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“The Shawn 'JAY-Z' Carter Lecture Series, the first named and endowed program in our Department, sits at the heart of our mission to create and sustain an intellectual community bridging scholarship, teaching and public life. The annual series will bring to our campus, our neighboring community and the City of New York the most innovative thinkers, activists and artists who are making outstanding contributions to our understanding of, and appreciation for, the thought, arts and social movements of the black diaspora.”

- Farah Jasmine Griffin, chair of AAADS Department and the William B. Ransford Professor of English and Comparative Literature and African American Studies

Columbia University
In the City of New York
In this issue: April 2020

Combating Student Homelessness Requires Commitment from the Entire Campus Community
By Brianne Sanchez

Equity in Higher Education Requires Equal Access to Dual Enrollment in High School
By Miun Gleeson

Religious Diversity is the Missing Piece in Campus DEI Work
By Ginger O’Donnell

Diversity Education Is Not Enough: Friendship Is the Key to Bridging Ideological Differences
By Kevin Singer, Alyssa Rockenbach, PhD, Tara Hudson, PhD, Matthew Mayhew, PhD, and Ben Correia-Harker, PhD

Journalists as First Responders: Educators Teach Trauma-Informed Reporting, Self-Care
By Ginger O’Donnell

Nonprofits and Journalism Schools Aim to Diversify the Profession by Developing New Talent
By Ginger O’Donnell and Mariah Stewart

CBS Correspondent Jeff Pegues Shares His Perspective on Diversity in Journalism and How to Persevere in an Industry Under Attack
By Mariah Bohanon

Above: Journalist Ismail Einashe discusses his project Lost in Europe and shares advice on working with children and their families during the Dart Center’s January 2019 workshop, “Covering Children and the Syrian Refugee Crisis” in Amman, Jordan.
Excelling in two majors while also engaging in campus activities is a tall order, but Manny Mata found the perfect place to turn his dreams into realities. When he's not studying criminal justice or mass communications, Mata participates in multiple student clubs and has written op-eds for The Daily Gamecock. He's even found time to give tours of the university — helping to lead tomorrow's students as they find their own paths.

I AM SOUTH CAROLINA.
In Brief

6 Diversity and Inclusion News Roundup

New Directions

10 Leaders on the Move

This Month’s Celebration

12 National Deaf History Month
By Mariah Bohanon, Ginger O’Donnell, and Mariah Stewart

The Diversity Professional Spectrum

14 Communications Professionals in Higher Education
By Ginger O’Donnell

HEED Award Spotlight

16 Small Institutions Develop Expansive DEI Efforts
By Mariah Bohanon

Closing INSIGHT

50 At Princeton, Portraits Honor African American Blue-Collar Employees
By Ginger O’Donnell
IN BRIEF

White Supremacist Propaganda on College Campuses Increased 159 Percent in Fall 2019

Incidents of White supremacist propaganda surfacing on college campuses increased by nearly 160 percent during the fall 2019 semester compared with numbers from the previous spring, according to a February report released by ADL (formerly known as the Anti-Defamation League).

The organization received 158 reports during the spring 2019 semester and 410 reports in the fall.

Nationwide, 2019 was the highest year on record for incidents of White supremacist propaganda, with 2,713 cases reported — more than double the 1,214 noted in 2018, according to ADL.

White supremacist flyers, leaflets, stickers, and more were reported at least once in every state except Hawaii last year. The highest activity occurred in California, Texas, New York, Massachusetts, New Jersey, Ohio, Virginia, Kentucky, Washington, and Florida, ADL reports.

“While we know extremists and hate groups are emboldened by the current environment, this surge in flyering and propaganda distribution powerfully demonstrates how bigots are able to spread their message without compromising their anonymity,” ADL CEO Jonathan A. Greenblatt said in a press release.

The U.S. Department of Homeland Security announced in September 2019 that it considers the threat of violence from domestic extremist groups equally as dangerous as international terrorism.

INSIGHT Into Diversity previously reported on actions that colleges and universities can take to stay vigilant of the hate groups that have increasingly intimidated and pursued student populations for recruitment in recent years.

Students, faculty, and staff can report White supremacist propaganda incidents directly to ADL, which has 25 regional offices and regularly works with campuses to address hate and bias.

For more information, including a free ADL webinar on addressing hate on campus produced in partnership with INSIGHT, visit insightintodiversity.com/tag/ADL or ADL.org.

— Mariah Stewart

READ, WATCH, LISTEN

From slave ships to the space race, we recommend a few of the many recent works that shine a light on previously overlooked Black history.

READ: Driving While Black: African American Travel and the Road to Civil Rights
Gretchen Sorin, director and distinguished professor for the Cooperstown Graduate Program at State University of New York at Oneonta, explores how the automobile granted Black Americans a freedom of mobility previously denied them. Sorin details the barriers that kept African Americans from traveling throughout much of U.S. history, such as Jim Crow laws that dictated their use of public transportation. The book highlights how the privacy and safety of the automobile allowed Black families to travel in relative peace — though segregation and White supremacy meant there were still plenty of dangers along the way. A documentary based on Sorin’s work, also titled Driving While Black, is set to air on PBS later this year. Available March 10

WATCH: Black in Space: Breaking the Color Barrier
This new Smithsonian Channel documentary invites viewers to enter a time “when the Cold War, the Civil Rights Movement, and the Space Race collided.” The film tells the story of Ed Dwight, who became the first African American astronaut trainee in 1962 as an attempt by the Kennedy administration to improve America’s reputation abroad. Upon the president’s assassination, the plan was scrapped, and it would be another 20 years before the U.S. finally had a Black astronaut. Black in Space explores why it took so long to make this happen. Stream for free on thesmithsonianchannel.com or check local listings

LISTEN: 1619 podcast
1619 is an audio series produced as part of The New York Times 1619 Project, an in-depth examination of American slavery released on the 400th anniversary of the landing of the nation’s first slave ship. Over the span of six episodes, host Nikole Hannah-Jones traces the history of slavery and its aftermath on multiple aspects of American life, from the economy and agriculture to music and modern health care. The 1619 Project is not without controversy, as some historians have criticized portions of its written materials as inaccurate and overly cynical. Yet Hannah-Jones’ take on how slavery’s legacy continues to harm Black families, including her own, offers listeners an intimate journey across 400 years of pain. Listen for free at nytimes.com/1619podcast or via major podcast apps

— Mariah Bohanon
Prepare for a Life of Impact

INNOVATIVE IDEAS PUT INTO ACTION LEAD TO SUSTAINABLE SOCIAL IMPACT.

Global Social Impact Fellows work across disciplines to bring about lasting solutions to real-world problems, taking ideas and actions beyond classrooms and borders. In Sierra Leone, faculty-guided field work invited students to work on projects designed to fight hunger and disease and increase global awareness of health crises, all with a shared goal: lasting impact. Watch video at go.lehigh.edu/impact
Veterans Advocate for More Reporters from the Military

Military veterans are vastly underrepresented in today’s newsrooms. Only 1 percent of veterans who served in the military after September 11, 2001, now work in journalism, according to the latest data from the United States Census Bureau. By comparison, veterans make up 7 percent of the total U.S. population.

Despite this underrepresentation, major news outlets don’t appear to include veterans as part of their diversity and inclusion efforts. No mainstream news organization includes data on veteran employees in their annual diversity reports, according to Nieman Reports, a website and quarterly print magazine about the journalism industry.

Two former military members are working to improve this disparity. U.S. Marine Corps veteran Russell Midori and Navy veteran Zack Baddorf founded Military Veterans in Journalism (MVIJ) in 2019. The nonprofit organization helps former service members transition into civilian careers in the news industry.

One way that MVIJ is tackling this issue is through a partnership with National Public Radio (NPR). Starting this summer, NPR will offer a paid internship for veterans to gain hands-on experience alongside world-renowned journalists. To qualify, individuals must be a reservist or National Guard member with at least four years of service or be honorably discharged from active duty. No prior reporting experience is required.

In April, MVIJ will host a workshop in New York to familiarize veterans with the journalism industry and connect them with professionals whom they can job-shadow, according to Stars and Stripes, an independent military news outlet.

The organization also offers members a professional mentorship program with seasoned journalists, résumé assistance, and access to exclusive social media networking groups.

Midori and Baddorf say that adding more military voices to the news media will improve the industry. “Veterans bring perspective, nuanced understanding, and on-the-ground experience about the military and veterans affairs that ultimately benefits newsrooms and news consumers,” the MVIJ website states.

— Mariah Stewart
Cathy Black is a senior producer and British Broadcasting Corporation (BBC) liaison for CBS News in New York City. In this role, Black works with all CBS News broadcasts, including “CBS This Morning” and “CBS Evening News,” as well as the BBC, a CBS News partner.

A Lexington, Ky. native, there was never any doubt that the University of Kentucky was where she would attend college. It’s a decision she’s never regretted. “It just proved to be everything I thought it would be,” Black said. “UK has something for everybody, and I think that’s what really drew me to the school. This history is so great and broad. It offers so many great opportunities across the board.”

Black cites the individual attention she received from professors in the College of Communication and Information as being key to her success. “My professors challenged me and helped me line up internships at TV stations in Lexington and Washington. They also cultivated my interest in producing.”

At UK, we prepare our students to tackle the globally competitive workforce that awaits them after graduation. Black discovered, ignited and propelled her passions into a career where she thrives. Now, it’s your turn.

That’s what it means to be part of the University of Kentucky community, a community where you are challenged to dream boldly.
Christopher Jones, JD, has been named the inaugural senior diversity and inclusion officer at the University of Redlands. Jones was previously the assistant vice president and director of equity at Case Western Reserve University in Cleveland, Ohio.

Victoria M. DeFrancesco Soto, PhD, has been named inaugural assistant dean for civic engagement at The Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin. Soto was lecturer and director of civic engagement at the university.

Rodney Chatman was selected as police chief at the University of Utah in Salt Lake City. Chatman previously served as executive director of public safety and chief of police at the University of Dayton in Ohio.

Mary Dana Hinton, PhD, has been named president of Hollins University in Roanoke. Hinton was president of the College of Saint Benedict in St. Joseph, Minnesota.

Debasish Chakraborty, PhD, was selected as dean of the Business School at Seton Hill University in Greensburg. Chakraborty previously served as a professor of economics and assistant dean and director of the MBA program at Central Michigan University in Mount Pleasant.

Valarie Swain-Cade McCoullum, EdD, has been named the Provost’s Distinguished Senior Fellow of Student Engagement at the University of Pennsylvania’s Graduate School of Education in Philadelphia. McCoullum was vice provost for university life at the institution.

Willie L. Todd Jr., PhD, was selected as president of Denmark Technical College. Todd previously served as provost and vice president for academic affairs at Wiley College in Marshall, Texas.

Kimo Ah Yun, PhD, has been named the first person of color to serve as provost for Marquette University in Milwaukee. Yun was the university’s acting provost.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
There are no limits to our success when each member of our community is seen, heard and ultimately, understood.

REACHING TOWARD INCLUSIVE EXCELLENCE.

The University of West Florida is a proud recipient of the 2019 HEED Award

There are no limits to our success when each member of our community is seen, heard and ultimately, understood.

uwf.edu/inclusion
National Deaf History Month is celebrated from March 13 through April 15 to commemorate the achievements of people who are deaf and hard of hearing. The time frame is spread across March and April in recognition of three turning points in deaf education history dating back to the early 1800s.

On April 15, 1817, America’s first public school for the deaf was opened. On April 8, 1864, Gallaudet University — the world’s first institution dedicated to advanced education for the deaf and hard of hearing — was officially founded. And more than 100 years later, on March 13, 1988, Gallaudet hired its first deaf president in response to its students’ Deaf President Now movement.

The National Association of the Deaf (NAD) first introduced National Deaf History Month in 1997 and, in 2006, the American Library Association partnered with NAD in supporting and spreading awareness of this celebration.

Congress has not designated any part of it as a federally recognized holiday despite ongoing advocacy efforts toward this goal.

In celebration of National Deaf History Month, we highlight five role models whose stories illustrate the power of activism, education, and perseverance despite disability.

**Shirley Jeanne Allen, EdD,** is the first Black deaf woman in the U.S. to earn a doctoral degree. Born in 1941 in Nacogdoches, Texas, Allen became deaf at the age of 20 following a bout of typhoid fever. At the time, she was studying music at Jarvis Christian College and continued to play the piano for audiences despite her hearing loss. She went on to earn a bachelor’s degree in 1966 from Gallaudet University and a master’s degree in 1972 from Howard University. She finally earned her doctorate in education from the University of Rochester in 1992. She was a professor at Rochester Institute of Technology for 28 years before retiring in 2001. Her accolades include being featured in multiple editions of Who’s Who of Professional Women, a lifetime achievement award from Who’s Who in America, and a place in Jarvis Christian College’s Pioneer Hall of Fame.

**Robert R. Davila, PhD,** is a Mexican American who grew up working alongside his parents in the orchards of California’s central valley. He became deaf after contracting spinal meningitis when he was 8 years old. His mother was determined that he receive an equitable education despite his hearing loss and sent him to attend the California School for the Deaf in Berkeley, California. It was there that Davila learned American Sign Language and other essential skills. He went on to earn a bachelor’s and a master’s degree in education and eventually obtained his PhD in educational technology from Syracuse University in 1972. Davila became a powerful disability rights advocate and assistant secretary for the Office of Special Education and Rehabilitative Services under President George H.W. Bush. He later served in leadership roles for several organizations dedicated to supporting the deaf and hard of hearing, including serving as president of Gallaudet University before retiring in 2009.

**Eugene Hairston,** known as “Silent Hairston,” grew up to become the first deaf African American boxer, having suffered spinal meningitis as a young child. Hairston was born in Harlem, New York, in 1929 and attended schools for deaf children until the age of 15, at which point he dropped out to earn money for his family. After working various jobs, he set his sights on becoming a professional boxer and began attending a New York fighting club. Trainers at the club initially overlooked Hairston because of his hearing loss until they witnessed his exceptional skills in the ring. He soon went pro, winning a total of 45 fights and defeating two world champions before he reached the age of 22. In 1952, doctors advised Hairston to quit boxing for fear he would end up blind from repeated blows to the head. He retired, lived a full life, and died in 2014 at the age of 85.
**Juliette Gordon Low** was born in 1860 and founded Girl Scouts of the USA in 1912 after enduring multiple ear injuries as a child that resulted in near total hearing loss. An adventurous spirit, Low channeled her lifelong passions for athletics, the arts, animals, and nature into a global movement that has empowered millions of girls to develop leadership skills and self-confidence. Beginning with her first troop of 18 girls, Low stood up against racism, sexism, ableism, and other forms of bias by uniting young women from diverse cultural, racial, ability, and socioeconomic backgrounds. After Low died of breast cancer in 1927, she received numerous posthumous honors. These included the establishment of the Juliette Low World Friendship Fund, which provides financial support for international travel and service work for Girl Scouts and Girl Guides around the world.

**Audree Norton,** born in 1927, was the first deaf actress to appear on American network television. Norton acted in major sitcoms throughout the 1960s and 1970s on ABC, NBC, and CBS. In 1967, she became the founding member of the National Theatre of the Deaf, the first production company to regularly feature performances in American Sign Language. The theatre completed tours across the U.S. and Europe and was featured on Broadway. Norton's role as a disability rights advocate includes appealing to the Screen Actors Guild after she and her husband Kenneth North, who was also deaf, weren't cast in roles because of a director's fear of working with hearing impaired actors. A graduate of Gallaudet University and California State University at Hayward, Norton taught psychology, English, and media at Ohlone College. In 2012, she received an honorary doctorate from Gallaudet. She passed away three years later at the age of 88.
Farnaz Khadem is vice president of university communications at Stanford University. She has led strategic communications teams for the past 25 years at a variety of higher education and nonprofit institutions across the world, including at the California Institute of Technology, the University of California, Irvine, the World Anti-Doping Agency in Montreal, and The Vaccine Fund in Lyon, France. Khadem started her career as a reporter in the San Diego area for the Daily Times-Advocate and went on to serve as a U.S. diplomat for six years before she launched her career in communications.

Rudy Fernandez is senior vice president for public affairs and communications and chief of staff at the University of Miami (UM). He is responsible for creating the public affairs division of communications at UM to better coordinate external relations efforts with federal, state, and local governments. As chief of staff, he serves as the senior adviser to the president, developing and executing long-term communications strategy. Fernandez previously held a variety of senior government jobs, including special assistant to former President George W. Bush. He makes frequent appearances as a political commentator on mainstream and Spanish-language media and serves on the boards of several Florida nonprofit organizations, including the Greater Miami Chamber of Commerce.

Charles Whitaker is dean of Northwestern University’s Medill School of Journalism, Media, and Integrated Marketing Communications. He joined the faculty in 1993 and was most recently the Helen Gurley Brown Professor and the school’s associate dean of journalism. Whitaker had a distinguished journalism career as a senior editor at Ebony magazine, covering myriad social, cultural, and political issues across the world. He has since co-authored the textbook Magazine Writing, which examines the magazine industry and deconstructs the art of feature writing. He is a longtime advocate for diversity, equity, and inclusion in the journalism industry; among other efforts, he directed the Academy for Alternative Journalism, a summer fellowship program for underrepresented journalists, for nine years.

Dan Kim, JD, is the senior vice president for communications, marketing, and external relations at Brandeis University. Kim has held similar roles at a variety of higher education institutions. Before joining Brandeis, he served as vice president for communications at the College of the Holy Cross, where he was responsible for government and community relations, strategic marketing, and more. Prior to that, he was the executive director of communications and marketing at the University of Michigan College of Engineering, where he directed brand strategy. He started his career as publisher and editor-in-chief of a trade magazine for attorneys called Lawyers Weekly.

Bey-Ling Sha, PhD, is dean of the College of Communications at California State University, Fullerton. An award-winning educator and pioneering researcher, Sha primarily studies the intersection of identity and public relations, earning her the Institute for Public Relations’ Pathfinder Award in 2018 for original scholarly research. She is also the winner of multiple outstanding educator awards, including a 2012 honor from the Public Relations Society of America (PRSA). In 2014, Sha served as chair of the Universal Accreditation Board, the world’s largest professional certification program for public relations practitioners. Prior to entering academia, she was a public relations consultant and public affairs officer for the U.S. Census Bureau, where she oversaw the promotional campaign for the 2000 census.

Diane McFarlin is dean of the University of Florida (UF) College of Journalism and Communications. Previously, she was the president and publisher of the Herald-Tribune Media Group, the largest media company in Southwest Florida. Prior to that, she served as executive editor of the Sarasota Herald-Tribune for 10 years. McFarlin is active in state and national media organizations, previously serving as president of the American Society of News Editors and repeatedly serving as a juror for the Pulitzer Prizes. She has also taught at the Centers for Independent Journalism in Prague and Bucharest. In March 2019, she was named the Scripps Howard Awards College Administrator of the Year.
Expressive Communication Center opens at RIT to help students with public speaking
Up to 50 students a week receive help to prepare and deliver a presentation
By Greg Livadas/Edited version

Roughly one person in four has a fear of public speaking, but the anxiety can be reduced if you know just what to say, how to organize, begin or end.

Rochester Institute of Technology’s Expressive Communication Center, which opened in 2019, strives to help students better prepare to deliver speeches and presentations.

“Industry workforce reports, university alumni surveys and academic studies have long stressed the importance of strong communication abilities in order for college graduates to excel, and students had approached us about getting more support for giving presentations,” said Kelly Martin, director of RIT’s School of Communication.

The center averages 40 to 60 visits a week. Undergraduates and graduate students from all majors can make an appointment for help with individual and group speeches, as well as portfolio, poster and conference presentations.

Peer consultants are trained to help students with presentation preparation and delivery, including organizing an outline, designing visuals, practicing delivery and managing anxiety. Faculty members are also available to work one-on-one with course instructors on creating and evaluating oral communication assignments.

Students can also have a practice presentation recorded. It can show if they are fidgeting, reading too much from their script or have too much text on their slides.

The center tries to have at least one person on staff at all times who knows American Sign Language.

The center also hosts workshops on interview techniques, best practices for an elevator pitch, ways to do a pitch for a client and managing conflict in a group.

Nicole Weiner, a second-year media arts and technology major from Brookfield, Wis., said she struggled with speech anxiety for years and was scared about seeking help from the center.

“As my anxiety-ridden thoughts filled my brain, my logical side came in saying I should go. What if it’s nice? You have to go try it out,” she said.

Once at the center, Weiner said she instantly felt at ease.

“Every time I came to the center, my experience just improved as the tutors got to know my individual style,” she said.
With fewer than 4,000 students each, Washington State University of Vancouver (WSU Vancouver) and the School of the Art Institute of Chicago (SAIC) at first appear to have little in common aside from enrollment size. WSU Vancouver is situated on a 351-acre campus complete with hiking trails and mountain views; in-state students account for nearly 90 percent of enrollment. SAIC is located in downtown Chicago, has a student body that is nearly one-third international, and has been called the “most influential art college in the United States” by the Columbia University National Arts Journalism survey. The two institutions were founded 123 years apart, in 1989 and 1866, respectively.

Yet these seemingly dissimilar institutions have much in common when it comes to promoting diversity, equity, and inclusion (DEI) across campus. Both have created accountability networks composed of multiple diverse advisory groups and councils. Each institution has implemented awareness and training programs that teach employees how to support vulnerable populations. And both schools continue to develop innovative DEI measures to better serve the needs of their entire campus communities.

School of the Art Institute of Chicago

At SAIC, students lead the way for campus DEI efforts, says Dio Aldridge, special assistant to the dean and provost on diversity, equity, and inclusion. “Students are often the catalyst in the push for (equal rights),” he explains. “They make sure they hold us accountable.”

One student-run organization, The League of Extraordinary Genders, has helped propel SAIC’s support of transgender and gender-nonconforming students and employees. The group promotes the rights of all genders with a special focus on these vulnerable populations, and their efforts in recent years have included advocating for better campus inclusion. In response, SAIC adopted innovative measures for supporting this demographic.

“We have a large population who identifies as trans and gender-nonconforming,” says Aldridge, who personally identifies as transgender. “It’s one area we definitely do a lot of support and collaboration around.”

SAIC added information on gender identity and expression to student orientation and its in-person and online trainings so that “everybody coming into the institution will have this basic knowledge,” Aldridge says.

The school extended these learning opportunities to campus security and food service staff, a measure that represents Aldridge’s principle to treat every SAIC employee the same as he would treat the institution’s president, he says. “I was very cognizant that we need to work with the people who feed us and literally keep us safe, so I reached out with the idea to do workshops around things like inclusive security strategies.”

SAIC staff who work in these areas are predominantly African American or native Spanish speakers, according to Aldridge, so the workshops — which are optional — include culturally relevant discussions around gender expression and stereotypes. The trainings use hypothetical scenarios related to issues such as pronoun usage, and participants have the option of attending bilingual sessions led by Aldridge and other DEI staff who are native Spanish speakers.

Another recent measure to support gender nonconforming populations on campus is the creation of lanyards that allow individuals to easily display their preferred pronouns. Aldridge’s colleague Christina Gomez, the director of academic affairs for diversity and inclusion as well as a professor, pointed out to him that...
“pronoun mispronouncing happens a lot” in the classroom, he says. Together, they worked with SAIC’s fashion department to design lanyards labeled with different gender pronouns or displaying blank spaces for wearers to write in their preference.

It’s already common for SAIC students to wear lanyards around campus, thus making it easy to integrate this new way of displaying pronouns if they so choose, Aldridge says.

“It’s just a really cool, creative way to solve this concern,” he says, noting that the creativity and collaboration that went into making these lanyards exemplifies SAIC’s diversity and inclusion work.

“Being a metropolitan arts school, there is obviously a trend toward progressive ideals,” he says. “A huge component of creative practice is reflecting on and being mindful of your own identity and frame of view, so that challenges us to have these kinds of reflective dialogues.”

LGBTQ inclusion overall is a prominent topic in arts education, as is disability rights, according to Aldridge. SAIC recently formed a committee on workplace accessibility and accommodations, and its faculty enrichment workshops — a series of lunchtime DEI trainings — include lessons on creating accessible courses.

The school’s Diversity Advisory Group, which includes student, faculty, and staff representatives, oversees these efforts and ensures that SAIC continues to address student needs and priorities. Aldridge credits this large group and his colleagues in the Office of Diversity and Inclusion for Academic Affairs (DEIAA) for making this work possible.

“One thing I love about (the DEIAA) is that we have been able to make these great connections, whether it be with human resources or security staff or whoever,” he says. “Everyone here is really interested in this work, in learning how to support each other and be better toward one another.”

Washington State University Vancouver

WSU Vancouver was founded 30 years ago as the only four-year land grant research university in Southwest Washington. Its commitment to equitable education “is informed by (our) land grant mission of openness, accessibility, equity, inclusion, and service to people,” says Obie Ford III, PhD, associate vice chancellor for equity and diversity.

Nine out of 10 WSU Vancouver alumni live in the region. As an institution that has significant influence on the success of its surrounding communities, the university maintains close ties with these former students — particularly those of color or those who identify as LGBTQ, according to Ford. The Office of Equity and Diversity and the Office of Development work in partnership to cultivate and maintain these connections, such as including alumni representatives on the Diversity and Equity Advisory Board.

As one of multiple groups that oversee and advance WSU Vancouver’s DEI efforts, this board’s specific focus is on closing the enrollment gap for underrepresented students, increasing capacity for institutional change, and upholding a welcoming campus climate.

Including the perspectives of those who know what it’s like to be a member of a non-majority group both on campus and within the surrounding community is vital to “increasing access and supporting a sense of safety and belonging for underrepresented students,” Ford says.

WSU Vancouver’s dedication to incorporating diverse viewpoints is evident in the university’s other DEI groups, which include councils on student outcomes, enrollment management, student success, and more.

The Equity of Student Outcomes Council (ESOC), for
example, combines the expertise of administrators, research and admissions staff, and faculty members in ensuring “equitable opportunities and outcomes for all student populations, including equal retention and graduation rates across demographic groups by closing the opportunity gap,” Ford says.

ESOC’s collaborative efforts have included working with WSU Vancouver’s Center for Intercultural Learning and Affirmation to develop a “culturally responsive learning community” as part of a new summer bridge program for underserved students, he explains.

The council proposed and received funding for the program to start in the 2019-2020 academic year. It has thus far achieved a 100 percent retention rate and will be adopted by the Office of Student Affairs and Enrollment beginning in summer 2020, according to Ford.

Another group, the Council on Equity, Diversity and Inclusion (CEDI), allows students to participate in the decision-making process when it comes to funding and supporting DEI efforts.

In addition to student representatives, CEDI includes faculty, staff, and administrators. Its membership “represents a beautiful spectrum of historically underrepresented social identities,” Ford says. “There is something quite powerful about these communities coming together at WSU Vancouver and amplifying (their) voices.”

One of the council’s major initiatives is the CEDI Mini Grants Program, in which university units, faculty, and staff can submit proposals for projects that promote “equity, diversity, and inclusion throughout the campus fabric,” he says. Employees who have completed the university’s BaCE program, an extensive DEI training series, can form action groups that are also eligible for CEDI grants.

BaCE, which stands for Building a Community of Equity Professional Development, is a 12-hour professional development and enrichment program that includes personal assessments for participants and a series of workshops to choose from throughout the year.

“The BaCE program goes beyond merely ‘checking a box’ with regard to receiving a single workshop as an attempt to combat oppression,” Ford says. “Rather, the BaCE program is long term and builds momentum.”

Faculty, staff, and administrators who participate in BaCE first complete the Intercultural Development Inventory (IDI), a pre-assessment that provides “in-depth insights on one’s orientation toward cultural differences and commonalities,” Ford explains. They can choose to attend a debriefing session with Ford regarding their IDI results and work with him in developing a personal “intercultural development plan” that includes suggested readings and recommendations on which BaCE workshops to attend.

“(The IDI) is important because when one learns of their own cultural perspective in a given context, they may select BaCE workshops and support equity-minded and culturally responsive activities more intentionally,” he says.

The BaCE workshop series is separated into four tiers and covers a wide range of topics, such as the “myth of color blindness,” diversity within the deaf community, and refocusing equity as an institution.

Since the program launched in fall 2018, more than 50 percent of faculty, staff, and administrators have participated, according to Ford.

This high level of engagement illustrates the extent of the campus’ commitment to DEI, he says.

“WSU Vancouver recognizes that more work is required to create a campus community where students, staff, and faculty do not merely survive, but abundantly thrive,” Ford says. “It is critical work that is rooted in love, and (the university) has a lot more to do and give.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. School of the Art Institute of Chicago is a 2014-2017 and 2019 HEED Award recipient. Washington State University Vancouver is a 2019 HEED Award recipient.
SIUE offers hundreds of study abroad opportunities, which allow students to expand their world personally and stand out in the job market while earning credit toward their degree. Last year, nearly 200 students traveled to 24 countries.

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- **U.S. National Security Education Program**: Boren Scholarship for study in S. Korea

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[siue.edu/diversity](http://siue.edu/diversity)
The Dax Program, created by the nonprofit organization DePaul USA in 2015, supports DePaul University students who are experiencing homelessness. The program assists with basic needs and housing options such as the Dax House, a facility that provides short- and long-term housing for students at $150 per month. A recent series of portraits features Dax Program students on campus; the program has a 93 percent retention and graduation rate. Left photos by Kathy Hillegonds, right photos by Alex Rogals
Combating Student Homelessness Requires Commitment from the Entire Campus Community

By Brianne Sanchez

One in three college students has uncertain access to safe and affordable housing, according to the Wisconsin HOPE Lab. In a 2018 study, one in 10 had experienced homelessness in the previous year.

Students who are couch surfing, living out of a vehicle, or failing to pay their rent may not know where to turn for help or may fear the stigma associated with homelessness. However, increasing attention to the issue is inspiring campuses and organizations to assess what barriers their students are facing when it comes to housing and to provide stronger, more innovative support services.

Campus Compact

“If a student is experiencing hunger and housing insecurity, they don’t have the opportunity to take advantage of what college ought to be,” says Andrew Seligsohn, PhD, president of Campus Compact, the nation’s largest national organization dedicated to civic engagement in higher education. “It prevents education from being this lever [of change].”

On its website, Campus Compact has gathered research and best practices for addressing student homelessness and has developed tools for faculty, administrators, student services professionals, and student leaders. Included among its online resources is the Student Housing Insecurity Mapping Tool, a simple inventory for institutions to track which resources, programs, services, and partnerships they offer for students who are at risk of or who are currently experiencing homelessness. After completing the inventory, administrators can distribute this list to faculty and staff so they are aware of what aid their institution offers and can give referrals.

“Part of the idea was to ask this question, ‘How can everyone on campus contribute to making an institution a place where students can succeed and not be prevented by facing housing insecurity?’” Seligsohn says. “The building of a coalition has been useful. It destigmatizes this issue for colleges and universities.”

Based on a study of 50 colleges and universities, Campus Compact determined the following best practices for supporting housing-insecure students:

- Develop and provide specific training for faculty and staff.
- Identify gaps in support for vulnerable student populations, including formerly incarcerated students and those who were once in the foster care system.
- Actively cultivate community-campus partnerships with organizations that specialize in working with individuals who face homelessness.
- Create a single point of contact to coordinate campus and community services.

As an organization dedicated to civic engagement, one of Campus Compact’s goals is to inspire students to work directly in combating housing insecurity.

“One of the next steps [for engaging on this issue] and a deep connection to our work is that every college and university see it as its role, educationally, to help students build the capacity for advocacy and policy change,” Seligsohn says, “so that whatever issues students are facing, they can raise their voices in an effective way to move the issue forward.”

Activism Example

Students 4 Students, formerly known as the Bruin Shelter, houses individuals experiencing homelessness while attending any higher education institution in the Los Angeles area. The shelter, which is run by University of California, Los Angeles student volunteers, is a registered campus organization and has received national recognition for its innovative work in supporting a broad population of students in need.

DePaul University

At DePaul University in Chicago, where Ellen Herion Fingado serves as dean of students, personalized interventions and community partnerships have been critical for serving those struggling with financial stressors such as housing insecurity.

When it comes to student homelessness, DePaul “has been really great at leaning in” to the problem, Fingado says. The school collects data to understand the scope of housing
Identifying Student Homelessness

Sudden events such as the loss of a job or unexpected medical bills can put many students in precarious financial situations, but certain vulnerable populations are the most likely to experience housing insecurity:

- First-generation students
- Those who were formerly incarcerated
- Members of the LGBTQ community
- Single parents
- Survivors of domestic violence
- Veterans
- Youth formerly in the foster care system

Indicators that a student is homeless can include the following:

- A lack of personal hygiene
- Carrying multiple bags or luggage
- Frequently missing assignments that require uploading or printing large files
- Persistent tardiness
- Regularly falling asleep in class

Sources: Campus Compact; The Hope Center for College, Community, and Justice

insecurity on campus, and staff tracks enrollment data so they can intervene when it appears that a student may be on the brink of dropping out due to struggles with housing or meeting other basic needs.

“If we can try to intervene at an earlier and lower level, that proves to be a more successful outcome,” Fingado says. Her office reaches out with personalized emails to students who appear to be in this type of dilemma, and support staff can refer them to resources such as the DePaul University Student Emergency Assistance Fund.

The fund, administered through the dean’s office, provides one-time assistance to help students cover rent, medical bills, school supplies, transportation costs, and living expenses such as food and utilities. During the 2018-2019 academic year, it gave more than $33,000 to students. The largest portion of the fund went toward housing, with $14,467 paid in student rent.

The university also has a unique partnership with DePaul USA, a national nonprofit organization, known as the Dax Program. Created in 2015, the program is designed to support the approximately 50 DePaul students who experience homelessness each academic quarter, according to its website. Fingado’s office and community partners can refer students to the Dax Program for help with basic needs and housing options such as home hosts.

It also operates Dax House, a facility that provides short- and long-term housing for DePaul students ages 18 to 26. Residents are expected to work 10 hours per week and pay $150 a month in rent; they can stay in the house up to three months after graduation.

“I have seen how giving students direct funding or connecting them with the Dax Program is truly life-changing for them,” Fingado says. “It provides a sense of belonging and stability and helps them feel like they have a plan.”

Holyoke Community College

When Rosemary Fiedler came on staff at Holyoke Community College (HCC) in Massachusetts as coordinator of the recently formed Thrive Student Resource Center, it was a dream come true. Her experience on campus as a 45-year-old mother of four earning her associate degree helped lift her and her children out of poverty, and she wanted to help others facing the same hardships.

The center was originally conceived of through a partnership between HCC, People’s Bank, and the local chapter of the United Way to focus on personal finance. But it wasn’t long after
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she started her position that Fiedler, who now holds a master's degree in education, recognized that checking accounts and credit scores weren’t a priority for students if they were struggling to meet basic needs.

“It’s about food and housing first,” Fiedler says.

The Thrive Center now offers basics needs assistance in addition to financial coaching. Students can access food, school supplies, toiletries, and more. The tutoring centers.

It’s important that the campus community is aware of what the center has to offer and how they can help students who may be struggling, she says.

“Let’s say a tutor notices a student is carrying three backpacks and hasn’t eaten,” Fiedler says, explaining that carrying multiple bags or luggage is an indicator of homelessness. “The tutor can say ‘Let me get you down to the Thrive Center to talk to our coordinator.”

By having the entire HCC community engaged in this work, the college can reach students before the struggles of finding secure housing lead them to drop out of school.

center provides guidance on obtaining legal aid, SNAP benefits, tax preparation, and credit repair. When it comes to housing, Fiedler learns about the students’ individual situations and helps them find the resources that are right for them.

Students appreciate having a one-stop shop for assistance, and a central point of contact on homelessness issues is a best practice for institutions seeking to collect accurate data about the use of resources as well as for strengthening partnerships with organizations outside of the college.

Fiedler shares information about the center’s services at new student orientation, in presentations to campus employees, and in classrooms and

Utilizing Residence Halls

Holyoke Community College’s (HCC) commitment to creative problem solving around student homelessness led them to participate in a pilot program with Westfield State University, which is experiencing decreased enrollment, that allows HCC students to live in the university’s residence halls.

In 2019, 12 public campuses in Massachusetts joined similar state-funded pilot programs to address housing insecurity. The state is seeking to focus on basic needs assistance among college students as a matter of intentional public policy. A collection of research and resources is available at mass.edu/strategic/studenthunger.

Thrive Center Testimonials

RODRIGO VALDIVIEZO-SALAZAR

Holyoke Community College (HCC) student Rodrigo Valdiviezo-Salazar turned to the Thrive Student Resource Center when he was unable to afford rent or secure public housing.

“There aren’t many housing options for young, unmarried males between 18 and 25,” Salazar explains in a March 2019 video testimonial. “You get put to the back of the wait list for public housing and opportunities because there are families and children in need.”

Rosemary Fiedler, the center’s coordinator, helped Salazar obtain health insurance and an apartment near campus through the Center for Human Development.

“When you’re couch hopping every week, it makes it pretty hard to study. If I was going to be able to go to a good institution, I needed a stable place and comfortable living situation, and Rosemary helped me get that,” Salazar says in his testimony. He adds that he plans to transfer to a four-year school after finishing his degree at HCC and become a teacher, possibly pursuing a master’s or doctoral degree.

“Because of [the center], I can really focus on my last semester at HCC and do my best so I can transfer to a university,” he says. “It’s a huge weight off my shoulders.”

GIA MENDEZ

Visual arts major Gia Mendez originally came to the Thrive Student Resource Center for help in repairing her credit score. She was preparing to have surgery, falling behind on bills, and facing eviction from her apartment.

“I was struggling mentally and physically and getting worn down. I told Rosemary that I was about to lose my housing because of my medical condition,” Mendez says in a video testimonial for the center. Fiedler directed her to a nonprofit group that helped her pay off debt and covered her rent for four months.

Without the center’s assistance, “I wouldn’t have an apartment, and I wouldn’t be able to come to school,” Mendez says. “I would be out on the streets. It was like I was swimming and couldn’t come up to breathe, but Rosemary and the center helped me to breathe again.”
Indiana University proudly kicks off its Bicentennial and 200 years of academic excellence, reminding once again why our differences should be valued and celebrated. Every person, regardless of race, ethnicity, sexual orientation, or religious affiliation, deserves the chance to realize his or her potential.

This belief serves as the hallmark of Indiana University’s work to create campus environments where individuals from all walks of life—and especially those who are traditionally underrepresented in higher education—can be inspired to learn, innovate, and create.

The Queer Philanthropy Circle (QPC) underscores this commitment. As one of the first LGBTQ+ focused giving circles connected to higher education in the nation, the QPC is testament to what it means to provide a welcoming campus for all.

For decades, Indiana University has stood out as a leader among U.S. colleges and universities for its work to provide a safe and equitable learning environment for students, faculty, staff, alumni, and others who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ+).

The 1947 creation of the Kinsey Institute, the premier research institute on human sexuality and relationships; the 1994 opening of the IU Bloomington LGBTQ+ Culture Center; the 2013 launch of the nation’s first LGBTQ+ Student Scholarship Campaign; and the 2018 opening of the IU Bloomington LGBTQ+ and Multicultural Affairs (OVPDEMA). In collaboration with the IU Foundation, the LGBTQ+ Alumni Association, and other IU LGBTQ+ organizations, the QPC supports programming, resources, and thought leadership aimed at improving recruitment, retention, and degree attainment for LGBTQ+ students and the quality of life for members of the LGBTQ+ community on all IU campuses.

“The QPC is testament to the idea that, in philanthropy, the collective vision of a small group of committed people can move mountains,” says James C. Wimbush, vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Chair for Diversity and Leadership. “Truly diverse philanthropy is a powerful tool in building a more equitable and inclusive university.”

Inspired by the work of Indiana University’s newly launched QPC, an anonymous member of the IU LGBTQ+ community has made a $200,000 pledge to match donations to or memberships in the QPC received on or before June 30, 2020.

“The QPC was launched with 25 members and a $200,000 matching gift. As we embark on the important work of uplifting our LGBTQ+ community at Indiana University, this gift will be used as seed money to begin investing in queer priorities at Indiana University,” says David Jacobs, chair and founding member of the QPC.

Membership in the QPC includes three annual giving levels at $5,000, $2,500 to $4,999, and $500 to $2,499.

Inspired by IU’s Bicentennial Strategic Plan and its focus on diversity and inclusion, the QPC is the second affinity-giving circle established in IU’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). In collaboration with the IU Foundation, the LGBTQ+ Alumni Association, and other IU LGBTQ+ organizations, the QPC supports programming, resources, and thought leadership aimed at improving recruitment, retention, and degree attainment for LGBTQ+ students and the quality of life for members of the LGBTQ+ community on all IU campuses.

To learn more, visit queerphilanthropycircle.iu.edu.
HOW CAN WE UNTANGLE OLD BIASES FROM NEW MEDIA?

At Texas A&M, Professor of Communication Dr. Srividya Ramasubramanian is conducting pioneering research on techniques to reduce bias and prejudice in modern media. By promoting more inclusive storytelling and positive portrayals of disenfranchised populations, she believes the media can be instrumental in reducing stigma, violence and illiteracy across the globe.

RESEARCH ON EVERY FRONT.
EQUITY IN HIGHER EDUCATION REQUIRES EQUAL ACCESS TO DUAL ENROLLMENT IN HIGH SCHOOL

BY MIUN GLEESON

Dual enrollment programs, also known as dual credit or concurrent enrollment programs, have in recent years become a mainstream pathway to higher education for high school students. Their appeal includes the opportunity to reduce the time and cost of obtaining a college degree while simultaneously preparing high school students for challenging college-level coursework.

Ensuring that these programs are equitable requires widespread collaboration and support. High schools, colleges and universities, nonprofit agencies, and state and local governments all play a role in expanding dual enrollment access so that students from every background can enjoy its advantages.

Benefits

Dual credit offers “huge financial benefits” for students, says Rob Jenkins, PhD, associate professor of English at Georgia State University’s Perimeter College and a longtime dual enrollment advocate. “In many states, it is heavily subsidized, and students can take courses essentially for free or at very little cost. It’s a huge advantage for families.”

In Indiana, for example, high schoolers who are eligible for free or reduced lunches can receive tuition and fee waivers for dual credit classes. The program has saved families an estimated $69 million in tuition costs, according to the Indiana Commission for Higher Education.

Ohio’s College Credit Plus program allocates state taxpayer funds for school districts to support dual enrollment. Resulting in no direct costs to students, the program has saved families more than $359 million in the past four years, according to the Ohio Department of Education.

Beyond these financial savings, Jenkins points to dual enrollment’s ability to help students more readily make the transition from high school to college. The courses allow them to adjust to the intellectual rigor of college-level work while still in the supportive environment of their high schools and families, he explains.

Research supports the idea that dual credit classes can increase college readiness and facilitate a clear pathway to college matriculation and graduation. A study by the Colorado Department of Education found that dual enrollment students in the state tend to earn higher grades in college and accumulate more credit hours by the end of their first year. They are also 9 percent less likely to take remedial courses.

Nearly 90 percent of dual credit students continue on to college after high school, according to a state-by-state study from the Community College Research Center. Most earn a certificate or degree or transfer from a two-year college to a four-year school within five years of graduating from high school.

Disparities

As of 2015, there was a 10 percent gap between low-income student enrollment and middle- and upper-income enrollment in dual credit programs, according to a report by the Rand Corporation. Nearly 40 percent of White and Asian American students participated in dual credit compared with 30 percent of Latinx and 27 percent of Black students, according to the National Center for Education Statistics.

While these courses are advantageous for many types of students, research shows that they “have a profound, positive impact” for students of color and those who are first generation especially, says Amy Williams, executive director for the National Alliance of Concurrent Enrollment Partnerships.

DEFINING DUAL ENROLLMENT

Dual enrollment programs are facilitated through a partnership between a high school or K-12 district and a local institution of higher education. They allow students to simultaneously earn high school and college credit by taking college-level courses that are taught at a high school by their own teachers. In some cases, dual credit students may take these classes on a college campus or online.

Unlike Advanced Placement (AP) courses, which have a national curriculum, dual enrollment courses are designed by the partnering college or university. They tend to cost significantly less than traditional college classes, thus saving students money while also allowing them to get a jumpstart on a postsecondary degree.

Sources: Indiana Commission for Higher Education; The U.S. Department of Education
Though affordability has received much attention as the key to making these programs accessible, eliminating costs is not enough to guarantee they are equitable, Williams says. Dual credit access is a multifaceted issue, she explains, and much of the work must be done at the program level.

Expanding Access

Jenkins places the onus for disparities in dual enrollment on educational institutions.

“It’s our failure to actively inform and recruit minorities and lower-income students,” Jenkins says. “We need to do a better job of getting the word out. We need to incentivize students to want to meet the requirements and high schools to want to help.”

He points to the Advanced Placement (AP) program, which is operated by the College Board and has an established reputation as a pathway for high-achieving students. Whereas AP has done a good job of marketing itself to parents and students, dual enrollment programs are lesser known among families and even guidance counselors, Jenkins says.

Furthermore, upper level administrators have to be fully invested in dual credit programs for these efforts to work, he says. As explained in a 2018 article on the website Education Dive, a successful dual enrollment program — especially one operating in an underserved area — requires school and district leaders “who see K-12 education as part of a larger experience” and who believe in “looking for options that make the transition to the next phase of education easier and more successful for students.”

In under-resourced districts, postsecondary institutions have a variety of options for helping administrators offer rigorous courses their schools might not otherwise be able to afford — thus allowing them to be more competitive with charter and private schools, according to Education Dive.

Community colleges, for example, can help low-income districts by allowing students to directly attend on-campus classes taught by college faculty rather than placing the onus for facilitating and teaching these courses on K-12 institutions. While the majority of dual enrollment courses in the U.S. are taught in high schools, research shows that low-income urban districts have the highest rate of students taking these classes on community college campuses. Some of these programs even provide transportation for students, which Williams says is one way to expand dual credit access.

By contrast, low-income rural schools have the highest rate of high schoolers taking concurrent enrollment classes online. These online classes can reduce disparities in college readiness between rural students — 27 of whom do not have access to AP courses — and their urban and suburban peers, according to U.S. News and World Report.

When it comes to attracting a wider range of students, dual credit programs should ensure their marketing materials “dispel misconceptions,” Jenkins says.

Williams recommends using inclusive language that negates the perception that dual enrollment is for some students and not for others. Programs can flip the script of their messaging from who takes these courses to why they should participate.

“Instead of setting parameters that serve as proxy barriers that students can pick up on, students are exploring the program messages in terms of whether the value statements resonate with them and are descriptive of what they want. This shift in message can be profound,” Williams says.

She points to Brownsville Early College High School (BECHS) in Brownsville, Texas, as an example of inclusive recruitment. Located in a school district that is nearly 99 percent Hispanic and Latinx, BECHS provides recruitment materials and school documents in both English and Spanish. Its messaging includes information for parents on the benefits of college level coursework. Guidance counselors ensure that every student in the Brownsville Independent School District learns about BECHS and its advantages and receives an application for admission before entering high school.

At the state level, the focus on equity in dual enrollment is evidenced in legislative dockets across the country. Nearly 40 states are currently considering more than 200 bills that touch on dual enrollment; more than half include provisions to improve access.

Numerous agencies and nonprofit organizations are also working toward this goal by providing guidance for lawmakers, program administrators, and more. Two recent reports from the College in High School Alliance specifically outline policy recommendations such as statewide goals for disaggregated, transparent public reporting on dual credit access and outcomes.

A recent effort by the Southern Regional Education Board (SREB) known as the Dual Enrollment Initiative focuses on the dissemination of research and recommendations for policymakers and educators to improve concurrent enrollment experiences for all students. By looking at these issues through a broad lens, the multi-year initiative aims to better understand and improve disparities in these courses, says Stephen L. Pruitt, president of SREB.

“We want to help people think of things systematically,” he explains, adding that equity is a major focus of the initiative.

In addition to research, the project will focus on important issues in dual enrollment such as ensuring quality curriculum, funding models, and return on investment. These components each play a role in growing the number of underrepresented students who enroll in dual credit programs as a way to kickstart their higher education and increase their odds of college success, Pruitt says.

Miun Gleeson is a contributing writer for INSIGHT Into Diversity.
Religious Diversity is the Missing Piece in Campus DEI Work

By Ginger O'Donnell
As an undergraduate at the University of Illinois in the late 1990s, Eboo Patel was president of the Honor Student Council, a resident adviser, and a member of multiple social justice organizations. Each role came with its own diversity, equity, and inclusion (DEI) trainings.

Yet almost none emphasized religious diversity, he says.

“There we were on a college campus at a time when religious identity was making big noise in the world of public affairs and global politics,” says Patel, “and we were talking about seemingly every diversity issue but religion.”

His own experiences as a young man from a liberal Muslim family helped him recognize that religious identity was the missing piece of campus DEI work and inspired him to found the Interfaith Youth Core (IFYC) in 2002. His goal was to promote interfaith engagement among college students with the hope that these efforts would serve as a model for interfaith cooperation on a larger scale.

In a diverse society “where religious communities make up the largest part of our social capital,” encouraging positive interactions between people of different faiths is vital, he says.

Today, IFYC’s 40-person team of communications professionals and seasoned higher education leaders oversees a plethora of programs and resources uniquely designed for four distinct groups: students, alumni, faculty, and campus staff and administrators.

Among the organization’s offerings are a leadership institute for students and educators, as well as a yearlong coaching program for students to learn how to bridge religious worldviews on campus. IFYC also provides grant funding and guidance for campus groups working to improve interfaith engagement, plus teaching materials and a multitude of online resources.

While Patel says that interfaith cooperation remains a “niche” as opposed to a “norm” within the DEI realm, IFYC has made incredible progress in the last 18 years. In addition to advancing the development of interfaith studies as an academic discipline, the group has helped approximately 500 institutions cultivate Buddhist, Rastafarian, and Hindu communities, according to the Rev. Gloria Winston-Harris, director of NCCU’s Office of Spiritual Development and Dialogue.

Winston-Harris worked with IFYC to conduct a campus inventory that would serve as a model for interfaith engagement on campus and identify areas for improvement. Following the inventory, the university established a daily interfaith prayer gathering and a bimonthly Jumu’ah prayer meeting, the Muslim midday group prayer service is traditionally held on Fridays. NCCU also hosts Christian worship services every second and fourth Sunday.

A small group of students who serve as “interfaith ambassadors” developed their leadership skills by attending IFYC’s Interfaith Leadership Institute (ILI), where they learned “language for welcoming the other,” Winston-Harris says. They were also able to share information with students from other colleges and universities about what it’s like to do interfaith work at an HBCU, which tend to be majority Christian environments where religious inclusion requires a high level of cultural awareness.

An Introduction to Interfaith Studies

As defined by Interfaith Youth Core, Interfaith Studies is an “interdisciplinary field that examines the multiple dimensions of how people who orient around religion differently interact with one another, and the implications of these interactions for communities, civil society, and global politics.”

There are approximately 300 Interfaith Studies courses and between 40 to 50 Interfaith Studies minors and course sequences currently offered at American colleges and universities, according to Patel. In learning how to support religiously diverse individuals and groups, students explore a variety of academic domains, including theology, sociology, psychology, political philosophy, and even neuroscience.

Interfaith Studies is different from the field of comparative religions in that it focuses less on religions as belief systems, but more on interreligious dialogue, according to Patel. The discipline includes pragmatic approaches for leading diverse communities in disaster relief situations or healthcare settings, for example.

North Carolina Central University (NCCU)

North Carolina Central University (NCCU) is a historically Black institution with an enrollment of approximately 8,000 students. Founded in 1910 as a religious training school, NCCU is now a public university with a predominantly Christian student population. However, the campus is perfectly situated for interfaith engagement. In addition to having a growing Muslim student population, NCCU is surrounded by a predominantly Christian environment.
of intentionality and persistence.

This intentionality is evident in the daily prayer service, led by NCCU’s interfaith ambassadors. Students of any faith can submit prayer requests to a “God of all,” Winston-Harris says. The interfaith prayer is held in a meditation room without any religious symbols and explicitly excludes hand-holding out of respect for Muslim students, who may not want physical contact with members of the opposite sex.

NCCU’s interfaith ambassadors have “been a huge blessing,” Winston-Harris says. “If you can start with students being the leaders, then they set the example for other students that can identify with them.”

In addition to offering assistance, IFYC staff want to hear about innovations on individual campuses and spread the word, Winston-Harris says.

“I have found (their interest) to be very encouraging. You’re not working in a silo — your work matters because it impacts others who are trying to figure this out,” she says.

Queens University

Queens University in Charlotte, North Carolina is a Christian institution affiliated with the Presbyterian Church U.S.A. (PC U.S.A.) The university has a substantial population of Christians from non-Presbyterian denominations and students from multiple other religious backgrounds and belief systems, according to Suzanne Henderson, PhD, philosophy and religion department chair and dean of the Belk Chapel.

During the 2017-2018 academic year, Henderson and other religious leaders at Queens began the process of developing what would eventually be called the Presbyterian and Pluralist Plan. The project was made possible by a strategic planning grant from IFYC.

The Presbyterian and Pluralist Plan’s mission is not only to better serve and welcome campus community members of all affiliations, but to better equip students and employees with the skills to engage with religiously diverse communities in their professional lives.

“Our PC U.S.A affiliation grounds, supports, and strengthens (this) commitment,” Henderson notes.

As part of the plan, Queens hosts a “Presbyterian and Pluralists Week” at the beginning of every school year. The first keynote speaker in 2019 was a secular humanist who promotes interfaith engagement. According to Henderson, giving a prominent voice to someone with a secular worldview “made a compelling case to our campus and wider community that we were serious about the inclusive nature of our interfaith work.”

Queens has also incorporated interfaith principles into its curriculum, from study abroad seminars that prepare students to visit international sacred sites to nursing and education classes that focus on religious cultural competency skills. The school developed this curriculum with the help of the Wabash Center for Teaching and Learning in Religion and Theology, an educational group that supports professors of theology and religion.

Utah Valley University

Utah Valley University (UVU) is a public institution with more than 37,000 students, 75 percent of whom belong to the Church of Jesus Christ of Latter-day Saints (often referred to as the LDS Church or Mormon Church), according to Brian D. Birch, PhD, director of the Religious Studies program and the Center for the Study of Ethics.

Eboo Patel founded IFYC in 2002 to promote interreligious dialogue in social justice movements on college campuses and beyond. He is the author of four books about religious pluralism and interfaith leadership.

Students attend IFYC’s annual Interfaith Leadership Institute in Chicago, a three-day gathering designed to help participants bridge worldview differences.
In contrast to the strong Mormon presence on campus, nearly 20 percent of UVU students have no religious affiliation, he says. Birch and other religious leaders at UVU consulted IFYC in developing their Interreligious Engagement Initiative, a campus-wide strategy for implementing interfaith programming. One result of the collaboration was the construction of a Reflection Center where all students can meditate or pray. The initiative also led to interfaith training for all UVU faculty and staff, which has been administered to 190 employees so far.

This “Interfaith 101” training, as Birch describes it, gives participants the chance to construct narratives around their own religious identities and worldviews and to identify gaps in their understanding of religious diversity. Birch and other UVU leaders also organized the Interfaith Student Council, which consists of 10 members from different faith backgrounds. The council learns about strategies for encouraging interfaith engagement at ILI and uses these skills to offer assistance to campus affinity groups, also helped organize the Interfaith Leadership Lab with assistance from a grant awarded by IFYC. The lab serves as a regional version of IFYC’s annual leadership institute in Chicago, allowing students from nearby states to “learn more about what interfaith leadership means and to help connect them with the work of IFYC,” Birch says.

A growing body of research supports this mission. Matthew Mayhew, PhD, a professor at The Ohio State University who studies interfaith experiences in higher education, says that inclusion of different religious identities translates into “more appreciative attitudes” toward diversity in general. Mayhew co-created the Interfaith Diversity Experiences & Attitudes Longitudinal Survey, which tracked the interfaith engagement of college students for four academic years beginning in the 2015-2016 school year. A major takeaway, he says, is that supporting religious pluralism bolsters all facets of DEI work.

Such findings reinforce Patel’s original belief in the importance of interreligious dialogue to all social justice causes. In many ways, the cooperation of social activists from different faith backgrounds has been a driving force behind the eradication of slavery, the Civil Rights Movement, and other of society’s most powerful efforts toward equality — thus demonstrating why this work is imperative to higher education, he says.

“I think it’s powerful to realize that the United States is the world’s first religiously diverse democracy and that political philosophers for centuries believed that such a society was impossible.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
Diversity Education Is Not Enough
Friendship Is the Key to Bridging Ideological Differences

By Kevin Singer, Alyssa Rockenbach, PhD, Tara Hudson, PhD, Matthew Mayhew, PhD, and Ben Correia-Harker, PhD

Friendship is the hardest thing in the world to explain. It’s not something you learn in school. But if you haven’t learned the meaning of friendship, you really haven’t learned anything.
– Muhammad Ali

Americans, especially those who are college-aged, are in the midst of a friendship crisis. A recent poll from international research firm YouGov found that 22 percent of millennials say they have no friends, while a 2018 study by Cigna determined that young adults — those who are ages 18 to 22 — are the “loneliest generation.” Cigna also found that only 53 percent of all Americans have meaningful social interactions such as extended conversations with friends or quality time with family on a daily basis.

Perhaps even more concerning, however, is that the few friendships U.S. adults do have are primarily with people who share their own backgrounds and worldviews. Americans rarely socialize with those who do not have similar religious and political beliefs, race and ethnicity, and socioeconomic status, according to a 2015 study by research firm Barna.

In our polarized social and political climate, are U.S. college students making diverse friendships on campus? How common are these friendships, and how do these relationships affect student attitudes and personal growth? And how can colleges and universities support the development of these relationships?

A highly anticipated report from Interfaith Youth Core and the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) shows that “interworldview” friendships — those that cross religious, spiritual, and other differences — carry many benefits for college students.

IDEALS followed a cohort of students who attended 122 diverse American colleges and universities between 2015 and 2019, tracking changes in interfaith learning and development — as well as trends in their friendships — over time. The report, titled Friendships Matter: The Role of Peer Relationships in Interfaith Learning and Development, reflects the experiences of 7,194 students who responded to the first two waves of IDEALS at the beginning of their first year in college in fall 2015 and at the conclusion of that academic year in spring 2016.

The findings revealed that, in some cases, first-year students who become close friends with someone who has a different worldview were more likely to say they were highly appreciative of that particular belief system or worldview.

What’s more, researchers discovered an overall effect whereby students in interworldview friendships were more likely to develop positive attitudes toward others of all worldviews. For example, making a close atheist friend encourages students, on the whole, to become more appreciative of Buddhists, Evangelical Christians, Hindus, Jews, Latter-day Saints, and Muslims at the same time.

The study also suggests that, when tested, these relationships showed resilience. Nearly two-thirds of first-year college students maintained friendships despite having incompatible worldviews. Many first-term college students who had disagreements with friends regarding religion or politics remained friends.

Perhaps the most striking finding,
The Power of Friendship

A powerful example for students is the story of the friendship between Evan Low, a California state legislator who is both a Democrat and a member of the state’s LGBT Legislative Caucus, and Barry H. Corey, the president of the conservative Christian institution Biola University. The two wrote about their bond in a 2017 piece for The Washington Post titled “We first battled over LGBT and religious rights. Here’s how we became friends.”

In 2016, Low — who was then head of the LGBT caucus — and Corey represented opposite sides of a California legislative debate over LGBTQ student protections and the religious freedom of faith-based colleges and universities to act in accordance with their religious convictions. However, they began talking and listening to each other’s perspective rather than simply arguing.

“The collision began morphing into a cooperation,” Low and Corey wrote in the Post.

“This time last year the two of us were foes in a religious liberty skirmish, but now we are friends.”

Although they admit they don’t agree on everything, they have committed to working together on supporting first-generation and underrepresented students, advocating for college affordability, and combatting campus sexual assault.

However, is that when it comes to preparing students for a diverse society, friendships appear to have an influence over and above experiencing a welcoming campus climate, support to freely express one’s worldview, and meaningful yet challenging encounters with diverse peers. Close relationships with peers different from themselves play an especially important role in enhancing students’ pluralism orientation, or openness to those who hold worldviews different from their own.

Friendship also has a positive association with students’ development of a pluralism orientation beyond the effects of casual interfaith behaviors such as dining or studying with someone of a different religious or non-religious perspective.

Of course, these casual interfaith interactions provide opportunities for diverse friendships to form. But sometimes, casual interactions remain just that — casual. A hurdle for educators to consider is students’ propensity to develop friendships exclusively with peers who are religiously or politically similar to them.

To some, these findings may not be surprising, yet as educators and scholars have contended that American campuses must become more inclusive and civil, the importance of helping students develop diverse friendships receives little attention. How can educators encourage students to become more aware of their friendship patterns and to intentionally disrupt tendencies to seek only like-minded friends?

First, educators can tell stories to students that encourage them to reflect upon their social circles and understand the benefits of close friendships across difference.

Second, educators and campus leaders can explicitly point out their expectation for students to form these friendships during their collegiate career and explain how these relationships will encourage growth.

Third, administrators and educators can consider how to design physical spaces and programmatic experiences that not only put students of different worldviews in proximity and connection with one another, but also promote friendship development.

This step includes locating spaces on campus where diverse students can just “hang out” together without pressure to engage in planned activities as well as funding collaborative programs and social opportunities such as shared meals between different worldview groups. Student affairs administrators can establish orientation or residence life programming or general education initiatives that connect diverse students.

Conditions like these can cultivate a welcoming, inclusive campus community and be seeds that grow into friendships as students regularly interact.

Few other sources are more influential in a student’s college experience than their peers. Although direct oversight of students’ friendships by educators is neither possible nor desirable, campus professionals are certainly able to cultivate a context where people are more likely to reach across lines of difference. When educators conscientiously and skillfully attend to creating these conditions, not only do they inspire friendships that directly benefit students, but they also work to strengthen the social fabric necessary for a thriving democracy.

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Nonprofits and Journalism Schools Aim to Diversify the Profession by Developing New Talent

By Ginger O’Donnell and Mariah Stewart

Diversity and cultural competency have long been a struggle in the journalism industry. In fact, diversity in the profession is so lacking that newsroom employees are more likely than all other U.S. workers to be White and male, according to a 2016 study by the Pew Research Center.

In order to tell stories that authentically represent and resonate with marginalized communities, the news media must incorporate more underrepresented voices. Doing so requires improving recruitment, support, and retention for diverse students and journalists as well as creating more inclusive work and educational environments.

The following journalism schools, nonprofit organizations, and foundations are leading the way when it comes to intentional, strategic efforts toward this end. They offer innovative programs for diverse storytellers to develop their talents, and they inspire underrepresented students to pursue careers in journalism and communications. They also provide the funding and professional support that make these opportunities possible.

NEWSROOM DEMOGRAPHICS

According to a Pew Research Center analysis of 2012-2016 U.S. census data, 77 percent of journalists* are White and 61 percent are men. By comparison, 65 percent of U.S. workers overall are White and 53 percent are men.

The Pew Center notes that newsrooms are beginning to improve when it comes to gender representation, with the percentage of journalists ages 18 to 29 being almost equally divided between women and men.

The extent of transgender and gender-nonconforming representation in U.S. newsrooms is less certain, as data on the percentage of journalists who identify as such is not readily available. Ethnic and racial diversity in the profession continues to lag, as less than a quarter of journalists between the ages of 18 to 29 are non-White, according to the Pew Center.

*Includes reporters, editors, photographers, and videographers working in newspaper, broadcast, and online news services
Nonprofits

City Bureau
City Bureau is a nonprofit civic journalism lab founded in 2015 and located on Chicago’s South Side. It promotes community engagement by offering opportunities to citizens who have no prior experience in journalism. Offerings include an 11-week fellowship program, a yearlong residency, and a weekly workshop series known as The Public Newsroom. The goal of these workshops is to provide a space for discussion where journalists can share information with the public on topics such as producing one’s own video stories and utilizing the Freedom of Information Act.

“We think the creation of spaces like this could have a deep, long-term impact on American journalism. We’re breaking down barriers to bring diverse perspectives into newsrooms,” City Bureau’s website states.

With the assistance of sponsors, City Bureau finances fellows for up to two weeks of in-country reporting — covering the costs of travel, lodging, interpreters, and more. The organization also hosts an orientation in Washington, D.C., that includes training on safety, multimedia storytelling, and working with interpreters. ICFJ staff connects fellows with mentors who have knowledge of the country they are visiting and can help them find sources on the ground. Fellows are required to publish their stories in U.S. media outlets as well as in the center’s online collection of stories. To date, the program has supported 100 fellows. 

International Center for Journalists (ICFJ)
ICFJ offers talented reporters who are underrepresented in the field the chance to gain professional experience abroad through the Bringing Home the World Fellowship program.

Created in 2011, the program improves coverage of underreported global issues by diversifying the pool of international storytellers. Many participants come from small- and medium-sized publications with tight budgets; one-third have told ICFJ that the opportunity helped them advance in their careers.

The organization focuses on how big picture issues affect local Chicago communities. In 2018, for example, it hosted a forum — one of dozens — that explored how media should report on crime in the city. “More than 60 local reporters, organizers and concerned residents attended the workshop to help generate new guidelines for covering this topic,” the website states.

ProPublica
ProPublica is a nonprofit news organization that has demonstrated a thorough commitment to recruiting and retaining journalists who have traditionally been underrepresented in investigative reporting. Its diversity efforts include pipeline programs, inclusive hiring practices, and a focus on retention.

The Emerging Reporters Program, created in 2016, awards five fellowships per year to underrepresented journalism students. Fellows receive a $9,000 stipend, are mentored by ProPublica staff, and get to spend a week in the organization’s New York City newsroom. As far as recruitment, ProPublica visits Minority-Serving Institutions and affinity conferences. In 2018, it added the Rooney Rule to its employment process, thus requiring hiring managers to interview at least one person of color for every open position.

ProPublica’s success in this area is reflected in its newsroom’s demographics; as of January 2019, 45 percent of its editorial staff were women and 32 percent were non-White.

The Ida B. Wells Society for Investigative Reporting
The Ida B. Wells Society is a news trade organization that helps to cultivate and retain diverse talent in journalism by providing professional development, networking, and other support. The group offers free or low-cost regional career training and a yearlong fellowship that includes investigative reporting lessons in New York City from accomplished journalists. Reporters of all ethnicities and races who support the overarching mission of the society are welcome to become members, according to the website.

The Ida B. Wells Society was founded by Black journalists who noticed the lack of racial diversity in the field of investigative journalism. In 2016, the organization officially launched with the support of the Open Society Foundation, the Ford Foundation, and the Craig Newmark Graduate School of Journalism at the City University of New York.

It is named in honor of Wells, a pioneering African American reporter who exposed racial injustices in the late 19th and early 20th centuries.
**Scripps Howard Foundation**

The Scripps Howard Foundation is the philanthropic branch of the E.W. Scripps Company, an American broadcasting group. The foundation’s mission is to create a better-informed world through journalism education and childhood literacy. Among its many efforts to support diversity in journalism is a yearlong fellowship.

The Scripps Howard Fellowship Program — created in partnership with ProPublica — is designed to develop “a diverse pool of talented young journalists with the foundational skills for future leadership,” according to a press release. Fellows specialize in either investigative reporting for video or data reporting and are paid $50,000 with full benefits. The fellowship also includes training in career management, leadership and collaboration, and entrepreneurship.

The foundation offers a multitude of other resources for diverse student and professional journalists, including additional fellowship and internship programs, university partnerships, grants, centers for investigative journalism, and an annual journalism award that grants $170,000 in prize money across 16 categories.

- [scripps.com/foundation](http://scripps.com/foundation)

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**John S. and James L. Knight Foundation**

Robert C. Maynard Institute for Journalism Education (MIJE)

The prolific John S. and James L. Knight Foundation is dedicated to promoting the arts, developing well-informed communities, and protecting First Amendment rights in journalism.

When it comes to supporting diversity in news media, the Knight Foundation takes the stance that traditional strategies fail to address the “institutional racism and unconscious biases that pervade many news organizations,” according to its website. As such, the foundation supports comprehensive and innovative efforts such as MIJE’s new Equity and Inclusion Transformation Program.

With the help of a $1.2 million investment from the Knight Foundation, the program will integrate trained specialists in newsrooms to help better inform underserved communities and establish more inclusive work environments for underrepresented reporters.

MIJE, which describes itself as America’s oldest news organization dedicated to the accurate coverage and representation of “all segments of society, particularly those often overlooked, such as communities of color,” plans to select newsrooms to participate in the program through a national application process.

The donation to MIJE is part of a five-year, $300 million commitment by the Knight Foundation to strengthen local news and rebuild public trust in journalism, according to its website.

- [knightfoundation.org; mije.org](http://knightfoundation.org; mije.org)

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**The Missouri School of Journalism at the University of Missouri**

In August 2016, the Missouri School of Journalism launched the Student Development, Diversity, & Inclusion Program to advance diversity on campus and in the news media.

The program’s recruitment strategy includes personal visits to underserved high schools by journalism professor Ronald B. Kelley, who serves as the program’s executive director. This strategy extends to high schools across 10 key cities, according to Kelley. Thus far, approximately 30 students of color from these high schools have enrolled in the Missouri School of Journalism, he says.

The program also hosts summer workshops for diverse high schoolers, including the longstanding Missouri University Journalism Workshop and two more recent offerings for underrepresented students interested in investigative reporting or advertising and public relations.

Beyond recruitment, the Missouri School of Journalism supports diverse students by pairing them with alumni mentors who help guide their education and careers.

- [journalism.missouri.edu](http://journalism.missouri.edu)

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Entertainer and writer Robert Townsend accepts the Living Legend Award during the 2019 Bounce Trumpet Awards ceremony, which celebrates African American achievements and excellence. The award show is owned in part by the E.W. Scripps Company, whose foundation supports the development of Black journalists.

Students from the National Association of Black Journalists – MU chapter visit Urban One Radio in Atlanta during their annual media tour, which gives them the chance to learn about jobs and internship opportunities in various U.S. cities.
At Klein College of Media and Communication, the values of diversity, equity and inclusion course through our hallways, and provide a foundation for our urban-focused curriculum and programs.

No stranger to being a leader in tackling a wide range of complex and often times controversial issues, Klein has become known for fostering diversity and inclusion. From the make-up of our student body to the background of our faculty to the type of social justice issues we bring to light through media and communication, Klein is harnessing the power of diversity in service of shared understanding.

klein.temple.edu
The University of Arizona School of Journalism
As a result of strategic diversity and inclusion planning, the University of Arizona School of Journalism increased its population of underrepresented students by 19.7 percent between 2005 and 2016.
Among the school’s recruitment efforts is an annual summer workshop for underrepresented high school students. It has hosted The New York Times Student Journalism Institute several times in recent years, providing 20 diverse students across the U.S. with the opportunity to train with the prestigious newspaper’s editors and reporters.
The school’s dedication to diversity is also evident in its focus on cross-cultural experiences and course offerings. Its Arizona Sonora News service allows students to report on the U.S.-Mexico border. Its Center for Border & Global Journalism, launched in 2014, supports both students and professional journalists in reporting across national and cultural barriers.
Furthermore, the school offers multicultural journalism courses in partnership with other University of Arizona departments, as well as dual master’s degrees that combine the study of journalism with Latin American studies and Middle Eastern and North African studies.

Arizona high school students attending the 2018 Donald W. Carson Journalism Diversity Workshop practice their photography skills on the UA campus.

University of Southern California Annenberg School for Communication and Journalism (USC Annenberg)
In 2017, leaders of USC Annenberg created a five-year strategic plan for improving diverse representation in journalism and media.
Among the plan’s successes thus far is an increased endowment to provide scholarships for underrepresented students. Donors were so supportive of this effort that the school is now reviewing the possibility of additional endowment goals to support other areas of student need, according to Peggy Bustamante, associate professor and associate dean for diversity, inclusion and equity at the school.
The plan also includes new mentoring programs for diverse faculty and the revamping of two existing mentoring programs for students. These two programs — one involving faculty mentors and one for alumni mentors — have been redesigned to maximize benefits for individuals from underrepresented groups.

Our May 2020 Issue: Medical, Pharmacy, Veterinary, and other Health Professions Schools
Our May issue will focus on diversity and inclusion issues and initiatives at medical, pharmacy, veterinary, and other health professions schools across the U.S.
This special report presents a unique opportunity to showcase your university’s healthcare schools to the readers of INSIGHT Into Diversity magazine.
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Clemson University has been a top-ranked public university by U.S. News & World Report for 12 consecutive years. The University has been classified as a Carnegie R1 research university that creates economic opportunities. Faculty, staff and students contribute to Clemson’s national reputation as a great place to study, live and work, and the University invites others to learn more about career opportunities at clemson.edu/careers. To promote inclusive excellence, the University’s Men of Color National Summit works to increase the number of African American and Hispanic males who finish high school and complete college.

CLEMSON LEADING THE WAY

- Call Me MISTER® increases the pool of available teachers from a broader, more diverse background.
- The Charles H. Houston Center for the Study of the Black Experience in Education examines issues that impact the educational experiences of African Americans.
- Clemson Career Workshop supports college readiness of high-achieving students from diverse populations.
- Emerging Scholars helps establish a college-going culture among students from the state’s economically disadvantaged areas.
- The Erwin Center Summer Scholars Program gives students from HBCUs and other universities an opportunity to engage with marketing, advertising and communication professionals.
- The Harvey and Lucinda Gantt Multicultural Center supports and advocates for all Clemson students’ needs while providing diverse and experiential learning opportunities.
- PEER/WISE provides collaborative experiences for underrepresented students and women in science and engineering.
- Tiger Alliance mentors and prepares African American and Hispanic high school males for college entrance and success.
Journalists as First Responders: Educators Teach Trauma-Informed Reporting, Self-Care

By Ginger O’Donnell
Lulu Ramadan became a breaking news reporter for The Palm Beach Post shortly after earning her journalism degree from Florida Atlantic University.

By the time she was 23 years old, Ramadan had covered three mass shootings and a total of 71 gun-related deaths in Southern Florida. According to an article in The New Yorker, the tragedies on her beat included the June 2016 Orlando Pulse night club massacre, the January 2017 Fort Lauderdale Airport shooting, and the mass shooting at Marjory Stoneman Douglas High School in Parkland in February 2018.

“I knew I’d have to cover tragedy. I’d like to think I’m pretty comfortable and almost good at it, but I never expected to do it this often,” Ramadan told The New Yorker in 2018.

Sadly, Ramadan is far from alone. For news reporters, there is “trauma in every beat,” from homicide to accidental death to natural disaster, says Elena Newman, PhD, research director for the Dart Center for Journalism & Trauma at Columbia University and the McFarlin Professor of Psychology at the University of Tulsa.

“People need to understand that 60 percent of the U.S. public has been exposed to a traumatic stressor, which means that journalism students have been exposed. This makes them both vulnerable and stronger,” Newman says.

The stress reporters face is exacerbated by the current American political climate, with President Donald Trump referring to journalists as “enemies of the people” and delegitimizing their work as “fake news,” says Michigan State University journalism professor Geri Alumit Zeldes, PhD.

Historically, many in Ramadan’s position have turned to unhealthy coping mechanisms such as alcohol and substance abuse or workaholism to manage the stress of repeatedly covering trauma, says Anna Mortimer, a former journalist turned therapist.

Now, journalism schools and professors are arming students with the skills to cover distressing events in a way that does justice to — rather than re-traumatizing — communities while protecting their own mental and emotional well-being.

These priorities reinforce each other, according to Newman.

“Ethical reporting on trauma leads to good mental health among journalists,” she says.

Mortimer, whose journalist father was killed on duty in El Salvador in 1989, leveraged her own trauma by co-founding a mental health organization for journalists and humanitarian aid workers called The Mind Field. Based in Europe, it currently provides Skype therapy sessions in multiple languages to approximately 50 journalists across the world.

Columbia University
The Dart Center for Journalism & Trauma, operated by The Columbia University Graduate School of Journalism, offers myriad resources for educators and students on producing trauma-informed journalism.

Dartcenter.org contains tip sheets, articles, videos, and expert interviews on topics such as avoiding the re-victimization of survivors of tragedy during the interview process. Another important lesson is how to responsibly report on suicide so as to prevent suicide contagion — the phenomenon that causes increased suicidal thoughts and behaviors in people who have been exposed to stories of others taking their own lives.

The website also offers classroom resources developed by Amy Schmitz Weiss, a Dart Academic Fellow and associate professor of journalism at San Diego State University. Her teaching materials specifically address issues relevant to student journalists, including reporting on campus rape and sexual assault and using social media to share information about tragedies.

Attendees at Columbia University’s Dart Center for Journalism & Trauma’s Sept. 2019 event, “From Refugee Children to Climate Change: Global Challenges in an Age of Nationalism.” Panelists included H.E. María Fernanda Espinosa Garcés, president of the 73rd session of the UN General Assembly and former foreign minister of Ecuador, and NPR International Correspondent Deborah Amos.

“My first actual study was of photojournalists. There’s some question that because photojournalists are closer to the action, they are more visible for harassment. Because they’re working with images, they may be more vulnerable to occupational effects.” — Elena Newman
The seeds for the Dart Center were planted nearly three decades ago at Michigan State University (MSU) when psychiatrist and trauma science pioneer Frank Ochberg established a small program to assist MSU journalism students with their reporting on victims of violence. His work was funded by a private family charity called the Dart Foundation. In 1999, the first Dart Center for Journalism and Trauma was founded in the University of Washington Department of Communications. The center relocated to Columbia University in 2009.

The Ochberg Society for Trauma Journalism began as an alumni organization for former Ochberg Fellows affiliated with the Dart Center. The fellowship convenes experienced journalists for a week of seminars about ethics, craft, and practice related to trauma-informed news coverage. The organization has since expanded to include a wide range of professional journalists whose work is embedded in trauma.

Columbia’s 2019 Ochberg Fellows

The Dart Center’s research unit, led by Newman, offers a database of relevant articles and is currently conducting a needs analysis of educators “from all accredited journalism programs” who teach trauma-informed practices, she says.

Boston University (BU)

As managing editor of a magazine affiliated with The Ochberg Society for Trauma Journalism, Sarah Kess interviewed beat reporters of all types — from those covering local news in their hometowns to overseas war correspondents. Despite their differences, “one thing almost all of them said was ‘I really wish I had learned how to properly cover traumatic events and how this work affects the mental health of journalists,’” Kess says.

Now an administrator and adjunct instructor in the BU College of Communication, Kess teaches a course titled Trauma Journalism, which she created in fall 2018. Visiting experts talk to students about ethical reporting; staff members from a local rape crisis center, for example, speak about the impact that news media can have on rape culture. A family therapist advises on interviewing traumatized children in ways that empower them rather than compounding their pain.

Kess teaches self-care by allocating each student a mental health day, encouraging them to take a step back when they feel overwhelmed. This is a practice “journalists historically have not been great at,” she says, adding that burnout is common in the profession.

From what Kess has observed, the prominent role of trauma in news coverage weighs heavily on students, and the discussion-based class gives them a space to “really grapple with issues that are already on their minds.”

Michigan State University (MSU)

At MSU, journalism professors are focused on preparing their students to safely cover the 2020 presidential election in a polarized country where journalists increasingly face hostility and mistrust.

Zeldes and her colleague Joe Grimm applied for and received a $10,450 grant from MSU’s Office of Inclusion and Intercultural Initiatives to support student journalists in covering politics in their state as well as give voice to Michigan’s underrepresented communities as the election unfolds.

As part of the grant, MSU recently hosted an online workshop titled “Covering Civil Unrest, Riots, and Protests” that was led by Global Journalists Security, a safety training organization for news media and employees of nongovernmental organizations. The workshop covered how to protect oneself on the job from aggressive individuals — including sexual aggressors — and how to safeguard equipment, as well as working as a team in volatile situations such as protests.

Later in the day, participants learned strategies for self-care and coping with trauma from a counselor and yoga instructor.

MSU journalism students will further develop these skills as they undertake group reporting projects on issues of diversity, equity, and inclusion related to the 2020 election, such as women in politics and civil rights issues on the campaign trail. Their work will be featured in the local publications Lansing State Journal and Battle Creek Enquirer, which are part of the USA Today Network.

By addressing the need for trauma-informed journalism, such efforts have the potential to revolutionize the way society tells and understands negative news stories — and to reinforce public trust in journalism as a tool for empowering communities.

“If you can tell stories about devastation in innovative ways, where people can engage with it and understand it, then citizens can make democratic choices,” Newman says.

For Black Journalists, Covering Racial Violence and Inequity Takes an Emotional Toll

“It is with no pleasure that I have dipped my hands in the corruption here exposed. It seems to have fallen upon me to do so.”

— African American journalist Ida B. Wells in the preface to her 1892 work Southern Horrors: Lynch Law in All Its Phases

Black journalists in America are repeatedly called on to cover stories of racialized violence and systemic inequity in African American communities. Covering what some call “the Black death beat” can cause serious mental and emotional distress and puts journalists at risk for professional burnout.

In large part, these problems occur because the reporters are covering people who resemble themselves and their loved ones. For example, Trymaine Lee, a Pulitzer Prize- and Emmy Award-winning journalist who reported on the 2012 killing of Trayvon Martin, told NPR’s Code Switch team in 2015 that he could have easily been Martin “every single day of (his) upbringing.”

Gene Demby, lead blogger for NPR’s Code Switch podcast, refers to this phenomenon as the double vision effect, whereby Black journalists see themselves in the victims they are writing about. Demby writes:

As calls for newsroom diversity get louder and louder — and rightly so — we might do well to consider what it means that there’s an emerging, highly valued professional class of black reporters at boldface publications reporting on the shortchanging of black life in this country. They’re investigating police killings and segregated schools and racist housing policies and ballooning petty fines while their loved ones, or people who look like their loved ones, are out there living those stories.

What it means — for the reporting we do, for the brands we represent, and for our own mental health — that we don’t stop being black people when we’re working as black reporters. That we quite literally have skin in the game.

At the same time that Black journalists give voice to the traumatizing effects of reporting about systemic racism, they are also expressing their desire to be the ones telling these stories. Demby argues that more African Americans covering “the Black death beat” could lead to better reportage, as Black journalists may be better able to cultivate open relationships with sources who are also African American or incorporate their own lived experiences into their communication of these issues.

Taking the time to step away, attend to self-care, and check in with other Black reporters through informal peer support networks is helpful, many African American journalists say. Ultimately, though, many Black journalists are returning to the beat, embracing the power of storytelling and bringing their own personal determination to bear on repeated injustice.

The deep feelings that arise during this process strengthen the work of Black reporters, according to Yamiche Alcindor, a White House correspondent for PBS NewsHour and a regular contributor to other national outlets.

As Alcindor told NPR in 2015, “I don’t ever want to stop completely being emotional. I feel like my humanity strengthens my reporting.”

— Ginger O’Donnell
CBS Correspondent Jeff Pegues Shares His Perspective on Diversity in Journalism and How to Persevere in an Industry Under Attack

BY MARIAH BOHANON

Jeff Pegues is a three-time Emmy Award-winning journalist and the Chief Justice and Homeland Security Correspondent for CBS News. He is the author of the 2017 book *Black and Blue: Inside the Divide between the Police and Black America* and the 2018 work *Kompromat: How Russia Undermined American Democracy.* Prior to joining CBS News in 2013, Pegues worked as reporter for local stations in New York City, Baltimore, Miami, Milwaukee, and Rockford, Illinois. His many accolades include multiple Emmy Award nominations and the Sigma Delta Chi Award from the Society of Professional Journalists. He is also the recipient of an honorary doctorate from Miami University in Oxford, Ohio, where he attended on a football scholarship before graduating with a bachelor’s degree in mass communication in 1992. In January 2020, he was named to the university’s Board of Trustees.

Pegues spoke with *INSIGHT* about his experiences as an African American journalist reporting on events such as the 2014 murder of teenager Michael Brown in Ferguson, Missouri, and what inspired him to write a book on the rift between law enforcement and Black communities. Pegues also shared his thoughts on the challenges of working in the modern news media and what advice he gives to journalism students as they prepare to enter a profession experiencing turmoil, skepticism, interference from foreign bodies, and threats to personal safety like never before.

Answers have been edited for clarity and length.

What led you to your current position as CBS News’ Chief Justice and Homeland Security Correspondent? How and why did you choose this beat? I’ve been in this business for quite some time and was fortunate enough to work for some really successful local stations. In 2013, when CBS News approached me about joining their news division, I started as a transportation correspondent, but after about a year and a half became the Justice and Homeland Security Correspondent. This was right about the time that Ferguson was unfolding on the national stage. You had Freddie Gray in Baltimore and all sorts of police and community relations issues. And I was just the right fit for those stories. I’d spent 30 years of my career working in communities across the country covering (these types of) stories, so in a way I didn’t really choose it. The beat sort of chose me.

What inspired you to write a book about these events and policing in Black communities? The fact that I was the first Black Justice and Homeland Security Correspondent for CBS News gave me a unique perspective when it came to covering Ferguson and all of these other incidents. I’d covered law enforcement for so long that I knew for a fact that the majority of police officers are trying to do the right thing. You do have bad apples, and post-Ferguson the focus was on (them), but 99 percent become police officers because they want to help their communities. While I have that perspective, I am an African American man. My parents are children of the civil rights movement. They grew up in Alabama and were heavily involved in marches and protests and sit-ins. So I have that perspective as well. Partly why I wrote the book is because I felt it was important to try to bridge the divide in my own unique way by pointing out to people in the African American community what police officers are thinking when they’re going into their neighborhoods. And (to give) young cops coming on the beat a resource that can inform them about why Black communities have a history of distrust of the police. It’s there in part because of how policing has developed in these communities, how it continues to impact young Black males, and how there are generations of hurt because oftentimes police officers were on the frontlines of enforcing Jim Crow laws or other discriminatory policies. When you saw an officer, they weren’t there to help — they were there to arrest or harass. In other communities, you grow up seeing police as friends, as heroes, and as people who are only there to help. But in the Black community, that isn’t often the image that people have. I thought it was important just to inform people about those differences.

What advice would you give to a student journalist who has to report on controversial and divisive topics such as policing in Black communities or similar social issues? For any young journalist, I think it bears pointing out what should be obvious, which is that it’s important to
As I was told represent all sides. Don’t go into these situations with your mind made up.

Sometimes as a young journalist, you think you know what the story is, but I’ve done this job for 30 years, and every day I learn something new. That is one of the benefits of the job — that you get to meet so many different, interesting people with so many different, interesting opinions.

But the job is getting tougher. There’s no doubt about that. With social media and everybody having an opinion, you find yourself under attack sometimes. Of oftentimes, these days. But you can’t let that deter you.

In this democracy that we all love, it is important to have facts for it to thrive. At this point in history, it is more important than ever that we have the next generation of journalists working hard to preserve the facts, to tell the story as it is, not as someone wants you to believe it is.

Can you expand on some of the current challenges for reporters and the journalism industry? The challenges that journalists face today are from those who try to spread false narratives and information and those who attack the media.

Currently, you have so much misinformation out there, and a lot of Americans get their news from social media. Whenever I meet with a young journalist or with students, I always remind them to read beyond the headline. Get the facts. And read different sources of information.

I wrote a book on how the Russian government sort of perverted our democracy with its disinformation campaigns, and those (campaigns) are ongoing as we all prepare to head to the polls. That’s why it is more important than ever that you find a source for good, accurate journalism, because there are adversaries of this country who want to influence what you see, what you hear, how you think, and ultimately how you vote.

Right now, more than ever in the 30 years that I’ve been in this business — and I think it’s fair to say in the history of this business — is journalism under attack.

What is encouraging though, is that I’ve seen major universities start new or build up their (existing) journalism programs. I see that as a real positive.

How can educators best prepare students to succeed in this challenging profession? As I was told 30+ years ago, the key is writing. It’s the most important thing, but because of texting and everything we do in short form these days, writing — or at least good writing — is something that you don’t see as much.

I would encourage professors to ensure their students write as much as possible. Have discussions about daily events. Direct them to pick up the newspaper, to watch the evening news, and really pay attention to what’s going on in the world.

Encourage them to pay closer attention to their environments. On campuses, or even walking down a city street, you see the majority of people on their phones, heads down, earphones in. I think that’s symptomatic of a bigger issue in this country where we’ve tuned each other out. When you’re not compelled to get to know your neighbor, to talk to the cop who maybe you see every day at Starbucks, then you’re not going to understand (one another). So, I would tell professors to make sure their students are paying attention and aware of what’s going on in their surroundings.

What advice would you give to students or new journalists who are underrepresented in the profession?
Diversity is something that we talk a lot about at CBS News. It is something we are committed to because, as a news organization, we are only as good as the people in our ranks. The more you represent the communities you cover, the more successful you will be.

I encourage students to see this as a business with a tremendous amount of opportunity for people from all backgrounds. If I’m not there pushing for stories that are reflective of African Americans, then who will? If I’m not there pushing for stories that, through my personal experience, I think are important to the larger audience, then who will?

That’s why diversity is so important, whether it comes to LGBTQ issues, issues affecting people of color, or issues that, for example, affect people in the Midwest. After the 2016 election, there was a lot of debate in the news world about if we missed something when it came to the people in the middle of the country and if we did enough to cover the issues that affect them. I think universally the conclusion was that we failed.

That’s why there has to be diversity in so many ways, including geographic diversity. An organization can’t just have everyone from the same university or same part of the country. Our nation is incredibly diverse and becoming more so every day. As a news organization, our job is to reflect that diversity.

Anything else future journalists should know? The key for young journalists is to pursue internships, because they often lead to jobs. There’s a bigger push to make sure the ranks of interns are diverse as well. Don’t think that just because you don’t go to Harvard or Yale that you’re not going to get an internship. We’re casting a wider net, so if you want to get into this business, try hard for that opportunity. It can really set you up for the future.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity.
At Princeton, Portraits Honor African American Blue-Collar Employees  

By Ginger O’Donnell

Many higher education institutions prominently display portraits of their founders or major donors. At Princeton University, a new series of portraits showcases a different set of contributors to the Ivy League campus: African American blue-collar workers and service employees.

The 10 people featured in the series work in facilities, dining, grounds maintenance, and security. The portraits are “inspired by the plight of migrant Black families who struggled for job opportunities and equal pay,” artist Mario Moore told CNN.

A 32-year-old Detroit native, Moore painted the series during his time as one of Princeton’s Hodder Fellows, a program that gives emerging artists and writers “studious leisure” time to undertake new projects.

Moore worked with each of his subjects to determine how they wanted to be represented on canvas, as the goal of the portraits is to empower them and elevate their presence on campus.

In an interview with CNN, Tracy K. Smith, the chair of Princeton’s Lewis Center for the Arts, said Moore’s work has “served to heal some of the lasting wounds of racial division that have long marred (the) institution’s history.”

Clockwise from top right: Light on Brother features Jalen Long, former staff at Mamoun’s Falafel restaurant in the town of Princeton. Picturing Protest is a portrait of security officer Guy Packwood in front of the entrance to a 2018 art exhibit by the same name, which featured photographs from the civil rights era. Packwood expressed a strong connection to the events of that time in his conversations with artist Mario Moore. Powers Field depicts Hank Towns, the retired head equipment manager for Princeton’s athletics department. The Visit showcases Valeria Sykes, a food service worker for the campus dining services, who told Moore that her favorite leisure activity was detailing her car.
Study abroad shifts your mindset to a more global spectrum of seeing values and idea exchanges you didn’t recognize before.

- Karyos Tyus

Our commitment to campus internationalization, global leadership and communication fosters peace, security and well-being that empowers students to become stronger global citizens.

As a Boren Scholar, Cal State LA student Karyos Tyus lived with a family in Tanzania while studying the country’s literature, history and Swahili. After graduation, he plans to utilize both his bachelor’s degree in English and his international experience on his pathway to becoming a diplomat in the U.S. Foreign Service. “Study abroad shifts your mindset to a more global spectrum of seeing values and idea exchanges you didn’t recognize before.”
The Thomas Jay Harris Institute for Hispanic and International Communication (HIHIC) in the College of Media & Communication at Texas Tech University promotes better understanding of Hispanic-related and international media communication through research, teaching and community outreach.