February 6, 2013

TO: David Cuillier, director
FR: Kevin R. Kemper, diversity initiative coordinator
RE: Diversity report, 2011-12

Please accept this report about diversity during the 2011-12 academic year. Simply, I cut and pasted information sent to me by faculty, and then redacted personal comments. More information will be generated for the 2012-13 report.

Since taking over the duties of diversity initiative coordinator in Fall 2012, I have become convinced that our diversity plan is outdated and unwieldy. So, as we have discussed, I am conducting academic research to gather data on best practices and definitions for diversity in the 21st century.

A few things to know. First, I continue to be concerned that some faculty members have refused to provide information. While I would assume that diversity is part of their curriculum, I cannot be factual about that unless they share information. Second, we all seem to be in agreement about a broad definition of diversity, so this report includes more categories than race and ethnicity. Finally, while I was not diversity coordinator during the reporting period, I can say that I am grateful for the leadership of Professor Jay Rochlin for what we have accomplished as a faculty. I sense a growing, generally positive attitude about matters of diversity.

FACULTY REPORTS

JEANNINE RELLY
I taught two Jour 205 courses in fall 2011 and we spent a week focused on diversity and journalism focused on diversity in sourcing, diversity in the newsroom and diversity in coverage. Students read materials on the Society of Professional Journalists website about diversity: “Why Diversity?” “Diversity is Accuracy,” “Covering Disability Issues” and “Tips for Better Sourcing” <<http://www.spj.org/dtb.asp>>. Students watched several diversity segments developed by RTNDA and discussed them. We also had a reading on diversity from the Harrower textbook and the "Working with Words" workbook. Finally, students worked on a "diversity assignment" (attached).

In the spring, I had a course buyout through the Afghan project and developed an entire class for Afghan students on reporting the news.
All of the assignments were based on Afghan news media reports and attempted to be culturally sensitive. We had a special section on diversity in the course, as well.

Jour 205  
Fall 2011  
Alternative assignment

You have the option of doing an extra assignment this semester. The intent of the assignment is to continue to analyze diversity in sourcing. I will give you one grade for this assignment, which will be based on your reporting and writing. You will not be writing a news story for this assignment.

The reporting side of this assignment has two elements. It will count for half of the grade. You are to spend 30 minutes in a location in which you previously had not felt comfortable hanging out. For instance, you could spend a half hour in a dog-walking park if you cannot stand locations where people dote on their pets. If you always have been irritated by a certain faith-based group, you could attend a weekly service. If you do not feel comfortable around homeless people, you might consider hanging out at a soup kitchen for people who live on the street. If you are uneasy around wealthy people, hang out at a swank golf course. The possibilities are endless. You will take notes during or after this assignment. Describe the environment, the people and your thoughts about them. Examine any biases that may arise.

You also will conduct an interview for a minimum of 20 minutes with a person who could provide insights into an aspect of life that you have not experienced. It could be someone from a different socioeconomic background. It could be a person who is of a different race or ethnicity than you. It could be someone with a different sexual orientation. It could be someone who is a different age or different occupation. You decide. We spoke in class about how you might frame your approach to the source for the assignment. Your approach would be different for any one person whom you may interview.

The final component of this assignment is to write a two-page analysis of the experience. This may be written in first, second or third person. Tell me what you learned from the first part of the assignment. Tell me whether it has or has not influenced how you might report in the future. Did you realize that you had assumptions that were unfounded? I don’t consider any perspective on this the correct one. Your perspective could remain unresolved at the end of the assignment. Just tell me about it. Please staple your notes underneath the analysis and hand it all in. This assignment is optional.

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RESEARCH


Student theses and dissertation:
Rajdeep Pakanati, University of Delaware, Adoption of Freedom of Information Legislation in India, UK and South Africa defense in June 2012 (external dissertation committee member).


Britain Eakin. Master’s thesis title: A case study of an independent news organization in Egypt post-Mubarak. (chair). 2012-

**GAWAIN DOUGLAS**

I have my students analyze international papers a couple times each semester. There are times as well where we survey photos in a given publications for images and tally how many times each gender or people of color are in images. We did not do this exercise this semester, but I will include in next semester.

I also require my students to shadow designers at the Star and Weekly for their midterm project. In the case of the Star, they often shadow a designer who is from Mexico and he brings an interesting perspective to design into the discussion.

**KIM NEWTON**

Speakers:
Guest Lectures in Jour 203 Photojournalism:
Arizona Daily Star photojournalist James Gregg lectured on the job of a photojournalist at a daily paper and showed his portfolio.

Guest Lecturers in Jour 307 Principles of Multimedia:
Mike Mckisson lectured on using maps in multiplatform storytelling; Arizona Daily Star photojournalist James Gregg lectured on the subject/journalist relationship and multimedia storytelling.

Guest Lecturers in Jour 507 Reporting with Multimedia:
Ken Harper, Assistant Professor, SI Newhouse School of Public Communications spoke on “Together Liberia” a pilot media development project intended to empower local communicators to share their own stories through training, equipment donations and relationship building. Mike Mckisson lectured on using maps in multiplatform storytelling. Jay Rochlin who spoke on presenting multimedia research projects.

Teaching:

Documentary Films Shown:
Jour 203 – Photojournalism


2. War Photographer – A film that covers the career of James Nachtwey including Apartheid in South Africa, wars in Bosnia and Kosavo, famine in Africa and poverty in Indonesia.

Jour 203 – Photojournalism and Jour 507 – Reporting with Multimedia

4. Designed and taught a multimedia photojournalism class in Orvieto, Italy, May 22, 2011 – June 26, 2011 as part of the University of Arizona’s Study Abroad program.

JOUR499 – Two Independent Studies: Supervised an independent study with Allison Mullally, Spring 2011 semester. The independent study focused on further developing Allison’s multimedia skills and included a documentary on the Martha Graham’s "Panorama" dance production performed by the University of Arizona’s School of Dance. Supervised an independent study with Abragail Kappel, Fall 2011. The independent study focused on improving Abragail’s portfolio including assignments photographing news, sports and features. The work included a final multimedia project focusing on the issue of Gluten free diets.

Assignments in 203, 307 and 507 are designed to engage students to reach outside their comfort zones and interact with the community. Photographic and multimedia assignments have included student work from the business, political, LBGT, homeless, refugee and medical communities to name a few.

Service, Conferences and Seminars:

2. Coordinated coverage of the “One Day at the UofA,” a publication and project produced by students in beginning and advanced photojournalism classes in the School of Journalism. Publication date, April 22, 2011.

American Society of Media Photographers, Tucson Chapter, *Dream Like a Champion How To Spark The Ideas You Need To Shape The Destiny You Desire* with photographer Dick Durrance, March 24, 2011

Attended the Student Threatening Behavior Conference, Monday, Feb. 28, 2011

Reviewed portfolios as part of the Internship Resume/Portfolio workshop organized by Lisa Button, March 2, 2011


**CELESTE GONZALEZ DE BUSTAMANTE**

Research


Teaching
President, Border Journalism Network, a binational group of journalism educators from 13 universities on both sides of the US/Mexico border.

Guest Speakers in JOUR490C/590C: Arizona Cat’s Eye: Fernanda Echavarri, Arizona Public Media; Julian Etienne, former staff at Mexican Consulate in Tucson.

Developed collaboration with faculty at the Universidad de Sonora, in Nogales, Sonora for a course to be taught in fall 2012.

Assisted in the establishment of a border news bureau in Nogales, Arizona. Located within walking distance of the US/Mexico border, the bureau enables students to report in an international environment.

Service/Outreach
Member, Executive Board, Center for Latin American Studies

Member, National Association of Hispanic Journalists

Member, UA Faculty Senate Race Equity Task Force

Member, Minority Women Faculty

Research chair, International Communication Division, AEJMC

Member, Latin American Studies Association, Mexico Section, 2009 – present.
JAMES MITCHELL

In all my writing courses, including Cat’s Eye and 385 when I have them, I ask every student to do at least one story on this area’s border connections. They have lots of latitude. It can be something cultural, historic, economic. We’ve had Day of the Dead, the downtown plaza, immigrants’ Mexican restaurants, the Mexican-American Chamber of Commerce, bilingual education controversies, separated families, nuns crossing the border to provide relief to stranded Mexicans, high mariachi competitions... the number of topics here is almost unlimited. Celeste does this, too.

In 105 and 150C1, I’ve been telling students of the rise of Spanish language TV. In many big U.S. markets, the Spanish language station leads the ratings. Even if they have the market to themselves while the English language audience is divided, it’s still quite a change that reflects overall demographic change.

I also emphasize to future TV types the importance of knowing a second language. Spanish is the biggest through the southwest, of course, but also in places that surprise students: agriculture-rich states such as Washington and Iowa, and other places with industries that attract immigrants. And in California, Vietnamese is huge in Orange County, Korean and Japanese and others in the L.A. and San Francisco markets, not to mention Seattle and Portland.

One of my favorite lessons each year is an air check from a woman named Rosa Flores, then a reporter for a station in Houston. She’s doing a live shot near the scene of a refinery explosion. The best witness doesn’t speak English, so Rosa gets the story from her in Spanish, translating into English for the audience, live on TV, as she goes along. Very impressive, and good support for my "learn a language" argument.

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P.S. Maybe the most important case in media law, Sullivan, arose from a civil rights advertisement placed to help MLK and others. And the two companion cases in Branzburg (Pappas and Caldwell) grew out of coverage of the Black Panthers. So while these are not exactly diversity matters, they do show what an important role has been played by minority groups in our little corner of American history.

CAROL SCHWALBE

Diverse guest speakers
Daniel Stolte, UA Communications (If nationality counts, he’s from Germany.)
Dr. Joost van Haren, research scientist, Biosphere 2 (He’s from Holland.)
Dr. Dragos Zaharescu, postdoctoral researcher, Biosphere 2 (He’s from Spain.)
Dr. Katerina Dontsova, research scientist, Biosphere 2 (She’s from Ukraine.)
Bora Zivkovic, blog editor, Scientific American (He’s from the Balkans.)
Diversity topics/activities
I work with students to find diverse sources for their stories.

Service to/for diverse groups
I review papers for AEJMC’s International Communication Division.

Workshops/advising for diverse students
As DGS, I advise all our grad students. Some have identified themselves as Asian American, American Indian, Hispanic and international.

Research related to diversity
... Jeannine and I just published a paper about English-language newspapers' use of the Right to Information Act in India.

SARAH GASSEN
I gave disability as diversity presentations to each apprentice class this year (spring, summer and fall), as well as my editing classes. I created a disability diversity tip sheet, parts of which have been included in the diversity best practices by the Association of Alternative Media.

I spoke to the high school summer Dow Jones journalism workshop students about disability issues, which resulted in changes to some stories in production.

In the apprentice classes we bring in a variety of speakers to talk about diversity, too.

Diversity and accuracy in coverage is a theme throughout my 205 classes, too.

NANCY SHARKEY
Marc Lacey, Phoenix bureau chief, (now deputy foreign editor), New York Times, African-American -- 205
Fernanda Santos, current bureau chief, Phoenix, New York Times (Hispanic) -- 205
Damien Alameda, KOLD sports director, Hispanic -- 105
In addition, I was a diversity mentor for the Online News Association’s convention and student media publication, mentoring a Hispanic student from the University of Texas.
I include discussions of diversity, including gender, disability, faith, income and more in 105 and include a diversity assignment in 205 and 320.
MAGGY ZANGER

NOTE: This is from Fall 2011.

TEACHING
Fall 2011: Jour 496f Media Coverage of International Crises

Development of Arizona in Jordan, a study abroad program that will house classes from several departments including Arabic language, MENAS, journalism, SWES and, we hope soon, political science. This has involved not just preparing to teach a class overseas, but a long series of meetings and planning efforts with CMES, Study Abroad and interested faculty members to plan and implement the whole program.

Spent nearly a month in Cairo, Egypt, over the summer to get a handle on the impact of the uprising and demise of the Mubarak regime,

- I traveled to Jordan with the acting head of Study Abroad for a week in the summer to meet with university officials and journalism faculty to get the program moving forward.

While in Jordan and Cairo afterward, met with representatives of several service providers for study abroad programs.

Development of the Border Journalism Network. Served as unofficial co-director with Celeste Gonzales de Bustamante to work with the Dart Center for Journalism and Trauma to organize and host the second Teaching Border Reporting Workshop, April 29-May 1, 2011, and the third workshop in conjunction with the Investigative Editors and Reporters Bilingual Watchdog Workshop also in Tucson, Oct. 7-8, 2011.

Chaired the grant component of the Fundraising committee, spring 2011 (disbanded fall 2011, but continued working on small grants with committee members and the DGS).

- Oversaw application for a 2011 Edmund S. Muskie Graduate Fellowship and coordinated with the Dean’s office. This was successful (one of my goals for this year!) and we have a fellow from Azerbaijan in the professional track of the master’s program. Have applied again.
- In conjunction with the DGS, wrote a $1,923 grant to Magellan Circle Faculty Grant to finance a spring visit to UA by an Egyptian blogger or journalist. They awarded $1000.
  - The DGS and I secured other funding to supplement this effort including a Graduate and Professional Student Council (GPSC) for $766, and a Student/Faculty Interaction Grant.

In conjunction with the DGS, wrote grant and was awarded a Student/Faculty Interaction Grant from Student Affairs to fund a fall event with dual degree graduate students and faculty of Middle Eastern studies and journalism at Casa Vicente.
The grandmamma effort was two huge grants that I had sole responsibility for developing and writing to the US Department of State, US Embassy, Kabul, for Partnerships in Journalism: Building a Journalism Department at Nangarhar University, Afghanistan.

I traveled to Afghanistan in early December to set the program up there with the Institute for War and Peace Reporting and Nangarhar University. Wrote 12-page Trip Report....

Developed and wrote syllabi and schedule and shepherded through the university system two new three-credit classes: International Reporting (Mort teaches a 2 credit class and we needed a three credit on the books for possible use in study abroad or during regular semester); and International Opinion Writing.

B. SBS

Serve on the Center for Middle Eastern Studies Governing Board (beginning Sept. 2011), which meets monthly to discuss issues related to implementation of the center’s program. In the spring, the Board reviews all FLAS Foreign Language and Area Studies scholarship applications and makes recommendations (about 45 applications).

Media calls
Associated Press radio, New York City. Three longish phone interviews for radio over the course of the Egyptian uprising.
Iraq journalists survey research.
With Jeannine Relly developed a 70-question survey on access to information, ethics and challenges for Iraqi journalists.

KEVIN R. KEMPER

Honors and Awards
Research
Research fellow, Native American Journalists Association, Norman, Okla., November 2010-present. Conducting research about free press and information issues for American Indian and Alaska Native tribes.

Conference proceedings and papers presented
Kevin R. Kemper. "Geronimo, Osama bin Laden, and American glory: The ideology of masculine colonialism and the misrepresentation of the Apache Indians in


Other relevant editor-reviewed or research-related publications
Kevin R. Kemper. “It may be a tedious process, but journalists can gain access to deportation hearings.” *The News Media & The Law* (Winter 2011): 10.

Invited scholarly and research-related presentations


TEACHING
In each course taught, especially JOUR 208, Law of the Press, I make an effort to incorporate into most lesson plans certain issues about the law and ethics of journalism by and about diverse people, including but not limited to race and ethnicity, disability, sexual orientation, gender, faith, veteran’s status, etc.

Teaching-related publications

Grants for teaching innovations
Border Journalism Network, Teaching Module Grant, $600, Fall 2011. Created e-book to teach basics of media law in United States, Mexico, and local tribes.

Invited lectures, talks, and presentations in classes
“First Amendment issues,” Journalism Diversity Workshop for Arizona High School Students, School of Journalism, University of Arizona, June 2012.


SERVICE AND OUTREACH
Departmental and school committees/assignments, activities, and citizenship
Diversity initiative coordinator and chair of Diversity Committee, School of Journalism, University of Arizona, October 2011-present. Creating and implementing the School’s diversity initiative with other faculty, staff, and students.
Faculty adviser, student chapter of Native American Journalists Association, 2010-present.
National and international activities
Member of Native American Journalists Association, 2010-present.
Source for journalism about research and teaching interests
Quoted in Aaron Mackey, “Tribal council shuts down Native American newspaper,” The Reporters Committee for Freedom of the Press (July 6, 2011).
Quoted in Kaci Poor, “Two Rivers Tribune controversy sparks First Amendment debate,” Eureka (Calif.) Times-Standard (July 6, 2011).