
Miscellaneous

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Projection of diversity in Higher Education. A study of an institutional communication media in a Spanish university

Abstract

The way in which diversity is conveyed through the media can reflect the attitude of the communicators themselves and contribute to shaping society's attitudes towards diversity. The aim of the study was to identify how diversity is conveyed by the University to the Society. A content analysis of diversity-related news items in the University's Institutional Newspaper *Journal of the Pablo de Olavide University* (DUPO) (626 news items out of 3,186 published between 2016 and 2019, a full rector's term) was conducted. Heterogeneity in diversity was identified: gender, functional, cultural, sexual, religious and age, with gender and functional or disability diversity being predominant. Dissemination of diversity was linked to the fields of social sciences, humanities and sport. Communicators were government teams, with a slightly larger role for women. In conclusion, the institutional communication of diversity carried out from the most common official communication channel of the university analysed is the majority compared to the actions of professors and researchers, and a heterogeneous conception of diversity was found, linking it to issues of gender, inequalities and violence.

Keywords

Diversity, communication, university, content analysis.

1. Introduction

The European Higher Education Area (EHEA) reform promoted the democratisation of universities, boosting the development of policies and practices of attention to diversity. These latter measures, which are sometimes more rhetorical than real, centre on building more inclusive universities (Gutiérrez-Rodríguez, 2019). Such democratisation has transformed how the university understands its relationship with society (Fitzgerald *et al.*, 2016). A university's mission no longer lies exclusively in the generation of knowledge: universities are now progressively being expected to play a role in building ever more diverse societies (Iáñez-Domínguez *et al.*, 2021). Legislative, cultural, economic and social changes, linked to a rapidly evolving demography, also lead to rising diversity within higher education institutions. Diversity is unquestionably gaining ground in the field of higher education. New categories of students are emerging, such as: ethnic minorities, older students, women, populations of rural origin and from lower socioeconomic groups (Langa & Lubián, 2021). Thus, diversity constitutes a challenge for university institutions. In fact, most

assume that diversity is part of their social responsibility (Martí-Noguera *et al.*, 2017). In Spain, most universities have been implementing policies to address diversity (Iáñez-Domínguez & González-Luna, 2017; Buenestado *et al.*, 2019). Nevertheless, despite a positive evolution, universities are not functioning as mechanisms of democratization and social mobility (García-Cano *et al.*, 2021, p. 1).

We must remember that attention to diversity is not limited to disability (Biewer *et al.*, 2015; Moriña, 2015) and gender (Klein, 2016). The disability and gender categories have prevailed in university policies of attention to diversity in Spain and in the rest of Europe, as illustrated by the presence of support units for disability and gender equality. But this corresponds to a reductionist vision of diversity, that centres exclusively on the characteristics of certain individuals or defined groups. No major changes in the ways of thinking, doing and acting are being truly implemented in the planning of educational practice and designs for all (Parilla, 1999). The diversity in universities reflects how increasingly diverse and plural societies are becoming (Vertovec, 2015). The newspapers that universities publish about their activities and actions constitute a vantage point from which to observe diversity in higher education, because in addition to the substance, the framing of the news could subtly affect the audience's decision making on public policy issues with important implications for the formation of public opinion (Price *et al.*, 1997). DUPO analysis, these news items reflect an image of diversity and the place that diversity occupies within a given university institution. Indeed, the media in general, and the press in particular, play a major role in the construction and representation of certain social phenomena (Adoni & Mane, 1984). Not only do they depict society's vision, but they are also producers and generators of opinion. In this sense, news not only reflects society, but it has the power to influence readers and, consequently, to change attitudes and behaviours.

The present study thus attempted to answer the following questions: what do universities convey regarding diversity? And which actors, within universities, generate news on diversity? The objective was thus to diagnose the university's diversity, analysing the information disseminated by the institution's official media (DUPO – newspaper of the Pablo de Olavide University), identifying the typology, the affiliation and the origin of the news.

To this end, we performed a content analysis of the news on diversity published in the Institutional Newspaper of the Pablo de Olavide University (a total of 626 news items out of the 3,186 published since 2016–2019). We examined the frequency of topics, the origin of the information, the actors, the type of diversity referred to, assessments and the use of terminology, adopting, at all times, a gender perspective. The intention, therefore, was to analyse diversity in the university newspaper from the organisation's perspective, in other words, based on an emic approach, to use an anthropological term.

2. State of the art

Recently, the lack of specific research on communication in public universities in Spain has become evident, as well as the need to design and implement institutional communication for a social re-signification of the public university (Simancas & García, 2022). In this sense, there is no specific theoretical corpus for the praxis of communication at the public university that is capable of addressing its peculiarities as a strategic factor for the future and as an agent promoting critical citizenship and innovation (González-Ramírez *et al.*, 2020). The trend in university communication policy is towards the creation of differentiated university brands with a diffusionist model (Simancas & García, 2017).

On the other hand, the literature review on diversity in higher education revealed a focus on the attitudes of students and/or teachers towards diversity (Cardona *et al.*, 2010), in which diversity was limited to disability (Garabal-Barbeira, 2018; Rodríguez-Martin, 2014). Exceptions included studies that specifically addressed some type of diversity, such as cultural (Alt & Raichel, 2020), religious (Edwards, 2018), socioeconomic (Park *et al.*, 2013) or

sexual (Franco-Morales *et al.*, 2016) diversity. Moreover, instruction-orientated studies were identified. The latter were either directed towards teachers and teaching competences –on the basis that diversity is a pillar of action in the teachers’ professional functions (Mas & Olmos, 2012)–, or towards the incorporation of diversity in university curricula (Loret de Mola *et al.*, 2012). In either case, the literature seemed to confer the responsibility of attention to diversity to the instructional domain (teachers, the curriculum). It overlooked the range of dimensions that make up higher education, involving not only teachers but also students, administrative and service staff, together with policy makers and social actors. From this perspective, diversity should also be included in the following domains: student access and opportunities; the mechanisms of continuity and development of studies; the curricula; research agendas; and, naturally, the university’s mission and policies (Barceló, 2004). Regarding the media, some studies have also focused on how diversity is represented on television (advertising, series, news) or in the press (García-Muñoz & Martínez-García, 2009; Guijarro-Ojeda & Ruíz-Cecilia, 2019; Iáñez-Domínguez & González-Luna, 2017). These studies show how the media have played an important role in the construction of an idea of the Other (Fürsich, 2010), and can help or obstruct a positive viewpoint on diverse groups. However, when one attempts to track how universities convey diversity through the news they publish, barely any references can be found.

University environments are mostly composed of young people, and the way these institutions portray diversity through their media seems to play an essential role. This is true, above all, because universities are spheres which can drive change and social transformation. The main role that has been assigned to universities is teaching and research, but now, fresh paths are opening up towards relationships with new institutions of civil society, the creation of new cultural values, and the socialisation of people of the new social era (Sharma, 2015). The way of informing, communicating, and presenting the news can enable a shift of perspective on diversity. When a type of diversity is positively presented in the media, stereotypes can disintegrate, and this is especially important for younger generations, who are the driving agents of a more sustainable world.

3. Material and method

The objective of the present study was to understand how a public university conveys diversity through its official communication channels. Indeed, the manner in which the media build and portray diversity reflects society’s vision of reality, but it also produces and shapes opinions (Gold & Auslander, 1999). The way diversity is depicted through the media can reflect the perceptions of the message transmitters, and at the same time contribute to shaping the attitudes of those who receive the message (Auslander & Gold, 1999). Thus, we set out to conduct a descriptive study of a single case (Coller, 2000) to analyse the information on diversity disseminated in the official media of a Spanish public university. The case was the newspaper of the Pablo de Olavide University (hereinafter, UPO). The aim was to identify the typology of diversity that is transmitted internally and externally and to explain the origin of the news. To do so, we opted for a content analysis of diversity news (Iáñez-Domínguez & González-Luna, 2017) of a descriptive case, specifically the case of the Pablo de Olavide University. This is a content analysis of what the institutional newspaper of this university conveys about diversity.

3.1. Study design. Delimitation of the theoretical purposive sample

The case was designed as an intrinsic descriptive case (Pérez-Serrano, 2000), based on the news published on diversity at the Pablo de Olavide University over four years (corresponding to the term of office of the governing teams of Spanish universities), specifically, the news issued between 2016 and 2019. To this end, the analysis unit was negotiated and delimited with the university’s technical communication unit. A total of 3,186 news items issued by this body

were compiled over the four years. These news items came in various digital formats. They were sorted, file formats were unified, and they were classified by month and year. Lastly, a theoretical internal sample was elaborated (Valles, 2005). We selected news that used terminology that had been analysed in previous studies on diversity and media (Iáñez-Domínguez & González-Luna, 2017; Gold & Auslander, 1999) and types of diversity identified in the literature, such as gender, migration, disability and related topics such as equality, well-being, violence or human rights. This was due to a lack of studies combining communication and the image of diversity in universities. The unit of analysis ultimately consisted of a sample of 626 news items.

The Pablo de Olavide University is a centrally managed public university in southern Spain. It is spread over three municipalities in the province of Seville: “Sevilla,” “Dos Hermanas” and “Alcalá de Guadaira.” It has approximately 10,000 undergraduate and 2,500 postgraduate students, supported by more than 1,000 lecturers and an administrative and service staff of around 400 people (UPO, 2021). One of the communication channels of this higher education institution is the university newspaper (DUPO). The newspaper comes in a digital format, it is managed by the institution’s technical communication unit, and it presents daily institutional news, scientific dissemination, interviews with members of the university or related agents and university news.

3.2. Data analysis

The analysis was a process of deductive codification of news items, starting with a number of basic content analysis categories of educational topics in the press (Cabero *et al.*, 1996). Specifically, the categories coded are: general topic, the origin of the information, actors, type of diversity, assessment and use of terminology. Indicators on the institutionalisation of diversity in universities were also taken into account (Buenestado-Fernández, *et al.*, 2019), with coded categories such as diversity policies, strategies and support for diversity, teaching and research strategies, and strategies in administrative management.

Finally, a gender perspective was incorporated. We identified news items in which women or men play a leading role, differentiating whether this role was highlighted in the heading of the news item, or in the body of the text. In this way, a descriptive analysis was conducted by coding the news and the frequency (frequency, referred to below as F=XX). A total of 525 codes were generated. Subsequently, an analysis of density (repetition of codes) and link strength (reiteration of links between codes) was performed to observe the links between categories through the co-occurrences and networks allowing to visualise the nodes. The coding process was carried out using Atlas.Ti 8. A network analysis was performed, starting with the matrix of co-occurrences between codes and applying the visualisation software of scientific networks Vosviewer 1.6.18 –which applies mapping and grouping techniques. The aim was to facilitate the visualisation of the set of relationships between the different generated codes and the link strength (reiterations of links between codes), the clustering and geodetic positioning (the position of the codes in the network is determined by the strengths of attraction and repulsion according to the strength of the link between them).

4. Analysis of results

The results were organised taking the study’s initial questions into account, which basically sought to uncover what universities transmit about diversity and who transmits these contents. To do this, we began with a general description of the diversity profile reflected in the university’s official newspaper. We then detailed which actors were behind the news, and finally we explored in depth the relationships between the various categories studied and the results of the network analysis.

4.1. *What does the university convey about diversity?*

In the context of diversity, the most widespread topic was linked to violence (F=237), mainly in relation to gender issues. Notable among the events giving rise to the news items were the holding of academic events (day events and / or congresses) (F=243) and collaboration agreements (F=166). With regard to connections with the environment, in terms of diversity, external actors included other universities (F=187) and the Sevilla City Council (F=80), i.e., the municipality in which most of the campus is located. Six types of diversity were identified: gender, functional, cultural, sexual, religious and old age, the most widespread being gender (F=184), functional diversity (F=58), and other diversities (F=50). Notable news item types included items referring to commemorations dedicated to specific groups or topics (F=141) and those referring to scientific dissemination (F=93). In the DUPO, when searching for relationships between university functions (teaching, research or transfer) and news about diversity, the most frequently found are those related to teaching (training seminars) (F=114) and research (doctoral theses) (F=88).

4.2. *The actors linked to diversity news at the university*

After studying the actors, a total of 44 types of internal and external actors were found to have a leading role in the news on diversity. Internal actors included: students, teachers and research staff, members of the chancellor team, vice-chancellor offices, faculties, departments, knowledge areas and research centres, as well as organisation units and other university service centres. Externally, worthy of note were companies and other public and private institutions, such as City Councils and regional ministries of the Junta de Andalucía (Andalusia's regional government). Specifically, the news on diversity was mainly issued by the Chancellor team (F=857), the Faculty of Social Sciences (F=193), the Vice-Chancellor for Culture and Social Commitment (F=188), the Social Council of the University (F=128), the University Residence itself, XXX (F=117) and the university's teaching and research staff (F=89) (see Table 1).

To detect the binding strength of the actors, the node positions were analysed according to the co-occurrences, as shown in Table 1. This allowed us to observe how the Chancellor team was linked with almost all the other actors or nodes in the network, which was compatible with the institutional nature of the communication tool analysed.

Table 1: Actors with greater frequency and link strength.

ACTOR CATEGORIES	FREQUENCY(F)	LINK STRENGTH (LS)
Governance Team	857	744
Other universities	187	104
UPO Social Council	128	176
Flora Tristán University Residence	117	162
UPO teachers/researchers	89	176
Student body	74	96
Ministry of the Junta de Andalucía	74	182
UPO Open Classroom for Seniors	62	98
City council	57	166
Conference of Chancellors of Spain	55	40

Source: Own elaboration using the data analysis performed in Atlas.Ti 8.

As regards the link strength, the government team nucleus presented the greatest density in the network under study, followed by the nucleus of teachers/researchers and students, and a third nucleus formed by the UPO Social Council together with the different public institutions such as municipalities, the provincial council, and the Junta de Andalucía. The City Councils (LS=166) also constituted a relevant category. The emergence of this latter

category owes to the relationships between the agreements, the university extension actions and other training and academic activities relating to diversity, which have been developed in collaboration with these municipalities. In addition to the City Councils of Seville and Carmona, –i.e., localities in which the university has physical headquarters–over a dozen municipalities linked to news about the signing of agreements or with the open classroom for seniors were mentioned (the programme that offers classes to the senior population in the municipalities of the city councils referred to above).

Moreover, the external institutions identified (72 entities were codified) included associations, foundations and public and private entities outside the UPO. These entities either maintain agreements with the university, or have collaborated in activities, conferences or congresses at the University. Of the most widely mentioned external institutions in the news, some were related to gender issues (GEP&DO Observatory and the Andalusian Institute for Women), and others to disabilities or functional diversity (Special Olympics Andalusia, ONCE Foundation, Peace and Good Foundation). The entities that presented the greatest link strength were Caritas; the Persán Foundation and KAICIID (King Abdullah Bin Abdulaziz Interreligious and Intercultural Dialogue Centre); as well as social entities dedicated to the fight against poverty, the labour integration of vulnerable people, and lastly, the promotion of youth entrepreneurship and interreligious and intercultural encounters. Regarding commercial entities, six were mentioned in the news on diversity, of which half were banks and insurance companies, linked to collaboration agreements and other academic events. A relevant finding was that all the faculties of the analysed university were linked to the news on diversity, notable among which was the frequency of the Faculty of Social Sciences (F=193); the Faculty of Humanities (F=70); the Faculty of Sports Sciences (F=36); the Faculty of Experimental Sciences (F=34); the Higher Polytechnic School (F=31); the Faculty of Law (F=24) and the Faculty of Business Sciences (F=10). In relation to the 15 departments of the University, a similar trend was observable. All were mentioned in the news, although two of them showed particular frequency: the Department of Social Work and Social Services (F=88) and the Department of Sociology (F=40).

Finally, regarding the activity and presence of internal actors in the UPO news channel, the vice-chancellor offices, as part of the government teams, were mentioned, albeit unevenly. The Vice-Chancellor office for Culture and Social Commitment was the most widely named in the news (F=188), followed by the Vice-Chancellor office for Strategy, Employability, Entrepreneurship (F=43); the Vice-Chancellor office for Research and Technology Transfer (F=36); the Vice-Chancellor office: Postgraduate and Lifelong Learning (F=29); the Vice-Chancellor office: Internationalisation (F=16); the Vice-Chancellor office for Students (F=13) and the Vice-Chancellor office for Professors (F=1).

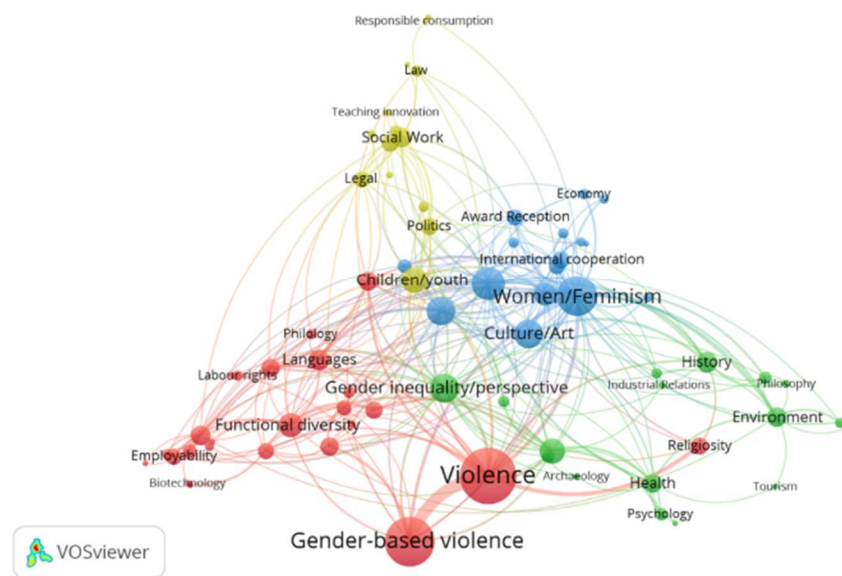
4.3. *Relevance of gender issues and diversity typology*

Although the most relevant feature of the topic communicated by the UPO University was variety, based on 105 identified domains of general content (thematic), the most widespread positions were mainly in the field of women and feminisms (F=184) with respect to the rest of the news, which, as detailed above, revolved around migration and/or refugees (F=85) and sport (F=80). The domains of social welfare (F=62), functional diversity (F=58), culture and art (F=56), human rights (F=56) and Social Work (F=51) were also notable. Topics with a frequency above 30 included themes such as inequality (F=44), religiosity (F=39), childhood and youth (F=35) and vulnerability (F=31). Importantly, we sought to incorporate the gender perspective in the analysis.

The strategy consisted of identifying women who transmitted a message or were given a major role in either the headline of the news item or its text. We also searched for themes specifically related to women or gender issues. Thus, of the 626 news items analysed, 74 presented women as transmitters in the text compared to 41 for men. Moreover, women were

also more broadly represented in the headlines, as they featured in 53 headlines compared to 35 for men. In addition, the network analysis of the topic allowed visualising the relationships between several nodes. Four clusters were identified. They are differentiated by colour in Figure 1. The yellow colour corresponds to the social welfare, social work, policy and law issues at the top of the network. The green cluster, on the right-hand side of the network, is mainly determined by nodes related to environment, humanities and health issues. The blue cluster in the centre makes visible women's issues, feminism and issues of culture and international cooperation. Finally, the red cluster, at the bottom, refers to issues related to violence, functional diversity and gender and also refers to employability issues.

Figure 1: Network analysis of the topics related to diversity.



Source: elaborated by the authors based on network analysis.

The news contents notably included: educational events such as seminars (F=14), conferences (F=32), summer courses (F=24) and the publication of books (F=17). Information on doctoral theses (F=88), rallies (F=39) or awareness campaigns (F=20) also presented strong frequency. The internships, whether part of the curriculum or not, were present in the results of the analysis of diversity news (internships F=22; internship agreements F=6).

Regarding the motivations underlying the writing and publishing of the news (aetiology) a total of 12 categories were identified, in which training stood out (conferences and congresses with the maximum frequency, F=243; training F=57; teaching F=17) along with news of an institutional nature (celebration or renewal of an institutional agreement, F=166; shows F=12; contest F=10; institutional developments F=7). The analysis was repeated for 74 news items (F=74) and transfer activities for 32 items (F=32).

4.4. How diversity was addressed: its relationship with topics and actors

There was a heterogeneity of categories linked to diversity, although the most frequent were those related to gender (F=184) and disability, or functional diversity (F=58). Some 6 types of diversity were identified: women, functional diversity, cultural diversity, sexual diversity and lastly, religious diversity (see Table 2).

Table 2: Identification of diversities.

Position	Codes	Frequency(F)
1	Diversity: women	184
2	Diversity: functional diversity	58
3	Diversity: cultural diversity	17
4	Diversity: seniors	14
5	Diversity: sexual diversity	17
6	Diversity: religious diversity	2

Source: Own elaboration using the data analysis performed in Atlas.Ti 8.

By type of news, the analysis of the networks' link strength showed that diversity was related to institutional news (LS=32) and university news (LS=26), followed by commemorations (LS=20) and science dissemination news (LS=20). And regarding the events that gave rise to news about diversity, significant results were observed for conferences and congresses (LS=114), research/science (LS=60) and training (LS=40).

As illustrated in Table 3, gender diversity was related to equality, inequalities, gender-based violence and discrimination. Functional diversity was linked to inclusion, sport and entrepreneurship. Sexual diversity with women/feminism and cultural diversity. On the other hand, cultural diversity was related to culture/art, sexual diversity, flamenco, women/feminism and interculturality. Religious diversity was related to violence, history and feminisms.

Table 3: Analysis of diversity networks, topics and references.

TYPES OF DIVERSITY	Topic-related nodes		Nodes related to references	
	Nodes	Nodes with significant link Strength (LS)	Nodes	Nodes with significant link Strength (LS)
Gender diversity	16	Equality 92 Inequalities 78 Gender-based violence 72 Discrimination 50	25	Training seminars 64 Rallies 48 Doctoral theses 30 Conferences 24 Awareness-raising campaigns 16
Functional diversity	18	Inclusion 14 Sport 12 Entrepreneurship 8	7	Scholarships/grants 8 Internship 6 Conferences 4 Awareness-raising 4
Cultural diversity	13	Culture/art 6 Sexual diversity 4 Flamenco 4 Women/feminism 4 Interculturality 4	-	Training seminars -
Sexual diversity	11	Women/feminism 4 Cultural diversity 4	5	Awareness-raising 4 Rallies 4
Religious diversity	7	Violence 22 History 6 Feminisms 6	-	Doctoral theses -
Age Diversity	2	Classroom for seniors 24 6	3	Quality/Audit 4 Doctoral theses 4 Training seminars 2

Source: Own elaboration using the data analysis performed in Atlas.Ti 8.

Finally, age diversity was linked to the open classroom for seniors and students, as these courses are given specifically to this collective at the university. Concretely, we explored the news item references. The references linked to educational seminars and rallies prevailed in gender diversity. For their part, other diversities were related to internships and scholarships/grants, training (conferences/seminars), research (doctoral theses) and quality in the case of age diversity. Among the actors, the government team was the most representative (LS=2470) (table 4).

Table 4: Analysis of diversity networks and actors.

Position	Actor/institution	Link strength (LS)
1	Governance Team	2470
2	Vice-Chancellor office for Culture and Social Commitment	762
3	Faculty of Social Sciences	468
4	Flora TRistán University Residence	446
5	City councils	378
6	UPO Social Council	362
7	Seville City Council	322
8	UPO teachers and researchers	298
9	Department of Social Work and Social Services	294
10	UPO Open Classroom for Seniors	242
11	External institutions	240
12	Representative of the Ministry (Junta de Andalucía)	238
13	Faculty of Humanities	214
14	Other Universities	206
15	Vice-Chancellor office for Strategy, Employability and Entrepreneurship	202

Source: elaborated by the authors based on network analysis.

Gender was the type of diversity that related most actors with the greatest link strength, although the governing team was notable regarding its links to the news (see Table 6). Functional diversity presented significant link strength with Fundación Universia, Special Olympics Andalucía, the Faculty of Sports Science, Fevida Programme (the University's Degree on the subject of disability) and other universities. For its part, cultural diversity was directly related to the Festival de las Naciones, sexual diversity, external institutions and the Vice-Chancellor office for research (Table 5).

Table 5: Analysis of diversity networks and actors.

Diversity	Nodes	Actors	Link Strength (LS)
Gender diversity	161	Chancellor/Vice-Chancellors Faculty of Social Sciences Flora Tristán University Residence City councils Social Council Department of Social Work and Social Service Seville City Council Teachers/researchers Regional government Faculty of Humanities	1904 472 432 336 322 292 290 280 278 214
Functional diversity	21	Universia Foundation Special Olympics Faculty of Sport Fevida Programme Other universities	94 16 6 6 6
Age diversity (seniors)	6	Classroom for seniors Student body Caixabank International Solidarity Umbrete City Council UPO Foundation	24 6 4 4 4 4
Religious diversity	11	IAHR KAICIID Teachers/researchers Department of Public Law Institutions outside the XXX Spanish Society of Sciences of Religions	6 4 4 4 4 4
Cultural diversity	8	Festival of Nations Sexual diversity External institutions Vice-Chancellor for Research	6 6 4 4
Sexual diversity	11	Cultural diversity Others	4 20

Source: elaborated by the authors based on network analysis.

Sexual diversity was linked with cultural diversity, religious diversity with entities such as The International Association for the History of Religions (IAHR) or the *Centro Internacional de diálogo* (KAICIID) and, finally, age diversity was related to the seniors' open classroom and students, since these courses are specifically directed towards this collective at universities.

5. Discussion and conclusions

This paper set out to analyse how diversity is transmitted to society from a public university, because the representation of diversity can provoke a change in the audience's attitude towards diversity, sometimes generating empathy but other times generating negative perceptions (Bartsch *et al.*, 2018). Specifically, the study was deployed by conducting a survey of news published of the Pablo de Olavide University newspaper (Seville-Spain) between 2016 and 2019. Ultimately, the aim was to identify what and who transmits information about

diversity in the context of a university. The diversity profile conveyed by the university was female and linked to violence, the holding of academic events (awareness-raising or teaching) and collaboration with external entities. The internal actors were related to the governing bodies and in terms of knowledge discipline, they were linked to the social sciences and humanities. External actors came from other universities and local entities. Functional diversity was the most explicit type of diversity and religious diversity the least frequent.

First, functional diversity and gender had a greater visibility, as mentioned above in the literature review, as they represent two widespread topics in the academic field (Biewer *et al.*, 2015; Klein, 2016). Among students, there is a hyper-visibility of diversity with the disability group and invisibilisation of diversity associated with other categories that lack visible physical markers. Discourses also differ according to whether or not they belong to a protected group (Antolínez *et al.*, 2022). From a gender perspective, female protagonists predominated compared to male ones in terms of the contents transmitted about diversity. This gender difference is in line with what is occurring in the academic world and scientific productivity (Huang *et al.*, 2020), where associations exist between research topics and gender. Specifically, with regard to equality, the topics of gender violence, together with the theme of women and feminism were frequently addressed throughout the period under study. It was found, however, that despite the relevance of gender equality and issues related to women, surprisingly, the topic was not conveyed as diversity.

News about diversity was mainly produced by university officials, that is, collegiate bodies that belong to the university's governing team, notably the Vice-Chancellor office for Culture and Social Commitment (for its management competences) and the Faculty of Social Sciences (for its teaching competences). University leaders understand that the initiative to attend to diversity comes from the demands of families and social entities, although they consider that the protocolisation of strategies and the use of resources for attending to diversity in universities is a great inclusive achievement (Langa & Lubián, 2021). It seems that in the field of education, diversity is approached through teachers' required teaching skills (Mas & Olmos, 2012) or the importance of incorporating them into the curriculum (Loret de Mola *et al.*, 2012). Teachers and administrative and service staff admit that diversity takes them out of their comfort zone, recognise diversity as a difference, consider that attention should be focused on the most vulnerable people in the university community and demand training to take on what they consider a challenge (Martínez-Usarralde & Lloret-Catalá, 2022).

Regarding awareness-raising through extracurricular events, the key player was the Social Sciences. The present work wishes to stress the importance of addressing diversity in teaching, research and management, thus advancing a strategic approach (Bierema, 2010). Indeed, universities are generally associated with teaching and learning, and less with social transformation (Sharma, 2015).

In the same way, the manner in which diversity was conveyed reflected a broad network of institutional relations, notable among which were municipal entities. Other external institutions predictably played a part, given their mission with respect to some of the groups identified in the traditional diversity categories, such as institutions specialising in women or in disability or functional diversity. Strikingly, however, the presence of business was scarce and limited to companies that provided funding, such as Caixa Bank or Mutua Universal. This corresponds to an incipient entrepreneurial collaboration with diversity management (Wrench, 2005). Finally, it is worth noting the relationship with other universities regarding the contents transmitted about diversity. It opens reasonable options for interuniversity academic cooperation. Second, diversity communication was more closely related to teaching than to research, scientific dissemination being limited to reporting on doctoral theses and the results of some research projects. Third, six types of diversity were detected: gender, functional, cultural, sexual, religious and the elderly. Gender and functional diversity predominated and were linked to the domains of the social sciences, humanities and sport.

These data supported the findings of other diversity studies from the perspective of social actors (Iáñez-Domínguez *et al.*, 2021) and university leaders (García-Cano *et al.*, 2021; Langa-Rosado & Lubián-Graña, 2021) mentioned above. However, it should be noted that the construction of a “civic university” (Goddard *et al.*, 2016), committed to diversity, is not achieved by addressing certain groups and collectives (Bell *et al.*, 2007), but by making profound changes to the university system as a whole.

Finally, we wish to stress that this study can contribute to the planning of measures or strategies of university communication policies that are more highly sensitive to all the dimensions of diversity and its visibility, whether in the field of teaching, research or university management. Nevertheless, it also appears necessary that new studies be conducted in Spain to extend and deepen the knowledge of these realities. It would be desirable that such studies focus on larger samples and broader contexts, sample size being the main limitation of this work. The latter would also allow to overcome a second problem: that of analysing updated information and a wide range of data. This second limitation is, however, relative, since we understand that the universities' own means of dissemination continue to be useful for the advancement of knowledge of how higher education institutions convey diversity.

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