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# DIVERSITY: IT'S NOT JUST A BLACK-AND- WHITE ISSUE

OUR PUBLICATIONS SHOULD REFLECT LIFE IN OUR SCHOOL COMMUNITY. IF OUR NEWSPAPERS, YEARBOOKS, MAGAZINES AND BROADCASTS ARE NOT INCLUSIVE ENOUGH TO PORTRAY THE DIVERSITY OF THE SCHOOL COMMUNITY, THEN WE ARE PRESENTING AN INACCURATE REPORT OF THE YEAR. THAT LACK OF ACCURACY UNDERMINES OUR JOURNALISTIC CREDIBILITY.

## >>BY DON BOTT

It's the end of the lunch period on distribution day. You walk the campus and examine the grounds. Among the pizza boxes and soda cans that fill garbage cans (or never made it there) you notice newspapers — folded, spindled and otherwise mutilated. You might even count them. Although you know you shouldn't, you start to measure the success of that issue by how many (or how few) issues got trashed.

Oh, I'm not being critical. I do this campus walk myself. While I'm confident there is something to learn from vaguely checking which stories seem to be popular, we need to turn our eyes away from the newsprint and toward the reader. We need to ask these questions:

Who is reading the paper?  
Who is not?

Several years ago, while on a distribution-day walk, I had to stop myself. A group of Cambodian students were all reading the paper. Up until that day it had not struck me that this group, which would congregate in the same spot every day at lunch and speak in their native tongue, never seemed to care about the paper. But a front-page story about how the school was recruiting Cambodian parents to help monitor the campus had seized their interest.

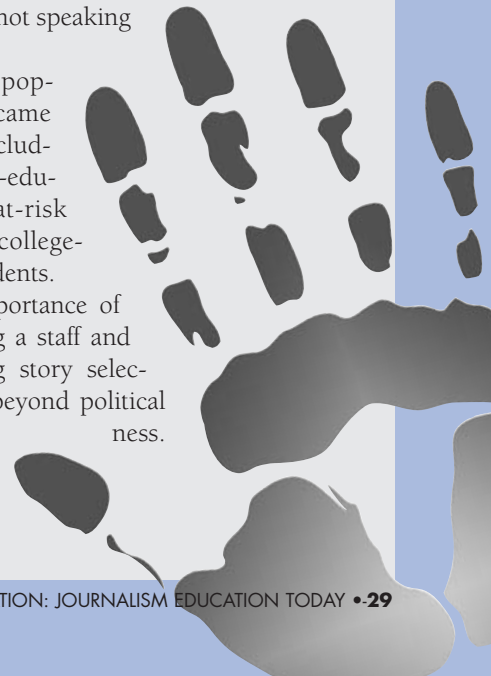
The Cambodian population on our campus has long been significant. However, at least for some of them, especially those enrolled in bilingual classes, the paper had never spoken to them

before. This incident made me think differently about reader reactions. Papers get tossed aside for a reason. Who else had a reason to reject our publication? Who else felt that the paper was not speaking to them?

Many populations came to mind, including special-education, at-risk and non-college-bound students.

The importance of diversifying a staff and diversifying story selection goes beyond political correctness.

When  
true  
diversity



of coverage is a goal, student reporters learn to step outside themselves and consider the entire audience, an audience that is almost always broader than they suspect.

One way to diversify is to

so many story ideas that she planned a three-part series, each looking at a particular special-ed program that deserved high-lighting. By making it a series that examined three distinct programs, the student made the coverage more meaningful than the cursory "What is special education?" story.

In addition to listening, students need to look. I regularly urge my staff members to look beyond their own circle of friends and their own familiar activities. That news editor did not need to be a struggling special-education student to write a story about the program targeting that population.

Similarly, a student who is not homosexual could write a thoughtful profile on a student who is. A student with no gang affiliations could write about someone whose family is entangled in gangs. And a student who is not African-American could report on the disproportionate numbers of African-American students on suspension and expulsion rolls. In all of these cases — all actual stories — students were not attempting to cover diversity. Rather, they were attempting to be good journalists. And sure enough, when a staff encourages the entire school population to speak in a thorough and fair manner, then the goal of diverse coverage will be met.

Unfortunately, for some newspapers, diversity is only skin deep. Although one picture — a Mexican dancer from a recent cultural diversity assembly — dominates the front page, the surrounding stories remain focused on the same narrow group of students. Another issue features the annual coverage of Black History Month, but the African-American students quoted in that story never make it into other, more mainstream pieces.

There is nothing inherently wrong with a stunning front page picture of a dancer or an informative piece about any cultural celebration, but it is important that a newspaper staff not look on certain groups of students as the others — those who have their own assemblies, their own months, their own separate stories.

True diversity in coverage means that all types of students are included in all types of stories — that, for example, African-American students are quoted in stories about computer use and backpack weight, not simply in stories about Black History Month.

Many years have passed since that day I noticed the Cambodian students reading our paper for possibly the first time. Our mission now is much different from what it was then. We are more conscious of our audience, which sits in every part of campus during lunch and takes every type of class. The campus walk needs to be rather long and deliberate to find everyone, but they are out there — and they deserve to be seen and to be heard.

A six-page supplement to the Central High School Register (Omaha, Neb.; Matthew Deabler, adviser) focused on segregation in the school district. "Three years ago, when Omaha Public Schools eliminated forced busing and returned to neighborhood schools, it wanted integration to continue," the supplement's introduction read. Information included charts and maps of the racial makeup of the district and in-depth articles on magnet schools and voluntary busing.

**Living in a sea of white**  
Lack of diversity can be difficult  
By JESSE GARTON  
Gazette Co-editor-in-chief

Scanning the quad at Granite Bay High School, a visitor would realize something — GBHS is dominated by white faces.

More than 85 percent of students at GBHS are white. Four percent are Asian, 4.7 percent are Hispanic, and just 1.6 percent are African American.

For senior Courtney Cooper and other black students at GBHS, the difference of the color of their skin is more inconspicuously realized than a daily issue.

"When I first realized in elementary school that I was black and I was different from all the kids around me, yeah it was bad," Cooper said. "I felt like I was so different from everyone else. But I am just me and go to it, and I understand more just how people are different and that is really doesn't make a difference — it's just the color of your skin."

In Granite Bay, it appears that the majority of black students do not encounter blatant acts of prejudice or discrimination; instead, they hear racial comments at other high schools.

Senior Thomas Scott was watching the GBHS football game at Nevada Union High School in the fall when an NFL fan provoked him with openly racist comments.

"One of the Nevada Union people said, 'So what do you think you are, some kind of nigger or something?'" Scott said. "I was just on the fence and turned around — it offended me and it shocked me that somebody was that ignorant to say something like that. He basically then repeated himself and then I got really offended and luckily I kind of kept my cool."

"I just shocked me because, out of all of my time being in Granite Bay, where it is predominantly white, nobody has ever said anything like racial remarks to me, and then I go up there... That was just a lot of ignorance, now that I think about it."

Like Scott, former GBHS student Lisa Mardock-Waters experienced discrimination as an eighth grader — but not from students unending Gavin, the male teacher junior high for GBHS. Instead, she felt the sting of prejudice when she was playing in a basketball game against Center Junior High.

The Center team leveled a racial background, called "man" and using epithets.

Mardock-Waters left Woodstock after her junior year because she has a higher percentage of students in attendance.

"I actually transferred because of diversity," she said.

**Phone sex DIVERSITY**

Lewis, who is also African American, joined the GBHS faculty as a special-education teacher.

Although Healy is in minority on the GBHS, she is not nervous about teaching a racially diverse school.

**Teacher faces lifetime of trials as a minority**  
By JESSE GARTON  
Gazette Co-editor-in-chief

"The kids on campus are conscious of my color, and they are aware that things are different."  
—Sybil Healy, teacher

She remembers the yelling and the cursing, the antiprimer prejudice and the quiet discrimination.

In fact, she remembers it all.

"I remember we had a basketball game and I was on the bench, and I was just listening."

Granite Bay High School (Calif.) is 88 percent Caucasian. so a story on page one of the Gazette (Jessie Garton and Bryan Early, editors; Karl Grubaugh, adviser) tried to increase awareness of diversity by telling the story of a black teacher. The front-page package also featured interviews with students who talked about racism in nearby schools and told how diversity helps make students well-rounded.

listen. A year or two after the article on Cambodian parents, I had a student journalist who did independent study work during my prep period. She got to know one of my good friends, the chair of the special-education department. Gradually the journalist discovered that she could pick up potential story ideas when the department chair came by my room to chat. One day he told her about the heartwarming success of students in a remedial reading class. He described special-ed students who had made it to high school with only a second-grade reading level and improved several grade levels in the span of one school year.

Because she had kept her ears open, this student, who was the news editor, accumulated

**REGISTER**  
SPECIAL IN-DEPTH REPORT  
FRIDAY, MARCH 29, 2002

**Primary Divisions**

Current Central students are no strangers to the idea of busing. When most were in elementary school, they were bused to achieve racial balance. White students were reassigned to schools in predominantly black neighborhoods and vice versa. Three years ago, when Omaha Public Schools eliminated forced busing and returned to neighborhood schools, it wanted integration to continue.

Voters passed a \$253 million bond issue to improve inner-city schools and the district expanded its magnet program. But despite best intentions, a Register investigation found that racial disparities exist among the district's 59 elementary schools because most children whose parents take...

# 'JOURNEYS' MORE THAN JUST ANOTHER ISSUE

>>BY DON BOTT

We knew from the beginning that it was more than a story. Eventually we discovered that the subject deserved more than a page, more than a double truck spread.

For years the story had stared my students in the face, and no staff, until the Class of 2001, took it on.

To this day what stares my students in the face is diversity. At Stagg High School in Stockton, Calif., the faces of students are every color, the hair is every texture, the voices speak every language.

No matter how much the trumpet is blared that diversity is celebrated, many students on campus are disregarded, reduced to stereotypes.

My students rejected the stereotypes and asked questions. Where do they all come from? What sacrifices did they and their parents make to get here? What have they given up and what have they retained?

Soon students named the supplement "Journeys." The eight-page special section looked at the many paths students had traveled before arriving on this one campus.

During one of the many discussions prior to publication, the staff took an informal poll. How many had at least one grandparent whose first language is not English? Of the 24 staff members, almost every hand went up. This was a mainstream group of students, almost all college-bound. However, they came from so many different worlds.

As the year progressed and we got closer to publishing this spring supplement, the co-editors in chief became passionate about their subject. These were real people, real stories and, in some cases, real tragedies.

Populations that had long been lost in the shadows were spotlighted in these profiles. No one would be able to read these stories and easily repeat the cliché, "Why don't they just go back where they came from?"

In the days and weeks after publication, students and teachers walked to our classroom to thank the enterprising staff members. At times, the readers had tears in their eyes. Doors were being opened in more ways than one.

Within months, the local newspaper emulated "Journeys" with its own special section entitled "Faces of Stockton." An idea that first reached thousands of readers touched tens of thousands.

Last April, more than a year after the original publication of "Journeys," JEA and the Kalos Kagathos Foundation recognized the Stagg Line staff with the Student Journalist Impact Award. "Journeys" was not simply about covering diversity. The supplement was about good journalism. It made an impact.



"Journeys," an eight-page February 2001 supplement to *The Stagg Line*. Francine Martinez and Joey Whillhite, co-editors. "Journeys" included articles about how busing changed the district, accounts of teachers who fled Vietnam, the challenges of becoming a U.S. citizen and charts showing how the school district had changed from being 65 percent Caucasian in 1975 to being 22 percent Caucasian in 2000 with 36 percent Asian, 23 percent Hispanic and 12 percent black.



# TIME OUT

TRUE DIVERSITY IN COVERAGE MEANS  
THAT ALL TYPES OF STUDENTS  
ARE INCLUDED IN ALL TYPES OF STORIES



## >>CHECKLIST

### FIRST

- Discuss the importance of accuracy in journalism and how that accuracy can be achieved.
- Complete first part of pre-analysis without any research.

### SECOND

- Research the demographic makeup of your school regarding the following characteristics:
  - race/ethnicity
  - gender
  - classification
  - involvementCompare the actual figures to your pre-conceived notions.

### THIRD

- Using several issues of last year's newspaper, this year's newspaper or last year's yearbook or a compilation of broadcasts, complete an analysis sheet on every story.
- Tally those results using the tabulation sheet.

### FOURTH

- Complete discussion regarding accuracy.

## >>WHAT IS IT?

Back in 1999, the Associated Press Managing Editors Diversity Committee with support from the American Society of Newspaper Editors (ASNE), the Freedom Forum and the Maynard Institute decided they wanted to link diversity and credibility. They wanted to reach beyond editors and into newsrooms to encourage journalists to change the way they look at diversity.

Considering diversity as an element of accuracy, APME wanted to view diversity not as a value that is apart from our core journalistic values but as part of the core. APME aimed to confront and to address our weakened credibility with readers and to better diversify our newsrooms and our news coverage. Without addressing diversity in reporting and editing, journalists are not fulfilling their missions to report accurately on the communities they cover. In 1999, this foundation formed the basis of a nationwide exploration: The National Time-Out for Diversity and Accuracy.

Using the language of the newsroom — taking a content-focused approach to this diversity conversation — created consensus in most newsrooms because every journalist shares the basic value of accuracy. Reframing the issue can provide motivation for significant change.

While America's editors say they value diversity in their newsrooms and in their coverage, change has been incremental. This study is not intended to undercut the business case for covering a diverse community nor to diminish a principled commitment to recruiting and retention.

Moreover, we're aware that we're not the first to think about diversity as a journalism issue. In fact, without decades of hard work by many to make our newsrooms more inclusive, we would not be at the point where we can even have this conversation.

## >>GOALS

1. We want our publications to be accurate reflections of our student communities. Taking a look at the makeup of our school communities and the content of our publications ought to help us cover our communities more effectively.
2. We want to celebrate the successes that make our publications more reflective of our communities.
3. We want to determine what more can be done and, as a collective group of scholastic journalists, to make a commitment to change that can be demonstrated through tangible results.

## >>METHODOLOGY

The first part of this Time Out is to set aside some time to discuss the importance of accuracy in journalism and its relation to credibility. At the same time, discuss how coverage of all factions of a school's population increases our ability to report accurately on events and people of interest to the readers. As part of this initial discussion, complete the pre-analysis form. Are your perceptions of your school community accurate? If not, why not? How might that influence coverage?

Then take several of last year's newspapers, recent issues of the newspaper, the magazine or the yearbook or a compilation of broadcasts and complete the detailed analysis. Regardless of your perceptions, who are you actually including in your publication? Then tabulate the results.

Finally, discuss what you can do to improve your accuracy, credibility and to diversify your coverage.

Don't hesitate to tailor the materials to meet your needs. We encourage every staff to take its own approach. You may use the tools provided here, modify them or ignore them. What is important is that you take a close look at your staff and your publication's coverage. As you complete this self-study, keep in mind that our goal is to make scholastic journalism more accurate by making our publications and broadcasts more inclusive and more reflective of our school communities.

## >>PRE-ANALYSIS

This exercise should serve as a reality check for your staff. The results of the analysis will be important parts of your Time-Out discussion.

# TIME OUT STEP 1

## PRE-ANALYSIS

### >>INSTRUCTIONS

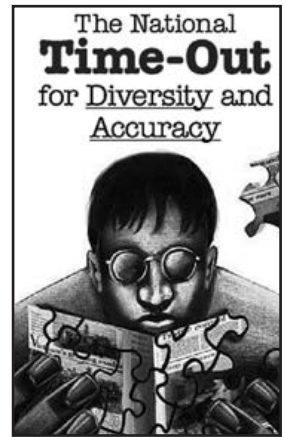
Using the space provided or your own paper, answer the questions below.

- Does the student media coverage accurately reflect the diversity of the school community?  
 Yes       No
- Do we need to change our approach to coverage?  
 Yes       No
- What specifically do we do to guarantee coverage that is relevant to all groups in our school?  
 (For example do we have beats, regular contacts with all groups, an opportunity for any student to submit story ideas or articles for use in the student media?)
- Thinking about our coverage, decide what choices we make about sources or emphasis that may lead us to portray the school community less than accurately?
- What else should we do specifically to make our coverage a more accurate reflection of all the students in our school?
- Does the makeup of our staff accurately reflect the school's diversity?  
 Yes       No
- Do we need to change our approach to recruiting staff members?  
 Yes       No
- What do we do specifically to recruit a diverse staff?
- Specifically, what else could we do to recruit a staff that would more accurately reflect our students?

### >>WORKSHEET

In the space provided, first estimate the various populations within your school population. Then research to find out the actual numbers.

	What do you think it is?	What is it really?
A. American Indian	_____ %	_____ %
B. Asian	_____ %	_____ %
C. Black	_____ %	_____ %
D. Caucasian	_____ %	_____ %
E. Hispanic	_____ %	_____ %
F. Male	_____ %	_____ %
G. Female	_____ %	_____ %
H. Gay/Lesbian	_____ %	_____ %
I. Athletes	_____ %	_____ %
J. Members of school sponsored clubs	_____ %	_____ %
K. Members of non-school sponsored clubs	_____ %	_____ %
K. Freshmen	_____ %	_____ %
L. Sophomore	_____ %	_____ %
M. Junior	_____ %	_____ %
N. Senior	_____ %	_____ %
O. College bound	_____ %	_____ %
P. Special education	_____ %	_____ %
Q. Qualify for free/reduced lunch	_____ %	_____ %



The original *Time-Out for Diversity and Accuracy*, May 17, 1999 by Associated Press Managing Editors and American Society of Newspaper Editors

We want to accurately reflect life in our communities. If our publications are not inclusive enough to regularly portray the diversity of those communities, then we are presenting a fundamentally inaccurate report. That lack of accuracy undermines our journalistic credibility.

The terminology for race/ethnicity follows *Associated Press Stylebook*, 2001.

# TIME OUT STEP 2 STORY / PHOTO ANALYSIS

**INSTRUCTIONS:** The Fault Lines are reflected in the sources, subjects and topics of photos, stories, columns and editorials. Sources provide information for stories. They are quoted and paraphrased in stories. Subjects, the persons whom the story is about, may or may not be quoted. Only the sources of stories should be analyzed. Only the dominant subjects in photos should be analyzed.

impossible to determine involvement if the person's activities are not stated in the story or obvious from the photo. When possible, do a little research to find out what activities the source may be involved in. The audit can analyze only fault lines that are explicitly stated/visible in the story/photo or those that can be determined through (1) direct or common knowledge (such as in the yearbook) and (2) information accompanying the story.

Every subject/source, in theory, reflects all five fault lines, but rarely are all five explicitly stated. For example, one can, by and large, determine the gender of a subject/source by the name, but it's often

If a story does not state or indicate a particular fault line, enter X for "can't determine."

DATE: \_\_\_\_\_ VOLUME/ISSUE: \_\_\_\_\_ PAGE: \_\_\_\_\_ KEY WORDS IN HEADLINE: \_\_\_\_\_

**1. STORY TYPE**  breaking/spot news  one  two  three  four  five  
 feature  six  seven  eight or more  not applicable  
 opinion (includes columns, editorials, reviews)  
 sports

**2. PLACEMENT**  page one  
 major story  
 minor story or caption only

**3. TOPIC**  athletic event/sports  
 club activity  
 non-school-sponsored group activity  
 arts/entertainment  
 academics  
 personality profile  
 feature/human interest  
 administrative decisions  
 science/technical/health  
 religion  
 community event  
 other (specify) \_\_\_\_\_

**4. LOCATION OF EVENT**  on campus  
 school activity off campus  
 non-school activity off campus  
 home  
 business  
 other (specify) \_\_\_\_\_

**5. IMAGES** Does the story have images?  yes  no

**NUMBER OF SOURCES IN STORY**

1  one  two  three  four  five  
 2  six  seven  eight or more  not applicable  
 3  
 4  
 5  
 6  
 7

SOURCE/SUBJECT	RACE/ETHNICITY	GENDER	CLASSIFICATION	INVOLVEMENT
1				
2				
3				
4				
5				
6				
7				

**FAULT LINES**

**RACE/ETHNICITY**  
 1. American Indian  
 2. Asian  
 3. Black  
 4. Caucasian  
 5. Hispanic  
 6. Mixed race  
 7. Other (specify)  
 X. Can't determine

**GENDER**  
 1. Male  
 2. Female  
 X. Can't determine

**CLASSIFICATION**  
 1. 7th grade  
 2. 8th grade  
 3. 9th grade  
 4. 10th grade  
 5. 11th grade  
 6. 12th grade  
 7. Faculty/staff  
 8. Community member  
 9. Other (specify)  
 X. Can't determine

**INVOLVEMENT**  
 see below

**INVOLVEMENT**

**Instructions:** Often, student reporters tend to interview students much like themselves – involved on campus. Therefore, to assist in further analyzing the perspectives in coverage, enter one of the following numbers to indicate involvement. If not obvious from the story, this may require some research. List more than one if necessary.

1. athlete..... (students actively involved in competitive sports)  
 2. student government..... (elected class officer or student government representative)  
 3. academic club member..... (active members of academic clubs such as the Spanish Club, Math Club, Drama Club, DECA, etc.)  
 4. non-academic club member..... (member of other clubs such as the Chess Club, Diving Club, FFA, ROTC, etc.)  
 5. musician..... (member of school-sponsored band, choir or orchestra)  
 6. publications staff member..... (member of school-sponsored publications staff – writer, designer, editor, photographer etc. for yearbook, newspaper, magazine, etc.)  
 7. honor society..... (member of NHS, Mu Alpha Theta, Quill & Scroll or some other academic honor club)

8. uninvolved..... (not involved in any school-sponsored activities)  
 9. sponsor..... (sponsor of school-sponsored club, sport or activity)  
 10. administrator..... (principal, assistant principal, counselor, etc.)  
 11. staff..... (secretary, school nurse, hall monitor, etc.)  
 12. parent  
 X. can't determine



# STORY/PHOTO ANALYSIS SAMPLE

**PUBLICATION** .....Northern Lights, North Central High School, Indianapolis, Ind. (Caitlin Carroll, editor; Tom Gayda, adviser)  
**DATE** .....Sept. 3, 2002  
**PAGE** .....5  
**HEADLINE** .....Staff works hard to set schedules  
**STORY TYPE** .....news  
**PLACEMENT** .....major story  
**TOPIC** .....administration  
**LOCATION** .....on campus  
**IMAGES** .....yes

**SOURCE 1**  
**RACE:** 3 – Black  
**GENDER:** 1 – Male  
**CLASS:** 7 – Faculty/staff  
**INVOLVEMENT:** 10 – administrator

**SOURCE 2**  
**RACE:** 4 – Caucasian  
**GENDER:** 2 – Female  
**CLASS:** 7 – Faculty/staff  
**INVOLVEMENT:** 10 – administrator

**SOURCE 3**  
**RACE:** 4 – Caucasian  
**GENDER:** 2 – Female  
**CLASS:** 5 – 11th grade  
**INVOLVEMENT:** X – can't determine

**SOURCE 4**  
**RACE:** 4 – Caucasian  
**GENDER:** 2 – Female  
**CLASS:** 7 – Faculty/staff  
**INVOLVEMENT:** 10 – administrator

Counselors Missy Logie and Victor Newsome work hard to finish issuing student's schedules.

## Staff works hard to set schedule

By Vince Scott  
publications@msdwt.k12.in.us

Many Students have often wondered what happens to those course selection sheets we all turn in every year. "I always thought that they just put all the classes each kid wants in the computer and it gets sorted out," junior Becky Kinkaid said.

There is a very complex process involved in placing all students correctly. In February the counselors begin to confer with other administrators to try to put kids in classes.

"We meet with the department heads to talk about what policy changes there will be for the next year and how many of each class there will be but often times the number of classes are decided by how many students signed up," guidance counselor Amy Marsh said.

The teachers are involved next.

"The department heads then meet with the teachers and decide which teacher will teach what course," Marsh said. The teachers that instruct honors or AP classes do not change much from year to year but there are exceptions. This is where the selection sheets come in.

"We (the counselors) enter each students course selections into the computer and it spits out a card with the students courses," Marsh said.

"These aren't guaranteed but it gives us a pretty good idea of what we need. Summer school has a lot to do with it too. If a student signs up for forming classes.

"Mr. Lattimer then takes a master list and builds the classes," Marsh said.

Every grade has classes they must take each year and then they are divided up as evenly as possible to try to create the smallest class possible. He then meets with the department heads to make sure assignments work and that all students meet eligibility requirements.

This is when new students are placed in classes and conflicts worked out.

"If a student has a conflict we put them into classes that are open for their grade level and then are put into electives based on availability," Marsh said.

"Conflicts most often occur when students are taking classes if limited number of periods. There are some classes such as Gumbo that only meet one period a day. This sometimes causes the computer to think that a student can not take their requested classes but we work it out." The final step is to get approval from Lattimer and department heads for all of the classes.

"During the first few weeks before and during school we, apologize through and mess up all of Mr. Lattimer's hard work," Marsh said.

"The problem this year is that our school is so crammed full of students. All the junior English classes are full so new juniors are being put into already full classes, which at all costs we try to avoid, but some

### >>ANALYSIS

- Decide which issues of your publication you will analyze and for what period of time. The more issues you pick for analysis or the more pages you analyze, the more accurate your outcome will be.
- Use a separate copy of the story/photo analysis tool for each story or image you pick.
- Review the instrument with each person participating in this exercise. Use the sample above as a model. This instrument is designed to be easy to use. If information about a source is not easily accessible, mark it "can't determine" and move on.
- Once you collect the completed instruments, you may find it helpful to do a quick tally as a basis for discussion.
- Tabulate the data using the tabulation form, a spreadsheet (such as Microsoft Excel) or even data-analysis software.





# TIME OUT TABULATION

## >>INSTRUCTIONS

**For a general analysis, use this form to tally the content of your publication. From this tabulation, you should be able to get answers to the questions such as**

- Do we include males and females in our publication in relative proportion to our school population?
- Do we include all races/ethnicities in our publication in relative proportion to our school population?
- Do we cover all classes fairly? Or do we exclusively favor upperclassmen?
- Do we "over-cover" students who are involved on campus while omitting those not involved in traditional school activities?

**For a more in-depth analysis, use data-analysis software. Through the use of such software or manual cross-tabulation, you can get the answers to such questions as**

- Do we tend to cover upperclassmen in news stories but include more underclassmen in features?
- Do we cover minority students in features adequately while not including them in news stories?
- Do we give adequate coverage both to administrative viewpoints and to informed student viewpoints in news stories?

## RACE/ETHNICITY

---

- |                    |              |                                     |
|--------------------|--------------|-------------------------------------|
| 1. American Indian | 3. Black     | 5. Mixed Race                       |
|                    | 3. Caucasian | 6. Other                            |
| 2. Asian           |              |                                     |
|                    | 4. Hispanic  |                                     |
|                    |              | 7. Can't determine from story/image |

## GENDER

---

- |         |           |                                     |
|---------|-----------|-------------------------------------|
| 1. Male | 2. Female | 3. Can't determine from story/image |
|---------|-----------|-------------------------------------|

## CLASSIFICATION

---

- |              |               |                                     |
|--------------|---------------|-------------------------------------|
| 1. 7th grade | 4. 10th grade | 7. Faculty/staff                    |
|              |               | 8. Community member                 |
| 2. 8th grade | 5. 11th grade | 9. Other                            |
|              |               |                                     |
| 3. 9th grade | 6. 12th grade | X. Can't determine from story/image |

## INVOLVEMENT

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- |                             |                              |                                     |
|-----------------------------|------------------------------|-------------------------------------|
| 1. Athlete                  | 5. Musician                  | 9. Sponsor of club                  |
|                             |                              |                                     |
| 2. Student government       | 6. Publications staff member | 10. Administrator                   |
|                             |                              |                                     |
| 3. Academic club member     | 7. Honor society member      | 11. Staff                           |
|                             |                              |                                     |
| 4. Non-academic club member | 8. Uninvolved                | 12. Parent/community member         |
|                             |                              |                                     |
|                             |                              | X. Can't determine from story/image |



## TIME OUT STEP 3

# POST-ANALYSIS

### >>INSTRUCTIONS

**Using the space provided or your own paper, answer the questions below regarding some of the individual stories you analyzed.**

#### **ACCURACY: Sources, subjects, background information, context**

Would the story or image more accurately reflect the school community if additional diverse groups were represented?

#### **CHOICES: Sources, subjects, placement, headlines, photo and graphics**

What makes the story or image newsworthy? Why?

#### **CONSTRAINTS: Deadlines, space, resources, staff leaders**

What do you think affected the choices here?

#### **OPPORTUNITIES**

What choices could turn constraints into opportunities that would make a similar story or image more complete and more accurately reflect students in the future?

**After you've analyzed some specific stories, discuss the following questions in small groups or as a staff.**

1. Who are your audiences? What audiences do you want to reach?
2. After examining the data collected from the audit, do you think you are reaching the audiences most important to you and your newspaper?
3. What are the three gaps you believe are the most important for your publication to address? How can you fill those gaps?
4. How well does the coverage convey history and background about events or issues?
5. How well does the coverage – through words or images – convey the impact of what's being reported on individuals? On different groups in the community? On the entire community? In what ways does the coverage compare the news to similar events or situations?
6. Overall, how well does the coverage convey multiple dimensions or perspectives across the fault lines of race, gender, classification and involvement?

# STAFF MUST BE AS DIVERSE AS COMMUNITY

>>COMMENTARY BY DON BOTT

A school newspaper cannot truly represent the school unless the staff is, as much as possible, representative of all students.

As noble as this goal may be, it does have its obstacles.

For one, it is probably not desirable to have the at-risk population fully represented on staff because dependability is a prerequisite of a good reporter. Staff members, however,

need to listen to the voices of these disenfranchised students. Students who can interact with those who are on the margins of high-school society can bring in outstanding stories and perspectives. It may even be worth recruiting a student who was once at-risk.

For schools with a significant bilingual population, another obstacle to full representation is that those students with limited English skills would struggle on staff. Students who know that population, especially those who once were in bilingual programs, are excellent to have on staff because they can move between both worlds.

A third obstacle is that in the name of diversifying a staff it is easy to fall into the trap of "bean counting." Once an adviser is filling a quota rather than building a staff, the process is ruined. Evaluations of prospective staff members must always take into account what they can contribute to the staff. To put it bluntly, each individual must bring more than simply a last name.

For schools fortunate to have a beginning jour-

nalism class, the adviser should work diligently with counselors, colleagues and middle school liaisons to identify all types of students who have the potential to succeed in journalism.

Groups that are traditionally underrepresented in journalism classes tend not to subscribe to newspapers and to news magazines. These students with the aptitude may never think about journalism until an adult approaches them. Sure enough, these students may begin the year with their guard up, not fully interested in the subject, but once spring arrives many are eager to sign up to be on the next year's staff. They enroll because they want to, and they begin their tenure with skills. That is a recipe for success.

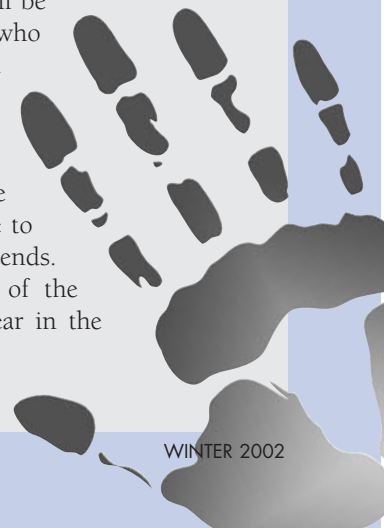
Still, the work cannot end once students have made it onto the staff. Every newcomer should have a continuing staff member who will serve as mentor. That way, there is a peer who is helping, pushing, encouraging. However valuable it may be for the adviser to pay a compliment to a new student, it is at least as valuable, if not more so, when peers offer praise.

Once a staff becomes more diverse, it is likely to stay that way. After all, a diverse staff does not represent simply one elite group so it will be able to attract many younger students who will see friends, or at least potential friends, in those who wear the shirts and distribute the papers.

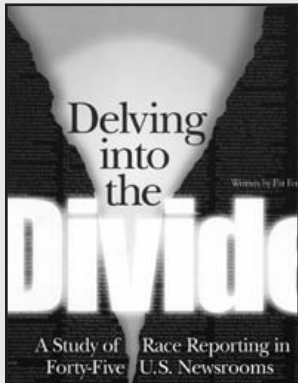
Because a newspaper staff inevitably becomes a group of friends, the adviser should do everything possible to ensure that it be a broad circle of friends. The results pay off in the breadth of the awareness and the insights that appear in the publication.



In the clubs section, the *Pegasus* yearbook (Homestead High School, Cupertino, Calif., Michael Huang, editor; Lisa Ehresman, adviser) talked about All Colors Equal (ACE), Alliance, Asian American Club, Indo-Pak and Jew Crew along with other clubs. "Even though we are in America," Asian American Club President Ying Yu said, "we should never forget our culture...."



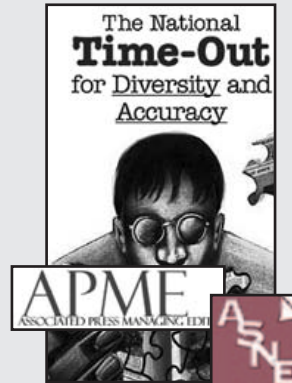
# REFERENCES



Written by Pat Ford and produced by the Pew Center for Civic Journalism in 2001, *Delving Into the Divide* explored specific cases where publications had worked to diversify their coverage. Examples include everything from including Web coverage, getting the community involved in listening. In all nine chapters, there are examples of print-media coverage that can serve as guides for other publications. Each chapter also includes a set of "tips" — lessons learned.



Published in 1992 by the University of Iowa School of Journalism and Mass Communication, *Breakthrough: A Multicultural Guide to High School Journalism* was the outcome of a symposium funded by The Freedom Forum at the university. It contained case studies, lesson plans and discussion of everything from training and coverage to staff recruitment and retention.



In 1999, the Associated Press Managing Editors and American Society of Newspaper Editors developed the Time Out concept and published *The National Time Out for Diversity and Accuracy*. In general, the premise was to have staff members take time out of their schedules to specifically look at how they covered their communities. The fourth Time Out was held in 2002. You can get detailed information on past as well as current Time Out projects from [www.apme.com](http://www.apme.com) or [www.asne.org](http://www.asne.org).



On the Journalism Education Association Web site, JEA maintains a list of associations, everything from the Asian American Journalists Association to the National Association of Black Journalists to the Native American Journalists Association. In addition, JEA has information on its own multicultural commission.



**The MAYNARD INSTITUTE for Journalism Education**  
401 - 13th St., 9/F  
Oakland, CA 94612  
[www.maynardije.org](http://www.maynardije.org)

The Maynard Institute for Journalism Education provides a myriad of resources, one of which is "Reality Checks," an in-depth approach at analyzing a publication's coverage. The charts included in this issue are modeled after those created by the Maynard Institute.

## >>Exchange Publications

Publications from other schools provide perhaps the best resource. Exchange papers, magazines and yearbooks. Also, exchange broadcast tapes. See how other staffs cover their school.



The Dow Jones Newspaper Fund hosts summer workshops on college campuses around the country allowing minority high-school students to experience working for a professional-quality publication. Students are taught to write, report, design and lay out a newspaper. The programs usually last 10 days and are free to students selected to participate. The aim is to help students of color consider and choose a newspaper career early in their educational experience. Newspapers in the United States are striving to improve ethnic diversity on their staffs. <http://djnewspaperfund-dowjones.com>

### TOP

An article on diversity week by Jonny M. Lee in the *CARILLON* (Bellarmine College Preparatory, San Jose, Calif.; Kit deAngelis, Elliot Block and Zach Horn, editors; André Mathurin, adviser) talked about how, through food, music and presentations, the students experienced "the cultural richness of the Bay area."

### MIDDLE

For the Olathe South High School (Kan.) *TALON* yearbook (Erin May, editor; Vicki Kohl, adviser), covering diversity meant reporting on different foods and religions.

### BOTTOM

An article by Farida Chehata in the *VOLSUNG* (Downey High School, Calif.; Bryan Basso, Marlene Martin, editors; Mark Child, adviser) explored students' reactions to Sept. 11. "It (changed) the way people looked at you, the way they talked to you. Some people did look and stare. They thought we were supporting Osama bin Laden," said Abbas Azher. He, like a large portion of the Islamic population in this country, felt a sort of backlash from the events of Sept. 11...."

