

Diversity Toolkit

AN EASY-TO-USE INSTRUCTIONAL GUIDE FOR DIVERSITY TRAINING WITHIN
THE WORKPLACE—CONTAINING ONE-DAY, HALF-DAY AND ONE-HOUR
PROGRAMS, USER-FRIENDLY WORK SHEETS, TUTORIALS AND RESOURCES

■ THE FOUNDATION FOR ■
RTNDF
ELECTRONIC JOURNALISM

Diversity Toolkit

AN EASY-TO-USE INSTRUCTIONAL GUIDE FOR DIVERSITY TRAINING WITHIN
THE WORKPLACE—CONTAINING ONE-DAY, HALF-DAY AND ONE-HOUR
PROGRAMS, USER-FRIENDLY WORK SHEETS, TUTORIALS AND RESOURCES

■ THE FOUNDATION FOR ■
RTNDF
ELECTRONIC JOURNALISM



“ A lot of right-thinking people who are in the majority and who hold the positions we seek understand it is the right thing to do and it’s good business practice to diversify their companies and their news departments.”

Paula Madison
President & General Manager
KNBC, Los Angeles

TABLE OF CONTENTS

About This Toolkit	1
Introduction	2
Case Studies	
About Race: In the Newsroom	4
Making a Difference by Embracing Differences	5
About Race: Audience Perceptions	6
Muslims in America	7
The Color of Voice	8
Bridging the Gap.....	9
Training Workshops	
Preparation	10
One-Hour Timeline.....	12
Three-Hour Timeline.....	13
One-Day Timeline.....	15
Resources.....	17



"There are so many different cultures,
different opinions and attitudes and you'd be
doing an injustice if you don't try to reflect
what the population is made of."

Julie Chin
Assistant News Director
KGO-AM, San Francisco

ABOUT THIS TOOLKIT

The Radio and Television News Directors Foundation (RTNDF) developed this workbook and video toolkit as a resource for newsrooms wanting to increase the diversity of their staff and news content.

"A lot of right-thinking people who are in the majority...understand it is the right thing to do," says KNBC-TV president and general manager Paula Madison, who is African American. And she points out there's another reason diversity matters to news organizations. "It's good business practice," she says.

The business case for diversity is based in part on the changing American audience. In many big U.S. cities, "minorities" are the majority. According to government statistics, the Hispanic population is growing five times faster than the general population. The Asian-American population is growing eight times faster. The combined buying power of African Americans, Hispanics and Asian Americans is estimated at more than \$900 billion. Stations (and advertisers) want to attract those viewers. A more diverse news staff and more diversity in coverage is one way to do it.

A diverse newsroom also is positioned to do better journalism. Newsrooms that reflect the makeup of the communities they serve are more likely to find stories that others miss. "People from different communities, in their neighborhoods, in their families, in their churches, in their spouse's workplace, in their boyfriend's or girlfriend's workplace, they hear things," says news producer Randall Yip, who is Asian American. "They talk to people and they bring different things to the newsroom."

The issues surrounding diversity are complicated, however. The most effective way to explore them is to devote a full day to a training session led by a skilled facilitator. It's not always possible for news organizations or journalism conferences to set aside that much time for any one topic; it's hard to schedule training when news happens 24/7. So the toolkit provides several options. You can choose the time frame and approach that best suits your schedule. The toolkit includes guidelines for holding a one-day, half-day or one-hour program to conduct exercises, view video and discuss the issues that arise.

In addition to the workshop guidelines, this booklet includes tips and tools from news leaders and journalism groups for solving the diversity puzzle, plus a list of online resources and contacts.

The toolkit DVD showcases five in-depth stories about diversity, as well as interviews with news leaders of color. Three of the stories are from the San Francisco market, one of the most diverse in the country, where local stations have produced more prize-winning work about diversity than in any other single market.

We hope you will find this toolkit to be a useful resource to encourage candid discussion and positive steps to seek and achieve diversity in your newsroom and in your newscasts. We welcome your feedback.

Deborah Potter
Executive Director, Radio and Television
News Directors Foundation
dpotter@rtndf.org

INTRODUCTION

By Dan Rosenheim
News Director, KPIX-TV, San Francisco

Why should broadcast journalists care about diversity?

Isn't race a stale, "policy" issue that doesn't make for good television? Aren't racial discrimination and inaccurate racial stereotyping a thing of the past in our newsrooms and on our air?

This RTNDF toolkit answers these questions with a resounding "no."

Not only can race relations be an appropriate topic for local newscasts, it ought to be. Journalists should incorporate diverse voices in their stories, no matter what the subject, but too often, they don't. And diversity isn't just an issue to be covered in the news. It's also an issue to be addressed in our workplaces. Racial stereotyping and discrimination remain problems that, unless addressed aggressively, can undermine the quality of our newscasts and the morale of our newsrooms.

We all know there has been progress toward creating equality and harmony within America's diverse population. The Civil Rights Act of 1964, the Voting Rights Act and other legislation that followed

have made racial and gender discrimination illegal, creating new economic, educational and social opportunities for people of color. And yet, it would be hard to find many people who would argue that America is a land of racial harmony, or that racism is dead. In the words of Professor Cornel West, whose 1993 book on the topic had a profound influence on how we view race in America these days, "Race Matters."

Today, in the place of official, legal discrimination has come a subtler, but no less insidious, racial divide. This problem, because it is harder to see, is a tougher issue to tell about in television news. It was easier to cover sit-ins and civil rights marches—with their powerful sound, visuals and clear story line—than it is to cover the perception that, say, there's a glass ceiling in the workplace or that there is a different system of justice for people of color.

And yet, racial and ethnic diversity is an issue that concerns everyone in our society. People care deeply about how races get along because we all interact every day. And an important part of our job as journalists is tackling tough subjects such as this. It's also part of our job to cover the whole community. Journalists understand the importance of incorporating diverse

voices in their stories. But the "easy path," though an incorrect one, is too often to rely on traditional sources who in some cases don't reflect the community. It is still too often the case in this industry that the experts and role models who appear in newscasts are white, while people of color appear only in stories that specifically focus on issues of race. Diversity in coverage should be an everyday part of our newscasts, not something reserved for special months or events.

We have an enormously powerful medium that we can use, not only to cover live breaking stories and the events of the day, but also to create interesting, moving stories that help illuminate broader concerns. Along with reporting the day's crime, traffic, weather, war news and sports, we need to be looking at the issues that concern our viewers—issues like the economy, politics, the environment, education...and race relations.

As you'll see from the video in this toolkit, stories about diversity and diverse communities can be exceptionally compelling. Some of these stories make effective use of metaphor to provide concrete examples of abstract issues. Some use props, some use graphics, and all of them look at the issue of race relations as it is experienced and described by human beings.

At KRON, for example, the station decided to look at how children learn about diversity, how people in the workplace feel about diversity and how people in all walks of life talk about diversity. The result was a five-part series of stories, averaging a highly unusual nine minutes in length, that ran in the hour-long 6 o'clock newscast during a May ratings period. The stories generated excellent ratings and a powerful public response—proof that broadcast news stories on this topic can find and keep an audience! And, by putting video of these stories on its website, KRON generated a continuing discussion of the topic that involved thousands of people—in bulletin boards on the web and on the op-ed pages of the local newspaper.

While KRON was able to invest considerable resources in its project, meaningful stories on race relations are within reach of every station. They don't have to be long—and they don't necessarily need lots of time and resources to produce. You can conduct a poll, look at redlining, see how people in different groups talk about race. Or try inviting a group of acknowledged experts on race

relations into your newsroom and ask them what stories need telling. This is also a topic that lends itself to partnerships, whether with a local news radio station or newspaper.

Finally, your newsroom might consider looking at itself and reporting how well your station deals with diversity. Do you routinely go to poor, inner-city neighborhoods of color when reporting on drug use (even though many kinds of illegal drugs may be more widespread in wealthy white neighborhoods)? What are your guidelines about identifying the race of crime suspects? Do the doctors, lawyers and other experts you interview reflect the racial diversity of your community or are they predominantly white? Does the ethnic composition of your newsroom—behind the camera, as well as in front of it—reflect the community you cover? Are people of color involved in decisions about the stories you cover?

Newsrooms need to take proactive measures to increase diversity in hiring and in promotion. The responsibility for ethnically diverse coverage should be

shared by everyone, but newscasts will have difficulty reflecting the diversity of the community if the newsroom's composition does not. Newsrooms also need to examine their coverage to make sure that their sources are diverse and that their coverage does not perpetuate inaccurate stereotypes.

These are issues that you can explore and, perhaps after a deep breath, even report on your air. You may be surprised at the positive reaction you get. Viewers and listeners are remarkably interested in how we go about assembling our newscasts and what biases we may, or may not, bring to our coverage. And, in addition to providing interesting stories, a little self-scrutiny may also lead to better overall coverage by exposing unintentional biases and inaccurate assumptions in the way you gather news.

So I hope you will review these case studies, think about their relevance to your newsroom, and develop a plan for making diversity (and an exploration of the issues it raises) an integral part of your coverage and of your newsroom. ■

CASE STUDY 1

About Race: In the Newsroom

KRON-TV, San Francisco
Reported by: Pete Wilson
Runs: 10:05

THE STORY

KRON turned the cameras on its own newsroom for a frank discussion of race relations, and examined its newscasts for ethnic diversity in coverage. The results are revealing and often surprising.

ABOUT THE STORY

This story was part of an ongoing station series entitled "About Race." It features a white reporter and a Latino photographer who work closely as a team, but had never before broached the subject of race. In fact, reporter Greg Lyon admits to being surprised at photojournalist Rick Villaroman's observations about "the social segregation in the newsroom." The story also covers the station's analysis of its own newscasts. Considering the rich ethnic diversity of the San Francisco area, "there were a lot of white people in our stories," says news producer Teri Adkins. Twenty-one out of 23 clips featured white people. But further analysis showed that since whites actually make up the largest number of people in the area, they were actually underrepresented in KRON's coverage. Blacks were overrepresented and Asians and other groups were



underrepresented. On average, the coverage fairly reflected the composition of the Bay Area.

BEHIND THE STORY

Anchor Pam Moore and news producer Kevin McCormack headed up a "race committee" that brokered a station dialogue about race, and studied ethnic diversity in KRON's coverage. In 1998, a team of newsroom staffers screened tape and used a scorecard developed by the Public Research Institute at San Francisco State University to count factors such as race, ethnicity, type of story and what role each speaker played. Early in the process, team members acknowledged they had problems confronting their work and discussing why so many of the stories were about white people. "People blow up or shut up," says Lyon. "You want to do your job and go home," adds Moore.

BEYOND THE STORY

The station won an RTNDA/UNITY award for the two part series "Race and the Media." A few years after this story aired, Wilson said the newsroom hadn't undergone much radical change. But cameraman Rick Villaroman believes the newsroom-wide dialogue produced a positive outcome by changing the climate so that race is no longer ignored.

QUESTIONS FOR DISCUSSION

- What surprised you about this story?
- Is your newsroom "socially segregated"?
- How hard is it to talk about race in your newsroom?
- In what ways do you consider your newsroom diverse, or not? Race, ethnicity, gender, sexual orientation, age, disability, political inclination, religion?
- How does the diversity in the newsroom as a whole compare to diversity in management or leadership positions?
- Would having a more diverse staff help you find and tell more or different stories?

RESOURCES

Public Research Institute, San Francisco State University
<http://pri.sfsu.edu/> ■

Making a Difference by Embracing Differences

Radio-Television News Directors
Foundation
Produced by: Willie Chriesman &
Associates
Runs: 10:50

THE STORY

Top news media executives of color make the business case for diversity, describe their career paths and explore ideas on how to recruit and retain minorities in the nation's newsrooms.

ABOUT THE STORY

RTNDF arranged for interviews with seven news leaders: Marcellus Alexander, executive vice president, National Association of Broadcasters; Brian Bull, news director, South Dakota Public Radio; Julie Chin, assistant news director, KGO-AM, San Francisco; Robert Garcia, former vice president, CNN Radio; Tharon Honeycutt, president and general manager, WHNT-TV, Huntsville, Alabama; Paula Madison, president and general manager, KNBC, Los Angeles; and Randall Yip,



former executive producer, KNTV, San Francisco. Their comments are divided into six segments:

- What is diversity?
- Why have it?
- What's standing in the way?
- Leadership and mentoring
- Personal stories
- The future

The interviews also touch on the pressures of success, when colleagues wonder whether ability or ethnicity played a bigger role in their climb up the ladder.

BEHIND THE STORY

RTNDF commissioned Willie Chriesman, an award-winning former news director, to showcase minority journalists in senior management. B-roll from UNITY award-winning stories was added later.

QUESTIONS FOR DISCUSSION

- What definition of diversity most agrees with your own?
- Do the experiences of journalists of color mirror those of their white counterparts? Why or why not?
- How close does your newsroom come to achieving parity with the racial composition of your audience?
- Outside of race, what other types of diversity exist in your newsroom and are covered in your newscasts?
- What steps already have been taken to diversify the newsroom and story content, and with what results?
- What do you see as major obstacles to diversifying your newsroom staff and story content? ■

CASE STUDY 3

About Race: Audience Perceptions

KRON-TV, San Francisco
Reported by: Pete Wilson
Runs: 12:00

THE STORY

KRON explored the ways that news coverage can affect race relations. Do viewers perceive stories as being balanced or biased toward one ethnic group over another?

ABOUT THE STORY

In this segment of its award-winning series, KRON found that viewers divide sharply along racial lines, with whites saying they thought the news got it right most of the time, and minority viewers, particularly blacks, asserting that stories displayed a negative bias toward them. Other people, mostly Asians, said they rarely saw themselves depicted on TV news at all. The story features researcher Robert Entman's study of network newscasts that found 60 percent of blacks on the news were shown as victims or perpetrators of crime and other social problems, and that 95 percent of experts interviewed were white. As one viewer puts it, "People believe what they see, and if they



consistently see [these] images...they remember those stereotypes."

BEHIND THE STORY

KRON contacted a broad range of multicultural journalists and social-science professionals to research this story. They included members of then-President Clinton's initiative on race, and San Jose Mercury News editor David Yarnold, who conducted a newsroom audit at the newspaper. He found a direct correlation between the race of sources and that of newsroom personnel. For example, 60 percent of the paper's reporters were male, as were 60 percent of its sources. The news staff was 75 percent white and so were its sources.

BEYOND THE STORY

The station won an RTNDA/UNITY award for the two part series "Race and the Media." KRON cameraman Rick Villaroman believes the station's reporting on race led to increased awareness in the newsroom of who gets quoted on the air, and what stories ultimately get told.

QUESTIONS FOR DISCUSSION

- Is your community racially diverse? What is the ethnic and racial breakdown?
- Do the stories you see reflect that diversity?
- What stories involving race elicit the most feedback? Why?
- Do audiences respond negatively or positively to stories about racial issues?
- Has your audience ever expressed opinions that your coverage portrays minorities or whites in a negative or positive light?

RESOURCES

The Entman-Rojecki Index of Race and the Media
<http://www.press.uchicago.edu/Misc/Chicago/210758.html> ■

CASE STUDY 4

Muslims in America

KPIX-TV, San Francisco
Reporter: Barbara Rodgers
Runs: 9:06

THE STORY

Two segments of a five-part series that aired in 2003, these stories look at the pressure Muslims in America felt after the attacks of September 11, and at how American Muslim women perceive and practice their faith.

ABOUT THE STORY

Reporter Barbara Rodgers reports on complaints by American Muslims of hate crimes and discrimination against them. She then tells the story of being female and Muslim in America through interviews with Muslim women of different ages and ethnicities. They address and attempt to correct what they see as misperceptions about Islamic culture. These stories were the first and second segments in the series, which also focused on schools, African-American Muslims and the Nation of Islam. Taken as a whole, the series provides an in-depth look at the second-largest religion in the world and its influence as one of the fastest-growing faiths in America.

BEHIND THE STORY

The station wanted to go beyond the caricatures of extremists viewed nightly after



the September 11 attacks to portray San Francisco Muslims in their daily lives. Staffers had long discussions about the need to avoid stereotyping a multi-ethnic group of people who share religious beliefs. They listened carefully to what individual Muslims told them, particularly concerning backlash. Years ago KPIX had established a relationship with representatives from the Islamic Networks Group, a local nonprofit organization dedicated to combating what they see as negative media coverage. "Surveys indicate that nearly half of all Americans believe that Islam condones terrorism, is anti-American, poses a security threat and oppresses women," according to ING. KPIX built on its relationship with ING to establish credibility with respected organizations such as the Council on American-Islamic Relations; the series featured director Omar Ahmad on camera. By working with sources trusted in the community, the station gained increased access to cultural centers and was allowed to film inside religious elementary schools.

BEYOND THE STORY

The series received a number of honors from media and cultural organizations, among them a 2003 RTNDA/UNITY Award. The series also earned an Honorable Mention at the Peninsula Press Club's 26th annual Professional Journalism Awards Competition in the greater Bay Area.

QUESTIONS FOR DISCUSSION

- How has your coverage of Islam changed since the 9/11 attacks?
- Do you know of, and have you covered, incidents of backlash against Muslims in your community?
- Have you featured a Muslim in any story not related to a religious holiday/festival or terrorist attack?
- What is the percentage of the Muslim population in your community?
- What are the most common misperceptions about Muslims in your area?
- How might you begin to learn more about Muslims in your community?

RESOURCES

CAIR: Council on American Islamic Relations
<http://www.cair-net.org/>

Islamic Networks Group
<http://www.ing.org/> ■

CASE STUDY 5

The Color of Voice

ABC News, 20/20 Downtown
Reporter: Jami Floyd
Runs: 9:32

THE STORY

All of us make judgments based on the sound of a person's voice. This story asks the question: When does that judgment cross the line to bias?

ABOUT THE STORY

The story followed complaints by two African Americans, Rosa Rice and James Johnson, who alleged that they were discriminated against when they tried to rent apartments. Both thought they were rejected over the phone because they "sounded" black. Fair housing organizations then conducted tests using white and black callers inquiring about rental availabilities. In both cases, landlords invited white callers to view the properties, but told black callers that there were no vacancies. Research by Stanford University linguistics professor John Baugh showed that most people can identify a speaker's race accurately, often after hearing a single word.



BEHIND THE STORY

ABC News reporter Steve Osunsami had done a story previously about James Johnson's case in San Francisco. 20/20 Downtown contacted the National Fair Housing Alliance to follow up. The Alliance said the cases of Johnson and Rice would be difficult to prove, because landlords can say they never received the call or message, or that they did not know the caller was African American. As it turned out, none of the landlords agreed to be interviewed by 20/20.

BEYOND THE STORY

Both Rosa Rice and James Johnson's cases were settled out of court.

QUESTIONS FOR DISCUSSION

- What surprised you about this story?
- Can you determine the race of another person just by hearing his or her voice?
- What other factors come into play? Regional accents, ethnicity?
- Do viewers who contact you identify themselves by race?
- Does judging a person's race based on voice alone always lead to bias?
- Does an awareness that these judgments are being made help to mitigate potential bias?

RESOURCES

John Baugh, Stanford University
Email: jbaugh@stanford.edu
Phone: 650-725-1249

National Fair Housing Alliance
<http://www.nationalfairhousing.org>
Email: nfha@nationalfairhousing.org
Phone: 202-898-1661 ■

CASE STUDY 6

Bridging the Gap

KTBS-TV, Shreveport, La.
Reported by: Christine Wong
Photographer: Rod White
Runs: 4:02

THE STORY

The story examines why Sunday morning is described as “the most segregated hour of the day” in Shreveport.

ABOUT THE STORY

As in many American communities, Shreveport citizens of all races and religions mingle freely in the workplace, but continue to worship separately. KTBS asked local clergymen to discuss segregation in churches and explore ways to make their congregations more inclusive. They address the “years of distrust” between the races, particularly in Southern Baptist churches in Louisiana. One pastor actually pays white worshippers to attend his church. Members of the two multi-racial congregations in the city talk about outsiders’ reactions, and an Asian-American man describes his satisfaction in finding an integrated church.

BEHIND THE STORY

Photographer Rod White says that faith and religious issues are very important to him. He lives, works and worships in Shreveport, but is not a native. White noticed that the city shared a cultural phenomenon with other places he’s lived: “Despite the messages of



peace and tolerance, churches break down along racial lines, even in this day and age.” He pitched the idea and received the go-ahead from news director Jan Elkins. But he had trouble getting clergymen to talk about the issue. Following inquiries to friends and coworkers and phone calls and visits to get an idea of the congregations’ makeup, White located pastors at five local churches who were willing to talk about the historical precedents. Of the five churches he researched, two had integrated congregations: one was headed by a white pastor and one by an African American.

BEYOND THE STORY

Since the station is located in the heart of the Bible Belt, the story generated “a lot of talk around the water cooler.” KTBS received many calls after the story ran and it generated conversations in the newsroom, according to Elkins. More of the feedback was positive than negative, although one caller was particularly vociferous and cited passages from the Bible as evidence that the mixing of races was against Christian belief. Photographer Rod White says newsrooms

should not be afraid to cover issues of faith. “Some viewers looking for diverse congregations were unaware they existed in the area. Reporters shouldn’t overlook religious stories because we fear offending people. Take a chance and look at the smaller concepts that affect everyone instead of just waiting for the big religious scandals about sexual abuse.”

QUESTIONS FOR DISCUSSION

- Could you do this story in your community? How would it be different?
- What would you find if you looked at religious services of other faiths?
- In 1964, the American Baptist Convention adopted a resolution to combat racial segregation. What progress has been made in your community?
- What other stories involving issues of faith and race or ethnicity might be worth exploring?

RESOURCES

For additional information about multiracial congregations, contact: Michael Emerson, Associate Professor Rice University Dept. of Sociology
Email: moe@rice.edu
Phone: 713-348-2733

The Hartford Institute for Religion Research, funded by the Lilly Endowment, studies multiracial congregations in America.
http://hrr.hartsem.edu/org/faith_congregations_research_multiracl.html ■

DIVERSITY TRAINING WORKSHOPS

PREPARATION

If you've never led a workshop before, the very idea of standing in front of a room full of people and trying to teach them something can be daunting. Even if you're a skilled facilitator, leading a workshop on the topic of diversity can be a challenge. This workbook offers some guidance on how to begin. It is written for use by newsrooms and journalism organizations.

Workshop leaders should keep in mind a few basic principles about training:

- Adults bring their own knowledge and experience with them. These are filters that can either function as catalysts or barriers to learning.
- Adult learners need to do in order to learn. Practice is part of the learning process.
- They also need to see what they're getting for their effort. They need tangible benefits.

Preparation for training always pays off. Before the day of the workshop, go through the workbook and gather all the materials you will need. Make sure the room where you will be training has a DVD player and a large enough TV screen for everyone to see. You will also need a flipchart and pens. If you plan to use video or audio for the "Alien Games" segment,

you will need additional space for small groups to view or listen to it.

Once you know how much time you'll have for the workshop, review the timeline/outline provided. Please understand that these timelines are just suggestions. You may want to devote more time to one exercise and less to another. You may find that a discussion is going longer than expected. If it's fruitful, don't feel obliged to cut it off—trim somewhere else. Just beginning the conversation about diversity is a valuable step.

COLLECT DEMOGRAPHIC INFORMATION

Profile your viewing or listening area by reviewing the latest census data, found online at <http://www.factfinder.census.gov>. This data will describe your community by age, education, income, race, and home ownership; it can be searched by city, state and zip code. Use this information to create a quick quiz to begin the workshop.

Profile your news organization by asking human resources for employment demographics. See if you can get it broken down by race and gender. If not, ask your supervisor to help you get the numbers. It's possible to do the workshop without the

numbers, but it helps to have them. If you are working with a group from different media organizations, this information won't be as useful.

PRESCREEN VIDEOS

The toolkit video showcases five television stories and features interviews with radio and television news leaders about diversity. Screen the video and decide which segments you want to show and in what order. Read the case study and check additional resources for each story.

PREPARE ALIEN GAME MATERIALS

If you are doing the three-hour or one-day workshop, you will need to gather news content from different outlets for the "Alien Game" segment. Collect air checks from local stations, if possible, as well as a network newscast or two. You can also provide copies of national newspapers like The New York Times, USA Today, and/or the Washington Post; your local paper(s); local weeklies; and national news magazines like Time and Newsweek. Depending on the anticipated size of your audience you may need more or fewer. The dates should be varied (for example, one week's worth of USA Today; four different issues of Time).

DIVERSITY TRAINING WORKSHOPS

REVIEW RESOURCES

Using the resource section in the workbook, review some of the online research and reports about diversity. Read through the “Steps to Diversity” tips and tools.

OPENING STATEMENT

Open your workshop with a statement that recognizes the discomfort many people feel when it comes to talking about difference. Emphasize the payoff they should expect: useful story ideas; a sense of why diversity matters in newsrooms and

on the air; a new understanding of career opportunities. You may want to write “None of this is easy,” on the flipchart before the session begins, and refer to that statement in your opening remarks. ■

DIVERSITY WORKSHOP

ONE-HOUR TIMELINE (0:00 to 1:00)



0:00 - 0:05 Opening statement

Explain the workshop plan.

0:05 - 0:07 Demographic quiz

0:07 - 0:10 Reality check

Ask participants to share their quiz answers with their neighbor for two minutes. Then put the correct information on the flip chart and ask the group to consider how close they came.

0:10 - 0:40 Video discussion

The following questions, in addition to the specific questions in the case studies, can help shape the conversation:

- Is this a news story?
- What surprised you about this story?
- Does this story apply to our market or our newsroom?

- Are there other, similar stories in our market?
- What would you have done differently?
- What is the distinct feature of the group(s) this story focused on?
- What other groups have a similar distinctiveness?

Share viewer feedback and newsroom learning that resulted from the stories (see the case study section of the toolkit).

0:40 - 0:50 Brainstorming

Ask the participants to use what they've learned to make their stories better and to get story ideas. Have them work in groups of two or three. Each participant should come up with two story ideas and three sources to interview for each story.

0:50 - 1:00 Next steps

Ask the participants to look ahead. The following questions can help shape the conversation:

- Based on today's discussion, what stories have you done that you might do differently now?
- How can the newsroom include different points of view in discussing future stories? ■



THREE - HOUR TIMELINE (0:00 to 3:00)

DIVERSITY WORKSHOP

0:00 - 0:05 Opening statement

Explain the workshop plan.

0:05 - 0:07 Demographic quiz

Have each participant write down an estimate for the percentage of the population of the following groups in 1) the U.S. and 2) your market area: African American, Asian American, Latino/Hispanic, Native American, Middle Eastern, other. You might also ask for an estimate of the percentage who speak a language other than English, or any other interesting facts you gleaned from the census data.

0:07 - 0:10 Reality check

Ask participants to share their quiz answers with their neighbor for two minutes. Then put the correct information on the flip chart and ask the group to discuss any differences between their numbers and reality. Ask the group why they think their results were accurate or inaccurate.

0:15 - 1:15 Alien Games

Break the participants into groups of no more than five. Give each group the video or publications from one media outlet. Ask each group to choose a spokesperson to report on their discussions.

Instructions: Jupiter has run out of supplies and wants to colonize the U.S. Before the colonization begins, you must find out everything you can about the location your leader wants you to take over. The only information you have to go on comes from the news media. Based on the video or publication your group has, you must provide the following information:

- What ethnic groups/races of people live here?
- What is the gender breakdown?
- What is the main concern of the people?
- Where do the people live?
- What types of dwellings do they live in?
- Are the people rich, poor, or middle class?
- Who are the leaders? What positions do they hold?
- What is the ethnic-race/gender/class breakdown of the leaders?

Give the groups until 0:55 to gather the information. Bring the participants back together, and ask each group's spokesperson to provide a brief report on what they learned.

1:15 - 1:30 Break

1:30 - 2:20 Video discussion

The following questions, in addition to the specific questions in the case studies, can help shape the conversation:

- Is this a news story?
- What surprised you about this story?
- Does this story apply to our market or our newsroom?
- Are there other, similar stories in our market?
- What would you have done differently?
- What is the distinct feature of the group(s) this story focused on?
- What other groups have a similar distinctiveness?

Share viewer feedback and newsroom learning that resulted from the stories (see the case study section of the toolkit).

DIVERSITY WORKSHOP

THREE - HOUR TIMELINE (0:00 to 3:00)



2:20 - 2:40 Brainstorming

Ask the participants to use what they've learned to make their stories better and to get story ideas. Have them work in groups of two or three. Each participant should come up with three story ideas and three sources to interview for each story.

2:40 - 3:00 Next steps

Ask the participants to look ahead. The following questions can help shape the conversation:

- Based on today's discussion, what stories have you done that you might do differently now?
- How can the newsroom include different points of view in discussing future stories?
- Does your newsroom reflect the latest RTNDA newsroom diversity numbers? What can be done to change the picture? ■



ONE-DAY TIMELINE

DIVERSITY WORKSHOP

One Day Timeline

(based on a 9:00 am start time and a 4:00 pm end time)

9:00 - 9:05 Opening statement

Explain the workshop plan.

9:05 - 9:10 Demographic quiz

Have each participant write down an estimate for the percentage of the population of the following groups in 1) the U.S. and 2) your market area and 3) your newsroom: African American, Asian American, Latino/Hispanic, Native American, Middle Eastern, other. You might also ask for an estimate of the percentage who speak a language other than English, or any other interesting facts you gleaned from the census data.

9:10 - 9:30 Reality check

Ask participants to share their quiz answers with their neighbor for two minutes. Then put the correct information on the flip chart and ask the group to discuss any differences between their numbers and reality. Ask the group why they think their results were accurate or inaccurate.

9:30 - 10:30 Alien Games

Break the participants into groups of no more than five. Give each group the video or publications from one media outlet. Ask each group to choose a spokesperson to report on their discussions.

Instructions: Jupiter has run out of supplies and wants to colonize the U.S. Before the colonization begins, you must find out everything you can about the location your leader wants you to take over. The only information you have to go on comes from the news media. Based on the video or publication your group has, you must provide the following information:

- What ethnic groups/races of people live here?
- What is the gender breakdown?
- What is the main concern of the people?
- Where do the people live?
- What types of dwellings do they live in?
- Are the people rich, poor, or middle class?
- Who are the leaders? What positions do they hold?
- What is the ethnic-race/gender/class breakdown of the leaders?

Give the groups until 10:10 or so to gather the information. Bring the participants back together, and ask each group's spokesperson to provide a brief report on what they learned.

10:30 - 10:45 Break

10:45 - 12:00 Video discussion

The following questions, in addition to the specific questions in the case studies, can help shape the conversation:

- Is this a news story?
- What surprised you about this story or this person's experience?
- Does this story or situation apply to our market or our newsroom?
- Are there other, similar stories in our market?
- What would you have done differently?
- What is the distinct feature of the group(s) this story focused on?
- What other groups have a similar distinctiveness?

Share viewer feedback and newsroom learning that resulted from the stories (see the case study section of the toolkit).

12:00 - 1:00 Lunch

1:00 - 2:00 Newsroom diversity issues

Revisit your newsroom's diversity numbers, if available.

Post a chart of RTNDA's latest figures, preferably for a few years to show the trends.

DIVERSITY WORKSHOP

ONE-DAY TIMELINE



These questions will help you guide the conversation:

- Does anyone see a problem with these numbers?
- Who is represented and who isn't in newsrooms in general and in your newsroom?
- Why do you think this is?
- Any suggestions on what can be done about it?

The tools and tips in the resource section provide some options to enrich the discussion.

2:00 - 2:30 Check in

Give the participants three minutes to write down how they're feeling about the day. What do they agree with and disagree with? Does the day make them feel good? Bad? Indifferent? Powerful? Powerless? Tell them not to put their names on the papers. Collect them all. Hand them out and have other people read them aloud.

2:30 - 2:45 Break

2:45 - 3:15 Brainstorming

Ask the participants to use what they've learned to get story ideas and to make their stories better. Have them work in pairs. Each participant should come up with three story ideas and three sources to interview for each story.

3:15 - 3:45 Developing stories

This coaching session will give participants a chance to develop the stories they came up with during brainstorming. They will work with a partner to decide on next steps: whom would they talk to; where would they go; what other sources might be consulted; what issues of access might arise?

3:45 - 4:00 Closing comments

Go around the room to get closing comments and observations from the participants themselves. Make a point of highlighting the positive aspects of this experience. ■

STEPS TO DIVERSITY

Achieving diversity in newsrooms and in news coverage is a journey of many steps. Many organizations already have started down the road, and they're more than willing to share suggestions and advice. These suggestions were developed by top industry executives, RTNDA board members, and representatives of UNITY: Journalists of Color and its four alliance partners: the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists and the Native American Journalists Association.

HIRING

- Just do it: Hire the best people. Be willing to wait a little longer, look a little harder, to find well-qualified, diverse candidates.
- Hold managers more accountable for hiring a diverse staff. Some companies link bonuses to diversity efforts.
- Develop partnerships to increase your applicant pool. Communicate with UNITY and its alliance partners, RTNDA, NAB, and university journalism programs to find prospective employees.

- Encourage young job seekers to apply for jobs in smaller markets where they will have room to grow.
- Be aware of the climate in your newsroom and community and understand how that will affect minority employees.
- Help new hires make the transition to both the newsroom and the community.
- Ask people of color on staff if they would be willing to help recruit new employees.
- Offer higher starting salaries.
- Find new employees in non-traditional places (bankers or teachers, for example) and train them in journalism.

RETENTION

- Train managers to retain employees. Include training on how to perform employee evaluations, and on getting and giving feedback.
- High potential employees should get mentoring, training, and help to develop a career plan.
- Identify low performers and manage them to higher performance. Document and treat all employees the same.
- Evaluate all employees; ask about their

goals and help them to reach those goals.

- Study your retention rate. Is turnover higher for minorities than the general population? Try to lower your turnover rate.
- Conduct exit interviews: Probe managers' conduct, newsroom culture, and other reasons employees are leaving.
- Dedicate financial resources to retention; make commitments of career assistance if money for salaries is not available.
- Develop sensitivity to issues of diversity. Are managers open to questioning from staff? Teach new staff how the newsroom works.
- Encourage employees to view jobs as steps on a large ladder; leverage corporate size to retain employees with money, or support and incentives.
- Reward success. Recognize companies, managers, employees who succeed in building diversity.
- Provide cultural and diversity training for all, annually.
- Make one person ultimately responsible (but not solely responsible) for doing better.

RESOURCES

ADVANCEMENT

- Develop and employ mentoring programs: Manager to potential manager, within the company, and from outside the company.
- Inspire and encourage employees to develop better skills, to become managers.
- Include non-managers on staff in decision making. Tell the entire staff about opportunities and assess their interest.
- Learn about and take advantage of existing training programs within the company and those offered by outside groups.
- Mentor deep, not just one job category down to the next.
- Provide diversity training for managers. Teach how to talk across cultures—both diverse cultures and corporate cultures.
- Share information up and down the ladder about who is in the pipeline for advancement.
- Support research on career development. How are people growing?
- Widen comfort zones to reduce cross-cultural barriers, and predispose people to opportunities.
- Set measurable goals to determine how

well you achieve the objective of bringing people up through the ranks.

TRAINING

- Tie training to ratings and revenue; establish the value of training to the bottom line.
- Clearly establish the value of training to staff.
- Make clear that diverse staff and diverse coverage equals growth in ratings and viewers.
- Bring diversity trainers to nearby events and meetings; encourage staff to attend.
- Include diversity on the agenda of all training workshops.
- Get the word out on existing training programs.
- Use mentoring programs and partnerships as training opportunities.

CONTENT

- Include all people in depictions of communities “living life” (snow storms don’t only hit white neighborhoods).
- Include people of color in stories as experts on all sorts of issues, not just as representatives of ethnic groups.

- Avoid easy answers; dig deeper for the whole story.
- Tap into your diverse staff to find diverse stories.
- Recognize that stories can be told by any journalist; avoid assigning stories based on race or ethnicity of the journalist.
- Expand your list of experts; avoid suggesting there is only one “black perspective” or white or Asian perspective on any given issue.
- Eliminate old stereotypes and assumptions about point of view.
- See reward to taking risk; managers should be willing to take some chances.
- Provide daily reinforcement to change behavior; recognize successful reporting on or reflecting diversity.
- Stay alert: Words and images can offend.
- See the connection between a lack of diversity in content and diversity in staffing: You may not be able to hire a diverse staff if journalists of color perceive that your coverage doesn’t include them. ■

ONLINE RESEARCH AND REPORTS

RTNDA survey of newsroom diversity (2003)
<http://www.rtna.org/communicator/pdfs/072003-20-25.pdf>

NAHJ network news “brownout” report
<http://www.nahj.org/NAHJbrownoutreport03.pdf>

AAJA report on Asian American males on TV
http://www.aaja.org/images/aaja_pdfs/2003asianmalereport.pdf

Consolidation and diversity
 (by Willie Chriesman)
<http://www.rtna.org/diversity/consolidation.shtml>

Does diversity make a great newsroom?
 (by Ray Suarez, PBS)
<http://www.journalism.org/resources/tools/newsroom/diversity/great.asp?from=tv>

It's about hiring, too
 (by Bill Mitchell, Poynter)
http://www.poynter.org/content/content_view.asp?id=54902

Recruiting for Diversity, RTNDA's guide for news managers
<http://www.rtna.org/diversity/guide.shtml>

US Census Bureau
<http://www.factfinder.census.gov>
 Census Bureau Public Information Office:
 301-457-3691 or 2000usa@census.gov

JOURNALISM GROUPS

Radio-Television News Directors Association (RTNDA)
 Noreen Welle, Director of Marketing and Communications
 1600 K Street N.W., Suite 700
 Washington, DC 20006
 (202) 659-6510 Toll free: 1-800-80-RTNDA
 Fax: (202) 223-4007
<http://www.rtna.org>

Radio and Television News Directors Foundation (RTNDF)
 Deborah Potter, Executive Director
 1600 K Street N.W., Suite 700
 Washington, DC 20006
 (202) 659-6510 Toll free: 1-800-80-RTNDA
 Fax: (202) 223-4007
<http://www.rtna.org>
 Email: dpotter@rtna.org

UNITY: Journalists of Color
 Anna Lopez, Executive Director
 1601 North Kent Street, Suite 1003
 Arlington, VA 22209
 (703) 469-2100 Fax: (703) 469-2108
<http://www.unityjournalists.org>
 Email: executive@unityjournalists.org

Asian American Journalists Association (AAJA)
 Rene Astudillo, Executive Director
 1182 Market Street, Suite 320
 San Francisco, CA 94102
 (415) 346-2051 Fax: (415) 346-6343
<http://www.aaja.org>
 Email: national@aaja.org

Maynard Institute for Journalism Education
 Robert C. Maynard Institute for Journalism Education
 409 Thirteenth Street, 9th Floor
 Oakland, CA 94612
 (510) 891-9202 fax: (510) 891-9565
<http://www.maynardije.org/>
 email: mije@maynardije.org

R E S O U R C E S

National Arab American Journalists Association

Ray Hanania, Executive Director
PO Box 2127
Orlando Park, IL 60462
(708) 403-1203 Fax: (815) 846-7668
<http://www.hanania.com>

National Association of Black Journalists (NABJ)

Tangie Newborn, Executive Director
8701-A Adelphi Rd. Job Line
Adelphi, MD 20783-1716
(301) 445-7100 Fax: (301) 445-7101
<http://www.nabj.org>
Email: nabj@nabj.org

National Association of Hispanic Journalists (NAHJ)

Ivan Roman, Executive Director
1000 National Press Bldg.
Washington, DC 20045
(202) 662-7145 Fax: (202) 662-7144
<http://www.nahj.org>
Email: nahj@nahj.org

National Association of Minority Media Executives (NAMME)

Toni Laws, Executive Director
1921 Gallows Road, suite 600
Vienna, VA 22182
(703) 893-2410 Toll free: (888) 968-7658
Fax: (703) 893-2414
<http://www.namme.org>
Email:
nammeexecutivedirector@worldnet.att.net

National Lesbian and Gay Journalists Association (NLGJA)

Pamela Strother, Executive Director
1420 K Street, NW Ste. 910
Washington, DC 20005
(202) 588-9888 Fax: (202) 588-1818
Contact: Azuree Salazar
<http://www.nlgja.org>
Email: info@nlgja.org

Native American Journalists Association (NAJA)

Ron Walters, Executive Director
University of South Dakota
414 E. Clark Street
Vermillion, SD 57069
(605) 677-5282 Fax: (866) 694-4264
<http://www.naja.com>
Email: info@naja.com ■

D V D R U N D O W N

SEGMENT TITLE	SOURCE	LENGTH
Introduction	David Louie, Business Editor KGO-TV, San Francisco	2:20
About Race: In the Newsroom	KRON-TV, San Francisco Reported by: Pete Wilson, anchor	10:05 with intro
Making a Difference by Embracing Differences	RTNDF interviews with seven news industry leaders of color	10:50 with intro
About Race: Audience Perceptions	KRON-TV, San Francisco Reported by: Pam Moore, anchor	12:00 with intro
Muslims in America: Overview & Women's Views	KPIX-TV, San Francisco Reported by: Barbara Rodgers	9:06 with intro
The Color of Voice	ABC News 20/20 Downtown Reported by: Jami Floyd	9:32 no intro
Bridging the Gap	KTBS-TV, Shreveport, La. Reported by: Christine Wong	4:02 no intro

■ THE FOUNDATION FOR ■
RTNDF
ELECTRONIC JOURNALISM

1600 K Street, NW - Suite 700 - Washington, DC 20006 - Tel: 202.659.6510 - www.rtndf.org

© RTNDF 2004