SCHOOLS OF JOURNALISM AND COMMUNICATIONS

Journalism schools prepare students to tell the stories of marginalized voices and communities

ALSO IN THIS ISSUE:
Physics is the least diverse of the sciences, and the GRE could be a barrier
WHEN ESIAS BEDINGAR FIRST ARRIVED ON THE UNIVERSITY OF KENTUCKY CAMPUS FROM HIS HOME COUNTRY OF CHAD IN 2014, HE SPOKE NO ENGLISH.

HE LEARNED QUICKLY, BECOMING PROFICIENT IN THE LANGUAGE DURING ONE SEMESTER OF ENGLISH AS A SECOND LANGUAGE CLASSES BEFORE BEGINNING COLLEGE COURSEWORK.

FOUR YEARS LATER, HE GRADUATED FROM UK, AMASSING TOP HONORS AS WELL AS DELIVERING A COMMENCEMENT ADDRESS. ESIAS IS NOW CONTINUING HIS PUBLIC HEALTH STUDIES IN GRADUATE SCHOOL AT HARVARD. HE ATTRIBUTES HIS SUCCESS TO THE OPPORTUNITIES HE TOOK ADVANTAGE OF THROUGH UK’S LEWIS HONORS COLLEGE AND THE MENTORSHIPS HE EXPERIENCED WHILE WORKING ON UNIQUE UNDERGRADUATE RESEARCH PROJECTS.

PERSEVERANCE

BUT IT WAS A TRIP BACK TO CHAD THAT CRYSTALLIZED HIS FUTURE PLANS WHEN HE WAS STRUCK BY THE PREVALENCE OF MALARIA IN HIS HOME COUNTRY. IT IGNITED A NEW-FOUND PASSION, MOTIVATING HIM TO START A NONGOVERNMENTAL ORGANIZATION, MOTOCROSS FOR MALARIA, TO HELP TREAT AND PREVENT THE DISEASE.

MOTIVATED BY A DESIRE TO HELP PEOPLE, THIS UK GRADUATE FEELS CONFIDENT HE WILL ONE DAY ACHIEVE AN EVEN BIGGER GOAL - FINDING A CURE FOR MALARIA.

AT UK, WE WANT TO HELP ALL STUDENTS FIND THEIR PASSION AND PURSUE THEIR DREAMS, SO THEY CAN EXCEL ON CAMPUS AND AROUND THE GLOBE.
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OKLAHOMA STATE UNIVERSITY EARNS HONORABLE MENTION IN NCAA/MOAA AWARD

The Award for Diversity and Inclusion from the NCAA and the Minority Opportunities Athletics Association recognizes and celebrates schools and programs that promote diversity and inclusion in intercollegiate athletics.

Oklahoma State University received an honorable mention for the 2019 award and quoted INSIGHT Into Diversity co-owner and publisher Lenore Pearlstein on their award banner.

“Oklahoma State University has demonstrated exceptional success in this area by creating a diverse, welcoming, and inclusive campus for students to learn and excel and for employees to thrive in long-term careers,” Pearlstein said. “Oklahoma State University demonstrates continued efforts and initiatives to increase the recruitment and retention of underrepresented students, administrators, faculty, staff, and suppliers.”

For more information on the NCAA/MOAA award, visit ncaa.org.

— Kelsey Landis

Newsrooms Are Gradually Becoming More Diverse

Results from the 2018 Newspaper Diversity Survey by the American Society of News Editors presented some of the most recent statistics on women and underrepresented journalists in United States newsrooms.

Of the newsrooms that participated, the report shows on average 59 percent of staff were men, while people of color represented 22.6 percent of employees.

While the statistics are indicative of the 293 newsrooms surveyed, the responses did not draw from a random sample and so cannot be used to interpret diversity in the U.S. journalism climate as a whole.

Here are some additional facts and figures from the study:

- Employees of color increased from 16.5 percent of total newsroom staff in 2017 to 22.6 percent in 2018.
- Women accounted for 41.7 percent of employees in 2018 compared with 39.1 percent in 2017.
- 79.3 percent of those surveyed had at least one woman among their top three editors.
- 32.7 percent of those surveyed had at least one person of color in a top three editor position.

To view the entire 2018 survey and past reports, visit asne.org/newsroom_diversitysurvey. An interactive chart is available at googletrends.github.io/asne.

— Kelsey Landis

New Organization Seeks to Support Investigative Journalism in Indigenous Communities

The Native American Journalists Association (NAJA) established a new organization in February dedicated to improving working conditions for investigative journalists in Indigenous communities. The organization is called the Indigenous Investigative Collective (IIC).

NAJA says press freedom is a major problem in Indigenous communities because of opaque government structures. The IIC will offer training, resources, and general support to Indigenous reporters, allowing them to provide thorough and transparent coverage of their tribal governments.

In an effort to promote the safety of Indigenous journalists, the collective will require its member news organizations to adopt certain baseline security standards, training, and protocols.

The IIC will provide tools for working with whistleblowers in ethical and responsible ways. It will also assist them in keeping sensitive documents, data, and news tips secure.

The goal is to protect tribal sovereignty and self-determination by ensuring citizens can access information about their governments and the institutions associated with them, including important public documents such as budgets, meeting minutes, records, and business contracts.

For more information, contact IIC@naja.com.

— Ginger O’Donnell
Black Philanthropy Circle Raises Nearly $400,000 in First 6 Months of Operation

The Black Philanthropy Circle, a unique charitable giving group founded by Indiana University (IU) alumni and friends, has achieved unprecedented fundraising success since its launch in August 2018. Within this short time period, the group has raised nearly $400,000 to improve educational access and success for African American students and underserved communities.

In support of this mission, the Circle’s 23 founding members have pledged $150,000 to support the work of the Mays Family Institute on Diverse Philanthropy. As part of the IU Lilly Family School of Philanthropy, the institute is dedicated to the study of charitable giving within diverse communities.

The Lilly Family School is the first institution in the world dedicated solely to the study and teaching of philanthropy.

In the words of Rose Mays, PhD, a founding member of the Black Philanthropy Circle, professor emerita of IU, and member of the family for which the Mays Family Institute on Diversity Philanthropy is named, the funds raised by this innovative circle of donors “support the Black community at Indiana University and bring more representation of underrepresented communities into the whole field of philanthropy.”

The money raised also supports IU’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs. The group works closely with this office to develop leadership pipelines for Black students and employees, foster engagement with African American donors, and more.

— Mariah Bohanon

ORGANIZATIONS AND COLLEGES CELEBRATED DIVERSITY, ACTIVISM DURING WOMEN’S HISTORY MONTH

Women’s History Month, celebrated during the month of March, is recognized all over the world. Here’s how some organizations and colleges in the United States recognized women’s history this year.

The National Women’s History Alliance selected “Visionary Women: Champions of Peace and Nonviolence” as this year’s theme, a celebration of women who have used “inclusive, democratic, and active means to reduce violence, achieve peace, and promote the common good.”


Pennsylvania State University hosted multiple events including a group of performances and workshops led by the dance-theater company Urban Bush Women, known for creating multidisciplinary performances that express the rich and complex experiences of women of color. The company performed highlights from their original pieces and led interactive sessions with participants.

Misericordia University, a private Catholic liberal arts university in Dallas, Penn., featured presentations by eight female faculty, each from a different discipline, who spoke about an influential woman from their field.

At Dutchess Community College in Poughkeepsie, N.Y., the Institute for Women’s Studies hosted a panel discussion about “craftivism,” or how women use art and crafts to engage with social and political issues. Panelists discussed the importance of this form of activism and the various ways that women can participate.

Rutgers University-Camden hosted Tarana Burke, the founder of the #MeToo Movement. She discussed the origins of the movement and offered words of healing and strength to those who have experienced sexual trauma or harassment.

— Ginger O’Donnell

Black Philanthropy Circle

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— Mariah Bohanon
GEORGIA
Erica Godbee Harden has been named president at Oconee Fall Line Technical College, with campuses in Sandersville and Dublin. She previously served as the college’s executive vice president.

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Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

Juan-Carlos Molleda, PhD, is the Edwin L. Artzt Dean of the School of Journalism and Communication at the University of Oregon. A leading scholar in global corporate public relations management, he spent 21 years teaching and researching public relations and communication management at the University of Florida, the University of South Carolina, and Radford University in Virginia. Molleda’s professional portfolio has also informed his teaching and research. He previously served as manager of public relations, corporate communication, and advertising and promotions for a Venezuelan financial consortium. In 2011, he consulted on a strategic planning project in international public relations for Mayo Clinic. Molleda earned the University of South Carolina’s School of Journalism and Mass Communications Outstanding Young Alumni award in 2010.

Willow Bay is dean of the University of Southern California (USC) Annenberg School for Communication and Journalism as well as the Walter H. Annenberg Chair in Communication. Prior to joining USC, she served as senior editor and strategic adviser of the online news site HuffPost, where she oversaw editorial content and growth initiatives. Bay is also a veteran broadcast journalist. She has worked as a reporter and an anchor for numerous national networks, including ABC, NBC, and CNN. In addition, she is the author of the book Talking to Your Kids in Tough Times: How to Answer Your Child’s Questions About the World We Live In.

John L. Jackson, Jr., PhD, is the Walter H. Annenberg Dean of the Annenberg School for Communication and the Richard Perry University Professor at the University of Pennsylvania. He previously served as dean of the School of Social Policy and Practice as well as the university’s special adviser on diversity to the provost. Jackson is a prolific scholar who researches urban communities and constructs theories about race and ethnicity, among other focus areas. He is the author of numerous books, including Harlemworld: Doing Race and Class in Contemporary Black America, Racial Paranoia: The Unintended Consequences of Political Correctness, and Thin Description: Ethnography and the African Hebrew Israelites of Jerusalem.

Michelle Ferrier, PhD, is dean of the School of Journalism and Graphic Communication at Florida Agricultural and Mechanical University in Tallahassee. She was formerly the associate dean for innovation, research, and international programs at Ohio University in addition to serving as an associate professor at the university’s E.W. Scripps School of Journalism. Ferrier is the founder of Trollbusters.com, a site that helps journalists fight online abuse. She is also the principal investigator for the Media Deserts Project, an initiative that uses geographic information system technologies to find areas in the U.S. where there is a lack of news and information. In 2017, media analysis website MediaShift named Ferrier one of the top 10 journalism innovation educators to watch.

Prabu David, PhD, is Dean of the College of Communication Arts and Sciences at Michigan State University (MSU) in East Lansing. Prior to joining MSU, he was a professor and associate dean at the Edward R. Murrow College of Communication at Washington State University, where he led efforts to revamp several undergraduate and graduate programs and recruit new, highly qualified faculty. His research focuses on media and cognition. David’s current projects include assessing the relationship between media and multitasking and researching how children use mobile media. He has served as an investigator or co-investigator on projects funded by institutions such as the National Cancer Institute and the Centers for Disease Control, among others.

Lori Bergen, PhD, is the founding dean of the College of Media, Communication and Information at the University of Colorado Boulder. She previously served as dean of the J. William and Mary Diederich College of Communication at Marquette University in Milwaukee. At Marquette, Bergen facilitated meaningful partnerships between students and communications professionals. She is a leader in multiple academic and professional organizations, including serving as president of the Association for Education in Journalism and Mass Communication and as an advisory board member for the Poynter Institute, a training organization for journalism professionals, educators, and students.

DIVERSITY PROFESSIONAL SPECTRUM

DEANS OF JOURNALISM AND COMMUNICATIONS SCHOOLS
The five 2019 scholarship recipients are as follows:

**Adiah Bailey**, a sophomore at Case Western Reserve University in Cleveland, Ohio, double-majoring in economics and international studies with a minor in anthropology and Spanish. In the fall, she will study in Argentina and Chile through the Emerging Economies Program, which focuses on the impact of laws, culture, outside institutions, and business practices on globalization and economic growth in the two countries.

**Maddie Clendening**, a politics and psychology double major at Hendrix College in Conway, Ark. She plans to participate in either a French language program at the Université de Caen Normandie in Caen, France or in the Lex Fellowship in Barcelona, Spain.

**Hallie Downs**, a sophomore at the University of South Dakota double-majoring in biology and operational analytics. She will participate in a field ecology course in San José, Costa Rica learning about experimental design, natural history, and advanced statistics.

**Hayley Betty Fitzgerald Smith**, a junior at Southern Illinois University Edwardsville majoring in political science and philosophy. She will study international law, conflict and terrorism, political communication, peace, and reconciliation in Northern Ireland and the Republic of Ireland.

**Dominique Wallace**, a sophomore studying civil engineering at Tennessee State University in Nashville. She plans to take an Africana studies course in Peru, where she hopes to learn more about the region and the people who lived there in the past.

**Kelsey Landis** is editor-in-chief of *INSIGHT Into Diversity* magazine.
Deaf History Month

By Ginger O’Donnell

National Deaf History Month takes place from March 13 to April 15. It is a time to celebrate the contributions of deaf and hard of hearing (HOH) individuals as well as the vibrant history of the community. The month-long observation also provides an opportunity to recognize institutions of higher education where deaf and HOH students thrive. Here are three examples of universities that excel.

The Rochester Institute of Technology (RIT) National Technical Institute for the Deaf (NTID)

NTID provides state-of-the-art technical and professional education programs complemented by a robust arts and sciences curriculum to more than a thousand deaf or HOH students. The college also prepares its graduates to work in fields related to deafness. Of the 1,262 individuals enrolled, 1,025 are undergraduates, 90 are graduate students, and 147 are in the college’s American Sign Language (ASL) program; 37 percent come from underrepresented groups and 4 percent are international students.

NTID offers over 20 accredited programs for associate degrees, and those who are qualified can earn bachelor’s or master’s degrees in more than 200 programs within other colleges at RIT.

Faculty members communicate with students in the way that suits them, be it through sign language with or without voice, fingerspelling, FM systems, visual aids, or other methods.

Gallaudet University (Gallaudet) Department of American Sign Language and Deaf Studies

Gallaudet in Washington, DC, was established in 1864 as a diverse institution “that ensures the intellectual and professional advancement of deaf and HOH individuals” through ASL and English, according to the university’s mission statement.

With approximately 94 percent of courses having an online component, Gallaudet integrates technology in its classrooms more than do other colleges in the U.S. The university also has dedicated research units in visual language and learning, neuroimaging, rehabilitation engineering, and communication technologies and services.

Gallaudet also provides education to young children through its Laurent Clerc National Deaf Education Center. The Kendall Demonstration Elementary School gives tuition-free education to deaf and HOH students from birth through eighth grade. The Model Secondary School for the Deaf is the university’s tuition-free high school.

College students at Gallaudet can choose from more than 40 programs. One such program is a Bachelor of Arts in ASL, which enables students to pursue careers in areas such as deaf education, linguistics, interpretation, sociology, and social work. The university also offers a Master of Arts in Deaf Studies, which examines the deaf “ways of being.” The program includes a yearlong project in which students either write an academic thesis, complete a creative project, or engage in advocacy work.

A survey conducted by the university showed 96 percent of undergraduate respondents who finished their diploma between 2014 and 2015 are either employed or pursuing further education.

California State University, Northridge (CSUN) Deaf Studies Department and the National Center on Deafness

CSUN’s undergraduate major in deaf studies emphasizes the diversity of deaf and HOH individuals as well as their commonalities with hearing people. The program offers experiential learning opportunities through practicums and internships; it also encourages students to promote cultural, social, and political awareness among the broader campus community by sponsoring guest speakers, participating in ASL Deaf Theatre productions, and joining the student group Deaf CSUNians.

The program equips students to pursue a wide range of careers, including those in counseling, government, education, and non-profit leadership.

CSUN is also home to the National Center on Deafness, which provides learning assistance to the university’s deaf and HOH students as well as to service providers, families, and CSUN alumni, among others. Approximately 150 students who are deaf and HOH benefit each year from the center’s services, which include communication access, leadership opportunities, scholarships, and direct communication classes. The center also offers interpreting, speech-to-text transcription, note taking, tutoring, academic advisement, and priority registration.
Earlier this year, Tucker Carlson Tonight on Fox News featured a story about immigration across the United States-Mexico border. Carlson said mass immigration “makes our country poorer, dirtier, and more divided.” Scores of people took to social media to say the statement was racist. Anger over the comment quickly spread, resulting in more than a dozen companies removing ads from the prime-time cable news program. This situation is a reminder to communications professors that we have an extraordinary responsibility to teach students to be culturally competent.

Issues of diversity and inclusion come up naturally in communications curricula focused on attracting varied audiences and creating accurate representations of identity. Opportunities abound for teaching students to develop fair and complete representations in film, television, ads, and media campaigns, but professors must be prepared to articulate why inclusion matters in communications and related professions.

Because communications professors work with future storytellers, we have a responsibility to help our students recognize that there are both ethical and economic advantages to intercultural development related to race, gender, ability, sexuality, faith, and class. In order to teach inclusive thinking, we must also continue to develop our own knowledge and tools to do this important work.

Below are ways communications faculty can educate themselves and, in turn, their students.

- **Resources** such as multicultural centers, chaplain’s offices, or LGBTQ programs might be available at your institution. These centers are staffed with knowledgeable professionals who have been trained and have recent information about specific social identity groups and their intersections. Additionally, they may also have reading rooms with books, magazines, and video content that could be helpful in planning lessons or as sources for projects. These spaces are usually open to anyone on campus to come and learn, no matter their identity.

- **Librarians** are important sources for professional development. Our library staff at Elon University in North Carolina have been key partners and advocates for creating a more inclusive campus broadly. They love to help faculty find discipline- or profession-specific resources.

- **Events on campus** allow students to share their ideas about identity with professors. We have attended student government town halls, political party meetings, and panels sponsored by various ethnically and racially oriented organizations to gauge what students are thinking about their campus, culture, and worlds. Generally, faculty and staff are invited to these sessions, but it’s always smart to check with the student leaders before attending.

- **Student media** is also a good gauge of campus climate. The stories covered, music played, and films produced provide valuable exemplars when teaching the inclusivity of sources and effectiveness in reaching all members of an audience. Recently, our student newspaper produced the first ever Spanish-language version of their weekly newscast and newspaper. This effort was widely applauded on campus, and it demonstrated that there is a population of students interested in creating and reading this content. It is now incumbent on us to support and inspire more of our students to reach audiences with diverse identities.

- **Professional organizations** have recognized the need to broaden the understanding of diversity in communications industries. Materials can be found on these organizations’ websites. The Radio Television Digital News Foundation offers a downloadable diversity toolkit on its website (rttdna.org) for anyone interested in implementing case-based lessons in their classrooms. The toolkit also offers a few readings and discussion questions. Similarly, the Public Relations Society of America (prsa.org) has made available its diversity and inclusion toolkit that offers best practices for professionals wanting to add more inclusive thought to their offices, but the techniques can also be viable for classroom use.

- **Some national organizations offer faculty seminars** where portions of the programs highlight issues related to race and gender. The Television Academy Foundation covers the airfare and lodging of participants of its faculty seminar. In 2018, the seminar offered a deep dive into the television industry in the #MeToo era. Communication professors would also do well to...
keep an eye on the International Radio and Television Society faculty seminar. The topics vary each year, but there is always a session or two focused on inclusion.

• **Connections in the broader community** also afford an opportunity to develop empathy, understand different perspectives, develop active listening skills, and create rapport with people different from you. Our civic engagement-based programs at the university offer students the chance to engage deeply in the communities that surround Elon. Students and faculty have the chance to develop cultural humility, a necessary aspect of intercultural competence. Communications students in particular can connect with the broader community by working with non-profit clients in the community, writing for the local newspaper, and making documentary films about history and current issues. Both students and faculty can use their talents to volunteer and make connections with the local NAACP chapter, immigrant communities, and the area PFLAG group. These all provide opportunities to have meaningful interactions with people from various backgrounds and learn more about their lives.

Communications disciplines and professions have natural alignment with intercultural development. Faculty, staff, and students have opportunities to continue and further that development, which is crucial to their effectiveness in the classroom, on campus, and in their lives outside of college.

Brooke Barnett is an **INSIGHT Into Diversity** Editorial Board member, an associate provost for Academic and Inclusive Excellence, and professor of communications at Elon University in North Carolina. Naemah Clark is a faculty fellow for Civic Engagement and associate professor of Communications at Elon University.

Located in Miami, the Florida International University School of Communication + Journalism is committed to building an intellectually vibrant climate that sustains the cultural inclusiveness of our community.

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- M.S. Mass Communication - Spanish Language Journalism

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Promising preliminary data from three universities show African American male students earn better grades and graduate at higher rates if they participate in peer-support programs.

Year after year, data from the National Center for Education Statistics indicates that Black men face steeper challenges than do their Black female and White peers. Only 9 percent of the bachelor’s degrees earned by U.S. male students in 2016 were earned by Black men, while 67 percent of the degrees were awarded to White men and 11.9 percent to Hispanic men. African American women earned 11.8 percent of degrees conferred in that year to women.

The percentage of Black men earning a bachelor’s degree has slowly increased over the years, up from 5.2 percent in 1977, but their dropout rates remain higher than those of their counterparts. Just 35 percent of those who enrolled at a four-year institution in 2008 completed a bachelor’s degree within six years, compared with a 45 percent completion rate for Black women and 60 percent for White men.

Those concerning statistics push universities across the country to promote programs that specifically support Black male students, but leaders from three of those programs say the message in their classrooms isn’t about the numbers. It’s about including young Black men in the campus community and giving them the confidence they need to believe they can do more than they thought possible, says Sam Gutierrez, president of the Brother 2 Brother program at Central Washington University (CWU).

“Somewhere along the line someone convinced you that you didn’t have a voice,” Gutierrez says of peers in his group. “My life’s work at this point is to convince you otherwise.”

University of North Texas
Harold Woodard remembers when the Ku Klux Klan held rallies and cross burnings along Route 301 near his hometown of Sharpsburg, N.C., and the segregated public spaces. As program director for Strategic Retention Initiatives at the University of North Texas (UNT) in Denton, Texas, Woodard says those memories help him “add that level of experience” to his lectures, which focus on how African Americans persevered despite radical opposition to their rights.

Students in UNT’s Male Alliance for a Rigorous, Transformative and Interdisciplinary Approach to Learning (MARTIAL) program pay “a little more attention” to Woodard because of his
experiences. The program aims to provide social and academic support to Black men at UNT through an intensive first-year course and continued encouragement throughout their time at the university.

Woodard wants young men in the program — known as MARTIAL Eagles — to consider what he and other African Americans faced historically and then ask themselves, “If they succeeded facing what they did, what can I not do?” Using this approach, Woodard says his students “understand and appreciate the distance we’ve come and the distance we’ve yet to go. It gets real.”

Learning about resilience is key to overall confidence, but confidence alone won’t finish an essay due in 24 hours or read the three chapters required for an exam. Adjusting to the loaded workflow of college life is one of the main challenges for Eagles. Program staff teach students to master the basic processes that help them “get through the tough times” step-by-step, Woodard says.

Those “College 101” skills are just one part of the MARTIAL first-year course. The other part focuses on the history and culture of African American men in the United States through the lens of music. “For many, it’s the first time they’ve actually had a course that deals with historic Black experience other than slavery and maybe the modern civil rights movement,” Woodard says. “My focus when I teach the Black experience is to try to focus on what people did for themselves and less what was done to them.”

Woodard and program coordinator Candi Harris give assignments in which students can express feelings about their own problems through music. In one of them, each Eagle develops a playlist of contemporary music that speaks to him. At the end of the semester, they perform a song or recite a poem they wrote.

The messages in those performances are about the transition into new experiences, separation from family, spanning “the whole gamut of what you expect a student to experience going away to college,” Woodard says. But each Eagle is reminded of his history and how humans “carve out a meaningful existence” despite the odds.

“It can be inspiring — whether you are of African descent or not — just to know the human spirit has that resilience, to know if they succeeded, so can I,” Woodard says.

Preliminary data show the program is working. Eagles had earned a higher average GPA than a comparison group — 2.46 versus 1.84 at the end of the fall 2017 semester, according to UNT’s Data, Analytics, and Institutional Research office. They also completed more credit hours than students in the control group with an average of 13.27 versus 9.95 hours. As of fall 2018, more Eagles had returned for their second year than those in the other group.

Woodard hopes to hire another full-time MARTIAL staffer, which would allow the program to accept an additional cohort. But the main goal is to push Eagles to fill leadership roles on campus and not just in groups for underrepresented students.

“We want them to experience the full breadth of what the university has to offer,” Woodard says. “We want
them to research with faculty, study abroad, land quality internships. We’re starting to see that happen.”

Central Washington University
With support from the Brother 2 Brother program, students at CWU in Ellensburg, Wa., succeed in leadership roles, says Andre Dickerson, director of the Center for Leadership and Community Engagement.

“We’ve seen [the program] be transformative,” Dickerson says.

As part of the Student African American Brotherhood (SAAB) organization, the extracurricular Brother 2 Brother program recruits roughly 45 new students each year out of CWU’s total undergraduate enrollment of 11,000.

Research shows 86 percent of SAAB participants graduate, exceeding the average five-year graduation rate for African American men in the U.S.

Most participants are recruited at summer orientation. When they arrive on campus, Brother 2 Brother staff greet them with a welcome session, create networking opportunities with upperclassmen, and connect them with peer mentors.

“We’re able to capture those students before they arrive to give them as much guidance as we can,” Dickerson says. “So, when you get here, you know who you can contact with questions or concerns. They have someone they can connect with if they ever need it.”

In addition to guaranteeing access to information and support, the program focuses on ensuring all young men — male students of any race are encouraged to participate in the program — feel welcome on campus. Each comes with their own personal identity.

“When you step foot on campus, you think, ‘I’m a Black man, a first-generation college student, and now I have to navigate the stereotypes people may have,’” Dickerson says. “But then you also have to find confidence and a sense of belonging. You have to break through these theories and models to believe not only do you belong here, but you have value.”

Gutierrez, who has served as president of the program since spring 2018, says he became involved after approaching a group of “well-dressed Black men” who caught his eye on campus. The evolutionary biology and ecology major had been struggling with his identity as a Latino and with concepts of White privilege. So on a whim, he decided to approach them to seek their opinion on his predicament.

The men turned out to be involved in Brother 2 Brother. One was Dickerson and another was SAAB founder and CEO Tyrone Bledsoe. The conversation turned into an invitation to a luncheon and that led to Gutierrez attending the national conference in Detroit. Sitting in a room with 500 Black men and listening to some speak about their experiences, Gutierrez says, “broke my world view.”

From then on, he worked on “self-actualizing,” or the realization that he was capable of achieving his goals and making his identity a part of that process. Seeing men who looked like him in leadership roles at subsequent conferences also helped. In the Brother 2 Brother program and after graduating this spring, he hopes to be the role model for other young men of color seeking self-actualization.

“To anybody reading this who feels like they are burdened with representing a marginalized population, that is not bad,” Gutierrez says. “Embrace it. Pull it into perspective. It’s heavy sometimes, but there is light at the end of the tunnel.”

Old Dominion University
As at CWU, Brother 2 Brother chapter leaders at Old Dominion University (ODU) in Norfolk, Va., rely on data as well as anecdotal evidence to prove their program’s success.

Between the founding of the chapter in fall semester 2017 and the end of spring 2018, members showed a higher average GPA than Black and Brown men not associated with the program, says Johnny Young, EdD, associate vice president for Student Engagement and Enrollment Services. Those students are on track to complete their degrees in four to five years based on the number of credits they received in spring semester 2018.

At the end of 2019, another report will look at the same population. Young says he expects to see the same positive
trend. “What we attribute that [success] to is simply the fact that Brother 2 Brother is based on the peer cohort model,” Young says. “Members support one another, mentor one another, some come from similar backgrounds and experiences. … Those are the types of things that bond them together.”

Support from university leadership also plays a key role in the success of Brother 2 Brother, which at ODU includes 160 members. Austin Agho, provost and vice president for academic affairs, attended an orientation session when the chapter was first initiated, and Brian Payne, academic affairs vice provost, attended a minority male symposium last year that included athletes and chapter members. The university’s president, John Broderick, comes to retreats to “give words of encouragement,” Young says. “When you see the leadership stopping by and encouraging and showing their interest and their support for initiatives like this, it makes the difference,” Young adds.

Seeing leaders who look like themselves is essential to Brother 2 Brother member success, but watching peers achieve their goals is just as important, Young says. “It’s seeing people who look like you with similar backgrounds who are progressing, doing well, and overcoming obstacles that makes a peer group I can turn to, that I can talk to, that I can depend on,” Young says.

Chapter members also offer the leadership skills they acquire to children in the community. They go to local elementary schools a few times a week to tutor and engage with students there. “[The elementary students are] seeing young Black and Brown men that are perhaps where these kids will be in the next 10 to 13 years when they hopefully go to college,” Young says.

As with most programs, however, the proof is in the data. “I’m confident the data will continue to show that programs like this do make a difference,” Young says. “Having this as a part of what I do is just pure joy.”

Kelsey Landis is the editor-in-chief of INSIGHT Into Diversity. The University of North Texas is a 2018 HEED Award recipient. Central Washington University is a 2014, 2015, 2017, and 2018 HEED Award recipient, and Old Dominion University is a 2018 HEED Award recipient.
Aerospace and Tech Companies Promote Diversity When Recruiting Talent on Campus

BY DALE SINGER

Attracting and retaining a diverse workforce may seem like an intuitive, common sense approach for business success, but it isn’t always easy to translate that concept into solid dollars and cents terms.

The New York City-based consulting firm McKinsey & Company has worked for years to nail down how diversity can pay off. In 2015, it conducted a study that found the following:

• Companies in the top quartile for gender or racial and ethnic diversity are more likely to have financial returns above their national industry medians.

• Companies in the bottom quartile in these dimensions are statistically less likely to achieve above-average returns.

• Diversity is probably a competitive differentiator that shifts market share toward more diverse companies over time.

“We live in a deeply connected and global world. It should come as no surprise that more diverse companies and institutions are achieving better performance,” the study states.

Mimi Collins, director of content strategy for the National Association of Colleges and Employers, says a recent survey showed students strongly support and value a prospective employer’s commitment to diversity.

“Many employers of new college graduates have as part of their overall strategy that they are looking to diversify their workforce,” she says.

When deciding which campuses potential employers will visit for recruiting, Collins adds, the top qualification is that the schools have the academic programs that will properly prepare new employees, but diversity matters as well.

“One of the things we are letting our college members know,” she says, “is that diversity is important to the employers and important to the students, so it should be important to the colleges too.”

Here’s how some companies that are ranked highly for their commitment to diversity view the question of how this affects recruiting.

**BOEING**

Pam Hennard, Boeing’s global director of talent acquisition, says the world’s largest aerospace company has relationships with more than 120 educational institutions to help recruit top talent. Diversity is a key factor in hiring, she says.

“Diversity fuels innovation, along with better decision-making in the organization,” Hennard says. “It’s one of our enduring values, the key to getting the best people. We recruit from the widest possible talent pool to make sure we get the best person.”

Since 2012, she adds, Chicago-based Boeing has hired 850 students as paid interns, 7,000 workers, and 140 executives from underrepresented populations.

“We actually recruit and engage with student organizations on campuses to get top talent,” Hennard says of the company’s efforts to keep open a pipeline of diverse employees.

In particular, Hennard points to a program the company has with the Thurgood Marshall Scholarship Fund, which, according to Boeing’s website, “provides an unparalleled career opportunity and scholarship for outstanding students attending Boeing HBCU priority schools,” as well as a boot camp where students learn more about specific business units at Boeing.

“It’s really good for us,” she says. “We’re able to open the doors during the time they spend with Boeing and show them more about our business model, how we actually work, and provide information about air and space careers. It’s a great opportunity to have access to executives in the organization.

**LOCKHEED MARTIN**

The Bethesda, Md.-based aerospace firm Lockheed Martin recruits at 120 schools altogether based on their accreditation, location, and other criteria, with diversity being a top consideration.

“You want to spread a wide net,” says Scott Trapp, the firm’s director of diversity outreach. “We want to make sure that we can get the best of the best and challenge each other with their ideas.”

Derek McGowan, diversity manager for higher education, adds that the company has a sustained approach to recruiting majors from underrepresented groups in STEM subjects, because in many cases diversity is lacking in that area.

“We’re not just swinging by campus on one day to recruit,” he says. “All through the whole curriculum, we want them to know Lockheed Martin. When
they graduate and are ready to go to work, they know our company and we become an employer of choice.”

The commitment to diversity continues once new employees are in the fold, Trapp says. “Recruitment does not stop when they hit the doors at Lockheed Martin,” he says. “If we do a good job of doing that, it’s only going to get stronger. We want to make sure they see people like them and can engage with people like them. We want to make sure they feel they have a home, with people they can go to.”

Building that relationship can start even before students graduate, McGowan says, including visits with active alumni. “We want to be walking the walk, versus talking the talk,” he says. “If you haven’t seen us during your freshman or sophomore year, we would expect us to be a stranger to you. We prepare them for what’s ahead of them, so they don’t think we’re just giving them a sales pitch. The pitch part of it is that we actually have hands-on leaders who reach out to students, to really partner with those students.”

IBM
Besides more traditional efforts toward diversity, Armonk, N.Y.-based IBM has widened its search for new employees with an initiative it calls “New Collar,” a reference to the phrase “new collar jobs.”

New collar jobs are roles in some of the technology industry’s fastest growing fields, from cybersecurity and cloud computing to cognitive business and digital design. But the jobs do not always require a traditional degree. What they require instead is the right mix of in-demand skill sets.

IBM believes these jobs attract a diverse workforce because the company goes outside the traditional sources and backgrounds to consider a wider group of possible employees. The New Collar initiative allows IBM to pursue those efforts.

Brigid McMahon, the company’s talent acquisition director of global early professional and diversity hiring, wrote in an emailed statement that IBM wants to find diverse employees in fields ranging from cybersecurity and cloud computing to cognitive business and digital design.

Like the other companies, she says, IBM considers a diverse workforce an imperative for success. IBM was named by LinkedIn the top employer of graduates from historically Black colleges and universities in 2018.

“At the core,” McMahon says, “it’s good for business. Creating a more inclusive workplace allows us to innovate better and help our clients succeed and thrive. Who we hire matters. We believe that it’s important to look beyond homogeneous backgrounds within the organization and open the aperture for bringing in diverse talent.”

Dale Singer is a contributing writer for INSIGHT Into Diversity.
Physics Is the Least Diverse of the Sciences, and the GRE Could Be a Barrier

By Mariah Stewart

The graduate record exam (GRE) might not be the best admissions assessment for students hoping to pursue a PhD in physics, according to a study released earlier this year by the Rochester Institute of Technology (RIT). Further, the study found the GRE is potentially a barrier to including more underrepresented individuals in the least diverse sector of the sciences.

Researchers found that barely 5 percent of PhDs in physics are granted annually in the United States to African Americans, Latinos, and Native Americans, while only 20 percent are received by women of any racial or ethnic background. Women and underrepresented individuals tend to have the worst scores on physics GRE tests, according to the study.

Though the GRE is a common assessment for admissions, the findings show that low scores are not connected to PhD completion. Diversity in physics programs is determined by who universities accept. Therefore, the future of diversity in physics is at stake if the GRE continues to play a major role in the admissions process, the study indicates.

Up to 40 percent of physics programs in the U.S. use cutoff score requirements, a “decontextualized use of GRE scores” because the cutoff scores embody an admissions process that systematically filters out women, Hispanic and Latinx individuals, Blacks, and Native peoples of all genders, the study found. The cutoff score also gives preference to international students, who are given standardized tests more frequently than U.S. students.

The study is the largest ever conducted that specifically focuses on physics and the correlation between admissions data and graduation rates. The data set looked at students from nearly 30 different PhD programs for more than a decade. The research was funded by the National Science Foundation and was a part of the Inclusive Graduate Education Network, a research hub of select graduate physics programs that help share inclusive practices for admitting and retaining women and minorities.

The findings are a “big deal,” according to Casey Miller, the study’s lead researcher and author and associate dean for research and faculty, because while the GRE shows significant racial and gender-bias differences, a majority of PhD programs still require it with a minimum acceptable score.

“The outcome is fewer women of all races and underrepresented minorities of all gender identities get into PhD programs, despite the tool being ineffective at telling us who will finish,” Miller says.

Miller and his colleagues suggest institutions reevaluate admissions requirements and consider more holistic factors, like perseverance, creativity, leadership, and grit. The American Physical Society and American Astronomical Society both reported in the past about graduate programs limiting the use of GRE scores.

Co-author of the study Ben Zwickl, PhD, assistant professor of physics at RIT, says he admires students...
who persisted in school and did well despite their GRE scores. “It blows my mind that basically the ability to solve one-minute physics problems became indicative of the capability to complete a multi-year research project. Those tasks are so dissimilar. The link between them almost seems implausible and I think we see it’s implausible in the data.”

The GRE is generated by the Educational Testing Service (ETS), the world’s largest nonprofit educational testing organization responsible for several standardized tests including the SAT.

ETS executive director of GRE and College Programs Alberto Acereda says he agrees with the RIT study about the risk of overreliance on GRE scores or any single measure that can have negative consequences, especially for women and underrepresented individuals. Acereda says his organization recommends that all programs consider applicants holistically and weigh all important information about a student, including GRE scores, which he says provide “valuable information” to schools.

“GRE scores are successful in predicting academic performance in PhD programs, an important factor in determining student and program success, whatever its ultimate definition,” Acereda wrote in an emailed statement. “Throwing away valuable information is not the best way to make an informed decision.”

Effects of the GRE on Applicants

The pool of graduates RIT researchers surveyed for the study had widely ranging scores on the GRE. Students who scored lower still finished their PhD at high rates, not much different from those who scored high on the exam.

“In some regard, you want to admit people who have strong potential, but achievements at the point of applying don’t necessarily show they’ve maximized their potential yet,” says Julie Posselt, co-author of the study and assistant professor of education at the University of Southern California. “If we only admit people who have the best credentials, then we’re not taking advantage of the opportunity to develop their full potential while they’re students with us.”

Moiya McTier, 24, is a third-year PhD student majoring in astronomy at Columbia University. McTier took the physics GRE twice and scored under the 13th percentile both times. McTier says she was “heartbroken” when she found out her score the first time.

“I struggled a lot with physics and math when I was in [undergrad],” says McTier, who majored in astrophysics and folklore at Harvard University for her undergraduate degree. She didn’t have a strong background in physics while in high school, and even in college, she says that, “everything felt really intimidating” to her. She believes she got into the program at Columbia because they took into consideration her other skills such as her undergraduate research experience.

It wasn’t until after a couple of years in graduate school that she began to shift her perspective. She taught herself useful patterns of thinking and creative ways to find solutions.

“I know a lot of women and people of color who are undergrads now and just finished applying to grad schools, but only applied to schools that didn’t require the physics GRE because they couldn’t afford to take the test, or they didn’t score well on the test, or they didn’t feel comfortable going to a school that used that as a requirement,” McTier says.

In discussions with faculty members in her department, McTier has heard both sides of the GRE admissions debate. “One thing that you can’t argue with is that it’s a cost barrier. I think everyone can agree that this exam costs money and not everyone has the money to take it. Everyone who is interested in becoming a physicist deserves the chance to become one.”

The origins of disparities among people of color and women with low GRE scores and low admittance into physics PhD programs often begin at an early age with inequitable educational access. The issues increase with implicit bias and disciplinary practices in the classroom and research laboratories, the cost of the GRE, test anxiety, stereotype threats, and other factors.

“We see a lot of students not even pursuing things they could potentially be good at because of the perceived barriers things like the GRE bring,” Zwickl says. “What would be good is the more schools that drop the GRE, the wider and wider set of schools the next generation will have to consider. I think that’s exciting.”

The Future of GRE Assessment

Miller says one of his goals is to develop a non-cognitive assessment for the front end of the admissions process that would look at other factors that might offer a better prediction of success, such as GPA. Meanwhile, Posselt says students may on their own accord steer clear of universities that require the GRE for admissions.

Students choose where to apply for their own reasons, but increasingly they’re choosing colleges that don’t rely heavily on the GRE, Posselt says. Students, she adds, might believe those schools “have old fashioned views with respect to how they treat the students that they do admit.”

“Students, especially of color and women,” Posselt says, “are looking for faculty who are going to have more progressive and inclusive attitudes.”

Mariah Stewart is a contributing writer for INSIGHT Into Diversity.
Diversity and inclusion professionals at the Medical University of South Carolina (MUSC) take on a big role. The MUSC enterprise includes a network of eight hospitals with 1,600 beds across the state, clinics, and six colleges. Ensuring every student, employee, and patient feels welcome throughout the enterprise requires cross-campus teamwork, the full support of institutional leaders, and a willingness to continuously innovate for improvement.

These characteristics define MUSC, says Willette Burnham-Williams, PhD, chief diversity officer, Title IX coordinator, and assistant professor. “We really consider our diversity and inclusion work as a journey. We know you cannot approach this work with the mindset that there is an end in sight because as populations change, needs will continue to change,” she says. “For us that means continuous innovation to stay on the pathway for organizational excellence in diversity and inclusion.”

Growing Diverse Leadership
To ensure candidates from underrepresented groups were being prepared for leadership positions on campus, MUSC created the David J. and Kathryn Cole BRIHTE Leadership Academy, says DaNine J. Fleming, EdD, director of training and intercultural education and an associate professor at MUSC. The academy is a two-year cohort model for approximately 15 employees representing a wide range of sociocultural and professional backgrounds. The first year of BRIHTE, which stands for Building and Retaining Inclusive High-Potential Talent and Excellence, consists of day-long didactic training sessions every month led by the MUSC department of diversity, equity, and inclusion and guest lecturers utilizing the

Medical University of South Carolina Shows a United Front in Fight for Healthcare, Higher Education Equality

By Mariah Bohanon

Diversity Champions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels. INSIGHT Into Diversity selected institutions that rank in the top tier of Higher Education Excellence in Diversity (HEED) Award recipients.
Health Leadership Competency Model from the National Center for Healthcare.

In a recent session, the cohort learned about ADA compliance from senior officials and compliance experts at MUSC and the nearby Military College of South Carolina. By interacting with guest speakers and each other, BRIHTE scholars “see how the skills they learn as well as their own unique talents and interests are applicable to a cross section of the campus community they may have never considered before,” Fleming says.

In the program’s second year, participants are assigned to shadow MUSC leaders. Though the program is relatively new, it has been rewarding to see participants “blossom and grow,” with each new session, Fleming says. “This is just going to be a great retention and recruitment program for our underrepresented minority leaders on campus. ... Our end goal is that whenever [leadership] positions are available, this will be a pool and a resource of candidates who we know will meet the criteria to be strongly considered for the position,” she says.

The academy is named after the university’s president and first lady in recognition of their support for advancing diversity and inclusion. Having the president’s name attached to this type of effort reinforces the idea that “diversity is everyone’s business and [President Cole] consistently demonstrates that to me, to our senior officials, and to our entire campus,” Fleming says.

Making Information More Accessible

While every institution is obligated by law to make certain materials available for those with disabilities, accessibility has long been a central focus of MUSC’s institutional mission. During the last year, senior leadership helped form the Digital Accessibility Steering Committee to ensure that all MUSC digital materials are “accessible to anyone, no matter what their disability,” says committee co-chair Mary Mauldin, EdD, a professor, executive director of instructional technology and faculty resources, and associate director of interprofessional initiatives.

The committee works to provide resources and training that gives community members, employees, and students the opportunity to experience the digital domains available through MUSC in an equitable manner. These domains include webpages, documents, videos, or other digital resources provided by MUSC. This means faculty members are learning to adapt files for screen reader technology and know which color contrasts are best for users with visual disabilities and color blindness, Mauldin says.

MUSC offers group and individual trainings and online courses to help employees and students learn digital accessibility and universal design. The institution also recently hired a digital accessibility expert to head these efforts.

Mauldin herself wears a hearing aid and says she knows firsthand what a difference something as basic as closed captioning on an online video can make. Digital accessibility doesn’t just help people with disabilities. Written course materials can now “be downloaded as podcasts so students are free to listen to those materials while driving or working out, and we’ve seen that they are taking advantage of that convenience,” she says.

The principle of universal accessibility also shapes MUSC’s approach to health literacy. Rather than assessing an individual patient’s “health literacy capability,” the organization presents all patients with multiple options for how they would like to receive information, says Kathleen White, MUSC Health patient and family coordinator. This means that a patient who has just been diagnosed with an illness

The inaugural David J. and Kathryn Cole BRIHTE Leadership Academy cohort
has the option of watching an interactive video about their diagnosis rather than relying solely on written explanations and disease management tips.

MUSC offers a library of 800 such videos accessible directly from patient rooms. Some materials are available in both English and Spanish. The institution also provides community health materials and interpretation services in several languages to better serve local immigrant populations.

**Student-Centered Work**

In addition to its Department of Diversity, Equity, and Inclusion, the Office of Student Programs and Student Diversity serves as a hub for student affairs across the six colleges and fosters teamwork between administrators and student leaders in creating an inclusive, student-centered campus.

TaJuan Wilson, EdD, executive director, says teamwork enables his office to be more effective in meeting the needs of a diverse campus. Last year, MUSC’s student government association (SGA) created the position of vice president for diversity and inclusion.

The responsibilities of this role include spearheading efforts with Wilson’s staff that promote the well-being of students representing multiple sociocultural identities. This year, the SGA and the Office of Student Programs and Student Diversity organized university “health weeks,” such as Queer Health Week, to help people understand “the nuances and need for further education,” on healthcare for specific populations, Wilson says.

The office also works closely with the MUSC Student Diversity and Inclusion Advisory Council to resolve concerns and improve campus engagement. “[The council] has really shifted from a group where we would discuss problems with diversity and inclusion to a group where we discuss proactive approaches to these issues,” Wilson says. This year, MUSC began hosting university-wide mixers after the council brought up the fact that students often feel siloed within their individual colleges.

When students of color commented to Wilson’s office that there were few opportunities to meet “the folks of color who look like us or folks from marginalized backgrounds,”

Michael de Arellano, PhD, senior associate dean for diversity in the MUSC College of Medicine, attributes his team started an annual orientation session specifically for underrepresented students. The Multicultural Orientation and Resources for Excellence program takes place at the beginning of every academic year and allows attendees “to meet folks who look like them and engage with our office from day one,” Wilson says.

This kind of relationship-building has helped MUSC become one of the top schools for African American medical students in the United States. According to the Association of American Medical Colleges, the university is fifth in the nation for their enrollment and in the 97th percentile for graduating Black male medical students.

President David J. Cole, welcoming attendees to the second annual Inclusion to Innovation Summit in Charleston, has been recognized for his commitment to supporting diversity and inclusion efforts across the MUSC enterprise.
these achievements to the school’s comprehensive pipeline and mentorship programs. MUSC works with high schools to identify underrepresented students interested in healthcare careers and offers them mentoring and academic development opportunities that continue through undergraduate, medical, and residency education. “I think that’s really the key to our success, having not just pipeline programs, not just getting students through admissions, but making sure we have thorough mentorship to offer once they’re here,” he says.

**Uniting Institutions in Support of Diversity**
MUSC is devoted to supporting diversity professionals not only across its own enterprise, but outside organizations invested in this work, as well. One major endeavor to do so is MUSC’s annual Inclusion to Innovation Summit.

The event was founded after the community recognized their work “can be isolating,” says Burnham-Williams. “The goal is to look at really innovative ways to address diversity and inclusion work and approach it from a collaborative, you’re not alone kind of mindset,” she says.

Burnham-Williams and MUSC Health chief diversity officer Anton Gunn created the summit in 2017 specifically for chief diversity strategists in higher education and other businesses and organizations in the Charleston, S.C., region. The event attracted 50 local participants in its first year. By the second annual summit in 2018, it had more than doubled in size to approximately 125 attendees. “In year two, our focus was to broaden our community to expand across South Carolina, North Carolina, HBCUs, and to have the summit be a resource for those [institutions] and leaders doing this kind of work,” she says.

“What was interesting for me,” Burnham-Williams says, “is that a lot of us struggle around the same things. For instance, how do you let someone know their behaviors are characteristic of microaggressions while letting them keep their dignity? ... So often, they don’t realize what effect their behaviors or words have.”

Attendees appreciate the communal support and learning opportunities. Feedback surveys note “the importance of taking a day and a half to just have conversations and reflect on the work that we’re doing as counterparts,” Burnham-Williams says. “Two HBCUs attended this year and they stressed how it’s great to get another perspective and how they enjoyed having the broader conversations on diversity work.”

Planning for the third annual summit is already underway and MUSC will continue to offer this opportunity for the foreseeable future, she says. “We made a commitment to do this because we know it’s a resource that people badly need. We feel that we have a role where we sit in South Carolina to provide opportunities like this for education, training, collaborations, and conversations.”

Mariah Bohanon is the associate editor of *INSIGHT Into Diversity*. MUSC is a 2018 Diversity Champion and a 2016, 2017, and 2018 Health Professions Higher Education Excellence in Diversity (HEED) Award winner.
When we all rise, we all succeed.

At RIT, we’re all distinct. We’re all unique. And our ideas, our faiths, and our beliefs are all valued. In this community of inclusivity based on color, gender, creed, religion, and orientation, unity is the most powerful innovator of all.

RIT President Dr. David C. Munson Jr. selected as a diversity champion.

“At RIT, the principles of diversity, equity, inclusion, and community are central to everything we do. We are proud to offer unique and innovative programs, resources, support, and encouragement that allow all of our students, faculty, and staff to thrive and succeed.”

David Munson

RIT is creating an inclusive, dynamic living, learning, and working environment through educational outreach, events that celebrate cultural awareness, and recruitment initiatives that create pipelines of opportunity for underrepresented populations. Together, we thrive on the strength and power of an inclusive community of students, faculty, and staff. Because when we walk together, we lead together, and we rise together.
A sampling of the events, educational programs, and academic opportunities that are enhancing the RIT community:

**Diversity Theater**
These interactive learning workshops address sociological, psychological, and cultural diversity issues to heighten and celebrate the most basic and common elements of humanity that bind us together. Diversity Theater is a crucial component of RIT’s College of Science’s Inclusive Excellence initiative, funded by a $1 million grant from the Howard Hughes Medical Institute (HHMI). The initiative is a five-year plan to foster a more inclusive environment across the college. It will increase infrastructure, resources, and expertise to strengthen inclusion in STEM education—embracing perspectives, strengths, and insight from a multicultural base of faculty, staff, and students in the College of Science.

**Men of Color, Honor and Ambition (MOCHA) and Women of Color, Honor and Ambition (WOCHA)**
These initiatives provide personal, academic, cultural, social, professional, and leadership development to second- through fifth-year students to positively impact academic success, increase retention, and develop tomorrow’s successful leaders.

**National Technical Institute for the Deaf**
RIT is home to the National Technical Institute for the Deaf (NTID), which provides unparalleled support services for students who are deaf or hard of hearing. Established by the U.S. Congress in 1965, the National Technical Institute for the Deaf is the first and largest technological college in the world for deaf and hard-of-hearing students. NTID offers associate degree programs for deaf and hard-of-hearing students and provides support and access services for deaf and hard-of-hearing students who study in RIT’s other eight colleges. Deaf and hard-of-hearing students come from around the world to take advantage of the opportunities available at RIT/NTID.

**Future Faculty Career Exploration Program**
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RIT has numerous support programs aimed at empowering more women to thrive in STEM careers. One example is Women in Computing (WiC), dedicated to promoting the success and advancement of women in their academic and professional careers. WiC provides an interdisciplinary networking forum for students, faculty, staff, and alumni involved in the field of computing to participate in professional, leadership, mentorship, and technical development opportunities.
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SPECIAL REPORT: SCHOOLS OF JOURNALISM AND COMMUNICATIONS

The Columbia Missourian newsroom, affiliated with the University of Missouri School of Journalism, was a hub of activity on election night Nov. 6, 2018. (Photo by Nate Brown, Missouri School of Journalism)
Renée Alexander Craft, PhD, always knew that she wanted to be a writer. In elementary school, she regularly wrote poetry and by the time she reached high school, she decided she wanted to become a journalist. As an undergraduate at the University of North Carolina (UNC) at Chapel Hill, she participated in several journalism internships, ultimately graduating with a bachelor of arts in English literature.

As she was considering an MFA in creative writing, a professor suggested that she pursue a graduate degree in an interdisciplinary field that she had never heard of — performance studies. Typically found in schools of communications, performance studies explore theories about how the world works, encourage students to write their own performance pieces, teach movement and performance, and engage in both critical and creative writing. Craft took the professor’s advice, eventually obtaining her master’s in communications at UNC and then a PhD in performance studies at Northwestern University (NU).

Craft immersed herself in the perspectives and writings of women of color. Through these experiences, she says, “I felt seen. I felt placed in a very visceral way. I’m a first-generation college student, a first-generation professor, and I had often come from a space in the academy feeling as though I was coming with a deficit. So, [performance studies] made space for me at the table. Not only me and my worldview, but the people I represent and come from.”

Scholars go on to work in theater, dance, and other stage-centered careers, but performance studies also provide skills relevant to communications and public relations, says Craig Gingrich-Philbrook, PhD, professor of performance studies at Southern Illinois University Carbondale (SIUC).

Such skills include the ability to communicate effectively, conduct research, and approach storytelling in innovative ways. Those with an undergraduate degree in the field follow a wide range of career paths, from doing performance to working in the corporate world, public policy, public relations, or human resources.

**What Exactly Is Performance Studies?**

As an associate professor of communications at UNC, Craft now defines performance studies according to three focus areas outlined by another professor in the department at NU, Dwight Conquergood, PhD. He defines the field through artistry, analysis, and activism.

In terms of artistry, performance studies students both study and practice performance in the traditional sense. They might adapt literature to the stage or study and document performance traditions of underrepresented groups.

To analyze performance, scholars apply theory to social constructs like gender and race identity. Craft says using theory for analysis allows students to consider how human beings perform gender and race in their everyday lives. “We use a framework of performance to understand what race means on bodies,” Craft says. “How do we do gender? How do we do race? How do we do spirituality or religiosity?”

With regard to activism, the field “decolonizes traditional approaches to scholarship” by respecting forms of knowledge that may not come from a classroom or a textbook. Performance studies scholars who compile oral histories, for example, may interview, archive, and even perform the perspectives of individuals who come from underrepresented or marginalized groups.

Craft’s scholarship focuses in part on an Afro-Latin community in Portobelo, Panama, and how their carnival performance traditions honor the history of enslaved Africans who self-liberated and formed their own communities. After writing a book about them, she launched a website called Digital Portobelo intended to serve as a platform for researchers as well as a space for local community members to share their stories.

**SIUC OPTIONS**

Sample graduate performance studies courses offered in SIUC’s Communication Studies Department:

- Communication and Popular Culture
- Communication and Gender
- Queer Theory and Performance

A Naturally Interdisciplinary Field

Part of the dedication to nontraditional forms of communication involves using the body, on or offstage, to express meaning, says E. Patrick Johnson, PhD, a professor of performance studies.
at NU who is also a performer and chair of the Department of African American Studies.

Johnson says “it’s only natural” that he serves as a professor in multiple academic departments, including African American studies, performance studies, and gender and sexuality studies. Each of these disciplines contributes to his primary research interest, which is “how sexual minorities represent themselves,” he says.

Similarly, Craft’s interest in performance studies is connected to her work as a Black feminist scholar, she says, just as Gingrich-Philbrook describes his solo performance work as rooted in queer theory.

As Johnson, Craft, and Gingrich-Philbrook can confirm, the interdisciplinary nature of performance studies is what attracts many to the field. Undergraduates and ability to think about complex problems from multiple perspectives. Graduate students, Craft says, often study and create nontraditional theatre pieces and giving voice and space to

TWO PERFORMANCE STUDIES PIONEERS

Richard Schechner, PhD
A founder of performance studies. He is currently University Professor Emeritus at NYU’s Tisch School of the Arts and editor of the academic journal *The Drama Review*.

Dwight Conquergood, PhD
A performance studies professor at NU known for his ethnographies of underrepresented groups, including the Hmong of southeast Asia, Chicago street gangs, and refugees living in Thailand and Gaza.

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E. Patrick Johnson performs *Sweet Tea*, based on a written collection of oral histories about the experiences of gay Black men in the American south. He interviewed more than 70 men for the project.

interest with an aesthetic form, [and] are not content to specialize in ways that a lot of programs necessitate,” Gingrich-Philbrook says.

The Value of a Performance Study Degree
Performance studies create a space for forms of storytelling that transcend the limits of journalism or even literature in the traditional sense by encouraging curious and interdisciplinary thinkers to conduct ethnographic research, collect oral histories, and turn scholarly research into creative performances, Gingrich-Philbrook says.

“This kind of alternative storytelling can be more visceral, angrier, and more honest about the diversity of people’s experience, particularly in relationship to things like queer performance and feminism,” Gingrich-Philbrook says.

His own solo performances as well as those of E. Patrick Johnson demonstrate personal modes of storytelling. In his performance piece *Grooms to the Flame*, for example, Gingrich-Philbrook taps into his “journalistic impulse” by commenting on current LGBTQ issues through his lens as a gay man.

“The history of performance art is really about joyful play and fearsome truth happening simultaneously,” he says, adding that he tries “to bring both of those things together.”

The work is personal for Johnson as well. Young people often approach him after a performance of his piece, *Sweet Tea*, in which he embodies different gay Black men from the south. Youth thank him and confide in him about their own struggles to come to terms with their sexuality.

“I’ve learned so much from them, about them and their lives but also about myself,” he says. “Bearing witness to these stories taught me that there are so many different kinds of experiences, even of people who share the same identity category.”

Craft, Gingrich-Philbrook, and Johnson exemplify the discipline’s strong orientation toward underrepresented voices and perspectives, whether it be uplifting such voices through a digital humanities project, solo performance work, or a written collection of oral histories.

In this way, Craft argues, performance studies help students “broaden their awareness of knowledge that is valuable.” In a higher education climate that increasingly values specialized degrees and accelerated timelines, she argues that performance studies are an “exceptional approach” to the humanities.

In this way, Craft argues, performance studies help students “broaden their awareness of knowledge that is valuable.”

In a higher education climate that increasingly values specialized degrees and accelerated timelines, she argues that performance studies are an “exceptional approach” to the humanities.

The stories her students tell ultimately have the power to shape public policy, she says, and they also have the power to make underrepresented individuals both inside and outside of the classroom feel seen and heard.

Ginger O'Donnell is a senior staff writer for *INSIGHT Into Diversity*.
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Previously on the Decline, Journalism School Enrollment Benefits from ‘Trump Bump’

By Alice Pettway

Journalism hasn’t had an easy decade. Enrollment in undergraduate journalism and mass communication programs dropped 3 percent in the United States from 2010 to 2013 as students increasingly saw traditional journalism degrees as unmarketable, according to a University of Georgia survey.

Journalism programs took an even harder hit in the following years. A Texas Tech survey published in 2017 found that between 2013 and 2015, undergraduate enrollment in the discipline nationwide dropped by 16.3 percent. In 2016, public trust in mass media hit a 45-year low with only 32 percent of respondents in a Gallup poll reporting trusting media a “great deal” or a “fair amount.”

The press has continuously been under attack from political leaders in the U.S., as well. President Donald Trump consistently undercuts the media, referring to journalists as “the true enemy of the people,” “fake news,” and “crazed lunatics.” He recently suspended a White House journalist’s press pass and has disallowed media from attending important events.

When a bomb was mailed to CNN headquarters in October of 2018, Trump denounced the act but blamed the journalists, saying, “The media also has a responsibility to set a civil tone and to stop the endless hostility and constant negative and oftentimes false attacks and stories.”

But the continued attacks on the press may have had a counterintuitive effect on journalism schools. Since Trump’s election in 2016, some schools of journalism have reported seeing a recovery in their application and enrollment numbers. Journalism faculty and administrators theorize that the political climate is driving renewed interest in the field and have dubbed the phenomenon the “Trump bump.”

“The president is making journalism great again,” says Joel Kaplan, associate dean for professional graduate studies at Syracuse University’s Newhouse School of Public Communications. “We did have a real issue toward the beginning of this decade when we were losing a lot of interest in journalism, but that has ticked back up in the last couple of years. I credit the president of the United States for that.”

Lucy Dalglish, JD, dean of the Philip Merrill College of Journalism at the University of Maryland, and Janet Kolodzy, chair of the Department of Journalism at Emerson College, have also seen increased interest, and both agree the current political climate has something to do with it.

Kolodzy says in the last three years, she has noticed “a resurgence of interest due to the political and cultural climate and journalism’s role in society.” Dalglish has seen steady applications and a rise in enrollment — from 81 starting freshmen in 2017 to 118 in 2018 — a phenomenon she believes is in part a response to the 2016 election. The college was also able
to offer more scholarship money.

“The freshmen are telling us they enrolled in journalism because they want to hold the powerful accountable,” Dalglish says.

Tyler Lowell, a graduate student at Newhouse, says the current political situation played a big role in his decision to pursue a journalism degree. “I was completely blindsided by the chaotic political landscape of the 2016 election and was convinced it would have a different outcome,” he says. “Voices and ideologies that I agree with weren’t prominently featured in the 2016 cycle, which I'd say prompted some desire to bring both my own personal experiences and awakened curiosity about others to the table.”

Even students who weren’t initially drawn to journalism because of the political climate say it has affected how they approach reporting. Gilat Melamed, a Newhouse undergraduate, applied for college before Democratic nominee Hillary Clinton or Trump even announced their candidacies. She participated in Newhouse’s student-run television station’s coverage of election night. “Being a part of that night was my first taste of the unpredictability of breaking news and American politics,” Melamed says. “A lot of the backlash the media received for how it covered the 2016 election stuck with me and made me think about how I can be a better journalist.”

In addition to a surge of students responding to heightened political tension, journalism programs are also seeing a payoff from changes they made to respond to financial challenges in the journalism world. As media organizations tightened their belts and hired fewer people at lower salaries, Newhouse shifted its approach.

In the past, as long as students were good writers and able to think critically, they could find jobs with news organizations that would then provide more specific training, Kaplan says. As full-time positions became increasingly competitive and more journalists turned to freelancing, the academic approach had to become more entrepreneurial. Newhouse students are now trained in audio and video, podcasts, and multimedia storytelling. “We’re trying to empower them with these other skills that we never thought we would need,” Kaplan says.

Kaplan is glad interest in journalism has picked up, but students wanting to have an impact can be a double-edged sword, he says. “We’re journalists. If you’re going to make a difference, you still have to make a difference within the ethical parameters, and the idea is that you shouldn’t be taking sides and you shouldn’t be taking things personally.” It’s an idea that’s ingrained in older journalists, Kaplan says, but is a little tougher for younger students who tend to want to call it like it is. “I love their passion, and I love that they want to make a difference. Journalism is always a profession you can make a difference in,” Kaplan says. “But I also don’t want them to cross the line.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
In late January 2017, a reporter for American Public Media’s business radio show “Marketplace” wrote a blog post on the website Medium entitled “Objectivity Is Dead, and I’m Okay with It.” The reporter, Lewis Wallace, argued that all journalists bring a unique perspective to their work and are capable of upholding the truth without positioning themselves as neutral.

He asserted that journalists who come from underrepresented groups — Wallace himself is transgender — are incapable of being “neutral or centrist” when covering issues, events, or individuals that represent a threat to their fundamental human rights. He wrote, “Can people of color be expected to give credence to ‘both sides’ of a dispute with a White supremacist?”

Wallace was later fired on the grounds that he had violated Marketplace’s code of ethics, which requires staffers to keep their political views private. He now works as an independent journalist in Durham, N.C.

Media scholars have historically found the journalistic framework of “objectivity” to be problematic. Barbie Zelizer, PhD, has “long argued against the standard of objectivity and neutrality, maintaining that it’s an unachievable ideal. … We’re actually introducing more harm to our understanding of how journalism works by insisting that it needs to be upheld,” she says. Zelizer is the Raymond Williams Professor of Communication and director of the Center for Media at Risk at the University of Pennsylvania (Penn) Annenberg School for Communication.

The term “view from nowhere” describes the absence of perspective that can come from upholding a perfect ideal of objectivity, according to Jay Rosen, a media critic and associate professor of journalism at New York University.

Journalists run the risk of behaving more like stenographers...
than writers when they take a “view from nowhere.” In other words, they engage in a “he said, she said” pattern of reporting in which they present opposing, mutually exclusive views without shedding light on their topic.

Other media experts go further, saying journalists increasingly need to protect themselves and stand up for the profession in an era when their integrity is in question.

A Theory of Objectivity
In journalism historian Daniel Hallins’ theory of objectivity, political discourse falls into three categories: the “sphere of consensus,” the “sphere of legitimate controversy,” and the “sphere of deviance.”

The “sphere of deviance” encompasses speech that journalists are expected to “disregard or denounce” because the facts in such language cannot stand in debate. For instance, President Donald Trump’s frequent assertions that Mexican immigrants are “criminals” could be considered to fall into the sphere of deviance because it is not a legitimate claim.

Over time, political issues can move from deviance to legitimate controversy to consensus, according to Hallins’ theory. Two examples of this include the issue of women’s voting rights and full U.S. citizenship for African Americans. Those topics moved from being controversial in the past to being generally accepted today. In other words, society came to a consensus.

Columbia Journalism Review writer David Mindich argues that certain circumstances allow for journalists to call out deviant speech and advocate against it while still remaining fair and credible in the eyes of their readers.

One such circumstance is when public opinion supports the idea that a politician’s speech is deviant. He writes, “That the vast majority of Democrats and quite a few Republicans ... speak out publicly against Trump gives cover to journalists who choose to depart from the usual practice of studied balance.”

When it comes to Trump’s comments about Mexicans being rapists or former President Barack Obama not being a U.S. citizen, freelance journalist and former CJR reporter Pete Vernon argues that it is paramount for journalists to use words like “racist” and “lie” to categorize such claims.

“When you have enough evidence about a person’s statements and beliefs, as we did with Donald Trump well before he ran for president, it’s fair to say that certain actions he has taken are not ‘racially charged,’ not ‘racially tinged.’ They are racist,” he says, “and that’s factually supported with evidence.”

Furthermore, Vernon believes that journalists are failing on some level when they use vague adjectives like “controversial” if an action or statement is more aptly described as “racist” or “untrue.”

“This isn’t true of every statement the president makes, and I don’t think you need to say that he as a person is racist. He provides enough opportunities to call certain actions or statements themselves racist,” he adds.

Journalists must still be fair and truthful in their accounts and avoid staking out a political position unless they specifically identify as an advocacy journalist, says Jack Doppelt, PhD, a professor in the social justice and investigative reporting concentration at Northwestern University’s Medill School of Journalism, Media, and Integrated Marketing Communications.

But Doppelt says even truthful, fact-based reporting involves some element of individual perspective. “I’m sure that the facts I would choose will be different from the facts that somebody else would choose because we’re all idiosyncratic individuals,” he says.

Journalists can achieve credibility with readers if they collect and organize facts in a way that is careful to avoid distortions of the truth. Doppelt is in the process of articulating a set of norms and ethics for social justice journalism to ensure that students can illuminate the experiences of disenfranchised and oppressed...
populations while still maintaining a certain level of detachment. Such norms and ethics differ somewhat from the standards of mainstream journalism. A social justice-oriented journalist telling the story of an undocumented individual may be more open to accepting the input of anonymous sources for safety reasons. Checking for accuracy when using anonymous sources is one example of a skill that Medill students in the social justice specialization learn in order to create journalism that remains credible while still attending to the needs of vulnerable communities.

Objectivity in the Trump Era
In a recent Washington Post opinion piece titled “Trump Doesn’t Believe His Own Damaging Rants about ‘Fake News,’” media columnist Margaret Sullivan argues that Trump’s accusations of media bias are a direct response to responsible, fact-based reporting that proves to be inconvenient or unflattering to him.

Trump’s inconsistency with the “fake news” label — for example, granting high profile interviews to The New York Times and later disparaging them — is evidence that he resorts to the pejorative “fake news” term when presented with “accurate coverage that he doesn’t like.”

Zelizer argues the U.S. and the rest of the world are living in an era where the credibility of journalists doing fair and truthful reporting is being attacked by powerful figures who feel personally threatened by their coverage. She believes that when journalists try to be “objective” under these political circumstances, they usually end up adopting an attitude of deference to the people in power, which prevents them from doing their job of telling the truth. Thus, she argues for journalism that is fair and truthful, but also unapologetically direct.

Beyond being credible, Zelizer encourages journalists to stand their ground when political figures try to intimidate them. She does not think journalists are doing enough to challenge people like Trump when they distort the truth or attack various underrepresented groups.

The soft-handed approach is directly tied to the “unrealistic ideal” of journalistic objectivity, which not only creates an “absence of perspective” but also causes journalists to adopt an attitude of deference in their efforts to be “moderate,” Zelizer says.

A February 2017 Reuters message to its reporters supports Zelizer’s belief that journalism in the Trump era is a whole new ball game. The message, titled “Covering Trump the Reuters Way,” reminds reporters that “Reuters is a global news organization that reports independently and fairly in more than 100 countries, including many in which the media is unwelcome and frequently under attack.”

The U.S. has entered a new era in which it is no longer leading the rest of the world when it comes to the democratic ideal of a free press, Zelizer says. She asserts that academics and media practitioners, specifically journalists, are the two most detested and disrespected populations worldwide. To address these challenges and combat political intimidation toward journalists across the globe, she founded the Center for Media at Risk at Penn in 2018.

The center not only focuses on threats to journalism, but also on the difficulties facing documentary filmmakers, the entertainment industry, and digital media practitioners. Recent events sponsored included a two-day workshop about best practices for protecting investigative journalists and documentarians and a symposium about political cartoonists at risk, both in the U.S. and around the world. The center is also co-hosting an ongoing series at Penn to explore data at risk of elimination, particularly data related to climate change.

Zelizer believes that the challenges facing journalists go beyond the debate about objectivity and accounting for perspective in the news. “It’s really a larger question of what has to be the role of the media when you’ve got democracies that are turning autocratic.”

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
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**PROFESSIONAL JOURNALISTS SHARE THEIR ADVICE FOR SUCCESS**

**Alicia Montgomery** is senior editor and producer for NPR’s *Morning Edition.*

Journalism is a tough, demanding business, and you need to love it or do something else. Your newsroom may not be a comfortable place, and your colleagues may say ignorant things to or about you or ask you insulting questions based on their misperceptions about your identity. Don’t let it knock you off your game.

When someone hits you with gendered, racist, homophobic, or ableist remarks, walk away whenever you can. Minimize your contact with problematic people in your newsroom, keep it civil, but don’t invest too much energy in “educating” them. Depending on your beat, you may have to interview or report on people with bigoted ideas about your community. You’ve got to save your patience and your game face for them.

Pick your battles. Vent with your people outside your newsroom. You can find them on your own, but it helps when you join whatever journalist group is associated with your identity. That’s even if your beat has nothing to do with your identity, and even if you are not a joiner. These groups will help you connect with people who will be able to tell you which newsrooms would hold real opportunities and where you might encounter unexpected challenges.

A mistake that a lot of young journalists make is thinking your great work will speak for itself. That’s wrong, especially if you’re part of a marginalized community. So, make sure your “greatest hits” are always visible. Get an informal hype squad, a group of trusted fellow journalists across different newsrooms. Be intentional about boosting each other on different social media platforms, tweeting and posting links to each other’s work. Be sure to share information about opportunities with your squad, too.

If you want to go fast, go alone. If you want to go far, go together.

**Steven Thrasher** is the Daniel H. Renberg Chair at Northwestern University’s Medill School of Journalism, Media, Integrated Marketing Communications. Work for editors, not for publications. Establish relationships with editors. A good editor — especially one
who is interested in Black or LGBTQ writers — is valuable. As a writer, a relationship with an editor can last a lifetime. It will move between publications. But trying to write for a “good” publication is less valuable. You can’t really have a relationship with an institution.

Damaso Reyes is director of partnerships at The News Literacy Project, a Washington, D.C.-based national education nonprofit. The biggest challenge I had was working my whole career as a freelancer. I’ve never had a staff job in journalism and that made it difficult to place my work. I overcame it by joining a professional organization (in my case, the National Association of Black Journalists). A professional organization can give you important opportunities not just to network but to develop skills and find mentors.

It’s important to realize that you are not alone. There are other journalists out there who have been where you are and are eager to share their experiences and help you. You do not need to reinvent the wheel. It’s really important to ask for advice from those who have traveled this road before you. And when you have succeeded don’t forget to pay it forward.

Figure out the stories that only you can tell. All of us have a unique perspective that can aid our storytelling. To have longevity in this increasingly competitive and fraught industry, it’s important to understand what you are passionate about and what advantages your perspective and background provides you as a journalist.

Nick McCarvel is an openly gay sports reporter for NBC, The New York Times, and USA Today Sports.

Don’t be afraid to ask. Ask for advice. Offer to take someone to coffee. Do your research and figure out why someone you look up to is where they are. Learning from others is the biggest opportunity you have when just starting out. And nine times out of ten (OK, probably eight) that person wants to help you, too.

One challenge I faced was not getting my "dream job" out of college and having to recalibrate. I was set on working with a particular publication, but it wasn’t meant to be. So, I had to make the best of the situation and continue to create opportunities. I chose to see it as a chance to better myself in different ways, even though at the time it felt like a punch in the gut.

If you’re different from the rest of the field, then embrace that. That will make you stand out. Beyond anything else, be respectful, hard-working, persistent and creative. Those things will get you far — no matter what type of work it is you want to do.

Omar Mouallem is a Canadian writer whose work has been published in Rolling Stone, The Guardian, and WIRED, among other publications. He is co-author of Inside the Inferno: A Firefighter’s Story of the Brotherhood that Saved Fort McMurray.

My dad, a successful restaurateur with a tenth-grade education, told me something to the effect of, “Walk with your head up, work with your head down.” He immigrated alone to Canada at 16 knowing he had to carry himself confidently to overcome prejudices, but he never wasted energy comparing himself to anyone who might distract him from his goals.

If you’re lucky enough to be a child of immigrants, then you probably bore witness to insane work ethic. Tap that immigrant ambition and channel it in your pursuit of stories, sources, and truth. It’s the edge you need in this climate.

Yoruba Richen is a distinguished lecturer and director of the documentary program at The City University of New York Craig Newmark School of Journalism. Her latest film, The Green Book: Guide to Freedom, was released in February 2019.

One of the major obstacles I’ve had to
overcome is self-confidence and the way women and people of color can feel like we don’t deserve to be in the room because we are so often underrepresented. It’s an ongoing process and I’ve talked to other people of color and women in this industry who agree that being able to feel affirmed and confident in your ability is something that’s always a work in progress.

Be a risk taker and don’t be afraid of “failure” as part of the process because only then do you fulfill what your dreams and goals are. You shouldn’t be confined even if it seems scary to take risks because of the job market and how the industry is changing. If you take risks and you’re passionate about a story, it will get done and it will get out there.

Anayansi Diaz-Cortes is a reporter and producer for the Center for Investigative Journalism. Originally from Mexico City, she is a recipient of the Overseas Press Club Award and the Edward R. Murrow Award. I developed a passion for oral history and documentary, so radio journalism was a natural fit. I quickly realized this was a not a realistic expectation because the path into this world was dominated by highly educated Caucasian males. I was destined for the outreach coordinator position, like so many women of color around me. I was adamant about transitioning to journalism, and I did. There were power dynamics and a real glass ceiling. I kept reading, I kept learning, and I let my work speak for itself.

Be curious about your own story and find ways to tell it. Ask yourself what stories pique your interests and go deep. Embed your whole being into those interests and LISTEN. Hoard conversations and go on the record when appropriate. Stay outside your comfort zone and be fearless in finding your voice. Put the work first, and always find a way to create. Lastly, appreciate the newspaper.

Raphael Rowe is an investigative journalist for the BBC and host of the Netflix documentary series Inside the World’s Toughest Prisons. He was incarcerated at age 18 but was later released when the charges against him were overturned. He studied journalism while in jail. The BBC had never employed a person with my background before, especially on a flagship program like The Today Programme. To fit in, I thought I should look and sound like all those around me, but I was advised to stay true to who I am and what I believe because that separated my qualities and the difference I had to offer. I did and I went on to create history as the first Black journalist with dreadlocks to trailblaze my way through the most prestigious radio and TV programs broadcast by the BBC.

Throughout my career it has proven difficult to get those in a position of power within the broadcast industry to report on subjects about communities that traditionally didn’t conform to the average viewer or listener. Convincing editors who commission reports and documentaries to change the narrative and stereotypes about issues or people was a challenge.

I overcame these challenges [by] remaining steadfast in my beliefs and authenticity. My route into journalism was unconventional and so it was often challenging to get my voice heard among those whose education made them feel superior. I used my life experiences and acquired skills from the streets and my time in prison to stand strong and deliver.

Jarrad Henderson is an Emmy-award winning visual journalist and filmmaker for USA Today. He is currently chair of the National Association of Black Journalists’ Visual Task Force and a Donald W. Reynolds Journalism Institute Fellow at University of Missouri-Columbia. When I was a staff photographer at The Detroit Free Press, I made every mistake a first-year photojournalist could make. I missed deadlines, misspelled names, and even missed entire assignments. I went through a period where I had severe imposter syndrome. The best advice I received can be reduced to two words: Slow down. I didn’t realize it at the time, but I was trying so hard to prove myself (and moving at 1,000 miles a minute) that I was forcing errors upon myself. It was in that spirit that one of my early photo editors instilled a sense of excellence in me. As a person of color, and in a field where I am not well-represented, the idea of being excellent is important to consider.

How does one become excellent? Well, it’s in the details. Being excellent is not about winning awards or earning a singular achievement, but rather is an accumulation of all the little things that you decide to pay attention to and knock out of the park.

The advice I would give to aspiring journalists who are underrepresented in our field is to seek out mentorship. The idea that you have to figure out your craft on your own is a lie. Find organizations and individuals whom you trust who can help you along your journey.

Secondly, be coachable. I never received a job offer because I was the most talented or the most decorated, but because I listened. Leave your ego alone. Stop feeding it now. You’re not as dope as you think you are and that’s OK.

The last and final key: Do good work. Ultimately it will speak for itself.
The College of Media & Communication is continually striving to improve diversity, inclusion and equity in its academic environments and through communication research. We proudly offer world-class research labs, state-of-the-art facilities and immersive learning experiences that are helping shape the future of communication. The Center for Communication Research, Communication Training Center and the Thomas Jay Harris Institute for Hispanic & International Communication train students to master skills and techniques that foster excellence in the classroom, in research and in the field.

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Journalism Schools Find New Approaches to Covering Underrepresented Audiences

By Sheryl Jackson

A study of Chicago’s media landscape shows people of color in more demographically diverse neighborhoods feel journalists are not doing a good job of covering their communities. Residents of the city’s west and south were more likely to agree that stories in their neighborhoods are too negative or that there isn’t enough coverage, according to the study by the University of Texas at Austin (UT Austin).

But those same respondents were also some of the most interested in donating to, volunteering for, or otherwise becoming involved in news organizations, researchers found.

Misrepresenting or underrepresenting diverse audiences is a missed opportunity for news outlets, not just in Chicago, especially as the business model shifts in favor of subscription- and donation-based revenue. But if journalism students are trained to cover diverse areas, they can help their organizations tap into new audiences and the potential for revelatory reporting.

“The results clearly show how imperative it is for journalism students to be trained on how to cover news in different areas of a city and how to identify the need for coverage of different issues in different neighborhoods,” says Natalie (Talia) Jomini Stroud, PhD, director of the Center for Media Engagement and associate professor of communication studies and journalism at UT Austin.

Journalism schools can engage the community by recruiting volunteer reporters or by establishing relationships in neighborhoods to better prepare students for effective local news coverage that is empathetic to the needs of diverse communities, says Damian Radcliffe, the Carolyn S. Chambers Professor in Journalism and a professor of practice at the University of Oregon.

“We need to talk about how it is important to listen to our audience to provide stories that cover issues important to them because the news media business model is shifting from an advertiser-supported publication to a subscription-supported publication,” he says. This shift means readers want local news media that include stories that some sources aren’t covering.

“Journalists must be able to go into communities, talk with people and establish relationships to build the trust that is needed to identify and develop meaningful local news stories,” Radcliffe says.

Empathy in Journalism

As traditional print newspapers serving local areas change and shrink, journalism students will have to find new ways to listen to disenfranchised communities, says Carrie L. Brown, director of the journalism master’s program at City University of New York (CUNY).

“The same core skills required for
journalism are important, but we are flipping the script by teaching students that they no longer should be writing for peers or editors but should be looking at local residents for story ideas and sources to be able to write articles that meet their needs,” Brown says.

Deliberate efforts to empathize with sources can help journalists better understand their audience, according to the American Press Institute (API). While reporters should be careful to not compromise journalistic integrity, they should spend “time and energy” on considering empathy while covering underserved or underrepresented communities, especially if people in those communities feel wronged.

The API outlines the following strategies for empathizing with sources:

- Do your research but admit you don’t know everything. Ask people what you’re missing.
- Be aware of the history and perspectives of the people you interview but don’t make assumptions about their background.
- Take time to listen to people who feel they’ve been ignored, whether you believe their perspective is the truth or not.
- Be conscious of how writing a story about a marginalized community might affect them, positively or negatively.
- Be there for the good and the bad to build trust over time.
- Don’t just follow up with sources for more stories but follow up with them to see how they’re doing.
- Be empathetic but maintain boundaries to make sure sources know you’re a journalist writing a story about them. Be clear about what story you want to tell from the get-go.
- Be willing to connect emotionally—in person—to your sources.
- Focus on having a conversation rather than simply interviewing someone and asking questions.

To read more about empathy in journalism, visit americanpressinstitute.org/publications/reports/strategy-studies/empathetic-newsroom.

Providing Solutions
When journalists dive deep into a problem in an underserved community, the resulting investigative story will naturally draw interest. But investigative journalism alone isn’t always helpful, Radcliffe says. Journalists can reach a diverse audience and also gain their trust by doing investigative reporting that focuses on providing solutions to problems in the community rather than just pointing them out.

This type of reporting, known as solutions journalism, “relies on listening to and engaging our audience,” Radcliffe says. While traditional investigative journalism can leave a negative impression of a community, solutions journalism bridges the gap by providing stories that improve audiences’ trust in media and inspire community leaders to solve problems.

The assignments Radcliffe gives students on this topic require interacting with residents and developing relationships for complex stories, he adds. Professors must be prepared to give their classes more time to complete assignments as well as additional mentoring and coaching.

Not only do journalism students learn how to investigate an issue in these assignments, but they learn to gain their audience’s trust by providing “potential ways to respond” to their problems, according to the Solutions Journalism Network (SJN), an organization dedicated to helping journalists and journalism professors learn about the rigorous form of reporting.

Solutions journalism is defined by the following characteristics:

- It focuses in-depth on a response to a social problem.
- It examines how the response works in meaningful detail.
- It focuses on effectiveness, not good intentions, and presenting available evidence of results.
- It provides not just inspiration, but insight others can use.
- It discusses what’s not working about proposed solutions.
For more information about how to teach solutions journalism, visit the SJN’s free learning lab at learninglab.solutionsjournalism.org.

Creating a Pipeline for Diverse Journalists
Diversifying newsrooms themselves is another way to reach new audiences. CUNY’s graduate school of journalism actively recruits students of color, Brown says, to create a pipeline of diverse talent positioned to reach the upper ranks of newsroom staff.

The school works with the Ida B. Wells Society, which focuses on increasing the number of people of color seeking careers in journalism. Last year, they established an annual scholarship for a full ride in the journalism master’s program. Each year, the scholarship will be awarded to a member of the Ida B. Wells Society for Investigative Reporting.

The university also hosts the Knight Foundation’s Summer Internship Program, which welcomes a cohort of 20 aspiring journalists from historically Black colleges or universities, Hispanic-serving institutions, or associations for underrepresented journalists. In addition to obtaining internships and networking opportunities at news outlets, CUNY instructors provide digital media training to participants in the program.

As journalism schools evaluate changes in the industry and identify new skills that students must develop, Brown says innovative approaches are necessary. “It is hard to change curriculum, but we can add courses, additional programs and new ways to train students on how to cover a beat by engaging their audience without changing an entire curriculum.”

Sheryl Jackson is a contributing writer for INSIGHT Into Diversity.
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For Americans who identify as Hispanic and Latinx, quality news relevant to their interests in mainstream, English-language news media can be hard to find.

Although nearly one in eight in the United States identifies as Latinx or Hispanic, their perspectives are rarely included in traditional news outlets. They are also underrepresented in newsrooms, with recent surveys showing that Hispanic or Latinx employees comprise only 11 percent of television news staff and just under 6 percent at newspapers and online news organizations. When it comes to coverage, research shows that these individuals receive minimal attention, and what press they do garner is largely negative.

This narrative of exclusion may soon be a thing of the past. Progressive journalism schools across the country are working to bring new voices to the forefront through specialty programs focused on Latinx and Hispanic communities and concerns. Students from all backgrounds are working on innovative storytelling that bridges cultural and linguistic divides, while university-sponsored news outlets are providing a platform for top-quality journalism centered on America’s largest minority group.

Arizona State University
Perhaps nowhere is the need more apparent than in coverage of immigration and the Mexican-American border. Responsible reporting on this topic requires an accurate, nuanced understanding of America’s southern border, according to Rick Rodriguez, a professor in the Walter Cronkite School of Journalism and Mass Communication at Arizona State University (ASU).

Hired in 2008 as part of the university’s Southwest Borderlands Initiative, Rodriguez was tasked with creating an in-depth reporting specialty on this subject. He assists students in finding sources, such as diplomats and migrant aid workers, in both the U.S. and Mexico to interview about life in the borderlands. He also requires them to study current and historical border disputes and migration on a global scale in order to acquire the expertise of professional beat reporters. Each spring, he leads students on an investigative reporting mission to another country struggling with immigration issues.

“Having an understanding of what’s happening on both sides of the border and what’s going on
[with immigration] throughout the world creates a knowledge base that’s really needed for fair and thorough reporting of one of the top issues of our time,” Rodriguez says. “I think that’s one of our top missions as a journalism school — to prepare people to cover the issues in a knowledgeable way to help inform the public debate.”

The in-depth reporting produced by Rodriguez’s students is featured on the Cronkite School’s media outlets, including the television broadcast and Spanish-language newscast Cronkite Noticias. Their work has won numerous national honors, including the prestigious Robert F. Kennedy Award for reporting on social justice issues.

Rodriguez, who was a longtime editor and reporter on Mexican-American news for The Sacramento Bee, places a priority on background research.

“For anybody who wants to cover an issue like immigration, you can go down to the border and start talking to people, and that’s really important,” he says. “But if you really want to be an expert reporter, it’s not just about getting an anecdote here or there; it’s about doing the necessary background research to prepare yourself to tell a really complex story.”

University of Florida
At the University of Florida (UF) College of Journalism and Communications, former Univision and CNN en Español anchor Dania Alexandrino instills the same lesson about research in her students.

“Latinos in this country, particularly those who are first-generation, still have that attachment to back home and want to know what’s going on there,” she says. “Even those who are second- or third-generation may not be as engaged but still want accurate, well-represented news, especially in the face of a major crisis or situation.”

UF’s Spanish-language news program focuses specifically on reporting for regional and national audiences whose first language is Spanish. Most students who enroll identify as Hispanic or Latinx, Alexandrino says, but the program is open to anyone who is already fluent in the language.

An important professional development resource for UF students is the institution’s partnership with Telemundo University, a training program that connects them to experts in the field. Professionals from the international news network Telemundo visit the university twice per semester to teach graduating seniors about digital and television news production. The network has already hired three of the program’s graduates.

Students with these skills are likely to be in high demand in coming years. Younger Hispanic and Latinx audiences are more likely than older generations to consume news from both Spanish- and English-language news sources, according to a recent study by the Pew Research Center. News networks that have traditionally only produced content in one of these languages have begun forming partnerships or expanding their services to meet the needs of these new audiences.

Telemundo, which is owned by NBCUniversal, plans to launch its first English-language newscast on YouTube later this year to “tap the burgeoning Hispanic youth demographic,” according to an interview with network representatives in Variety.

University of Nevada, Reno
As the demand for bilingual reporters grows, journalism schools should put effort into attracting more Hispanic and Latinx students, Alexandrino says. One institution keenly aware of this demand is The Donald W. Reynolds School of Journalism at University of Nevada, Reno.

Four years ago, the Online News Association awarded the school a grant to establish a bilingual news model and to gauge student interest in and consumer demand for this type of reporting.

“The idea came about because demographically our community is about one quarter Hispanic, but of course when you look at the Spanish-language media landscape,
it’s pretty thin,” says Vanessa Vancour, editor of Noticiero Móvil, the news service created by the grant.

Noticiero Móvil functions as both a journalism course and bilingual news agency. Under Vancour’s guidance, students learn to produce audio stories for local radio and multimedia projects for the organization’s website. Bilingual, English-only, Hispanic and Latinx, and other students alike work together on producing thoughtful journalism for and about people in marginalized communities who “do not normally have a seat at the table,” Vancour says.

“I don’t care whether or not you speak Spanish. I just want students who have a desire to engage with physical spaces and people you may not normally be engaging with,” she says.

Vancour, who is Mexican-American and a former TV news anchor, initially assigns students simple tasks — for example, visiting a Hispanic grocery store and striking up conversations about food — before they delve into actual reporting work. While Noticiero Móvil covers community-centered news and events, each class also has a beat that touches on serious issues such as immigration and health disparities.

Gathering these stories helps students discover the importance of shedding light on lives and issues that are typically overlooked by English-only journalism and mainstream media, Vancour says.

“When I talk to people [about Noticiero Móvil], they realize how crazy it is that we didn’t have a service like this before, especially given the demographics of our community,” Vancour says, “and it is even more surprising that this isn’t more common when you look at the landscape of our country.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.

Following World War II, young Mexican Americans who had served their country launched a largely forgotten movement in the fight for Hispanic and Latinx civil rights.

“This was the generation that came back and began to dismantle some of the institutions and barriers that had held back Mexican-Americans in the Southwest,” says Maggie Rivas-Rodriguez, PhD, a professor in the Moody College of Communication at The University of Texas at Austin (UT Austin) School of Journalism.

Were it not for the Voces Oral History Project, the story of this generation may have been lost to history.

Rivas-Rodriguez founded the project in 1999 after struggling to find information for an investigative report on “Mexican-American history and post-war civil rights,” she says. She began working with students in her “Oral History as Journalism” course to interview Hispanic Americans who lived through this era and then write about their experiences for the Voces website. The project quickly became so popular that faculty and volunteers joined in the endeavor, sometimes traveling across the country to conduct multiple interviews.

Voces offers an extensive online collection of photographs and stories of Latinx and Hispanic Americans who participated in World War II and the Korean and Vietnam wars. The website also offers hundreds of stories of those who participated in largely overlooked moments such as student walkouts in the fight for Latinx and Hispanic equality.

Aside from the technical skills students acquire by participating in this project, it teaches them the value of capturing marginalized voices. This lesson can be especially important for students who identify as Hispanic or Latinx. “To train the next generation of these journalists and prepare them to replace us, we need to not just prepare them for a job,” Rivas-Rodriguez says. Educators should ensure aspiring Hispanic and Latinx journalists know their people’s history, she says, in order to fully understand the value of telling their stories.

All Voces Oral History Project materials are available for public access at voces.lib.utexas.edu.
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Angela Marquez, Ph.D.
Special Assistant to the President, Hispanic-Serving Institution

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Imagine there’s a public crisis in the city of Hialeah in Miami-Dade County, Fla., where 96 percent of the community identifies as Hispanic or Latinx. Who would be the best spokesperson to communicate with citizens on what to do and how to stay safe? Research indicates people prefer to hear news and information from individuals similar to themselves.

The problem is that public relations (PR) remains a majority-White profession. A 2018 Harvard Business Review analysis of federal labor statistics found the industry is 87.9 percent White, 8.3 percent African American, 2.6 percent Asian American, and 5.7 percent Hispanic or Latinx. Industry leaders are still trying to figure out how to improve those numbers, which become even more stark in the C-suite. Though women make up 70 percent of the entire PR workforce, they represent only 30 percent of agency executives.

Despite the expectation that the United States will become a minority White country in the next two to three decades, progress on hiring more people of color in PR has been slow. In addition to bias at the executive level, part of the problem begins in colleges and universities. Underrepresented students are “less likely to build a professional network in PR, build a strong support group among other public relations students, and experience comfort interacting with other students in the classroom and in extracurricular activities,” according to a 2019 study by the University of Alabama and North Carolina A&T University published in the Journal of Public Relations Education.

Combined, employer bias and a still mostly White talent pipeline create barriers for racial diversity in PR. Industry leaders are still trying to figure out best practices for breaking them down, but unlike in decades past, increased awareness of the issue and research on solutions have now made action possible.

Changing Expectations
Tina McCorkindale, president of the Institute for Public Relations, believes agencies are trying to improve racial diversity, but she recalls a moment during a question-and-answer session after a webinar on women in leadership when her belief was called into question.

“One of the [webinar attendees] said, ‘How is this different than 30 years ago? We were talking about the exact same thing,’” McCorkindale says. “It was a little shocking to me.” But what was acceptable 30 years ago is no longer acceptable now, she adds, and people are more aware, although there is still a lot of “work and action that needs to be done.”

“It’s not just a woman, an African American, or a Hispanic thing,” McCorkindale says. “It takes a whole industry.”

Promoting diverse voices isn’t only important in communicating with the public, but it also helps private sector agencies gain a competitive edge, says Maria De Moya, PhD, associate professor of communications at DePaul University in Chicago. De Moya is also director of the Latino Media and Communication Program at DePaul.

Agencies with multicultural employees have an advantage because their audiences are diverse. Varying viewpoints in the office help connect...
with those audiences. “The people we’re trying to get to buy laundry detergent come from different backgrounds, different experiences,” De Moya says, using the example of selling Tide-brand detergent. “Americans and millennials are all for trying something new. For Latinos, especially for household products and food, we tend to be traditional and say, ‘I wash my clothes with Tide because my mom washed my clothes with Tide.’ If you don’t know how to culturally read your audience, then you’re going to have a problem.”

White researchers can discover these types of cultural messages, but employing people from the different target audiences helps agencies take a shortcut to a more nuanced understanding.

Anecdotally, De Moya has heard positive and negative reactions from her students of color who go on to work for major firms. One Latino applying for a job took it upon himself to talk with pharmacists in Hispanic communities in Chicago about how customers there shopped. His cultural know-how and innovation landed him the job.

An African American student of De Moya’s didn’t have as much luck in a fellowship aimed at recruiting underrepresented employees. He said he was hired and celebrated, but his supervisors never gave him work to do or a specific role. He talked to his boss about his feeling that the position was a “token” job. The fellowship improved after that.

“He was willing to advocate for himself,” De Moya says. “Students have to be proactive to be successful. We’re training them to work in the second largest PR industry in the country. They’re competing with all the other students in the region and young professionals looking to enter the market.” The average DePaul public relations student completes two or three internships before graduation.

**Tactics for Real Change**

Some students simply don’t know public relations is an option as an area of study because much of the work happens behind the scenes.

To introduce PR before college, another communications professor at DePaul, Ron Culp, PhD, started a program aimed at underrepresented high schoolers at the Midtown Center for Boys in Chicago. Another initiative, the Bateman Competition organized by the Public Relations Student Society of America (PRSSA), gives students an opportunity to develop campaigns for real clients.

Camille Basto, a public relations student at DePaul, is participating in the competition along with four other students under the guidance of De Moya. Basto says she has learned through her research for the competition that “the driving force in the lack of awareness in diversity is the fact that White people are uncomfortable talking about diversity with multicultural people.”

In their campaign, Basto and her teammates — Katrina Marcotte, Colleen Raymond, Alicia Maciel, and Meagan Perkins — will bring a lightweight couch around campus and encourage people to sit with them and talk about what diversity means to them. “We are trying to...
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¹ Diverse: Issues in Higher Education’s “Top 100 Producers of Bachelor’s Degrees” (August 2018)
² Diverse: Issues in Higher Education (August 2018)

Camille Howard shows off her presentation as students in DePaul University’s Public Relations and Advertising Graduate Program present their work during the third annual e-Portfolio Showcase in 2016 at the University Center on DePaul’s Loop campus. (Jamie Moncrief/DePaul University)

break down barriers and invite all ethnicities to talk about diversity and inclusion in PR,” Basto says. For more information on the campaign, search the hashtag #PRGetsComfortable on Twitter.

Despite programs like the Bateman Competition and a growing conversation among professionals, the industry still has a long way to go, De Moya and McCorkindale agree. The unconscious bias training some agencies conduct isn’t always enough. Rather, employers and universities must focus on inclusion and retention as much as recruitment and numbers. McCorkindale says leaders must “know the research” in order to make real change.

Research shows employers hire or affiliate with people who are like themselves, so White and male leaders need to be self-aware in hiring and growing people unlike themselves. Executives also need to go out of their way to champion individual women and employees of color who face bigger biases in moving up through the ranks.

Agencies should also be aware that the approach to diversity is often flawed because it sometimes looks at the numbers of nonwhite men instead of looking at the implementation process overall. Interview panels should themselves be diverse to attract a multitude of candidates, and companies should consider blind screening of applicants.

Regularly surveying employees is another tactic for ensuring diverse hires feel included, McCorkindale says, “to see what’s needed and what can be improved.”

Higher education is no exception, De Moya says. Admins need to focus on hiring faculty of color for public relations and communications programs so diverse students are better able to connect, network, and mentor with the person they see at the front of the classroom, according to the study in the Journal of Public Relations Education.
The study makes additional recommendations for PR educators:

- Inform underrepresented students of the opportunities available to gain professional experience and guidance.

- Increase diversity in the classroom by including discussions about it in mainstream PR courses and including courses on diversity in the curricula.

- Recruit underrepresented students to join extracurricular groups.

- Create Bateman case study competition teams or host PRSSA activities underrepresented students might be interested in.

- Introduce opportunities for students from different backgrounds to interact by creating diverse groups for projects.

- Proactively discuss racial and gender differences and disparities in the industry.

With such tools and ongoing research, progress could be slow to begin and steady if it continues, De Moya says, but the work has to be intentional and go beyond just talk. “We’re quick to congratulate ourselves about having the conversation,” De Moya says. “I’m happy we are starting. I’m thrilled we’re starting, but I don’t think we’ve achieved anything by looking at diversity without inclusion.”

Kelsey Landis is the editor-in-chief of INSIGHT Into Diversity.
At Indiana University, we have seen firsthand how a deep commitment to diversity and inclusion not only betters our institution, but more importantly, makes a transformative impact on the students, faculty, and staff that call our campuses home. This is why we are honored to be in good company among the universities recognized as HEED Award recipients by INSIGHT Into Diversity magazine. It is encouraging to see that so many other institutions recognize the value of diversity and inclusion in higher education. When one of us helps make the world a more diverse and welcoming place, we all benefit.

Every day, individuals throughout the IU Bloomington campus are on the front line of this work, developing one-on-one relationships with members of our community to ensure that they have the resources to succeed.

IU Bloomington’s cultural centers, which are supported by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, play a critical role in this work. Two of these centers—the Asian Culture Center and the Latino Cultural Center, commonly known as La Casa—celebrate anniversaries this year, marking decades of dedication to the work that helps bring our institutional commitment to diversity and inclusion to fruition.

First and foremost, centers like the Asian Culture Center and La Casa play the critical role of supporting the communities for which they are home. Since its founding in 1973, for example, La Casa has lived up to its namesake, acting as a home away from home for IU Bloomington’s Latino community. Whether they are facing financial troubles or grappling with our difficult political climate, students can feel confident that La Casa will do everything it can to remove any obstacle to their education. The same is true of the Asian Culture Center, which celebrates 20 years of excellence this fall. By providing a home for a fast-growing community on our campus, the Asian Culture Center ensures that Asian and Asian American students are able to find a space to support their success at Indiana University.

As they carry out this work, La Casa and the Asian Culture Center are not only supporting students of one particular heritage, but rather their programming brings a celebration of history and culture to our community that engages people of all backgrounds. In this regard, the work done by centers like La Casa and the Asian Culture Center is critical to building cross-campus relationships and ensuring that historically underserved communities are properly recognized at IU.

La Casa and the Asian Culture Center are but two of the many programs Indiana University has implemented in its commitment to diversity and inclusion. In doing this work, these centers carry out the true spirit of this commitment—helping individuals from all backgrounds succeed and find a home at Indiana University. While we are honored that their work has been recognized by this award, we know that the true reward of this commitment is student, faculty, and staff success.
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THE BATEMAN COMPETITION ASKS BRIGHT MINDS TO SOLVE PR’S BIGGEST ISSUES

By Kelsey Landis

More than 75 teams from universities around the country submit their bids every year to win the Bateman Competition, a contest that adds powerful real-world experience to student résumés and portfolios. The competition is organized by the Public Relations Student Society of America (PRSSA) and was founded in 1973 as the National Case Study.

For the 2019 competition, PRSSA partnered with its charitable arm, the Public Relations Society of America foundation, which is dedicated to improving ethnic and racial diversity in the public relations (PR) industry. The challenge calls on teams to develop a campaign that focuses on diversity in PR and promotes Diverse Voices: Profiles in Leadership, a book produced by the foundation. Temple University in Philadelphia, Pa., is one of dozens of institutions with a team competing for the win. At Temple, students enroll in a yearlong course dedicated solely to preparing a campaign for the competition.

David Brown, assistant professor of instruction at Temple’s college of media and communications, is leading this year’s team, which consists of six young women. “I think for the first time, [the industry] is really actively engaging student voices,” Brown says. “They’re going to be the ones shaping the future of the industry.”

Existing research around diversity in PR at the higher education level is relatively scarce, so the team had to make their own, says team member Lailumah Faisal. They surveyed 150 PR undergraduates to “start a dialogue around the issue and see how aware they are of and how they feel about diversity,” Faisal says.

Christina Borst, another member, says their hope is to stoke awareness among students and faculty by providing actionable steps. “This conversation has been surrounding the industry for a good deal of time now, but we haven’t seen it move beyond the conversation to sustainable solutions.”

In their responses, students said they weren’t aware there was a diversity issue, and so the team plans to introduce the idea of “being comfortable with being uncomfortable” to bring discussions to the classroom. This semester, they will visit PR classrooms to give presentations on “the hidden figures” in PR — the nonwhite male figures who are shaping the industry.

All competition campaigns will go into effect from Feb. 11 to March 11. Judges will select three finalists on April 17 and will announce first, second, and third place winners in mid-May.

For more information about the Bateman Competition and for results, visit prssa.prsa.org/scholarships-and-awards/bateman-competition.
As a graduate student in the Bob Schieffer College of Communication, L. Michelle Smith learned how important it is for organizations to tell their stories authentically and inclusively. Today, as a director of public relations for AT&T Global Marketing Organization, her work gives voice to diversity and helps the company speak to nine diverse segments, from multicultural to generational.

See Michelle’s full story at LeadOn.tcu.edu/understanding.

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As a first-generation college student, Dr. Jason F. Kirksey came to OSU as a walk-on football player in 1985. He left with two bachelor's degrees and a master's degree in political science. Dr. Kirksey went on to earn a doctorate in political science from the University of New Orleans in 1997, and since 2009 has championed inclusiveness as OSU's Vice President of Institutional Diversity.

In 2018, Dr. Kirksey received the Access, Diversity and Excellence Distinguished Service Award from the Association of Public Land-grant Universities. This award is presented to one recipient nationally who broadened access and opportunity, and contributed to the achievement of diversity.

While his list of diversity awards is impressive, Dr. Kirksey’s efforts make a meaningful difference where it matters most – impacting dialogue, collaboration, and how we treat one another as students, faculty, and staff on our campus.