since integrating diversity content across the curriculum is the top priority among journalism and mass communication programs, this research also seeks to investigate the relationship between a program's offering of a separate course on diversity and the program's preference for a certain teaching approach. The findings indicate that integrating diversity content across the curriculum is popular among both the programs that offer a course on diversity and the programs that do not offer a course on diversity. The programs that do not offer a course on diversity did not highly rank either of these approaches—teaching diversity separately and an approach that teaches diversity separately as well as across the curriculum. However, these programs rank highly the idea of integrating diversity content throughout the curriculum. Such findings also remind us of the results of some past studies in which some accredited programs reported that they do not offer a course on diversity but they infuse diversity content across their curricula (Bressers, 2002; Endres & Lueck, 1998; Martindale, 1993; Ross & Patton, 2000).

The data suggest that the responses about two teaching approaches—teaching diversity separately and teaching diversity separately as well as across the curriculum—from the programs that offer a course on diversity are significantly different from those of the programs that do not offer a course on diversity. But the findings do not suggest any significant difference between these two types of programs. It means that offering separate courses on diversity is a popular idea among the programs that offer a course on diversity; simultaneously, these programs also are open to the ideas of infusing diversity content across the curriculum.

Another area of investigation in this research, which was unexplored in past studies, is how diversity learning outcomes are assessed in existing diversity courses. As the findings suggest, we can see the use of critical thinking-oriented independent and applied assignments/projects overwhelmingly over testing as assessment tools of learning outcomes. Only one program uses mainly exams/quizzes to assess the learning outcomes in a diversity course. All other programs use a combination of exams/quizzes, analytic/

critical thinking assignments and community-oriented projects in assessing the diversity learning outcomes in dedicated diversity courses. In their assessment, they also prefer to give more weight to critical analysis and innovative projects over quizzes/exams. Scholars also suggest that students can learn and gain experience with diverse and underprivileged groups effectively if they have opportunities to speak to diverse groups of people in person, e.g., community-oriented project or a service-learning project, if they can write critically and reflectively about what they read in textbooks and reference materials, and if they can work on an original research-based project (Deuze, 2001; Majocha & Mullennix, 2015; Sturgill, Motley, & Saltz, 2013; Walters, 2010).

Conclusion

This research, to a large extent, is designed as an update of past studies that examined the state of diversity teaching in journalism and mass communication programs. As the communication professions have become increasingly aware of the need to expand the community scope of their work to include minorities, the need also has become apparent that journalism/mass communication education needs a similar expansion in the preparation of students, the future communications professionals.

The results of this study are encouraging—even though only slightly so. A comparison with past studies demonstrates an increase in the amount of diversity education provided to students. Further, and perhaps of greater importance, without denying the potential in-depth contributions of individual diversity courses, the study demonstrates a growing preference for including diversity content throughout a program's offering rather than pigeon-holing such instruction exclusively in separate courses. An additional emphasis that demonstrates instructional maturity is found in the growth of emphasis on analysis and critical thinking as means of student assessment. A final point of encouragement is in the study's documentation of the use

of innovative projects that give students opportunities for first-hand experience in dealing with a diverse community.

This kind of instructional maturity clearly will provide deeper and more rounded education for students and, let us hope, for expanded understanding that in the long run will facilitate improvement in the communication professions.

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