



Infusing Diversity Content Across the Curriculum

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Abstract:

This study seeks to understand how U.S. journalism and communication programs, both accredited and non-accredited, infuse diversity content across the curriculum, particularly in non-diversity courses. By utilizing interview and document analysis methods, this study gathers information about the practice of infusing diversity content across the curriculum from eight accredited and seven non-accredited programs. This research finds that irrespective of accreditation status, journalism and communication programs participating in this study extensively teach diversity issues and measure diversity learning outcomes in non-diversity courses, such as theory, skills, survey/foundational, ethics/laws, research, and critical thinking-oriented courses. Based on the multiple methods adopted by different programs to integrate diversity content across the curriculum, this study concludes that educators do not need to reinvent the wheel here, since infusion of diversity occurs mainly in the planning of course topics and designing of course activities and assessment criteria.

Introduction

The purpose of this research is to seek an understanding of practices and ideas utilized in incorporating diversity content across undergraduate curricula in journalism and communication teaching, especially in non-diversity courses. Interviews and document analysis are used to gather information about such ideas and practices at both accredited and non-accredited programs.

In this article, the word “diversity” is used interchangeably with “multiculturalism,” and its scope recognizes course materials regarding race, ethnicity, culture (including global), gender, sexuality, abilities, class, religion, generation, and geography. It is common that programs offer classes that are dedi-

cated fully to one or more of these topics, for example, among many, *Diversity in Media; Race, Gender, Class, and Media; Women and Media; Cross-cultural Communication; and Ethnic Media*. However, recent research has indicated trends toward going beyond these specially focused diversity classes toward infusing diversity elements into both required and elective non-diversity courses that emphasize skills, theory, application-oriented, ethics, research, foundational, and critical thinking.

Infusing diversity across the curriculum is a part of “integrative curriculum” (Manning-Miller, 1993). But teaching and learning how professionals must structure their products in a multi-ethnic U.S. society in inclusive and balanced ways is a challenging task

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for both educators and students. Historically, professionals themselves did not do well in covering issues at the intersections of race, class, gender, generation, and geography (DeMos, 2011). Professionals these days are dealing increasingly with problems such as racism, homophobia, anti-Semitism, Islamophobia, and xenophobia in society. Such coverage often is in the context of increased incidents of racist attacks, increased activism of racist hate groups (Southern Poverty Law Center, 2017) and the presence of bias and prejudice about certain immigrant groups and religious identities in political and media discourse (Marlow, 2015; Huerta, 2017; Saleem, 2017).

Thus, it has become imperative that educators prepare future journalists and communicators effectively so that they can report and communicate in a sensible and culturally appropriate manner for multicultural and multi-ethnic audiences. Multiculturalism is an integral part of every journalistic decision, irrespective of location, publication, and reporting beat (Deuze, 2006). The necessity of incorporating such content into professional contexts is emphasized by the ACEJMC accreditation standard that requires journalism and communication programs to offer courses that prepare students to better understand multicultural society (ACEJMC, n.d.).

For these reasons, this study is premised on an argument that the most effective teaching of diversity content must be carried out across the curriculum, going significantly beyond courses on diversity topics or limiting diversity content and discussion to a few electives; instead, teaching of diversity knowledge and cultural information needs to be reinforced across the curriculum in the context of other skills and theoretical courses, both required and elective. Students in any communication and journalism course will deal with and must be prepared for society, institutions, and individuals that represent diverse social identities and diverse perspectives (Cohen, Lombard, & Pierson, 1992; Deuze, 2006).

Literature Review

Many studies have explored what content is taught in diversity-specific courses in journalism and communication programs and how different teaching approaches have evolved – teaching diversity in separate courses, integrating diversity content across the curricula or a combination of both approaches (Martindale, 1993; Dickson, 1995; Ross and Patton, 2000; Ross et al., 2007; Biswas & Izard 2010). Some

of those studies also compared the state of diversity instruction at accredited and non-accredited programs. One major takeaway from these studies is an evolution toward increasing numbers of journalism/communication programs offering at least one course on diversity. Another highlight is the determination that ACEJMC-compliant programs, compared to non-accredited, are more likely to offer dedicated courses on diversity and to integrate different types of multiculturalism issues into existing skills, theory, or other required courses such as, for example, advertising campaigns (Dickson, 1995; Ross et al., 2007).

However, according to one recent study, an increasing number of both accredited and non-accredited programs are likely to rank integrating diversity content throughout the curriculum more highly than offering separate courses (Biswas, Izard, & Roshan, 2017). In fact, in other studies, some accredited programs reported that they no longer require dedicated diversity courses but seek to place diversity content as appropriate across the curriculum (Bressers, 2002; Endres & Lueck, 1998; Martindale, 1993; Ross & Patton, 2000).

Teaching approaches and model. Teaching methods and course content are two important dimensions of a “multicultural teaching model” (Marchesani & Adams, 1993). Effective teaching methods included in this model refer to accommodation of multiple learning styles, particularly collaborative and experiential learning activities in addition to lectures and readings, and to development of classroom norms based on “respect, fairness and equity” (Sciame-Giesecke, Roden, & Parkison, 2009, 158). The course content dimension refers to what is taught or included in a curriculum that represents diverse perspectives (Sciame-Giesecke, Roden, & Parkison, 2009). Reflection of this multicultural teaching model may be found in case studies and in recommendations for infusing diversity content into non-diversity courses. A range of assignments/activities is used to incorporate such content, including research projects, writing assignments, storytelling projects on diversity, interview assignments, service-learning projects and class discussion/activities (Cohen, Lombard, & Pierson, 1992; Manning-Miller, 1993; Beeson, 2009; Mangun, 2009; DeMos, 2011).

As an example of how scholars or programs either took an approach or proposed a framework to infuse diversity content across curricula, the journalism program at the University of Southern Cal-

ifornia is among those that educate students with a “Fault Lines” approach. This method focuses on intersectionality that helps students recognize an entire community by analyzing race/ethnicity, class, gender/sexual orientation, generation, and geography when reporting (DeMos, 2011, Para 1). Use of the fault lines framework, which may be adopted in any writing, reporting, or critical thinking-oriented course, is not an abstract concept but “a practical and structured way of looking at our society” (DeMos, 2011, page 2, para 4) that encourages students/future to journalists to gather information from diverse sources and include diverse perspectives in their news reports and communication messages.

Similarly, Beeson (2009) argued that it can be helpful to infuse diversity content across the curricula if a faculty does not limit diversity to racial or certain ethnicities but encourages a perspective based on intersectionality. Beeson’s experiences with two projects in non-diversity courses that used such intersectionality of different identities (gender, ethnicity, generation, and ability) led him in 2009 to propose a diversity framework that may be infused across the curriculum “organically,” particularly in journalism and communication skills courses (6).

His proposed framework includes these components/recommendations: 1) requiring students to include diverse populations as sources of stories and/or other communication messages, 2) recognizing and rewarding students’ efforts to recruit sources outside their own cultural and social groups by including related grading criteria in the grading rubrics, 3) exposing students to “exemplary” journalistic or communication work that incorporates “diverse voices,” 4) including reading- and writing-based exercises in which students are asked to critically “reflect on their practices of diversity,” 5) incorporating “new media usage to explore innovative narrative structures” with options for offering adequate context to avoid stereotype about a group/identity, 6) developing partnerships with organizations that can provide not only publishing and funding opportunities for students and courses but also facilitate access to diverse populations, and 7) designing a class activity/assignment through which students collaborate with diverse communities of current or future professionals, civic journalists, writers or communicators (Beeson, 2009, 6-7).

Thinking critically through a multicultural lens, collaborating with a diverse group of people, consid-

ering the entire community, cultivating relationships with diverse sources, and reflecting their perspectives are learning outcomes of such a framework. Therefore, any reporting, writing, editing, campaign, multimedia production, theory, or ethics course may utilize this framework through assignments.

For example, in a *Introduction to Photojournalism* course, each student was asked to interview and photograph “the other” classmate who is different from the interviewer either in terms of race/ethnicity, gender, religion, class, or geography (Beeson, 2009, 4). The objective of this assignment was to train young journalists how to represent others to their audiences. Students also were encouraged to identify how their preconceived notions about an identity different from themselves resulted in stereotypical representation in their interviews. Likewise, interviewees could see how misrepresentation could take place when someone else speaks about them (Beeson, 2009).

Similar to Beeson’s framework for infusing diversity content in curriculum, Manning-Miller (1993) recommended an approach through which journalism history, PR/Ad and media laws/telecommunications policy courses may integrate the issues of individuals with disabilities. For example, in public relations or advertising courses, students may conduct content analysis of representation and inclusion of individuals with disabilities in advertisements or public relations campaigns. Similarly, a journalism history course may include information about the roles of the disability press since such publications cover the issues affecting the disabled community (Manning-Miller, 1993). Media laws or telecommunications policy/laws courses may be structured to include discussion of ethical and legal implications of privacy issues in relation to someone’s ability (Manning-Miller, 1993).

Giving students opportunities to be immersed into the experiences of others can be implemented through service-learning courses/projects. Service-learning projects or working on projects on “others,” gives students opportunities to utilize and apply their knowledge of “the processes and effects of communication to the environment in which they reside” (Cohen, Lombard, & Pierson, 1992, 9). Additionally, they can participate in content creation that is sensible and appropriate to diverse audiences. For example, for the Voices of Utah project, a community resource website for underrepresented groups, intermediate reporting students of a journalism program spent an entire semester on a “designated underrep-

resented population” (Mangun, 2009, 13). In this way, students developed sources and connections within an assigned underrepresented group, learned about their history and pressing issues and made themselves familiar with writing style guidelines to report about the community. The reading list for this service-learning course was “carefully chosen” to give students adequate background knowledge. The instructor also introduced students to award-winning stories on underrepresented community and/or the reports by the reporter from the community (Mangun, 2009).

In addition to service-learning projects and application-oriented projects such as reporting/multimedia stories, other methods of infusing diversity content into non-diversity courses may be research projects or case studies. A research project engages students in exploring diversity topics and information. Students can carry out research assignments at the intersection of a social group and type of media (Cohen, Lombard, & Pierson, 1992).

Though a number of previous studies and publications refer to infusion of diversity content across the curricula, they did not elaborate on how such a practice may be effectively carried out. To this end, to get a macro-level picture of two different types of program in terms of accreditation status, this study explores how diversity content is included in curricula, particularly in non-diversity courses of both accredited and non-accredited programs, through this research question:

RQ1. How is diversity content incorporated into non-diversity journalism or communication courses at accredited and non-accredited programs?

Method

This study utilizes interviews and document analysis methods to gather information on how accredited and non-accredited programs infuse diversity into undergraduate journalism and communication curricula. Interviewing was the primary method of data gathering, with document analysis becoming part of the method as interviewees responded to a request for relevant course materials and curriculum information to supplement their responses.

A qualitative content analysis approach was adopted for the interview transcripts and supporting documents to identify information related to practices contributing to the incorporation of diversity content in non-diversity courses. For background and better context about the programs’ overall approach to

teaching diversity, we also considered responses in the context of preferred teaching approaches to diversity, the offering of separate diversity courses and whether they were required or optional.

Interview sample. In this study, a purposeful sampling technique was utilized to identify interview respondents. The literature dealing with these types of qualitative interviews suggests sample size depends more on quality of data (Patton, 1990; Tracy, 2012). Unless the goal is to create a grounded theory, sample size for an in-depth interview study depends on the topic and the techniques used in gathering rich data, and it may range from six to 20 (Morse, 1994; Creswell, 1998; Schensul, 2011; Tracy, 2012). Since our key interview questions [Appendix I] are open-ended and allow respondents to share rich data and nuances to be supplemented with relevant documents, we initially set a goal of 12-15 responses from chairs, directors, and deans who are knowledgeable about their programs and curriculum. In some cases, our interviewees had to reach out to faculty to gather information about specific courses.

Thus, the authors conducted 15 interviews between June and October 2017. Interviewees include incumbent and outgoing chairs, directors, and deans of eight accredited and seven non-accredited programs located in different regions of the country — five in the Western part of the country, five in the Midwest and five in the South. Based on the break-point of 14.4 faculty for small programs as reported in the Annual Survey of Journalism & Mass Communication Enrollments (Becker, Vlad, & Simpson, 2014), two programs in this sample would be considered small in terms of faculty size.

Moreover, the majority in terms of enrollment in our sample is large as well. Ten programs reported more than 500 students. Seven reported 23 percent or more of non-white students. Three programs did not report information about diversity in the student body. We used 23 percent as a benchmark for racial diversity since the latest U.S. census indicates the nation’s White-alone population was 76.9 percent (U.S. Census Bureau, 2017). We believe program size and makeup are relevant because they may affect a program’s pedagogical approach to diversity. The presence of a larger percentage of non-White students and faculty in a journalism and mass communication unit may be a key factor in incorporating multiculturalism into the curriculum (Dickson, 1995, 49).

Multiple channels were used to conduct the 15 in-

interviews included in this study — face-to-face, phone and email. Seven were face-to-face at the AEJMC 2017 conference in Chicago, three were by phone and five were accomplished through email. A Question Guide [Appendix I] was utilized by the two interviewers to conduct interviews. In several instances, irrespective of how the interviews were conducted, we followed up with questions and/or requests via email for supporting documents and/or more information.

Document analysis. The document analysis was used to systematically review and analyze supplementary materials provided by the interviewees to gain understanding, knowledge and specific information as means of triangulation or confirmation/complementing of data or evidence. Twelve units in our sample provided such supplementary materials, offering a rich total of 34 documents, including syllabi of non-diversity courses, assignments, and/or assessment information utilized in those courses, and a diversity plan. The one diversity plan includes a list of courses through which diversity competency, either domestic or global or both, was measured and through which diversity topics and issues were introduced.

Consent. Participation in this study was voluntary. All 15 respondents completed a consent form — seven in person and eight electronically. Electronic version of consent form was created with online survey software Qualtrics. Respondents were informed that their identity and their institutions' names would not be shared in the presentation and analysis of data. Therefore, for the purpose of reporting data and analysis, we use A, B, C, D, E, F, G, and H to identify eight accredited programs. Likewise, we use I, II, III, IV, V, VI, and VII to identify non-accredited programs.

Findings/Analysis

The major thrust of this study is directed toward an identification of how diversity content is incorporated into non-diversity journalism or communication courses at accredited and non-accredited programs.

Accredited programs. All eight accredited program leaders interviewed in this study mentioned that their approach to teaching diversity across the curriculum is integrating diversity content throughout the curriculum. All of these programs offer one or more courses dedicated specifically to diversity, and six require undergraduate majors to take at least one diversity-designated course in communication/journalism. Required diversity courses offered in those six accredited programs include: Cross-cultural Journal-

ism, Mass Media and Society, Journalism Ethics and Diversity, Cultural Diversity, Multiculturalism, and Diversity in the Media. Our review of syllabi of diversity-designated courses indicates these are either largely survey courses on diversity and multiculturalism, or they extensively cover diversity in the context of journalism and media.

An accredited program, A, located in a southern state, teaches diversity concepts in intro- to upper-level non-diversity courses throughout the school's curriculum, such as in Introduction to Mass Communications (core course required for all students); Journalism Writing; Introduction to Public Relations Principles and Practices: History and Development of Journalism; Awareness, a course on advertising and consumer research; Specialized/Project Reporting; Communications Ethics and Law (core course required for all students); Documentary Production; Newscasting; and Capital News Service.

Specifically, it is stated in the syllabus for History and Development of Journalism that "the course will also address the participation and contributions of women and minorities in broadcasting, careers in radio/television, and contemporary issues in broadcasting." They cover two historic reports related to diversity and media — the Kerner Commission Report and the Hutchins Commission Report. In Capital News Service, in which students cover state government for news outlets, the class regularly conducts diversity audits to ensure that the articles appeal to and reflect diversity of the state. Students pursue stories that cross the "fault lines" of race, class, national origin, geography, gender, sexuality, disability, and religion.

In the 100-level Mass Communication course, three weeks are devoted to these diversity aspects — "Global media: Communication around the world," "Media Ethics," and consolidation of media business. In the 400-level Specialized/Project Reporting class, students complete a self-directed Poynter Institute/News University course, Handling Race and Ethnicity. Additionally, discussion on diversity issues in urban affairs reporting is scheduled for a week in this course. Students are expected to complete five enterprise stories in at least three different beat areas.

Program B is one of those in our sample that does not require students to take a diversity-designated course, but faculty in the news writing track is mindful about bringing in speakers with diverse backgrounds and including readings and assignments

on multiculturalism. As the Program B respondent said, “(T)he reality is we have to cover a lot of different things so diversity is one of those. In the way you write a [news] lead, there certainly are ways to write it that don’t reflect an appreciation for diversity. But if you write a culturally sensitive lead you might not notice that it’s culturally sensitive because it didn’t offend you. But did that happen organically or did it happen because somebody taught you?” Therefore, Program B leadership and faculty seek to ensure that journalism students learn to write new stories in a culturally sensitive way.

The Program B interviewee also offered information on how diversity content is incorporated into two undergraduate courses — Ethics, Media, and Society and Introduction to Multiplatform Reporting and Writing. In fall 2017, in the multiplatform reporting course, students were required to attend six out-of-class programs on campus that have “some journalistic or diversity component.” In addition, this course included three special class sessions on “Diversity in Media” with three diversity speakers to cover two aspects of diversity — covering race and ethnicity in the U.S. and covering LGTBQ issues. Michele Salcedo, the past president of the National Association of Hispanic Journalists (NAHJ), and Jesse Holland, who covers race for the Associated Press, discussed how race/ethnicity is or can be covered by journalists. These speakers were also scheduled to engage students with activities and interactive discussion in the classroom on contemporary race-related issues in journalism.

The director of the LGBT Center of the university where Program B is located, spoke about LGTBQ issues to multi-platform reporting students. Before this class session, students had to do Internet research on LGTBQ terms, such as ‘asexual,’ ‘biphobia,’ ‘cis-gender,’ ‘coming out,’ ‘queer,’ ‘homophobic,’ ‘questioning,’ etc. Before this diversity-related class sessions, students had to complete an online “NewsU” course — “Handling Race and Ethnicity” — offered through the Poynter Institute, complete reading Nathan McCall’s book, *Makes Me Wanna Holler*, and chapters from William Zinsser’s *On Writing Well*.

The Ethics, Media and Society course, offered in Program B, has two diversity-related learning outcomes: “Understand the importance of gender, race, ethnicity, sexual orientation, religion, politics and, as appropriate, other forms of diversity in our society in news coverage, advertising and PR content, and

staffing,” and “Understand the global diversity of peoples and cultures and how it impacts our news and information, and strategic communication messages.” Consequentially, the course includes two modules — “Covering Diversity” and “Diversity in Media” and half of the class is required to complete a case study on diversity. For these two class sessions, students read Nieman Reports on “Covering Transgender Community,” “Newsrooms Need to Engage if They Want to See Real Change,” and “Making Black Lives Matter in the News.” They also read *Columbia Journalism Review* (CJR) reports/articles on “Hate & Incriminate: Election, Social Media, American Muslims,” TVNewsNet article on “Blacks, Hispanics Doubt Media Accuracy,” and *Howard Journal of Communication* article, “Race, Ethnicity & Student Sources.”

About the state of infusion of diversity content across the curriculum, the Program C respondent said, “it varies across courses, but in the end what you see in our skills courses for journalism is that the faculty are constantly pushing students on diversity and equity elements in those classes.” These skills courses are those that lead students to work for the program’s media outlets. Based on his experience working with students in his program’s student media newsroom and his conversations with other faculty members and student chapter of National Association of Black Journalists (NABJ), he confirmed that when student journalists create content they think it through a diversity lens since editors regularly ask them about diversity elements of their work.

The Program C respondent argued that having a diversity statement in a syllabus makes no sense unless a complex discussion also takes place around diversity issues in the classrooms and/or student-run media’s newsrooms under the supervision of someone who has expertise in diversity. He added, “I don’t care that it’s in the syllabus. I care that the difficult conversations are occurring and that there’s someone who has expertise in the classroom leading those conversations so that they go well, they go deep and they have meaningful takeaways for the students.”

Program D, located in a western state, teaches diversity content in multiple non-diversity courses. Diversity segments specifically are covered in beginning journalism courses, News Reporting and Writing and Principles and History of Journalism. Then diversity-focused assignments and lessons are covered in advanced-level courses, including intermediate reporting, editing, depth reporting, and senior capstone.

In one class session of another intro course, New Reporting and Editing, students explore examples of diversity in the news and discuss the challenges that are still ahead. The goal of this lesson is “future journalists must learn to be sensitive to cultures, ethnic groups, religions, and lifestyles different from their own.” Similarly, editing courses offered in Program D includes modules on guidelines of the National Center on Disability and Journalism (NCDJ) and proper language usage around racial, ethnic and gender identities. In the Intermediate Reporting class, students are required to report on a diversity topic (someone different from them); this report is one of the 10/12 assignments in intermediate reporting class. Instruction on the diversity story, as stated in the syllabus, is: “You’ll find a news story or a feature story with a strong news angle that deals with a diverse community. Diversity is defined broadly as race, ethnicity, disability, age, gender and sexual orientation. Note: Covering the Greek Festival, the Japan Festival or the Mythic Gods of the Norsemen Festival does not count as a diversity story.”

Program D’s Depth Reporting course covers in-depth reporting on immigration issues. Students first take the Latino/Transnational Issues seminar, which provides a deep immersion in the issues related to immigration and borders. They then move on to a Depth Reporting class, which includes a spring break trip to another country to do reporting on those issues. In this program, students need to work for the program’s student-run news site and Spanish-language Bureau for Senior Capstone courses. Help is provided for students to work on reports covering diverse groups in terms of ethnicity, gender, ability, and age. Since the program is located in a border state, specific teams in both of these student-run publications are assigned to cover borders and immigration. The student-run news site includes a news section called “Borderlands.” According to Program D respondent, a local PBS station once picked up a borderland story from this news site. Furthermore, school Study Abroad programs also help students gain understanding on global culture.

The Program E respondent mentioned that every course offered includes a customized/course-specific diversity statement in the syllabus. Therefore, Program E incorporates diversity content in multiple courses. Additionally, this program, located in a western state, requires faculty to explain in their annual reports and tenure dossiers how they incorporate and measure diversity competency in their course. Though

it is a small-size program in terms of full-time faculty, it has a diverse group of faculty.

In the 300-level Intermediate New Reporting course, students are required to cover a neighborhood or a community that is different from them. This is how they begin to challenge themselves with uncomfortable topics. They need to write multiple reports about the neighborhood throughout the semester. Before selecting a neighborhood, students do extensive research about neighborhoods. According to this course syllabus, students are expected to write stories as if they are reporters for an “excellent daily newspaper” that covers that area. The instructor uses a grading rubric in which one of the criteria, requiring the use of diverse perspectives, is “Source list reflects comprehensive reporting; story must use at least three people sources and include a diversity of perspectives.” Cultural competence is one of the learning outcomes of this 300-level reporting class. By cultural competence, the story refers to “an understanding of a variety of cultures and how those cultures influence perspectives, attitudes and personal interaction with the world.”

In addition, multiple reporting/journalism class syllabi include the following guideline that encourages inclusion: “Expose injustice, and give voice to those who rarely have one. This is the motto of some of the best journalists in the profession.” The program takes diversity learning so seriously that students are required to speak to diverse sources in its reporting and writing course assignments. Not representing diverse sources in their reports results in a failing grade for that assignment.

Another visual communication course, Intro to Photojournalism or Photo I, offered in program E, measures diversity-related learning outcomes through specific class activities and assignments. Among learning outcomes of this course is “appreciate diverse artistic expression.” An assignment that measures this learning outcome requires that students do research on two photojournalists from diverse backgrounds, analyze, show examples and discuss their photographic styles in a 10-minute PowerPoint presentation. Before students work on this assignment, the course instructor exposes the class to the works of diverse photographers such as Dorothea Lange, Henri Cartier Bresson, Gordon Parks, Sebastião Salgado, Eugene Richards, Mary Ellen Mark, and James Nachtwey.

Another learning outcome of this photojournalism course is “Describe ethical issues arising out of

artistic expressions, which may include those related to social justice, and may have implications for local and/or global communities.” To demonstrate this learning outcome, students are asked to “research and photograph a socially relevant story in their community over a six-week time period.” One object of the photo essay needs to “reveal, through photography, insight into a local culture and express a point of view that, though unique, may have relevance on a global scale.”

About the infusion of diversity content in non-diversity courses, the respondent representing program F said, “Yes; it is an expectation.” Among examples of the use of diversity content in non-diversity courses in her program’s curriculum is the 100-level Introduction to PR and Ad, in which diversity content achieves two ACEJMC course objectives: demonstration of “an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications” and demonstration of “an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.” This intro course covers alternative media and Global PR in two different class sessions. Moreover, “prejudicial news coverage” with regard to race and other minority identities is covered in the Program F’s 400-level Mass Media Law course for multiple class sessions.

PR instructors teaching service-learning courses in Program G, located in southern state, generally partner with “organizations that are entirely based on diversity.” For example, in spring 2018, PR Campaign partners with a research resource on media diversity to promote visibility on the web, particularly among other diversity initiatives. According to the Program G respondent, after the city’s racial violence in the summer of 2016, the program established a requirement that students in the beginning writing class cover a subject out of their comfort zones.

Program H, located in Midwest, practices and measures ACEJMC’s domestic diversity competency in these courses — Mass Media and Society (a required course for all majors), Television News Production, Introduction to Digital Publishing, Contemporary Magazine Publishing, Feature Writing, Print Media Editing, Media Ethics, Creative Communication Analysis and Audience Analysis. Domestic diversity value/competency is introduced in Fundamentals of Photojournalism, Multimedia Pro-

duction, Public Affairs Reporting, Science Communication, Mass Communication Theory, History of American Journalism, Mass Communication Laws and Communication Technology and Social Change.

When a competency is introduced, it is mainly limited to a class lecture along with an activity/discussion and/or a quiz/exam. But practices and measuring a competency in a course refers to emphasis on diversity learning outcomes, including incorporation of a diversity component in assignment expectations/grading rubric and working on one or more projects on diversity-focused topic(s).

The same program also measures and practices competency in global diversity in these courses — Mass Media and Society, Introduction to Digital Publishing, History of American Journalism and Media Ethics. Global diversity competency is introduced in Fundamentals of Photojournalism, Public Affairs Reporting, Mass Communication Theory, Law of Mass Communication and Communication Technology and Social Change.

Non-accredited programs.

None of the seven non-accredited programs represented in our study requires a diversity-designated communication/journalism course for majors, although six offer elective diversity courses in communication, media, or journalism. Respondents from three programs, however, mentioned that their students need to take a diversity course to meet university’s requirement for cultural competency or diversity. All either are making efforts or have a plan to infuse diversity content into non-diversity and skills courses.

Faculty in Program I, located in a southern state, deals with teaching diversity in a range of ways in required and skills courses. Some ways in which this is done include having a course module on a diversity topic, a week on discussing diversity issues within a course topic, assignments that may not be headlined as diversity assignments but contain a required diversity component and having guest lecturers (often professionals) who deal with diversity issues in the skills courses. This program has an Institute for Hispanic Media, which coordinates offerings of Spanish-language journalism courses.

The Program II leader mentioned that “there is no mandate” for the faculty to infuse diversity content in courses but she believes faculty members have “a professional commitment to preparing students in the best way possible.” Consequentially, in History of

Mass Communication course, discussions are held on “the history of the black press in depth, touch on the gay press and discuss the foreign press in America. Some students produce research papers on these topics.” In News Reporting & Writing, a faculty member spends a week going over diversity tools and resources for journalists. In addition, students are required to work on a 50-point assignment in which they must find a person who is disabled, is culturally/religiously “different” than most students on campus, is gay/lesbian/transgender/queer, or elderly to interview about his or her views on the media and how diversity issues are covered and beliefs about how/what should be covered.

The department chair quotes a faculty teaching News Reporting & Writing, “I have had students say 1) the exercise got them to ask questions they never thought they would, and 2) they learned some interesting things that they wouldn’t have learned without doing this assignment.” In Online Journalism course, a faculty member covers a “niche’ journalism product of diversity.” As part of this module/topic, students are required to create their own diversity page (along with travel & dining, health & fitness) under “Lifestyles” on the program’s project website about the area where they are located. Like other webpages, students cover diversity-related issues and events and write reports/articles during a semester for this diversity webpage. In addition, in this non-accredited program, reporting classes are often required to cover departmental speakers who address diversity-related issues.

Similarly, the Program III respondent said, “It is up to each instructor of each course how they will include diversity content in their courses. The department does not require them [faculty] to include a diversity topic in their courses.” Some of their required and non-diversity courses, however, include diversity topics and lessons. For example, Intro to Mass Communication covers history of race relations in the U.S. as it pertains to media content and production. The same course teaches students about the origin/roots of rock and roll music; students learn that R&R is rooted in African-American culture. Learning outcomes on the history of race relations and rock and roll music in Intro to Mass Communication are assessed through tests. Students also work on an ad analysis assignment involving analysis of portrayal of people with different racial/ethnic and gender identities.

The second half of Program III’s Media Theory class deals with media criticisms and covers such top-

ics such as creators/producers of media content and the lack of diversity in the newsroom and entertainment media. In Principles of Advertising, a professor asks her students to discuss/analyze the effects of ad/persuasive communication on a vulnerable group of less-educated young people. In this ad class, students also are required to work on an assignment in which they identify who (which social groups) are included in and excluded from an ad campaign.

In a Senior Capstone class, although no diversity-specific assignment is included, diversity content is incorporated through a book report assignment. For this assignment, are required to read their written report in the class. A number of listed books for this assignment are on diverse voices and issues of diversity, such as representation of homosexuality in the media, Native American portrayals in media and portrayals of women in the media. Only one student may choose a given book for this assignment. In this way, students who do not get to read a book on a diversity topic learn about information, ideas, and insights included in that book from another student’s book report.

The university in which Program IV is located demands diversity content in the courses offered. As Program IV respondent said, “(U)niversity administrators have asked the faculty to include diversity content in their non-diversity courses.” Similar to program III, Program IV address exposure to diverse voices through readings representative of a diverse group of scholars. For example, in Rhetorical Criticism, Program IV intentionally includes articles from a variety of different scholars among which are articles written by scholars of various racial/ethnic identities. Moreover, speeches shared/included in this course represent different racial and ethnic groups. Through this mechanism, the interviewee from Program IV observes, “different voices are included as opposed to just one type of voice, mainly the dominant white voice.”

The practice of incorporating diversity content varies from faculty to faculty in Program V, since, the respondent said, “(T)here is an academic freedom on how a faculty will teach.” When it comes to evaluation of faculty performance, the college looks at inclusive learning by students. Consequently, faculty members in their annual reports are expected to respond to a rubric of faculty assessment that includes a category on diversity and how they deal with the topics of inclusion and diversity in their courses. The Program V respondent shared examples of two courses in terms of how diversity is included in non-diversity courses.

es. One includes “stereotypes in media” and “society’s views of different ethnic groups” in Introduction to Media and Culture. In the other, in Intro to Film Criticism, students analyze the representation of race, gender and class in films. In those two courses, faculty assesses diversity-learning outcomes through written, critical analysis papers.

Also, diversity content in course modules and/or in assignments are expected in undergraduate courses in Program VI that do not have diversity designation. For example, in Intro to Journalism, a required course for journalism sequence, students learn about the history of African-American media. This course also covers examples of news stories of international media, including stories from BBC World Service and Russian Television (RT). In this way, students learn about what is happening in another country and journalistic practices in a given political and cultural context. Along with global journalism, the instructor shares examples of U.S. class diversity issues, such as stories on homeless people and unemployment. In this course, students are expected to work on a major project called “News Story Analysis” involving detailed focus on a developing news story of the students’ choice. One of the expectations for this assignment is that students look into “diversity and inclusion issues that come up in watching how a story is told.”

In Program VI’s Broadcast Writing class, students work on writing assignments through which they must gather information from individuals with diverse identities. If a student’s reporting assignment lacks diverse angle, the instructor offers feedback about that problem on the draft assignment. In addition, the interviewee from program VI added, “Students can be opinionated in report writing. That is why it is important that the instructor reviews the language of students.” She also mentioned that class discussion on television news often includes the inclusion of diverse sources in a story. In class discussion, students also critically analyze whether a news media outlet insults a social group (ethnic, gender, or any other identity) through its reporting.

While talking about the techniques of infusing diversity content in a skill course such as reporting, the Program VI respondent emphasized the teacher’s professional background of working in a diverse setting. Such experience helps a teacher incorporate diversity in her or his classes. Because of her previous experience of working for a Las Vegas TV station, the respondent encourages her students to think

about different perspectives by posing such question as: “Majority of the populations are lower class in Las Vegas, and they live outside the strip and celebrity area. Vegas is largely filled with low working class casino and restaurant staff. Do the media report about their issues?”

Program VII covers diversity content in its required courses. For example, in the required Communication Ethics course, among topics/modules is “Why Ethics and Diversity are Inseparable.” The course syllabus includes two articles for this module/topic — “Four Ways Newsrooms Can Address a Lack of Diversity” published in *Columbia Journalism Review* and an online resource on diversity style guide, DiversityStyleGuide.Com. That module at times will include a speaker who is knowledgeable on diversity and media, such as the executive director of UNITY – Journalists for Diversity. Program VII offers Digital Ethics for its Film and Digital Media sequence students that includes a module involving the reading of Emily Hong’s article on “Digital Inequality and Racialized Place in the 21st Century: A Case Study of San Francisco’s Chinatown.” In one semester in that class, students tried to write a code of ethics for filmmakers, which included “a great discussion of who do we not see in films currently” or which social group(s) is/are left out of a film. Since the respondent himself teaches this course, he observes that female students generally are interested in investigating misogyny in films and video games.

Communication Theory, also required for communication students, includes discussion of “Culture and Difference (Race, Class, and Gender)” for two weeks. In that lesson, students learn about four related theories — “Face-Negotiation Theory,” “Communication Accommodation Theory,” “Muted Group Theory,” and “Feminist Standpoint Theory.”

Discussion

It is evident in this analysis that similarities, especially about the value of infusing diversity across the curriculum, may be drawn but, given the data we have, we cannot make definitive conclusions about differences in the practices between the accredited programs and non-accredited programs that participated in this study. But what looks like a non-finding may instead be an important point. It may be the case that the importance of the topic is so widely recognized these days that accreditation or non-accreditation may not provide a good set of determinants. Both accredit-

ed and non-accredited programs represented in this study infuse diversity content in theory, skills, survey/foundational, ethics/laws, research, and critical thinking-oriented courses.

Depending on the course, diversity content is covered for widely varying amounts of time — from a few lectures to a single week through multiple weeks. As with other types of content, programs use faculty expertise and bring in guest speakers (often professionals) with diversity backgrounds and perhaps personal ethnicity to lead discussions of their work in journalism and communication. Educators in two programs require students to go through the Poynter Institute's NewU training on "covering race and ethnicity." Journalism educators also cover diversity style guide, with emphasis on dealing with multiple perspectives, language usage and guidelines on how to cover disability in reporting and editing courses.

Furthermore, programs use a range of assessment tools, including case studies, critical analysis papers, research papers, reports on diverse groups/community, quiz, exams, editing exercises, and writing assignment. One of the common assignments across the programs is to get students out of their comfort zone and interview someone different from themselves.

Of the examples that are shared with this research, more accredited programs took more practical approaches in training students with diversity competency for future journalism profession. Of the 15 accredited and non-accredited programs represented in this study, four accredited programs not only cover diversity in skills courses but also urge students to include diverse perspectives and voices in their stories for student-run media and upper-level classes, such as senior capstone projects or intermediate reporting class projects. Student media experience is utilized as a practical venue for student learning of diversity.

Moreover, three accredited programs and one non-accredited program share information about course work requiring that students either work in a diverse community or write multiple reports on diversity issues. One accredited program includes diversity component in grading rubric for all skills courses. All these teaching methods, assessment tools, and criteria reflect components of diversity framework proposed by Beeson (2009) as well as "multicultural teaching model" (Marchesani & Adams, 1993).

It is implied in the interview responses on how programs include diversity across curriculum that culture/policy in the program can determine a program's

strategy or approach to infusing diversity across curriculum. A majority of accredited and non-accredited program respondents (all present or former department heads) mentioned or alluded to an expectation in their respective programs that even if it is not shown as mandatory, faculty will include diversity content appropriately in their non-diversity courses.

In contrast, respondents representing two accredited programs and two non-accredited program mentioned that their faculty are required to include information about diversity learning outcomes not only in course syllabi but also in their annual reports and/or tenure/promotion dossier in their respective institutions. Such a mindset in the institution and the program promotes the practice of infusing diversity content in non-diversity courses. Smaller faculty size should not be an excuse for not teaching diversity extensively in curricula if the commitment among the faculty is strong. An accredited program in our study is a small program since it has fewer than 14.4 faculty (Becker, Vlad & Simpson, 2013). But it takes diversity seriously enough that diversity is a common criterion in grading rubric for all skill class assignments across the curriculum.

Since the Accrediting Council includes diversity among its standards, journalism and communication programs that wish to gain or maintain accreditation status actively infuse diversity content and learning outcomes in multiple non-diversity courses in addition to offering separate courses on diversity.

As it is reflected in interview responses, six of eight accredited programs included in this study require such diversity courses for their majors whereas no non-accredited program requires such focused diversity courses. However, it is likely that the ACE-JMC standards, while not set in stone as requirements for non-accredited programs, nevertheless provides a visible table of contents for expectations of a quality program.

Thus, while diversity courses are elective courses in these non-accredited programs, they do demonstrate an effort to infuse diversity content and/or diversity-related learning outcomes in some of their courses. This study seems to support a common attitude among journalism/mass communication educators of all types. They are committed to producing culturally-competent future journalists and communicators, irrespective of their intentions to get accredited.

Conclusions

Irrespective of accreditation status, journalism and communication programs that participated in this study extensively teach and discuss diversity issues and measure diversity learning outcomes in non-diversity courses. Diversity competency may be measured through any standard class assignment, such as multimedia story, news writing and editing, photography, videography, critical analysis paper, and research projects. Instructors do not need to reinvent the wheel here; infusion of diversity occurs mainly in the planning of course topics and designing of course activities. These matters are emphasized through specific notation in the class syllabus.

Journalism/mass communication teachers of all varieties and at all levels may use the content of this study to stimulate ideas for making such plans, including methods of implanting diversity instruction. Among its goals was to provide a listing of content and methods used across the country in a variety of classes and program types (Appendix II). We believe that our colleagues who served as our respondents have outlined a rich source of such information.

Though the goal of this study is to explore how diversity content is infused across the curricula of accredited and non-accredited programs, some may find the representation of small programs in the interview sample to be a limitation of this research. That's possible, but some of the findings related to teaching methods of incorporating diversity content into required or elective communication and journalism courses may be applicable to small programs.

A future study may explore the institutional factors that shape a program's decision to incorporate diversity content across the curricula. As it is implied in interview responses, an expansion of this research can focus on how faculty diversity, student diversity, location of program, institutional factor, faculty size, and student size can impact a program's decision/approach to teaching diversity.

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Appendix I

Project Title: Infusing Diversity Content Across Journalism & Communication Curriculum: Ideas and Practices

Interview Guide

Information about the program

1. Is your program accredited by ACEJMC?
2. How many full-time faculty members (including tenured, tenure-track and non tenure-track) are included in your unit?
3. What is the average enrollment size of your department?
4. How diverse is your major's student body (percentage or approximate number of non-Caucasians)?

Teaching Diversity:

1. Which of the following statement best characterizes your program?
 - a. The program seeks to incorporate diversity throughout the curriculum.
 - b. The program seeks to focus specifically on diversity in separate courses.
 - c. The program has separate diversity courses but also seeks to incorporate diversity as appropriate in other types of courses.
2. Does your program offer one or more diversity courses? If yes, how many courses are diversity-designate courses?
3. If you offer a course on diversity, is it required for undergraduate majors?
4. If you have a graduate program, is it required for master's students? Ph.D. students?
5. In your non-diversity courses, is it expected that diversity content will be included? If so, how? Please provide examples (such as evidences from syllabi, assignments, class activities).
6. What is your opinion of the idea of infusing diversity content across the curriculum in terms of learning outcome and mission of your program?

Appendix II:

Infusing diversity content into the curriculum: Methods

Note: The following list is not intended to be comprehensive. It is, instead, a listing of methods included in the review of literature and by the respondents in this study. In that sense, it is a summary of many of the major points made in this project.

Diversity as an objective in the syllabus

- emphasize the importance of diversity, cultural competence and related ethical principles in the learning outcomes manifested through reporting stories and selecting sources, advertising and/or PR projects, photography, case studies and other communication assignments.
- stress the importance of two ACEJMC course objectives – demonstration of different forms of domestic diversity, including race, ethnicity, class, sexual orientation, gender, generation, and demon-

stration of an understanding of global diversity in relations to mass

Content methods

- adopting “Fault Lines” approach that emphasizes intersectionality to help students recognize a community through analysis of race/ethnicity, class, gender/sexual orientation, generation and geography when writing and/or conducting research.
- requiring students to include diverse populations as sources of stories and/or other communication messages.
- exposing students to professional journalistic or communication work that incorporates diverse voices.
- including reading- and writing-based exercises in which students are asked to critically reflect on their practices of diversity.
- training students on new media skills for multi-media storytelling or narrative structure through which they can offer adequate context to avoid stereotypes about a group/identity.
- developing partnerships with organizations that can provide not only publishing and funding opportunities for students and courses but also facilitate access to diverse populations.
- designing a class assignment through which students collaborate with diversity organizations, such as a minority business associations, and diverse communities of current or future professionals, civic journalists, writers or communicators.
- requiring students to interview someone who is different from them in terms of race/ethnicity, gender, religion, class, generation or geography.
- assigning students to cover departmental speakers who address diversity-related issues.
- including in advertising and/or PR classes an assignment in which students analyze inclusion of and portrayal of people with different racial/ethnic, gender and other identities, including abilities, and discuss the effects of ad/persuasive communication on underrepresented or marginalized groups.
- a book report assignment for which students share with the class their report on a diversity-focused publication, for example a book on media representation of homosexuality, and lead a discussion around the report in the class. In that way, students who were not assigned to read a book on a diversity topic can learn about the ideas and information included in that book.
- including discussion on the history and roles of the black press, the religion press, disability press, the gay or gender press and discussion of the foreign press in America in history courses on media and journalism.
- integrating discussion on ethical and legal implications of privacy issues in relation to ability in media law or telecommunications policy/laws courses.
- offering students opportunities to be immersed into the experiences of an underrepresented population through service-learning projects.
- exposing students to award-winning stories on the underrepresented community and/or exemplary reports by the reporter from the community
- planning and executing research assignments at the intersection of a social group and type of media.
- conducting diversity audits on how published articles in media outlets, including student media, appeal to and reflect diversity of the community and the state.
- structuring prerequisites in a way that students take communication or non-communication courses to gain stronger diversity background.
- assuring that each course in the curriculum contains one or more diversity modules or at least an assignment that measures diversity learning outcome.

Resource Examples

- completing the self-directed Poynter Institute/ News University courses, such as *Handling Race and Ethnicity*.
- requiring specific stylebooks – generally available on the Internet -- that focus on appropriate language for racial and ethnic groups, ability, LGBTQ and gender, for example, the online diversity style guide, DiversityStyleGuide.Com, and the National Center on Disability and Journalism’s style guide for covering individuals with disability.
- utilizing appropriate films and videos, many of which are available free or for purchase on the Internet.
- requiring study of professional codes of ethics and responsibility such as, for example, the Society of Professional Journalists’ Code of Ethics.
- requiring students to read documents pertaining to representation in the media, including such historical materials as the Kerner Commission Report and the Hutchins Commission Report.

- through Study Abroad program on campus, schedule a spring break (or otherwise) trip to another country to do reporting on global culture and issues.
 - assigning students to do research on the backgrounds of two minority professionals in the appropriate discipline, such as TV journalists/photographers, and then analyze, show examples and discuss their work in a 10-minute presentation to the class.
 - among the multitude of excellent sources on diversity, good reading requirements could include such articles from such publications as *Nieman Reports*, *Howard Journal of Communication*, *Columbia Journalism Review* and others. For example, course information included in this study utilized *Nieman Reports* on “Covering Transgender Community,” “Newsrooms Need to Engage if They Want to See Real Change,” and “Making Black Lives Matter in the News”; *Columbia Journalism Review* (CJR) reports/articles on “Hate & Incriminate: Election, Social Media, American Muslims” and “Four Ways Newsrooms Can Address a Lack of Diversity;” and *Howard Journal of Communications*, “Race, Ethnicity & Student Sources.”
- Grading and assessment
 - including grading criterion in the rubrics that recognizes student’s efforts to recruit sources outside their own cultural and social groups.
 - in critiquing students’ writing, assure that it includes a culturally sensitive lead and content.
 - requiring faculty to explain in their annual reports and tenure dossiers how they incorporate and measure diversity and inclusion in their course.
 - among grading criteria for a news report/audience or consumer research in PR/Ad classes, requiring the use of diverse perspectives and submission of interview notes and completed interview forms from multiple sources with each report.
 - requiring that students provide to the instructor an early draft of the project. If the assignment lacks a diverse angle or sources, the instructor may offer feedback about the problem on the draft assignment.
 - incorporating diversity criterion/criteria into grading rubrics for all or majority of non-diversity courses offered in a program.