PART II, STANDARD 3

DIVERSITY AND INCLUSIVENESS

Executive Summary

The school has a long tradition of incorporating diversity and inclusiveness into its curriculum, and initiatives during the past six years have led to positive results in student diversity, instructor diversity, curriculum, and climate. The percentage of racially diverse journalism majors has continued to increase through the years, from 19.5 percent in 2005 to 32.5 percent in 2011, to 36.6 percent in 2016. Females are well-represented in the student and faculty populations. The school still falls short of its goals in faculty diversity, with a quarter of faculty self-reporting as racial minorities. However, the school has made progress since the last site-team visit by hiring a second Hispanic faculty member and doubling recruitment of diverse adjunct instructors to a pool that is 35 percent racially and ethnically diverse. The school continues to infuse diversity and inclusion throughout its courses required of all majors, and through extracurricular activities and high school recruitment.
1. Complete and attach the following tables:
   Table 4, “Area Population”
   Table 5, “Student Populations”
   Table 6, “Faculty Populations”
   Table 7, “Full-time Faculty Recruitment”
   Table 8, “Part-time/Adjunct Faculty Recruitment”

Table 4. Area Population

Service Area: State of Arizona

Based on the most recent Census figures,\textsuperscript{15} what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<table>
<thead>
<tr>
<th>Group</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>4.0%</td>
</tr>
<tr>
<td>White</td>
<td>56.5%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>4.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>30.3%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other race</td>
<td>0.1%</td>
</tr>
<tr>
<td>Female</td>
<td>50.3%</td>
</tr>
</tbody>
</table>

\textsuperscript{15} Based on the Census American Community Survey 5-year estimates for 2015.
### Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

**Academic year: Fall 2016**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>5</td>
<td>18</td>
<td>5.2%</td>
<td>3.9%</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
<td>189</td>
<td>62.5%</td>
<td>51.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>3</td>
<td>0.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>7</td>
<td>2.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>37</td>
<td>73</td>
<td>24.7%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>6</td>
<td>10</td>
<td>3.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>2</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>International students (any race)</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

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16 Fall census count, taken Sept. 11, 2016. These are the most recent figures available. They will be updated for the site visit when Fall 2017 census count numbers are available.
**Table 6. Faculty Populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty.

**Academic year: 2016 – 2017 Full-time faculty**

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>37.5%</td>
<td>6(^{17})</td>
<td>37.5%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>6.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>6.3%</td>
<td>1</td>
<td>6.3%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International (any race)</td>
<td>1</td>
<td>6.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic year: 2016 – 2017 Part-time/adjunct faculty\(^{18}\)**

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>35.0%</td>
<td>8</td>
<td>47.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>5.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>5.8%</td>
<td>1</td>
<td>5.8%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{17}\) One male identifies as a member of the LGBT community.

\(^{18}\) The total pool of 17 adjuncts is 47 percent female and 35 percent minority.
Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty considered</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>10</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.

The school has had a diversity plan since 2002, updated significantly in 2011 and then again in Spring 2017. The school’s diversity coordinator is Professor Maggy Zanger, who led the latest plan update and chairs the school diversity committee. The plan is a living document, updated as needed and designating target goals and timelines for reaching them, including a one-year action plan with deadlines for immediate tasks. The diversity coordinator provides an annual report to faculty to assess progress toward achieving the plan’s objectives, and provides more information on the school’s diversity webpage, linked from the homepage.

The diversity plan begins on the next page.
Diversity and Inclusivity Plan
School of Journalism
University of Arizona
Spring 2017

OVERVIEW

In a state where nearly 31 percent of the population is Hispanic, the University of Arizona School of Journalism recognizes the importance of fostering a diverse and inclusive faculty, staff, and student body, as well as contributing to a more diverse journalism in the 21st century. The faculty is dedicated to the UA’s effort toward “inclusive excellence” and to continuing to build on the school’s longtime commitment to diversity, initiated in the 1960s, to promote an academic community at the forefront of educating students to live and work in a multicultural country and world.

The school’s achievements in diversity and inclusivity are detailed in an annual Diversity Report, submitted each fall, which generally runs from six to 14 pages and includes student club activities, guest speakers reflecting diversity, diversity topics and activities included in classes and outreach; and faculty research, affiliations or trainings reflecting diversity efforts.

The plan outlined below is designed to foster diversity in the recruitment and retention of underrepresented students, faculty and staff and to facilitate incorporation of the concepts of inclusivity and diversity into the curriculum and school activities. In line with UA policy, we seek an environment in the school that fosters awareness of and sensitivity to all people regardless race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ([www.policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://www.policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy))

HIGHLIGHTS

Some highlights that illustrate the school’s ongoing commitment to diversity include:

- Some 37 percent of SoJ’s 475 majors in fall 2016 were minority, an increase from 19.7 percent in 2005. The UA had 36.6 percent minority undergraduates in Fall 2016.
- Among the SoJ students (as of fall 2016):
  - Hispanic students constituted 25 percent (110 students)
  - Black, Non Hispanic constituted 5.2 percent (23 students)
  - American Indian/Alaska Native constituted 0.3 percent (3 students)
  - Asian or Pacific Islander constituted 2.0 percent (9 students)
- The school launched the Center for Border & Global Journalism in 2014 and has sponsored numerous events featuring journalists from many countries and news organizations and reflecting media coverage of diverse global issues. [https://borderjournalism.arizona.edu/](https://borderjournalism.arizona.edu/)
- The school offers dual master’s degrees with Latin American Studies and Middle Eastern and North African Studies and several other departments.
- In a fall 2016 survey of 99 students, 90 percent agreed that the school of Journalism encourages diversity.
- *El Independiente*, the first bilingual community newspaper published by a U.S. journalism program, was launched 40 years ago and continues today as a bilingual magazine focusing on the Latino community in Southern Arizona.
The Arizona Sonora News service that began in 2010 allows students the opportunity to cover news in Arizona and along the U.S.-Mexico border. http://arizonasonoranewsservice.com/

At least four journalism courses are cross-listed with Latin American Studies and Middle Eastern and North African Studies. The SoJ also offers JOUR 344: Journalism, Gender and Multiculturalism, cross-listed with the Department of Gender and Women Studies.

The school hosts a Dow Jones News Fund Diversity Workshop for High School students each summer for minority students in Arizona.

Several faculty members have focused their research efforts on journalists working in the Mexico, U.S.-Mexico border region, Iraq, Brazil, India and Afghanistan. One faculty published an article on the 2013 Malaysian election in the Malaysian Journal of Communication.

A faculty member served more than a decade on the board of the Maynard Institute for Journalism Education, an organization that advocates on behalf of diversity training, inclusive newsroom staffing, and diverse news coverage.

New one-time and repeating study abroad programs have been developed in Costa Rica, Italy, Egypt, Oman and Dubai.

The school was one of two homes to The New York Times Student Journalism Institute that accepts 20 minority students from around the country into a training program to work with Times professionals.

The school completed a three-year project to train Afghan journalism professors, which involved a number of school faculty members and graduate students and brought several Afghan journalism professors into the school for short periods of time.

The school was one of the first universities in the country to launch a student chapter of the Native American Journalists Association and the National Association of Hispanic Journalists, and also has student chapters of the National Association of Black Journalists, Asian American Journalists Association, and Journalism and Women Symposium.

Five faculty and staff members attended the Dow Jones Multimedia Training Academy at University of Texas El Paso, which provides intensive multimedia training for instructors at Hispanic-serving universities.

Four faculty members received fellowships for 12-day Media Development Seminars on Palestine in Jerusalem, sponsored by Palestinian American Research Center.

Several students have been selected for the Chips Quinn Scholars Program for Diversity in Journalism, and several more for the MetPro program to boost diversity in newsrooms in the past five+ years. Other students have had internships or taken jobs in newsrooms as diverse as the Nogales International, Al-Arabiya television, the Egypt Independent, and the Tico Times.

Faculty have served as visiting professors, Fulbright Scholars and/or professionals abroad, including in Mexico, India, Malaysia, Afghanistan, Iraq, South Korea.
GOALS AND METHODS

I. Goal: Recruit a Diverse Student Body

Methods for achieving the goal

A. Appoint a Diversity Committee of faculty members with a chair and one or more students to support the school’s recruitment and retention program for underrepresented groups.

B. Secure funds to pay a part-time recruiter or faculty member, or develop other staff resources, to foster contacts with at least five Arizona high schools with large numbers of Native American, African American, Latino, Asian-American and/or refugee students.

C. Continue to offer each summer the Dow Jones News Fund Journalism Diversity Workshop for minority high school journalism students in Arizona.

D. Develop recruitment strategies to encourage underrepresented students in the general JOUR 150: News in a Digital Age to consider journalism as a potential major.

E. Continue and support courses that serve diversity efforts such as Reporting in the U.S.-Mexico Borderlands; U.S. Press in Latin America; Arizona Sonora News Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.

F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the Tombstone Epitaph.

G. Continue efforts to build relationships with Mexican universities.

H. Explore a certificate in Border Studies by working closely with other units in SBS such as LAS and MAS.

I. Continue to explore a master’s degree in bilingual journalism.

II. Goal: Retain a Diverse Student Body

Methods for achieving the goal

A. Launch a student club for “First Generation” students to assess needs and provide additional support and mentoring.

B. Commit to developing a part-time mentor for students who need additional tutoring to improve writing skills. This could be developed through the First Gen club.

C. Develop a Diversity Award for students to honor graduate or undergraduate students who have excelled in advancing scholarship or news coverage of underrepresented communities.

D. Offer a new online course on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women’s Studies.

E. Continue to make the internship coordinator position a priority with a mandate to seek and place diverse students and in diverse news outlets.

F. Continue to provide students with group and one-on-one mentoring and workshop assistance in crafting cover letters, writing resumes, preparing resume tapes and choosing clips for portfolios.

G. Recognize that inclusivity includes diverse political viewpoints. To encourage critical thinking, faculty will strive to frame and foster discussions of contemporary news events and coverage that reflect a variety of political, fact-
based viewpoints. Faculty will strive to ensure a “safe” environment for classroom discussion.

H. Encourage faculty to take part in some of the Project Implicit social attitude tests at https://implicit.harvard.edu/implicit/takeatest.html to assist them in recognizing and keeping tabs on their possible biases.

I. Continue an annual survey and/or “listening tour” to solicit feedback from students on the school’s efforts at inclusivity.

J. Include in annual student survey questions concerning their perceptions of diversity-related issues, as was done in fall 2016.

K. Continue to invite recruiters from print, broadcast and online news organizations to speak in the school about their expectations of internship and job applicants.

L. Continue to appoint a faculty or staff member to liaise with the Disability Resource Center to ensure the needs of differently abled students are addressed.

M. Continue to reach-out and provide opportunities to individuals with various special needs, including accommodations for physical and mental health challenges.

N. Continue to offer to pay students’ membership fees in journalism organizations that foster diversity.

O. Continue to forge and nurture relationships with editors, producers, news executives, publishers and reporters to build bridges that foster internship and job opportunities for diverse students.

P. Continue to use the Facebook group UA Journalism Diversity Initiative to provide information about diversity-oriented scholarships, internships, fellowships, contests, and job opportunities.

Q. Continue to seek more funding for student travel for research or study abroad opportunities and for conferences.

III. Goal: Recruit Diverse Faculty

Methods for achieving the goal.

A. Invite outside faculty members to campus to lecture to diversify pool of potential candidates for future faculty positions.

B. Make personal contacts with potential applicants at the AEJMC national convention and other conferences of journalism educators and professional journalists.

C. Continue to contact organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, the Native American Journalists Association, Unity: Journalists of color Inc., the National Lesbian and Gay Journalists Association, and the National Federation of Press Women, to be sure that members of those groups are aware of job opportunities in the school. Advertise on their websites.

D. Maintain contact with alumni, especially minority graduates working in the academy or the profession through Facebook pages, personal emails and the Cursor.

E. Seek collaborations and partnerships with organizations such as the American Society of Newspaper Editors, the Robert C. Maynard Institute for Journalism Education, the Poynter Institute and the Society of Professional Journalists, Journalism and Woman Symposium to advance a shared interest in diversity.
issues and training. This would include advertising on their websites and using their networks to seek out potential applicants.
F. Offer nationally competitive salaries in job offers to academics in the field of journalism.

IV. **Goal: Retain a Diverse Faculty**  
*Methods for achieving the goal*
A. Work proactively to correct pay inequities for current faculty.
B. Offer opportunities for continuing education through paying for faculty to attend conferences, workshops and programs that support research and teaching specialties.
C. Connect new and current junior faculty members with academics in and outside of the school to serve as formal and informal mentors.
D. Provide funds for faculty to attend professional conferences and for membership in organizations such as the Asian American Journalists Association, the Black Broadcasters Alliance, the National Association of Black Journalists, the Native American Journalists Association, the National Association of Hispanic Journalists, and the National Lesbian and Gay Journalists Association and others.
E. Provide information to minority faculty and others about fellowships and grants that could help teaching and research performance.

V. **Goal: Recruit and Retain Diverse Staff**  
*Methods for achieving the goal*
A. Follow university procedures designed to ensure that the applicant pool is diverse and that all candidates receive fair consideration.
B. Reclassify staff positions when the opportunity arises, to allow staff members to be eligible for higher pay.
C. Develop job-posting strategies that will encourage diverse applicants.
D. Provide time for training and other opportunities to learn new skills.
E. In evaluations, recognize staff for their diverse interests and skills, including a second language and multicultural experiences.

VI. **Goal: Promote Diversity and Inclusion in the Curriculum**  
*Methods for achieving the goal*
A. Expand and deepen the resources available on the Diversity and Inclusion journalism web site, including funding resources.  
https://journalism.arizona.edu/diversity
B. Provide all faculty members a continually updated Tip Sheet for including diversity in their courses.
C. Include in all faculty orientation programs, a discussion of workshops on campus and creative ways in which diversity-related issues could be effectively communicated in the classroom.
D. Continue to seek external funding for students to do research, writing, photojournalism, and multimedia projects in other nations.
E. Continue and support courses that serve diversity efforts such as Reporting in the U.S.-Mexico Borderlands; U.S. Press in Latin America; Arizona Sonora News
Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.

F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the *Tombstone Epitaph* and the bilingual publication, *El Independiente*.

G. Continue to offer students the opportunity to report in diverse and culturally rich communities that include South Tucson and Tombstone, and in multicultural areas such as the U.S.-Mexico border and overseas.

H. Provide programs and courses that offer instruction with a global context, and give students opportunities to do fieldwork in other countries, especially in Latin America and the Middle East.

I. Seek additional funding to support study abroad (student travel) and diversity courses.

J. Continue to provide Study Abroad opportunities for students to study journalism in diverse cultures.

K. Ensure that the all school media coverage includes events and issues related to people of diverse cultures, economic status, gender, sexual orientation and ableness.

**VII. Goal: Foster a Supportive Environment that Promotes Diversity**

Methods for achieving the goal

A. Offer faculty and staff opportunities to attend diversity-oriented workshops and courses throughout the semester.

B. Include in annual student survey questions concerning their perceptions related to diversity-related issues, as was done in fall 2016.

C. Conduct a “Listening Tour” every other year to get direct feedback from students.

D. Encourage a diversity of political opinion in the classroom. In doing so we will keep in mind the core values that we hold dear:

1. A commitment to facts and to finding truth; recognizing the distinction between complex and contextual notions of objectivity and truth, on the one hand, and willful bias and fake news, on the other.

2. A commitment to free and open communication of ideas, to careful and respectful listening, to adopting an analytic approach to evaluating arguments.

3. To remember that as educators our job to impart to students the skills of critical analysis and questioning that will enable them to form their own views and perspectives. Opinions are likely to change over time, but one cannot unlearn the process of critical inquiry.
Diversity and Inclusivity Action Plan  
School of Journalism  
For Academic Year 2017-2018

In addition to the five-year Diversity and Inclusivity Plan, this action plan is intended to guide faculty and staff efforts during the immediate 2017-2018 academic year.

*Toward recruiting and retaining diverse students, staff and faculty:*

A. Appoint a Diversity Committee of faculty members with a chair and one or more students if possible, to support the school’s recruitment and retention program for underrepresented groups (October 2017).

B. Invite a “diversity fellow” to lecture at least once a year to expand and diversify our pool of potential faculty job candidates (Spring 2018).

C. Launch a student club for “First Generation” students to assess needs and provide additional support and mentoring. Plan at least one organizational meeting in the fall and one in the spring (September 2017 – done).

D. Task Diversity Committee to explore successful strategies for recruiting diverse students from high schools with large numbers of minority students (recommendations due to faculty February 2018).

E. Apply for additional funds for the 2018 Dow Jones News Fund Journalism Diversity Workshop for minority high school journalism students in Arizona (January, 2018).

F. Develop recruitment strategies in the gen-ed Journalism 150: News in a Digital Age to encourage underrepresented students to consider journalism as a potential major (October 2018).

G. Conduct a student survey in fall 2017 that includes demographics and questions concerning student perceptions of diversity-related issues (October 2018).

H. Conduct a “listening tour” in spring 2018 to solicit feedback from students, staff and faculty on the school’s efforts at inclusivity. The Diversity Committee will write a summary of crucial elements from the report for inclusion in next year’s action plan (April 2018).

I. Hold one diversity-related event (lecture, training, reception, presentation) in fall and spring semesters.

J. Offer a new online course, contingent on resources, on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women’s Studies (scheduled for Spring 2018 - done).
3. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The curriculum is designed to reflect a universitywide emphasis on multicultural education and professional journalism’s need for a more representative workforce. Several required core courses ensure every student is engaged in discussions regarding diversity, and most if not all other courses integrate diversity through lectures and assignments.

Diversity issues arise naturally in school courses. Tucson is only 70 miles from the border with Mexico, and has a rich multicultural history. One hallmark of the curriculum is the infusion of diversity concepts throughout each class. Faculty members are encouraged to use diversity principles in each day’s instruction, and are required to include discussion of diversity and inclusion in all syllabi.

Students are introduced to diversity issues in their first required class, Principles of Journalism (JOUR 105). In that course, students are introduced to the idea that journalists have an obligation to serve all people, regardless of race and beliefs. One exercise has students break into groups and brainstorm adjectives and nouns they associate with different races. When those words are written on a board the students realize the extent of stereotypes they inherently hold, and the need to unpack their own beliefs and better understand other cultures.

Similar opportunities occur in the first- and second-semester reporting and writing courses. Instructors discuss the importance of diverse sourcing in the development of accurate, balanced and fair reports. One instructor highlights readings from the “Diversity Toolbox” of the Society of Professional Journalists. Students are encouraged to bring to class examples of reporting – good and bad – that they wish to discuss with their classmates; instructors report that these stories often include examples of gender and ethnic bias. Students examine the content of print, radio, television, and Web news reports to ascertain the backgrounds of sources used in stories. They also are asked to analyze daily coverage in a range of news media to compare what topics are covered and not covered, so they can learn to think critically about news agendas and gatekeeping issues.

The required law course (JOUR 208), in studying the historic libel case of New York Times Co. v. Sullivan, explores the racial climate of the southern United States during the civil rights campaigns of the 1950s and 1960s. Gender equity is discussed in cases about invasion of privacy. Because they report in places where American Indians live, students are taught basics of free press in Indian Country. They learn about accessing records from Mexico, as a way of incorporating alternative thought in their reporting.

Students in the required core class JOUR 439 Ethics and Diversity in the News Media analyze studies about racial bias in crime reporting, gender bias in front-page bylines and ethnic bias in coverage of immigration issues. Lectures focus on how conscious and unconscious cultural filters affect everything from the news agenda to the use of connotative language in descriptions of individuals and groups. Associate Professor Linda Lumsden requires students to read the introduction to Journalism Across Cultures, “Covering the Uncovered: The Evolution of Diversity in News.” They also read Anne Hull’s W. Post series on Latinos in the
South, “Rim of the New World,” in “The Authentic Voice: the Best Reporting on Race and Ethnicity.” Then students brainstorm on where they could “hang out” to capture Tucson’s diversity.

School media, required of seniors to integrate all they’ve learned, focus on issues that expose students to diverse peoples and underrepresented communities. For example:

- *El Independiente*, which has been produced by the school since 1976, is a bilingual magazine that covers the largely Hispanic city of South Tucson and other parts of southern Arizona.

- On the newspaper *The Tombstone Epitaph*, students cover the legendary “Old West” town of Tombstone, which is located in a border county that is 30 percent Hispanic. This provides additional opportunities for students to gain experience covering issues involving diverse communities on an international border.

- Arizona Sonora News provides features, investigative stories and news to news organizations in Southeast Arizona, with a focus on covering issues of diversity.

- The broadcast school media course, Arizona Cat’s Eye, requires students to produce at least one story about the area’s border connections. Previous stories focused on the Day of the Dead, immigrants’ Mexican restaurants, the Hispanic Chamber of Commerce, and nuns crossing the border to provide relief to stranded Mexicans.

In addition to required courses, students are exposed to diversity issues through electives, such as JOUR 344 Journalism, Gender and Multiculturalism.

The school also is helping bolster diversity education nationally. It was one of four programs in the country selected in 2017 by the Robert C. Maynard Institute for Journalism Education to help create a new training program in diversity modules. The Knight Foundation-funded project will pilot the modules in college journalism classrooms, aided by Associate Professor Jeannine E. Relly.

**4. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Because of the emphasis in the school in global and border journalism, students are exposed to courses that provide a window to diverse cultures and global communities. Not only is this introduced in the required JOUR 105 Principles of Journalism and JOUR 439 Ethics and Diversity in the News Media, but students can specialize in Global Journalism, noted on their transcript and diploma, by taking three of the many global journalism electives offered by the school, including JOUR 460 International Media Systems, JOUR 488 Reporting on Latin America, JOUR 426 Reporting the Middle East, JOUR 496F Media Coverage of International Crises, JOUR 496L U.S. Press and Latin America, JOUR 473 Reporting in the U.S.-Mexico Borderlands, JOUR 497B Coups and Earthquakes: Reporting the World, and JOUR 402 Media and Terrorism. The school provides *study-abroad courses* in Italy and Costa Rica.
5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Journalism faculty and staff share the view that their differences are among the school’s greatest strengths. This value has enabled the school to build a culture of inclusiveness, which is communicated to students through faculty attitudes and actions. It is manifested in syllabi, course content, and daily classroom instruction and assignments. There is a collegiality among faculty and staff that facilitates frank discussion about experiences and perspectives. This openness reflects a desire to learn from and educate one another about diversity in supportive ways. Faculty and staff frequently share materials about issues relating to gender, ethnicity, faith, race, and sexual orientation. The faculty policy manual, which is provided to every new faculty member, also has information about these issues.

Associate Professor of Practice Susan Knight, the faculty mentor, works with journalism faculty who might feel challenged in making appropriate accommodations for differently abled students. The UA Disability Resource Center and other facilities make the UA one of the top destination campuses for these students. She also helps faculty members develop teaching methods that reach students who have varied visual and auditory learning styles.

Other faculty and staff who work on diversity issues include the diversity coordinator, Professor of Practice Maggy Zanger, along with the school’s diversity committee (Linda Lumsden, Jeannine E. Relly, and Susan E. Swanberg). Several faculty, including the director, have participated in Safe Zone training and have posted signs in their offices declaring the school as an area that is safe for everyone, regardless of sexual orientation. The faculty meet occasionally to discuss diversity issues, such as a training workshop Oct. 17, 2017, led by the university’s senior diversity officer, Jesus Trevino.

In Fall 2017 the school conducted an inclusive excellence self-audit for how it integrates diversity and inclusiveness throughout 28 different practices, including annual-review criteria, committee processes, hallway art, climate, faculty training, and fundraising. The faculty will review the audit findings in Spring 2018 and implement any needed changes. The audit is part of a new initiative launched by the university’s senior diversity officer and coordinated by the college. Also, Professor Knight participated in a campuswide listening tour to gather comments from students about their experiences and recommendations for improved inclusivity, and the school surveyed its own students in Fall 2016 regarding their perceptions.

Instructors are encouraged to consider all types of differences when they teach about diversity, including age, class and income level, and political ideology. Students are urged to go beyond standard racial and ethnic classifications and develop a deeper understanding of people’s backgrounds. For example, it is not sufficient to write that Tucson has a sizable “Hispanic population.” Students must understand that the population includes people of a dozen ethnicities and religious faiths, with the myriad historical, political and social factors that such varying backgrounds represent. As one faculty member recently stated, “These components of excellent journalism are also an argument for incorporating diversity into everything we do. Without diversity we do not have excellent journalism.”
6. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting underrepresented groups.

The school recruits and retains students reflecting the diversity of Arizona through a variety of practices, some that have been ongoing for decades and some initiated through diversity planning initiated for the past decade.

The most notable recruiting effort is the annual Journalism Diversity Workshop for Arizona High School Students, hosted by the school for nearly 40 years and co-sponsored by the Dow Jones News Fund. This 10-day workshop brings high school students from diverse communities in Arizona to the UA to learn news writing, reporting, editing, video, multimedia, digital design, and photojournalism. They publish their work online and in a printed newspaper. Many of the students go onto college, including in University of Arizona journalism, and then into media careers. Workshop alums include a reporter at the Arizona Republic, producer at KPNX-TV, and Buzzly Media social media manager.

The school also reaches out to high school students from diverse communities, hosting workshops and talks, or visiting the schools. In the past six years such visits have included Hopi High School, Pueblo High School, Tucson Magnet High School, and Sunnyside High School. From 2013 through 2015 the school paid an adjunct faculty member to bolster high school recruitment, particularly within diverse communities. In Spring 2018 the school will work with a Tohono O’odham Ph.D. student from American Indian Studies to help build connections with regional tribes to recruit master’s and undergraduate students.

School representatives attend the Arizona Interscholastic Press Association convention to recruit diverse high school students. At the 2016 convention Director David Cuillier led a session on student press freedom and useful public records high school media can use for enlightening their peers, while recruiting on behalf of the school.

Associate Professor of Practice Susan Knight oversees the 10 student clubs in the school, providing a framework for community among student members, which student life leaders say is critical to student retention. The clubs enable minority students and first-generation students to find community in the school, despite the large and sometimes overwhelming community of the entire UA campus. As the clubs have multiplied, a spirit of cooperation and collaboration has emerged; many of the clubs team up for activities, panels and speakers on topics students feel are important to their communities.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

All students are admitted to the university, and then choose a major. Any student may enroll as a journalism major. They may utilize the school’s adviser and receive professional mentoring from the faculty from their first day on campus.
Until Fall 2017 the school administered a pre-major stage that required students to obtain a B or better in freshman English and Math 105, have an overall grade-point average of 2.5 or higher, and complete JOUR 105: Principles of Journalism with a C or better before becoming a journalism major. The school was the only unit in the college with pre-major requirements, and it appeared to be an unnecessary hurdle and red tape, so the faculty decided to eliminate it. Now students can sign up as a journalism major immediately without meeting the requirements. The school has maintained some of the entrance requirements by integrating them into the pre-requisites for the second class, JOUR 205 Reporting the News, including obtaining a B or better in English composition, C or better in Math 105, an overall GPA of 2.5, and completion of JOUR 105 with a C or better. This maintained some of the rigor of being a journalism major while eliminating some perceived barriers and red tape.

In regard to whether the pre-major or the newly integrated pre-reqs have affected minority enrollment, it is difficult to assess whether the requirement of a B average in freshman English had any impact. It appears, however, that the pre-major did not have a negative impact as the percentage of diverse journalist students has significantly increased since the pre-major went into effect, from 19.7 percent in 2005 to 36.6 percent in 2016.

8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Currently, the university tracks retention overall, but not broken down by race or ethnicity. The school is working with the university to develop a way to track individual students through the program to identify retention rates by race and ethnicity. Given the increasing numbers of minority students, the school believes the retention rate to be strong, but it plans to integrate a quantitative monitoring system when those numbers are available. In the meantime, the school plans to continue developing programs to retain minority students, building on more than 40 years of activities in minority student retention.

When students first enter the major, usually as freshmen, they take JOUR 105 Principles of Journalism, which covers diversity issues and encourages students to join any of the school’s 10 extracurricular student clubs immediately. They include student chapters of the National Association of Hispanic Journalists, first launched in 2007, the Native American Journalists Association, started in 2008, the National Association of Black Journalists, Asian American Journalists Association, and a Journalism and Women Symposium chapter and First Generation Club, both started Fall 2017. The school pays for the students’ dues and provides other financial assistance for programming so that money is not a barrier to participation.

The school seeks to make it clear to students from diverse backgrounds that they are welcome, including placement of photos around the school that represent diverse communities, such as photos featuring a Latina dancer, Day of the Dead participant, and Navajo children. Faculty, including the director, who have completed LGBTQ training post “Safe Zone” signs outside their office doors. The school’s home page states that the school is “committed to fostering diversity and inclusion in and out of the classroom,” and links to a special page listing diversity activities and resources. The program coordinator for outreach integrates photos and
video of diverse students throughout the webpage, including the welcome video on the home page featuring Stephanie Soto, who, as a student, helped KOLD-TV create Southern Arizona’s first Spanish-language news app and now works for Telemundo. The webpage also provides resources for students who feel they have been discriminated against.

In 2016 the school began surveying students and conducting listening tours to assess their perceptions about diversity and inclusion in the school. The survey found that 84 percent of students agree that the school “respects and values their differences,” that 90 percent agree the school “encourages diversity,” and that 93 percent agree the school demonstrates a commitment to meeting the needs of students with disabilities. Three of the 99 students surveyed said they have been a victim of discrimination in the school, and some students offered suggestions for improving diversity, including adding more instructors who are younger and racially diverse.

A diversity Facebook page and listserv are managed by the school diversity coordinator to let students know about scholarships, internships, and jobs that might be of interest to them. Minority students often are awarded prestigious positions within the Chips Quinn Scholars program, which gives training opportunities to young journalists of color, and Dow Jones News Fund Editing Program. The school’s diversity coordinator pays special attention to the retention of minority students, hosting open office hours to discuss problems and leading orientation meetings and socials. The coordinator also worked closely with the school’s academic adviser.

Another way in which the school fosters student retention is through scholarships. The school is able to provide assistance to most majors who apply each spring. The school sets aside 14 percent of program fee revenue, totaling about $8,000, to distribute to students in need. Other sources of funding are scholarships for women and minority students provided by alumni and school supporters. For example, the Concerned Media Professionals $100,000 endowment and Don Carson $60,000 endowment provide scholarships for diverse students and helps them attend such national conferences as the National Association of Hispanic Journalists.

The faculty also improve retention of diverse students by using examples throughout courses that reflect the variety of cultures and peoples in the community and world, as well as by inviting guest speakers from diverse cultures (see list, starting on page 89). In 2017 the faculty launched a new student award for students who demonstrate diversity and inclusion in their reporting or research, given out in May at the school’s annual student awards program called “Just Desserts.”

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19 While the school’s own monetary assistance is awarded without regard to race or gender, U.S. Department of Education guidelines permit the university’s use of privately donated, race-conscious monies when they contribute to an overall university program of achieving a more diverse student body in a Constitutional manner.
9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).

The school has 17 core faculty members, including the director and three part-time professors of practice, all of whom have voting rights, have service obligations, and participate in shared faculty governance. Of the 17 core faculty members, nine are women. Six faculty members are tenured, five of whom are women and two minority (Hispanic and Arab-American). One tenure-track assistant professor is a female. Ten faculty members hold professor-of-practice appointments, of which three are female and two minority (Hispanic and Native American). Five are professors of practice, three are associate professors of practice, and two are assistant professors of practice.

In all, 53 percent of core faculty members are female and 25 percent are minority. The school’s professional staff members comprise a white male, Latino male, Latina female, and two white females. Of the 17 adjunct faculty currently employed by the school, 35 percent are racial minorities and 47 percent are female.

During the last accreditation cycle the school was urged to increase numbers of diverse faculty, particularly Hispanic faculty because only one professor was Hispanic and the school serves a state that is 30 percent Hispanic. During the past six years the school has had three discretionary hires, not including the two partner hires that did not provide for choosing from a pool of diverse candidates. Among the discretionary hires, the school made some progress by hiring a Latino male, in addition to a white male, and a white female. The white female filled a particularly narrow need – the ability to teach media law and science journalism (the school ended up hiring Dr. Susan E. Swanberg, a former city attorney, genetic scientist, and journalist). Attracting minority faculty remains challenging, particularly in Arizona, but the school is working to build upon recent improvements in this area. Toward that end:

- School hiring follows university procedures to ensure equal consideration of all qualified applicants, while encouraging persons of diverse backgrounds to apply. Every university faculty position announcement includes this language: “As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds.”

- Position announcements are placed in the usual widely circulated professional outlets, such as print and online publications of the Association for Education in Journalism and Mass Communication and the Chronicle of Higher Education. In addition, the school contacts organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, and the Native American Journalists Association.

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20 The term “permanent” is used here to describe those faculty members who are tenured or tenure track, or those with career-track appointments (professors of practice), who receive three-year contracts renewable indefinitely. Three professors of practice carry part-time workloads but have full voting rights.
• The school director and other faculty members personally make contact with potential applicants during AEJMC national conventions and other venues. The school director and faculty make extensive use of the alumni network, especially minority graduates working in the academy or the profession.

• The school seeks out diverse adjunct instructors who might work into professor positions in the future. That is how the school added a Latino male to its faculty ranks in 2014 – Rogelio Garcia was a longtime adjunct, highly regarded by students, and hired as a professor of practice in a competitive search. In another example, in Spring 2018 the school will work with a Ph.D. student in American Indian Studies who would like to teach in the program upon graduation. Her undergraduate degree was in journalism, she wrote for Indian Country Today, and is a member of the Tohono O’odham Nation near Tucson.

• The school has proactively invited several assistant professors to campus to get them to know the faculty and the campus for when openings arise in the future. For example, in January 2017 the school paid for a Latina assistant professor to speak on campus, using donations and funds from a university program intended to attract faculty with diverse research and teaching backgrounds. In Spring 2018 the school will submit a proposal to hire the professor as a joint appointment with Latin American Studies.

10. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The school has a history of encouraging faculty success through sabbaticals, professional development leaves, and awards. In the past the school provided two professors of practice who were working on doctorates with the choice of moving to the tenure track after completing their doctoral programs, which they both took. Both are female and one is Hispanic and Pacific Islander. The school provided a professional development leave for a female faculty Fall 2017, and has supported Udall research fellowships for four female faculty members during the past six years. The school also seeks to pair new faculty, particularly women and minorities, with skilled mentors.

The school works proactively to correct pay inequities for current faculty whenever salary adjustment funds become available. During the past six years the school director has provided more than a dozen equity salary adjustments for female and diverse faculty members. The school also nominates women and minority faculty for major awards. Associate Professor Celeste González de Bustamante earned the university’s 1885 Scholar award, which came with a $10,000 prize. Associate Professor Carol Schwalbe won the 2014 AEJMC Scripps Howard Teacher of the Year Award, which also came with a $10,000 prize. Professor of Practice Nancy Sharkey won the college’s top teaching award in 2017.

Faculty members are committed to promoting a strong environment and culture for women and diverse employees, not just within the school but throughout the university. For example, Associate Professor González de Bustamante will serve the next year as assistant director of
faculty initiatives for the university’s Office for Diversity and Inclusive Excellence. Associate Professor Jeannine E. Relly is a member of the college’s diversity committee and also is helping the Maynard Institute develop new diversity teaching modules for the classroom.

Journalism makes every effort to recruit and retain a diverse staff. As with faculty hires, the school follows university procedures designed to ensure that the applicant pool is diverse, and that all candidates receive fair consideration. The director takes advantage of every opportunity to request pay increases for staff. The school has provided computers and other technology for the staff from its discretionary funds. Also, in 2015 the director began a staff development fund to provide up to $1,000 per staff member per year for professional development conferences or training, just as faculty receive. A Latina staff member took advantage of that fund in 2016 for a grant-writing workshop.

11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

The school has a core group of 17 adjunct faculty members, and frequently recruits new adjuncts who are female and minority. The school advertises once a year for adjunct faculty in the first Sunday edition of the Arizona Daily Star that is published after the new fiscal year begins each July. This ad runs continually on the UA Human Resources Web site. The school keeps all résumés that are submitted in response to the ad on file for the year. The school also keeps contact information for any journalist who discusses teaching possibilities with a faculty member or the director throughout the year. The faculty also maintains a list of journalists they believe the school should approach about adjunct teaching, with a special focus on minority and women journalists. When openings become available, the school director contacts journalists on these lists, and informs alumni and other professionals at local news media about adjunct positions.

The school has doubled its minority and female adjunct pool since the last re-accreditation site visit. In 2011-12 the school employed five female adjuncts, one of which was Asian, and one Hispanic male. Today, the school can count on 11 minority and female adjunct instructors:

1. Cathalena Burch, white female
2. James Calle, Hispanic male
3. Michael Chihak, Hispanic male
4. Shannon Conner, white female
5. Lorraine (Rivera) Florez, Hispanic female
6. Sarah Gassen, white disabled female
7. Megan Kimble, white female
8. Irene McKisson, white female
9. Jenni Monet, Native American female
10. Anthony Perkins, black male
11. Daniel Ramirez, Hispanic male
12. Nancy Stanley, white female
12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year is sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list online.)

Below is a snapshot of some of the speakers and visiting professors hosted in school classes for the previous three years. A complete list is included in each annual diversity report provided online and in the workroom materials.

2016-2017

- **Asos Hardi**, an independent Iraqi Kurdish journalist, gave a talk about ISIS. Professor of Practice Maggy Zanger met Hardi while doing a journalism workshop in Iraq.
- **Mohammad Omer**, an award-winning Palestinian journalist and Harvard visiting scholar, spoke to students in November. Omer, who was raised in a refugee camp in the Gaza Strip, talked about being beaten by Israeli soldiers while traveling into the West Bank from Jordan in 2008.
- **Omar al-Salah**, Iraqi reporter with Al-Jazeera, Skyped in from Canada to talk to students in Professor of Practice Maggy Zanger’s Media Coverage of International Crises class.
- **Jessica Retis**, a Latina associate professor at Cal State Northridge, talked to students and faculty about approaches to understanding transnationalism, Latinos, and the media.

2015-2016

- **Azhar Abdul-Salam**, a UA journalism alum and former ESPN producer/reporter in Asia who now teaches at Nanyang Polytechnic University in Singapore, spoke to students in several journalism classes about his career and sports reporting in Asia/internationally.
- **Mike Christy**, staff photojournalist at the *Arizona Daily Star*, presented work on an immigration project for the *Star*.
- **Doug Mitchell**, an African-American journalist and co-founder of NPR’s Next Generation Radio, spoke to students about diversity and multimedia.
- **H. Clarke Romans**, Arizona Executive Director of National Alliance on Mental Health, spoke to students about the challenges in dealing with mental health in the community.
- **Herman Lopez**, a South Tucson City Council member, representing diversity in the community, spoke to students about immigration and the cultural and socio-economic issues surrounding the community’s largely Hispanic population.
2014-2015

- **Fernanda Santos**, the former Phoenix bureau chief for the *New York Times*, spoke to Professor of Practice Nancy Sharkey’s journalism class. Originally from Brazil, she is an accomplished journalist bringing a diverse perspective on many issues.

- **Cesar Barrón**, Hispanic reporter for Radio XENY in Nogales, Sonora, Mexico, was a guest speaker in Associate Professor Celeste González de Bustamante’s course on reporting on the U.S.-Mexico Borderlands.

- **Kamel Didan**, a Muslim associate professor in the University of Arizona’s department of agriculture and biosystems engineering, spoke to students in Associate Professor Jeannine E. Relly’s journalism class about the Muslim community in Tucson. Students also visited the Islamic Center of Tucson.

- Arizona State Rep. **Victoria Steele**, who is Native American, presented at a press-conference style forum attended by students competing in the school’s Finley beginning writing competition, coordinated by Associate Professor of Practice Susan Knight. Representative Steele talked about the election and priorities for the upcoming legislative session and answered students’ questions.

- **Frank Sotomayor**, a Latino journalist who co-founded the Maynard Institute and worked at the *Los Angeles Times* for 35 years, spoke to students about the Latino project of the *L.A. Times* (for which he shared the Pulitzer) and about diversity more broadly. He also outlined the Maynard’s Fault Lines concept for diversity coverage and more broadly about inclusiveness.