ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

2020 EQUITY & DIVERSITY AWARD NOMINATION

UNIVERSITY OF ARIZONA

SCHOOL OF JOURNALISM

JANUARY 10, 2020
January 10, 2020

Dr. Mia Moody-Ramirez  
Professor and Chair  
AEJMC Equity and Diversity Award Selection Committee  
Baylor University  
Journalism, PR and New Media

Dear Dr. Moody-Ramirez and Members of the Selection Committee,

Attached you will find a nomination packet from the University of Arizona School of Journalism for the 2020 AEJMC Equity & Diversity Award. It includes the following items:

1. Narrative (10 pages), including a summary of hiring, status of current faculty, climate, institutionally embedded support, and other initiatives to foster diversity
2. Completed EDA Demographics Form, with appendix (15 pages)
3. A letter of support from the unit head, Director Carol Schwalbe
4. Four letters of support

The application totals 25 pages, not including the letters of support. Hyperlinks and URLs are provided throughout.

Thank you for your time and service to the AEJMC and the profession. It matters! I am happy to answer questions.

Sincerely yours,

Carol B. Schwalbe  
Professor and Director  
School of Journalism

520-300-0693  
cschwalbe@email.arizona.edu
NARRATIVE

“I aspire to defy the odds”

The student body president of Tucson’s Sahuaro High School stood before the crowd of parents, faculty, and fellow students to read a blog post she had written after reflecting on her week at the workshop. Sniffles and teary eyes overcame the group as she struggled to convey the impact her dorm “big sister” and mentor had on her during their short time together. She concluded:

“It is nice to see someone who has skin just like mine and hair just like mine; a young black woman just like me, doing something with her life. Oftentimes women in general, and black women especially, are seen as inferior and unworthy. Zeina is the complete opposite of this stereotype, and I aspire to defy the odds, just like her.”

– Katelyn Kubly, 2017 Journalism Diversity Workshop participant
Extracted from: https://thechronicleua.weebly.com/katelyn/avatar-zeina

The scene from the 2017 Journalism Diversity Workshop for Arizona High School Students is emblematic of the approach the University of Arizona’s School of Journalism continues to embrace in its pursuit of excellence through diversity and inclusion.

The school has a long history of recruiting, training, and graduating students from diverse backgrounds to help increase newsroom diversity until it accurately reflects the American experience. As we all know too well, journalists of color comprise just 21.9% of the U.S. newsroom workforce, compared with 39.6% of the U.S. population. Women comprise only 42%, compared with 51% the population. As a profession, we can do better.

It starts with us. The University of Arizona School of Journalism has worked to infuse diversity and inclusion throughout its curriculum, recruitment, retention, extra-curricular activities, and climate, which you will see in this award nomination. Even more important, after concerted effort and university support, the school has increased the diversity of its faculty from 24% in recent years to 33% this coming fall. Also, female composition of the faculty will increase from 53% this year to 60% this fall. More must be done, but we are making progress.

Two new Latina faculty hires are already making their mark, leading the creation of a bilingual master’s degree and expanding opportunities for current students from diverse communities. A half dozen student clubs support students from different backgrounds. In what follows, we will highlight some of the ongoing efforts of the school to cultivate an atmosphere of openness and inclusivity, to seek out, support, and retain superior educators, to train the next generation of journalists who come from and represent the vast treasure of diversity of their communities, and to leverage the strength of our own diversity to drive fundamental positive change in our institution and the institution of journalism.

Hiring and Recruitment

In a state with a dynamic multicultural population, where 31% of the population is Hispanic, the University of Arizona School of Journalism recognizes the importance of fostering a diverse and inclusive faculty, staff, and student body, as well as contributing to a more diverse journalism profession in the 21st century.

Let’s be completely honest. Like many journalism programs, the school has struggled over time to diversify its faculty. With all due respect to those who came before us, site-team reports from the Accrediting Council on Journalism and Mass Communications tell it all, bluntly and unvarnished: In 1970, the site team stated that faculty members were too similar through the hiring of like-minded people. In 1982, one out of 10 faculty members reflected cultural diversity, and only three were women. In 1988, just one tenured faculty member was female and no culturally diverse professors worked at the school. The 1994 team reported too many white males, and the 2000 report noted the lack of any professors with racially diverse backgrounds.

No more. Including upcoming retirements, the percentage of culturally diverse faculty will reach 33% by fall 2020. The percentage of women faculty will be 60%. We expect this trajectory to continue as more retirements in the next five years provide opportunities for diverse hires.

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3 Available at: https://journalism.arizona.edu/previous-site-team-reports-1964-2012.
4 One faculty member is a white male of Canadian citizenship, but for purposes of this report, he is counted as a Caucasian male, not as an international faculty member. See pages 11-15 for detailed charts.
In the most recent ACEJMC re-accreditation visit in 2018, the site team noted\(^5\) the improvement, and that the school “has been intentional about updating its strategies in the areas of diversity and inclusion” (p. 14). The team also recommended that the school should add at least one more Hispanic faculty member. In fall 2019, we added two Latinx faculty members. This improvement did not occur by chance. It was the result of proactive, intentional, long-term, sustainable initiatives, backed 100% by the entire faculty, staff, and university leadership, including:

- **Doubling down.** Jacqueline Sharkey, who became the school’s first female director in 2001, was committed to increasing the representation of culturally diverse and female faculty members. The hiring emphasis continued as David Cuillier served as director from 2011 to 2018, and now through the leadership of Carol Schwalbe.

- **Diversity Fellow Program.** Three years ago, the school started a visiting diversity fellow program to bring prospective faculty to campus for talks and recruitment. The first visiting scholar was Jessica Retis of Cal State Northridge in February 2017. As a result, the school hired Retis as an associate professor with tenure in summer 2019. The school also hired Ruxandra Guidi, a Latina assistant professor of practice, last summer.

- **Strategic Priorities Faculty Initiative.** The university provost provides funds for the initial three years for prospective faculty who have demonstrated a track record of advancing diversity and inclusion. This program enabled the hiring of Dr. Retis.

- **“Growing our own.”** The school seeks diverse adjunct instructors who might work into permanent professor positions in the future. A longtime Latino adjunct, highly regarded by students and colleagues, was hired in 2014 as a professor of practice. The school gave two professors of practice who were working on doctorates the option of moving to the tenure track after completing their doctoral programs, which they both took. Both are female, and one is Hispanic and Pacific Islander. They are still tenured faculty members at the school, advancing in rank. Currently, the school employs a Ph.D. student in American Indian Studies who would like to teach in the program upon graduation. Her undergraduate degree is in journalism, she wrote for *Indian Country Today*, and she is a member of the Tohono O’odham Nation near Tucson.

- **Global faculty collaborations.** Numerous faculty members collaborate with diverse academic colleagues from institutions around the world on projects that drive greater awareness of and support for diversity and inclusion. Those contacts and connections are vital when the school looks to bring on new faculty.

- **Advertising.** The school advertises job opportunities through the National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Native American Journalists Association, and National Lesbian and Gay Journalists Association, among other groups. School hiring follows university procedures to ensure equal consideration of all qualified applicants. Every university faculty position announcement includes this language: “As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds.”\(^6\)

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\(^5\) Available at [https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Arizona%20final%20Report.pdf](https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Arizona%20final%20Report.pdf).

\(^6\) See, for example, [https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Assistant%20Professor%20job%20post.pdf](https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Assistant%20Professor%20job%20post.pdf).
STATUS OF CURRENT FACULTY

The school’s director, Carol Schwalbe, is the second woman in the school’s history to lead the program, and since assuming the role in fall 2018, she has continued efforts to ensure an inclusive environment for faculty retention, promotion, and mentoring.

As of this nomination, 59% of core faculty members are female, and 29% are racially diverse. This will increase to 60% female and 33% diverse by fall 2020. Recruitment efforts, as outlined above, are essential to diversifying the faculty, but equally important is retention. To retain and promote current faculty, the school has undertaken several initiatives:

- **Strategic salary adjustments.** The school corrects pay inequities for current faculty whenever salary adjustment funds become available. During the past seven years the school has provided more than a dozen equity salary adjustments for female and diverse faculty members.
- **Recognition.** The school nominates women and racially diverse faculty for major awards. Associate Professor Celeste González de Bustamante earned the university’s 1885 Society Distinguished Scholar Award, which came with a $10,000 prize. Director Carol Schwalbe won the 2014 AEJMC Scripps Howard Foundation Teacher of the Year Award, which also came with a $10,000 prize. Professor of Practice Nancy Sharkey won the college’s top teaching award in 2016.
- **Development time.** The school encourages faculty success through sabbaticals and professional development leaves. The school has provided professional development leaves for three female professors of practice since 2017 and has supported Udall Center research fellowships for four female tenure-track faculty members during the past seven years. Many leaves are used for global travel, as several female and diverse faculty members focus their research in Mexico, Iraq, Brazil, India, and Afghanistan.
- **Mentorship.** The school pairs new faculty, particularly female and culturally diverse assistant professors, with skilled mentors, inside and outside of the school.
- **Service and outreach.** Faculty members are committed to promoting a strong environment and culture for women and diverse employees, not just within the school but throughout the university. For example, Associate Professor González de Bustamante served as assistant director of faculty initiatives for the university’s Office for Diversity and Inclusive Excellence. Associate Professor Jessica Retis is a member of the college’s diversity committee. See pages 17-25 for more details about faculty participation in diversity service activities.
- **Travel assistance.** The school provides funds for faculty to attend professional conferences and for membership in organizations such as the Asian American Journalists Association, National Association of Black Journalists, Native American Journalists Association, National Association of Hispanic Journalists, and National Lesbian and Gay Journalists Association.
CLIMATE

Journalism faculty and staff share the view that their differences are among the school’s greatest strengths. This value has enabled the school to build a culture of inclusiveness, which is communicated to students through faculty attitudes and actions. It is manifested in syllabi, course content, and daily classroom instruction and assignments. This openness reflects a desire to learn from and educate one another about diversity in supportive ways. Faculty and staff frequently share materials about issues relating to gender, ethnicity, faith, race, and sexual orientation. The faculty policy manual, which is provided to every new faculty member, also has information about these issues.7

The school has had a diversity plan8 since 2002, updated in 2011 and then again in spring 2017. The school’s diversity coordinator is Associate Professor Jessica Retis, who leads the school’s six-member Diversity and Inclusion Committee, including faculty, staff, and students. The diversity plan, which reinforces goals and action steps in the school’s overall strategic plan, is a living document, updated as needed and designating target goals and timelines for reaching them. The diversity coordinator provides an annual report9 to faculty to assess progress toward achieving the plan’s objectives, and posts additional information on the school’s diversity webpage (https://journalism.arizona.edu/diversity).

In fall 2017, the school conducted an inclusive excellence self-audit10 for how it integrates diversity and inclusiveness throughout 28 different practices, including annual review criteria, committee processes, hallway art, climate, faculty training, and fundraising. The faculty review the audit findings and implement any needed changes.

In addition to racial and ethnic diversity, the school values and respects the diversity of gender and LGBTQ-plus individuals. The director and most faculty and staff have undergone Safe Zone training, demonstrating their commitment to making the school a safer, more welcoming, and inclusive environment for members of the lesbian, gay, bisexual, transgender, and queer community. Furthermore, Safe Zone signs are displayed prominently at the school.

The school makes every effort to recruit and retain a diverse staff, which is currently 60% female and 40% racially diverse (one Latina, one Latino, one white male, and two white females). As with faculty hires, the school follows university procedures designed to ensure that the applicant pool is diverse, and that all candidates receive fair consideration. The director takes advantage of every opportunity to request pay increases for staff. In 2015, the school began a staff development fund to provide up to $1,000 per staff member per year for professional development conferences or training, just as faculty receive. A Latina staff member took advantage of that fund in 2016 for a grant-writing workshop. Diversity is well represented on the

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7 School policy handbook at https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Faculty%20Staff%20Handbook%20Fall%202019%20NEW.pdf.
8 Available at https://journalism.arizona.edu/sites/journalism.arizona.edu/files/3.a.%20Diversity%20and%20Inclusivity%20Plan%20202017.pdf.
9 See list of reports at https://journalism.arizona.edu/diversity.
school’s advisory council, as well. Half are female, and the 17-member board includes four Hispanics, one African-American, and a Lebanese-American.\textsuperscript{11}

The school states explicitly in all its policies, procedures, and programs that diversity and inclusiveness are a priority. The school has established protocols aimed at resolving student complaints in an equitable and timely manner. As a result, no grievances have been filed in the school during the past five years by students, staff, or faculty.

School inclusivity shows in the student population. The program has made significant strides in recent years in recruiting and retaining students from diverse backgrounds. The percentage of racially diverse journalism majors continues to increase steadily, from 19.5\% in 2005 to 47\% in 2019, outpacing the population of diverse individuals in Arizona (43\%).

The school recruits students reflecting the diversity of Arizona through a variety of practices, some that have been ongoing for decades. The most notable recruiting effort is the annual Journalism Diversity Workshop for Arizona High School Students,\textsuperscript{12} hosted by the school for nearly 40 years and co-sponsored by the Dow Jones News Fund. This free, weeklong summer workshop brings high school students from diverse communities in Arizona to campus to learn news writing, reporting, editing, video, multimedia, digital design, and photojournalism. They publish their work online and in a printed newspaper. Many of the students go on to college, including at the University of Arizona School of Journalism, and then into media careers. Workshop alumni include a reporter at the Arizona Republic, a producer at KPNX-TV, and a Buzzly Media social media manager.

The school also reaches out to high school students from diverse communities, hosting workshops and talks, or visiting schools throughout the state. In the past six years, such visits have included Baboquivari High School, Hopi High School, Pueblo High School, and Tucson Magnet High School. From 2013 through 2015 the school paid an adjunct faculty member to bolster high school recruitment, particularly within diverse communities. In spring 2018 the school worked with a Tohono O’odham graduate student from American Indian Studies to help build connections with regional tribes to recruit master’s and undergraduate students. Also in 2018, the school applied for and received funds from the university’s Office of Inclusion and Multicultural Engagement to extend its ongoing promotion of diversity and inclusion. The school used the funds to hire former Pima Community College journalism department head Cynthia Lancaster to organize and implement the recruitment efforts at high schools in Arizona.

Once students are recruited to the program, they are exposed to multicultural education through the school’s global curriculum. Tucson is only 70 miles from the border with Mexico, and has a rich multicultural history. One hallmark of the curriculum is the infusion of diversity concepts throughout each class. Faculty members are encouraged to use diversity principles in each day’s instruction, and are required to include discussion of diversity in all syllabi.

When students first enter the major, they take JOUR 105 Principles of Journalism, which covers diversity issues. In that course, students are introduced to the idea that journalists have an obligation to serve all people, regardless of race and beliefs. The required law course (JOUR 208), in studying the historic libel case of New York Times Co. v. Sullivan, explores the racial climate of the southern United States during the civil rights campaigns of the 1950s and 1960s. Gender equity is discussed in cases about invasion of privacy. Because they report in places where American Indians live, students are taught journalistic practices in Indian Country.

\textsuperscript{11} See https://journalism.arizona.edu/JAC.
\textsuperscript{12} See information about the workshop at https://journalism.arizona.edu/journalism-diversity-workshop-arizona-hs-students.
Students in the required core class JOUR 439 Ethics and Diversity in the News Media analyze studies about racial bias in crime reporting, gender bias in front-page bylines, and ethnic bias in coverage of immigration issues. Lectures focus on how conscious and unconscious cultural filters affect everything from the news agenda to the use of connotative language in descriptions of individuals and groups. Students are required to read the introduction to *Journalism Across Cultures* – “Covering the Uncovered: The Evolution of Diversity in News.” They also read Anne Hull’s *Washington Post* series on Latinos in the South, “Rim of the New World,” in *The Authentic Voice: The Best Reporting on Race and Ethnicity*. Then students brainstorm on where they could “hang out” to capture Tucson’s diversity.

Because of the emphasis in the school in global and border journalism, students are exposed to courses that provide a window to diverse cultures and global communities. Students can specialize in Global Journalism, which is noted on their transcript and diploma, by taking three of the many global journalism electives offered by the school, including JOUR 460/560 International Media Systems, JOUR 488/588 Reporting on Latin America, JOUR 426/526 Reporting the Middle East, JOUR 496F/596F Media Coverage of International Crises, JOUR 496L/496L U.S. Press and Latin America, JOUR 473/573 Reporting in the U.S.-Mexico Borderlands, JOUR 497B/497B Coups and Earthquakes: Reporting the World, and JOUR 402/502 Media and Terrorism. The school offers study-abroad courses in Italy and Costa Rica.

School media, required of seniors to integrate all they’ve learned, focus on issues that expose students to diverse peoples and underrepresented communities. For example, *El Independiente*, which has been produced by the school since 1976, is a bilingual magazine that covers the largely Hispanic city of South Tucson and other parts of southern Arizona.

The school is exploring a certificate in Border Studies by working closely with other units, such as Latin American Studies and Mexican American Studies. The school also is pursuing the establishment of a master’s degree in bilingual journalism, and online bachelor’s and master’s degrees in global media studies.

By its nature, journalism is a collaborative and interdisciplinary endeavor. The school has worked with the University of Arizona’s Center for Latin American Studies and the Center for Middle Eastern Studies for decades on numerous collaborative activities, including cross-listed courses. Many of our students are minoring or dual majoring in these programs and several faculty members have appointments with these departments. We have also worked with Gender and Women’s Studies and the university’s new Human Rights Practice program, and we hope to strengthen those ties and expand collaboration to other departments.

The faculty also improve retention of diverse students by using examples throughout courses that reflect the variety of cultures and peoples in the community and world, as well as by inviting guest speakers from diverse cultures (see list, starting on page 22). In 2017, the faculty launched a new student award for students who demonstrate diversity and inclusion in their reporting or research, given out each May at the school’s annual student awards program called “Just Desserts.”

Instructors are encouraged to consider all types of differences when they teach about diversity, including age, class and income level, and political ideology. Students are urged to go beyond standard racial and ethnic classifications and develop a deeper understanding of people’s backgrounds. For example, it is not sufficient to write that Tucson has a sizable “Hispanic population.” Students must understand that the population includes people of a dozen ethnicities and religious faiths, with the myriad historical, political, and social factors that such varying backgrounds represent. As one faculty member recently stated, “These components of excellent
journalism are also an argument for incorporating diversity into everything we do. Without diversity we do not have excellent journalism.”

Outside the classroom, the school provides program fees to cover student dues for 10 student clubs. While all student clubs are expected to promote the principles of diversity and inclusion, five specifically focus on empowerment of ethnic and marginalized groups:

- **National Association of Hispanic Journalists (NAHJ).** Launched in 2007 as one of the nation’s first student NAHJ chapters, the club works to increase the recruitment and involvement of young Hispanic journalists.

- **Native American Journalists Association (NAJA).** The student chapter, started in 2008, follows the mission of the national association – to serve and empower Native journalists via activities, education, programs, and actions that will enrich journalism and promote Native cultures.

- **National Association of Black Journalists (NABJ).** This chapter launched in 2012. The national association “provides quality programs and services to and advocates on behalf of black journalists worldwide.”

- **Journalism and Women Symposium (JAWS).** JAWS is an organization that combats gender bias and fosters education. It supports the professional empowerment and personal growth of female journalists and works toward a more accurate portrayal of society.

- **First Generation (FIRST GEN).** First Gen, launched in 2017, focuses on first-generation students who come from families with low incomes — or from middle- or higher-income families without a college-going tradition.

The school seeks to make it clear to students from diverse backgrounds that they are welcome, including placement of photos around the school that represent diverse communities, such as images featuring a Latina dancer, a Day of the Dead participant, and Navajo children. A diversity Facebook page and listserv are managed by the school diversity coordinator to let students know about scholarships, internships, and jobs that might be of interest to them. Students of color often are awarded prestigious positions within the Chips Quinn Scholars and Dow Jones News Fund Editing programs.

Another way the school fosters student retention is through scholarships. The school sets aside 14% of program fee revenue, totaling about $8,000 annually, to distribute to students in need. Other sources of funding are scholarships for women and culturally diverse students. For example, the Concerned Media Professionals $100,000 endowment and the Don Carson $60,000 endowment provide scholarships for diverse students and helps them attend such national conferences as the National Association of Hispanic Journalists.

So, have these efforts made a difference? Students say it has. In 2016, the school began surveying students and conducting listening tours to assess their perceptions about diversity and inclusion in the school. The 2016 survey found that 84% of students agree that the school “respects and values their differences,” that 90% agree the school “encourages diversity,” and that 93% agree the school demonstrates a commitment to meeting the needs of students with disabilities. In the most recent survey, conducted in spring 2019, almost 85% of those surveyed

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13 See list of scholarships at https://journalism.arizona.edu/studentaid.
14 While the school’s own monetary assistance is awarded without regard to race or gender, U.S. Department of Education guidelines permit the university’s use of privately donated, race-conscious monies when they contribute to an overall university program of achieving a more diverse student body in a Constitutional manner.
indicated that they believed the school addresses issues related to diversity and inclusion from “adequate” to “amazing.” No students indicated that the school treats issues of diversity and inclusion in a negative or negligent way. Many students echoed the following respondent’s comment that “In every journalism class that I’ve had so far, diversity and inclusion is something that is emphasized, which pleases me because they make it feel unforced and important.”

**INSTITUTIONALLY EMBEDDED SUPPORT**

The school embraces the overall approach taken by the university to pursue excellence through diversity and inclusion. Journalism students are encouraged to take advantage of the full gamut of resources made available through the university and the school. An overview of those resources and general information on diversity and inclusion at the University of Arizona can be found at https://diversity.arizona.edu.

Two years ago, the University of Arizona earned the designation of Hispanic-Serving Institution from the U.S. Department of Education for its success in the enrollment of Hispanic students and in providing educational opportunities to them. The HSI designation opens new opportunities to boost supplemental grants and student support services, as well as additional benefits to the UA for research collaborations and partnerships. The UA is one of relatively few four-year public institutions, particularly as a Research I institution and a member of the Association of American Universities, to be so designated and is the first of Arizona’s three state universities to garner this distinction.

In 2018, the school was awarded funds by the university’s Graduate College to attract, support, and retain master’s students from Hispanic and Native American populations in Arizona. Also, the school, in partnership with the Department of American Indian Studies, currently employs a doctoral student who is a member of the nearby Tohono O’odham Indian Nation to assist students and faculty.

The university also provides institutional support in training and mentoring faculty and administrators. The school director, for example, has participated in multiple training sessions put on by the University of Arizona’s human resources and diversity and inclusion offices during the past three years through HeadsUp and other venues. The school has invited diversity experts to talk with faculty at least three times in the past few years, including the university’s lead diversity officer in 2017, Jesús Treviño.

Associate Professor Celeste González de Bustamante served an important university-level role from 2017 to 2019 as assistant director of faculty initiatives in the Office for Diversity and Inclusive Excellence. One of the initiatives she undertook was overseeing the office’s New Faculty Mentoring Program. The initiative aims to connect junior faculty with mentors, resources, and peers from other disciplines. Susan Swanberg, a mentee and assistant professor in the school since 2015, said that in addition to fostering mentorship, the program provides a venue for junior faculty members to speak comfortably with peers. “You don’t want to walk the tenure track alone,” she said. “You want people who can help guide you, help you avoid pitfalls, and tell you when you’re getting off track.”

Some efforts are embedded within the school. Associate Professor of Practice Susan Knight, the faculty mentor, works with journalism faculty who might feel challenged in making appropriate accommodations for differently abled students. The UA Disability Resource Center makes the UA one of the top destination campuses for these students. She also helps faculty members develop teaching methods that reach students who have varied learning styles.
Furthermore, the university’s Student Success and Retention Innovation office provides a variety of services to recruit and retain diverse students. The Office of Instruction and Assessment offers classes and tutorials for inclusive excellence in teaching, many taken by school faculty. Other support embedded in the university include the Inclusive Leadership Program, the HSI Fellows program, Future Leaders Workshop Series, and Inclusive Leadership Cohort Certificate, and the Strategic Priorities Faculty Initiative for diversity hires.

**OTHER INITIATIVES TO FOSTER DIVERSITY**

Below, we highlight some of the more prominent initiatives the school has undertaken in recent years to infuse diversity and inclusion throughout our processes, classes, and culture. Please also see the EDA Demographics Form and appendix on the following pages for details.

- **Zenger Award for Press Freedom.** The school’s annual capstone event celebrates those who best reflect the ideals of journalism, in recent years recognizing a diverse pool of journalists from all disciplines in the profession. In 2017, the award was given to the eminently accomplished journalist Dean Baquet, who serves as the first African American executive editor of *The New York Times*. In 2018, the tenacity, integrity, and thoroughness of one of Mexico’s most accomplished journalists, Carmen Aristegui, were lauded as she was honored with the accolade. And in 2019, another trailblazing journalist, Christiane Amanpour, whose name is synonymous with risk-taking and pursuing stories in the most dangerous of locales, was selected as the honoree. Previous awardees have included *Navajo Times* Publisher Tom Arviso, First Amendment scholar Jane Kirtley, *Oakland Tribune* Publisher Robert C. Maynard, and *Rocky Mountain News* Editor Jean Otto, who was the first woman to serve as president of the Society of Professional Journalists. The selection of these extraordinary journalists we hope will inspire everyone – especially young men and women of color – to follow their dreams and pursue excellence in the profession.16

- **Center for Border and Global Journalism.** In 2014, the school launched this center to expose students to journalists from throughout the world and to foster research and understanding of diverse global issues.

- **Diversity resources** are provided to students on a webpage created by the school in 2016-2017 (https://journalism.arizona.edu/diversity).

- **El Independiente,** the nation’s first bilingual community newspaper published by a U.S. journalism program, was launched in 1976 and continues today as a bilingual magazine focusing on the Latino community in Southern Arizona.

- **Diversity education modules.** In 2017, the school was one of a few programs in the country selected by the Robert C. Maynard Institute for Journalism Education to help create a new training program in diversity modules. The Knight Foundation-funded project will pilot the modules in college journalism classrooms, aided by Associate Professor Jeannine Relly.17

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16 See list of honorees, since 1954, at https://journalism.arizona.edu/content/zenger-award-past-winners.
JMC PROGRAM FACULTY DEMOGRAPHICS

ACADEMIC YEAR 2018-2019

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</table>

1 = faculty  
2 = staff  
3 = students

1. Number of gender- or race-related grievances filed by the unit’s faculty in 2018-2019: 0
2. Please list specific initiatives your unit has undertaken in 2018-2019 to create a more inclusive climate for racial and ethnic minorities.

See expanded detailed list in the Appendix, starting on page 17.

2.1. Workshops, informal teaching initiatives
Please detail in a paragraph any workshops, trainings or informal teaching initiatives in your unit in 2018-2019 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

The annual weeklong high school journalism diversity workshop trained 16 Arizona high school students. Faculty and students began developing a “Sensitivity in Journalism” video series that guides students on best practices in interviewing refugees, reporting in the borderlands, and covering trauma. The school began working on new degree programs in global media studies and bilingual journalism.

18 See story about the workshop at: https://tucson.com/opinion/local/andr-s-dominguez-ua-workshop-for-high-schoolers-aims-to/article_d3a88430-cedd-5060-a750-874e710b5a3a.html.
19 Videos available at https://journalism.arizona.edu/diversity.
2.2. Scholarly or professional project initiatives
Please detail in a paragraph any scholarly or professional project initiatives in your unit in 2018-2019 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Associate Professor Jeannine Relly was selected as a fellow in the 2018-2019 class of the AEJMC Institute for Diverse Leadership in Journalism and Communication. Associate Professor Jessica Retis is the incoming head of the border-based Binational Communication Education. Dr. Retis also wrote a report for the Democracy Fund on “Challenges and Opportunities for Hispanic Media in the Digital Age.”20 Associate Professor Celeste González de Bustamante co-led the Border Journalism Network, which she and other faculty helped found in 2011. Numerous faculty members produced more than a dozen papers and presentations regarding women’s rights, Latinx issues in journalism (see detailed list starting on page 18).

2.3. Guest speakers, special talks
Please detail in a paragraph any guest speakers, special talks or formal speaking initiatives in your unit in 2018-2019 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Mexican journalist Carmen Aristegui was honored with the Zenger Award by the school, including meetings with students, television coverage, and an interview with Noam Chomsky.21 The school’s Journalism on Screen series at a local independent movie theater featured several films that supported equity and diversity. A variety of guest speakers for classes included a human rights lawyer from Iraq and Alfredo Corchado from the Dallas Morning News.

2.4. Mentorships
Please detail in a paragraph any mentorship programs for students and/or faculty in your unit in 2018-2019 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Professor Linda Lumsden mentored one biracial and two Native American students who were recipients of the school’s 2018 Native American Seed Grant, which helped cover their tuition.

2.5. Other initiatives
Please detail in a paragraph any other initiatives in your unit in 2018-2019 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Irene McKisson, an adjunct instructor, and her editing class prompted AP Stylebook editors to change an entry on “hedging” that “presumed maleness.”22 Associate Professor David Cuillier led the strategic planning process for the National Freedom of Information Coalition, for which he serves as board president, with emphasis on increasing diversity in the FOI community in the United States. Cesar Barrón from Nogales’ Radio XENY led a tour of Nogales for students in the Reporting in the U.S.-Mexico Borderlands class.

21 Television news story at https://www.youtube.com/watch?v=2jd7diZVcA&feature=youtu.be&fbclid=1wAR0h2d3KPR1CX-X0bfGGgGMr-tqhHoMUoDcSnG1C1bwBsmcPN1xwLKYUNs8.
22 See new and old versions at https://www.facebook.com/uajschool/posts/2100370646659812?__tn__=-R.
### ACADEMIC YEAR 2017-2018

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<th>Group</th>
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1 = faculty  2 = staff  3 = students

1. Number of gender- or race-related grievances filed by the unit’s faculty in 2017-2018: 0
2. Please list specific initiatives your unit has undertaken in 2017-2018 to create a more inclusive climate for racial and ethnic minorities.

See expanded detailed list in the Appendix, starting on page 17.

#### 2.1. Workshops, informal teaching initiatives

Please detail in a paragraph any workshops, trainings or informal teaching initiatives in your unit in 2017-2018 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Eleven Arizona high school students attended the annual journalism diversity workshop, producing *The Chronicle*, a printed newspaper, as well as multimedia and broadcast pieces. An issue of *El Independiente*, a bilingual magazine produced by the school since 1976, focused on “Equality: The Status of Women in Arizona,” and won multiple awards. The school hosted visits by 11 Hopi High School students, among other students from diverse schools.
2.2. Scholarly or professional project initiatives
Please detail in a paragraph any scholarly or professional project initiatives in your unit in 2017-2018 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Professor of Practice Maggy Zenger taught journalism in Iraqi Kurdistan while on professional development leave (she had helped start a college journalism program in Afghanistan several years ago, as well). Assistant Professor of Practice Rogelio Garcia directed photography for a documentary on the roots of racism.

2.3. Guest speakers, special talks
Please detail in a paragraph any guest speakers, special talks or formal speaking initiatives in your unit in 2017-2018 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

New York Times Executive Editor Dean Baquet, the newspaper’s first African-American editor, accepted the Zenger Award from the school, met with students, and conducted a public discussion about journalism “in the Post-Truth Era.” The school’s National Association of Hispanic Journalists club hosted several talks, including award-winning journalist Valeria Fernández. Other speakers included Mexico City-based journalist Franc Contreras and Tohono O’odham journalist Jacelle Ramon-Sauberan, who had worked for Indian Country Today.

2.4. Mentorships
Please detail in a paragraph any mentorship programs for students and/or faculty in your unit in 2017-2018 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Associate Professor Jeannine Relly won the university’s new Excellence in Mentoring Award, sponsored by the Office for Diversity and Inclusive Excellence. She also served as co-chair of the College of Social and Behavioral Science’s Diversity and Inclusion Committee.

2.5. Other initiatives
Please detail in a paragraph any other initiatives in your unit in 2017-2018 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

The National Association of Black Journalists student club conducted a Skype session with Lottie Joiner, investigative journalist and senior editor at The Crisis (magazine of the NAACP). Sarah Garrecht Gassen, an adjunct instructor and 1995 graduate, was elected to the Journalism and Women Symposium (JAWS) board of directors. She is the Arizona regional captain for JAWS, which supports women journalists’ personal and professional growth at all levels. Associate Professor Jeannine Relly and adjunct instructor Brett Fera, director of UA Student Media, led an exchange program at UA for Tunisian students in conjunction with Internews, a media development organization. Relly and Fera traveled to Tunisia for two weeks to exchange experiences and ideas about journalism in democracies. They conducted a mobile journalism boot camp and held student-chat coffees in several cities in the North African nation to discuss freedom of expression in a fragile democracy.
ACADEMIC YEAR 2016-2017

<table>
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<tr>
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2.1. Workshops, informal teaching initiatives
Please detail in a paragraph any workshops, trainings or informal teaching initiatives in your unit in 2016-2017 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Students in the History of American Journalism class produced oral histories of borderland journalists to accompany a presentation on “The Documented Border: An Open Access Digital Archive.” Also, a school reporting project told the stories of the U.S.-Mexico border and the U.S.-Canada border using drones and 360-degree cameras, which won a Hearst award. The school began working with the Maynard Institute to help produce diversity modules for college journalism courses. Faculty continued to work with other units on campus, including the Center for Latin American Studies, Center for Middle Eastern Studies, Gender and Women Studies, and Mexican American Studies.
2.2. Scholarly or professional project initiatives

Please detail in a paragraph any scholarly or professional project initiatives in your unit in 2016–2017 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Professor of Practice Kim Newton was invited twice to South Korea to participate in events and a documentary related to the 30th anniversary of the student uprising, which he had covered as a photojournalist. Associate Professor Jeannine Relly served as head of the International Communication Division of AEJMC and won a travel fellowship with Professor Carol Schwalbe to attend a two-week Media Development Seminar in Jerusalem and the West Bank. Faculty presented many papers regarding diversity topics, including Professor Linda Lumsden’s paper on anti-slavery publications, which won top faculty paper in the AEJMC History Division.

2.3. Guest speakers, special talks

Please detail in a paragraph any guest speakers, special talks or formal speaking initiatives in your unit in 2016-2017 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Dana Priest, two-time Pulitzer Prize winner from the Washington Post, accepted the Zenger Award at a community dinner and met with students. The Journalism and Women Symposium (JAWS) student chapter hosted talks featuring female journalists from the Southwest. The school hosted two News Hacks, which included diversity panels, for more than 80 journalists.

2.4. Mentorships

Please detail in a paragraph any mentorship programs for students and/or faculty in your unit in 2016-2017 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Associate Professor of Practice Mike McKisson advised the Online News Association student club, which recruited and encouraged female students with an interest in journalism and technology. The club organized demonstrations of virtual-reality journalism, drone photography, and sensor journalism for high school students in the area.

2.5. Other initiatives

Please detail in a paragraph any other initiatives in your unit in 2016-2017 that supported equity and diversity. (Please provide URLs to related specific flyers, websites or other online sources, if any.)

Then-diversity coordinator Maggy Zanger launched the school diversity Facebook page. At the time, the closed group had 191 members – students, faculty, and alumni – and most posts were seen by 30 to 50 people. The group, which now has 2,500 members, is mostly used to post jobs, upcoming conferences, and reports of interest to the group. The student chapter of the Society for Professional Journalists and the Center for Border and Global Journalism sponsored a 5-kilometer run honoring the slain journalist James Foley, who was brutally murdered while working as a freelance reporter in Syria. The student chapter of National Press Photographers Association, advised by Professor of Practice Kim Newton, presented images of Tucson’s annual All Souls Parade, a local celebration that draws on Mexican, Mesoamerican, and Spanish Roman Catholic rituals and traditions to honor and remember the deceased.

23 See her speech at https://www.youtube.com/watch?v=mm6BCyFiFw.
APPENDIX

LIST OF DIVERSITY ACTIVITIES

2.1 WORKSHOPS, INFORMAL TEACHING INITIATIVES

2018-19

- Workshop director Andrés Domínguez and writing coach Susan Knight organized and led the 2019 Donald W. Carson Journalism Diversity Workshop for Arizona High School students. Sixteen teens from across the state and from diverse backgrounds took part in the workshop aimed at cultivating their passion for journalism.
- The school began the process of creating new bachelor’s and master’s online degrees in global media studies, as well as a master’s degree in bilingual journalism. Courses will take advantage of electives the school offers in global journalism and partnerships with other departments, such as Latin America Studies and Gender and Women Studies.
- Faculty and students are developing a “Sensitivity in Journalism” video series that guides students on best practices in interviewing refugees, reporting in the borderlands, and covering trauma.24
- Faculty members continue affiliations with the university’s Center for Latin American Studies, Center for Middle Eastern Studies, Gender and Women Studies, and Mexican American Studies.

2017-18

- Eleven students of diverse backgrounds and ethnicities from across the state attended the 2018 Donald W. Carson Journalism Diversity Workshop for Arizona High School Students, learning about reporting basics, media law and ethics, broadcast and multimedia journalism, design and editing, and different storytelling techniques.
- The fall 2017 issue of the student publication El Independiente focused on “Racism in Arizona,” and the spring 2018 issue focused on “Equality: The Status of Women in Arizona.” Arizona Sonoran News (also student-led media) posted stories on topics such as “Dreamer” parents, a domestic violence shelter, and the gender wage gap.
- Administrative assistant Andrés Domínguez organized and hosted a visit by 11 Hopi High School students and their adviser, Stan Bindell. Associate Professor of Practice Susan Knight, adjunct instructor Jenni Monet, and Associate Professor (then-Director) David Cuillier spoke with the students.

2016-17

- The Documented Border: An Open Access Digital Archive at the University Libraries Special Collections includes audio interviews conducted by Associate Professor Celeste González de Bustamante and Associate Professor Jeannine Relly with reporters discussing difficulties in reporting in the U.S.-Mexico borderlands.

24 Videos available at https://journalism.arizona.edu/diversity.
• Professors Mike McKisson and Celeste González de Bustamante led a reporting project to tell stories along the U.S. borders using a drone to illustrate issues in a new way. Thirteen students in the school’s Reporting in the U.S.-Mexico Borderlands course compared the U.S. borders with Mexico and Canada at the fall 2016 Student Research Symposium at Special Collections. The presentation featured three segments: border economics and ideologies, living on the periphery, and land and identity.
• Ten students from the school’s U.S.-Mexico border reporting class produced the multimedia project, “Bordering 110°,” which compares the U.S./Mexico town of Nogales with two cities in Montana/Alberta. Students used drones, 360° video, and audio to enhance the project. The project placed 16th in the Hearst Team Multimedia Competition Top 20. See the project at http://www.bordering110.com.
• Professor of Practice William Schmidt, a former editor at The New York Times who had served on the Maynard Institute board for years, connected the institute with the school to develop a pilot teaching module for journalism programs regarding diversity in coverage. The school is among a handful of journalism programs nationally working on the project, funded by the Knight Foundation. Associate Professor Jeannine Relly worked with a committee organized through the Maynard Institute to develop the modules to be available to programs around the U.S.

2.2 SCHOLARLY OR PROFESSIONAL PROJECT INITIATIVES

2018-19
• Associate Professor Jeannine Relly was selected as a fellow in the 2018-19 class of the AEJMC Institute for Diverse Leadership in Journalism and Communication. In addition, she served as co-chair of the Equity and Mentoring Workgroup with the Commission on the Status of Women at the university in 2018-19.
• Associate Professor Jessica Retis is the incoming head of the border-based Binational Communication Education, which started in 1990 in the San Diego, Tijuana, Mexicali area and is this year expanding to Arizona-Sonora.
• Professor Linda Lumsden wrote a book on Social Justice Journalism: A Cultural History of Social Movement Media from Abolition to #womensmarch. She took part in a National Archives panel, “Women and the Vote: The 19th Amendment, Power, Media, and the Making of a Movement,” and was interviewed about her article in a special issue of the journal of American Journalism on Women’s Suffrage and the Media.
• Associate Professor David Cuillier presented a paper at the Global Conference on Transparency Research in Brazil, “Bigger Stick, Better Compliance? Testing Strength of Public Record Statutes on Agency Transparency in the United States,” which found that culture, even more than the law, is key to government transparency.
• Associate Professor Celeste González de Bustamante co-led the Border Journalism Network, a group of journalism professionals and academics. She and several other faculty members are founding members.
• Associate Professor Jessica Retis wrote “Challenges and Opportunities for Hispanic Media in the Digital Age” for the Democracy Fund. Her report was part of a Nieman Lab story, “Here’s the state of Hispanic media today — and where it goes from here.”
• Assistant Professor of Practice Ruxandra Guidi has reported throughout the United States and Latin America for both magazines and public radio. She created the storytelling
University of Arizona AEJMC 2020 Equity & Diversity Award Nomination

website, Fonografia Collective, with her husband, and she recently wrote about “The People in Their Labyrinth: Venezuela’s Stalled Revolution” for VQR.

- Professor Linda Lumsden was awarded first runner-up for Outstanding Research on a Minorities Topic for her paper “‘Don Sotaco’ Finds His Voice: Visual Rhetoric and Farm Worker Identity in El Malcriado, 1964-1967,” and she also wrote a review of The Rise and Fall of the Associated Negro Press: Claude Barnett’s Pan-African News and the Jim Crow Paradox, which was featured in the Winter 2018-19 issue of the Journal of American History.
- Associate Professor Jessica Retis was elected chair of the International Association for Media and Communication Research’s Diaspora and the Media Working Group.
- Associate Professor Jessica Retis’ paper, “Latinas Millennials in a Post-TV Network World: ‘Anti-stereotypes’ in the Web-TV series East Los High,” was selected as first-place winner of the AEJMC International Communication Division’s Latin American Research Award (LARA competition).
- Associate Professor Jeannine Relly’s co-authored paper on “Freedom of Information Lessons from India: Collaboration, Coproduction and Rights-based Agenda Building” was accepted for publication in Journalism: Theory, Practice and Criticism.
- Associate Professor Jeannine Relly’s co-authored paper proposal titled “Governance, accountability institutions and marginalized groups: The case of India” was accepted for presentation at the 2019 Public Management Research Conference at the University of North Carolina at Chapel Hill.
- Associate Professor Jeannine Relly and former Assistant Professor Myiah Hutchens had their study on “The influence of ‘dark networks’ on citizens’ confidence in democratic institutions in Mexico” accepted for publication in The Social Science Journal.
- Professor Carol Schwalbe and Associate Professor Jeannine Relly co-authored “Human Security as a Conceptual Framework: The Case of Palestinian Journalists” in Journalist Studies.
- Professor of Practice Maggy Zanger oversaw the translation of interviews in Kurdish for research and successfully paid an Iraqi-based translator with grant money she acquired. She wrote findings from more than 20 interviews with Iraqi journalists for a paper with colleague Jeannine Relly, “Toward a Framework for Studying Democratic Media Development and ‘Media Capture’: Iraqi Kurdistan after the Oil Boom and ISIS Crisis.”

2017-18

- El Independiente staff placed third nationally in the 2018 Association for Education in Journalism and Mass Communication (AEJMC) Student Magazine Contest with its issue on “Equality: The Status of Women in Arizona.”
- Professor of Practice Mort Rosenblum moderated a panel, “Lens on Mexico’s Mean Streets,” which featured AP photojournalists Bernandino Hernández and Enric Martí and photographer Enrico Dagnino. Hernández also talked to Professor of Practice Maggy Zanger’s class on media coverage of international crises.
- Associate Professor Celeste González de Bustamante was one of only two University of Arizona professors selected as a faculty fellow by the Agnese Nelms Haury Program in
Environment and Social Justice for 2018-2020. The two-year award provides $38,000 a year to further each fellow’s scholarship in the areas of environment, social justice, Southwest peoples and cultures, international cooperation and human rights.

- Professor of Practice Maggy Zanger taught journalism classes and conducted research in Iraqi Kurdistan during a fall 2017 professional development leave. She helped organize and was a key speaker at UNESCO International Day to End Impunity for Crimes against Journalists at the American University of Iraq, Sulaimani. In October, she trained staff of the AUIS student newspaper The Voice in editing and publication design. While in Sulaimani, she also wrote a $15,000 grant on behalf of the Awene independent newspaper seeking U.S. Embassy funds for training Kurdish journalists on conquering hate speech.

- Assistant Professor of Practice Rogelio Garcia was director of photography for The Long Shadow, a documentary on the roots of racism screened at The Loft Film Fest.


- Associate Professor Jeannine Relly presented her research on capture and influences on Iraqi Kurdish journalists at the International Communication Association Conference in Prague.

2016-17

- Jeannine Relly and Celeste González de Bustamante’s paper “Global and domestic networks advancing prospects for institutional and social change: The collective action response to violence against journalists” was accepted by Journalism & Communication Monographs.

- As head of the AEJMC International Communication Division, Associate Professor Jeannine Relly assisted with conceptualizing a teaching competition and worked with the Teaching Standards Chair to hold the first competition. Thematic teaching areas included global journalism studies research methods, de-Westernized journalism studies approaches, international reporting, global news engagement, comparative journalism studies research, and teaching digital security to reporters.

- Jeannine Relly and Maggy Zanger had their paper “The enigma of news media development with multi-pronged ‘capture’: The Afghan case” accepted by Journalism: Theory, Practice and Criticism.

- Jeannine Relly and Celeste González de Bustamante had their paper “Global violence against journalists: The power of impunity and emerging initiatives to evoke social change” accepted by The Routledge Companion to Media and Human Rights.

- Jeannine Relly and Celeste González de Bustamante had their paper “The practice and study of journalism in zones of violence in Latin America: Mexico, a case study” published in the Journal of Applied Journalism and Media Studies.

- Jeannine Relly and Celeste González de Bustamante had their paper “Use of social media along the northern Mexico border in violent times” accepted for publication in the Routledge Companion to Digital Journalism Studies, Oxford, United Kingdom.

- Jeannine Relly and Celeste González de Bustamante had their paper “Periodistas en peligro: un estudio de influencias sobre periodistas en el norte de México” accepted for publication in Medios de comunicación, poder y violencia en las regiones de México.
Veracruz, Mexico: Universidad Veracruzana. (This is the Spanish translation of a 2014 article in International Journal of Press/Politics.)

- Professor of Practice Kim Newton was twice invited to South Korea to participate in events and a documentary related to the 30th anniversary of the student uprising that Newton covered as a photojournalist. Six of Newton’s photos are now hanging at an art exhibit at Yonsei University in South Korea.
- Associate Professor Jeannine Relly participated in the Fulbright Scholar Program for country-wide research on India’s Right to Information Act and was awarded a travel grant to conduct trainings in Sri Lanka.
- Jeannine Relly and Carol Schwalbe won a fellowship to attend the Palestinian American Research Center Media Development Seminar in Jerusalem and the West Bank.
- Jeannine Relly and Maggy Zanger presented “News media development in the Afghan case: The enigma of capture” for the Cultural and Critical Studies Division at the AEJMC annual conference, Minneapolis.
- Associate Professor Jeannine Relly and co-authors Lindita Camaj and Rajdeep Pakanati presented research on “The impact of Freedom of Information laws on journalists’ news production: FOI laws as channels of newsgathering in Bulgaria and India” on a panel at the International Communication Association conference in San Diego.
- Associate Professors Celeste González de Bustamante and Jeannine Relly presented their research paper “When Violence Enters the Workplace: A Qualitative Look at Gender Roles Among Journalists in Northern Mexico” at ICA and the Binational Association of Schools of Communication pre-conference in San Diego.
- Professor Linda Lumsden won an AEJMC Senior Scholarship Program Grant to fund four weeks of research in the E.D. Morel Papers at the London School of Economics and Public Policy Library at the Antislavery International’s headquarters in London. Journalist/activist Morel led the Congo Reform Movement in the early 1900s. She presented her research at the International Communication Association’s conference.
- Professor Linda Lumsden won the Best Faculty Paper in the History Division for “Abolitionist Aggregator: Collective Action Frames in the British Anti-Slavery Monthly Reporter, the World’s First Social Movement Periodical, 1825-1833” at the AEJMC annual conference.
- Professor Linda Lumsden received a Mary Lily Research Grant from the Sallie Bingham Center for Women’s History & Culture for research on feminist journalist Robin Morgan and Ms. magazine at Duke University’s Rubenstein Rare Book & Manuscript Library.
- Professor Linda Lumsden published “The Woman on the White Horse: The Forgotten Fighter Who Led the Way for Women’s Suffrage” on Talking Points Memo and participated in a live chat on the topic.
- Professor Linda Lumsden presented “Research-in-Progress: Social Justice Journalism: From Abolition to #yesallwomen: A Cultural History of Social Movement Media” at the American Journalism Historians Association convention.
- Professor Linda Lumsden presented her research on “Movers and Shakers: Robin Morgan and the Role of Ms. Magazine in the Women’s Liberation Movement” at the Sallie Bingham Center for Women’s History & Culture, Duke University.
• Professor Linda Lumsden served on the editorial committee for the special issue of *American Journalism* on Women’s Suffrage and the Media and related digital companion projects timed to the centennial of the women’s suffrage campaign.

### 2.3 GUEST SPEAKERS, SPECIAL TALKS

#### 2018-19

• For her fearless dedication in exposing government corruption in Mexico, journalist Carmen Aristegui was named the 2018 winner of the John Peter and Anna Catherine Zenger Award for Press Freedom. She spoke at an award dinner emceed by Arizona Public Media’s Nancy Montoya and also interviewed UA laureate professor Noam Chomsky. As part of an AZPM Arizona 360 profile, “Journalist Carmen Aristegui honored,” Associate Professor Celeste González de Bustamante was interviewed about the dangers that journalists face in Mexico.

• Jenna Krajeski, co-author with Nobel Peace Laureate Nadia Murad of *The Last Girl: My Story of Captivity and My Fight Against the Islamic State*, led a talk and round table discussion titled, “Covering Trauma: Respecting the Subject, Getting the Story, Protecting Yourself.” She was also interviewed for a video and audio series on cultural sensitivity with sources.

• The school-sponsored film series Journalism on Screen celebrated its 20th film, *Witness to Democracy: The Journey of a Mother and a Photographer*. Professor of Practice Kim Newton, who was featured in the documentary, joined director Man-jin Kim and UA East Asian Studies Professors Sunyoung Yang and Nathaniel Smith for a panel discussion at the screening. Newton and Kim also accepted a Gold World Medal for best documentary in current affairs at the New York Festivals Television & Film Awards.

• Marian Binder, director of counseling and psychological services for the UA Campus Health Services, spoke to student club members about cultural sensitivity in reporting.

• Sherizaan Minwalla, a human rights lawyer and researcher, spoke via video conference on the genocide against the Yezidi people by ISIS.

• Mariwan Hama, human rights worker, journalist, and journalism trainer, spoke to a class about traveling safely and securely in conflict and oppressive areas.

• James Millward, a historian and expert on China, spoke to a class about the plight of the Uighurs.

• Valerie Cavazos, an investigative broadcast journalist, spoke about careers with students in a broadcast writing class.

• Orchestral conductor and UA alumnus Keitaro Harada spoke with an advanced reporting class about his experiences with journalists in his native Japan.

• *Dallas Morning News* border correspondent Alfredo Corchado spoke to students and faculty about his reporting and books, *Homelands* (2018) and *Midnight in Mexico* (2014).

• Valerie Trouet, a Tree-Ring Lab faculty member, spoke about dendrochronology to students in science and environmental journalism courses.

• Kellen Henry, assistant editor for digital platforms at *The New York Times*, spoke to a product development class via Skype about how her team used product development to redesign *The Times’* homepage.
• Professor Linda Lumsden gave the keynote speech at Pima Community College’s “Speaking Out” event, which marked African-American History Month and Women’s History Month. She talked about her book, *Journalism for Social Justice: A Cultural History of Social Movement Media from Abolition to #womensmarch.*

2017-18

• Dean Baquet, the first black American to serve as executive editor of *The New York Times,* received the 2017 John Peter and Anna Catherine Zenger Award for Press Freedom for championing the news media’s right to question authority and for defending the public’s right to know. He spoke in an interview-style presentation about “Redefining Journalism in the Post-Truth Era” with Professor of Practice Nancy Sharkey before a full house at the Fox Tucson Theatre.

• Members from three clubs — JAWS, NAHJ, and NABJ — hosted “Off the Record,” a discussion between people who work on DACA and journalists who cover DACA.

• The National Association of Hispanic Journalists club hosted journalist Valeria Fernández, who helped make *Two Americans,* a documentary comparing the lives of Sheriff Joe Arpaio and a 9-year-old whose parents were arrested in an immigration sweep.

• The Society of Professional Journalists student chapter hosted Murphy Woodhouse, a reporter at the *Arizona Daily Star,* who discussed working for the *Nogales International* in a U.S.-Mexico border town.

• Associate Professor Celeste González de Bustamante gave the keynote address on violence against journalists along the U.S./Mexico border at “Violence, Trauma, and Resilience: A Community Conversation,” a symposium sponsored by the UA College of Social and Behavioral Sciences and the College of Medicine.

• Associate Professor Celeste González de Bustamante lectured on “Politics, Media and the US-Mexico Borderlands,” one of five lectures that comprised “Voices of Mexico Week,” which celebrated the second anniversary of the UNAM (Mexico’s National Autonomous University) Center for Mexico Studies. The research on which the talks were based was published in Voices of Mexico magazine.

• As a visiting distinguished fellow at the Institute for Ethnic Studies at the University of Nebraska in Lincoln, Associate Professor Celeste González de Bustamante delivered “Reporters Under Fire: Violence Against Journalists in Mexico and the United States.”

• Associate Professor Celeste González de Bustamante gave a talk titled “The US-Mexico Borderlands: Shifting Realities in Contested and Collaborative Terrain” at a conference on journalism and refugees at the University of Minnesota.

• Guest speakers in classes included: Nancy Cleeland, Pulitzer-Prize winning journalist who reported on national issues at the *Los Angeles Times,* Luis Carrasco, editorial writer for the *Arizona Daily Star,* Franc Contreras, Mexico City-based journalist who works at China Global Television (CGTV); Jacelle Ramon-Sauberan, Tohono O’odham journalist who covers tribes and Native American representation in the news; Nicole Sata Cruz, *Los Angeles Times* reporter; and Perla Trevizo, *Arizona Daily Star* investigative reporter.

2016-17

• Dana Priest, a two-time Pulitzer Prize winner, met with students and spoke at a dinner honoring her with the 2016 John Peter and Anna Catherine Zenger Award for her work
exposing secret prisons and the poor treatment of wounded U.S. soldiers at Walter Reed.

- Chapters of the Native American Journalism Association and National Association of Hispanic Journalists sponsored diversity-related talks regarding the border and broadcast.
- Students started a local club affiliated with the Journalism and Women Symposium (JAWS), sponsoring talks about issues related to what it means to be a woman journalist. Professional journalists who have spoken include Andrea Kelly (’05) of Arizona Public Media, Becky Pallack, Mamta Popat, Yoohyun Jung (’15), and Mike Christy (’11) of the Arizona Daily Star.
- Assistant Professor of Practice Mike McKisson helped organize News Hack Arizona (2016 and 2017) workshops, which included diversity panels. The events trained about 80 journalist and students from around the West in data visualization.
- Six South Tucson city officials spoke with students at an event arranged by city council member Herman Lopez.
- Class speakers included Doug Mitchell, the project founder of Next Generation Radio on NPR and co-founder of The Journalism Diversity Project; Asos Hardi, an independent Iraqi Kurdish journalist who spoke on several topics including ISIS; Frank O. Sotomayor, Pulitzer Prize-winning journalist (won Pulitizer for L.A. Times series on Latinos in journalism); Mohammad Omer, Palestinian journalist and Harvard visiting scholar; Mariana Dale of KJZZ and Becky Pallack of the Arizona Daily Star; Amir Telibechirowic Lunjo, Bosnian journalist; Omar al-Salah, Iraqi reporter with Al-Jazeera; Murphy Woodhouse and Alexis Huicochea, Arizona Daily Star reporters who report on U.S.-Mexico border; H. Clarke Romans, Arizona executive director of National Alliance on Mental Health; Carmen Duarte, Arizona Daily Star reporter; Michael Chihak, former news director for Arizona Public Media; and Neto Portillo, Jr., Arizona Daily Star.

2.4 MENTORSHIPS

2018-19
- Professor Linda Lumsden mentored one biracial and two Native American students who were recipients of a 2018 Native American Seed Grant, which helped cover their tuition.

2017-18
- Associate Professor Jeannine Relly won the UA’s new Excellence in Mentoring Award sponsored by the Office for Diversity and Inclusive Excellence. She also served as co-chair of the College of Social and Behavioral Science’s Diversity and Inclusion Committee.

2016-17
- Associate Professor of Practice Mike McKisson advised the ONA (Online News Association) club, which has had success recruiting women and providing them a needed voice and perspective in journalism and technology. The club organized a demonstration of VR Journalism, drone videography, and sensor journalism for high school students.
2.5 OTHER INITIATIVES

2018-19

- Irene McKisson, an adjunct instructor, and her editing class students prompted *AP Stylebook* editors to change an entry on “hedging” that “presumed maleness.”
- Associate Professor David Cuillier led the strategic planning process for the National Freedom of Information Coalition, for which he serves as board president, with emphasis on increasing diversity in the FOI community in the United States.
- Associate Professor Celeste González de Bustamante was invited to participate in a workshop at the University of Miami’s Institute for Advanced Study of the Americas to help plan the third round of the Worlds of Journalism Study, which will include interviews with journalists from more than 100 countries.
- Cesar Barrón from Nogales’ Radio XENY led a tour of Nogales for students in Reporting in the U.S.-Mexico Borderlands class. Students were also welcomed by Santos Yescas, with Nogales Community Development, at the school’s Nogales news bureau.

2017-18

- Associate Professor Jeannine Relly and adjunct instructor Brett Fera, director of UA Student Media, led an exchange program for Tunisian students in conjunction with Internews, a media development organization. Relly and Fera traveled to Tunisia for two weeks to exchange experiences and ideas about journalism in democracies.
- Professor of Practice Kim Newton was featured in a South Korean documentary, *The Mother and the Photographer*, which aired on television in Seoul. The film chronicles the 1987 student-led democracy uprising, which Newton photographed as a freelancer.
- The National Association of Black Journalists club conducted a Skype session with Lottie Joiner, a journalist and senior editor at *The Crisis* (magazine of the NAACP).
- Sarah Garrecht Gassen, an adjunct instructor and 1995 graduate, was elected to the Journalism and Women Symposium (JAWS) board of directors.
- Associate Professor Celeste González de Bustamante served on the university Strategic Priorities Faculty Initiative for diversity hires.

2016-17

- Then-diversity coordinator Maggy Zanger coordinated the school diversity Facebook page. The closed group had 191 members – students, faculty, and alumni.
- The student chapter of Society for the Professional Journalists and the Center for Border and Global Journalism sponsored a 5- kilometer run honoring the slain journalist James Foley, who was brutally murdered while working as a freelance reporter in Syria.
- The student chapter of the National Press Photographers Association, advised by Professor of Practice Kim Newton, presented images of Tucson’s annual All Souls Parade, a local celebration that draws on Mexican, Mesoamerican, and Spanish Roman Catholic rituals and traditions to honor and remember the deceased.
- The Center for Border and Global Journalism sponsored a number of events, including a fellowship for Ana Arana, a freelance journalist who spent much of her career in Mexico City.
January 7, 2020

Dr. Mia Moody-Ramirez  
Professor and Chair  
AEJMC Equity and Diversity Award Selection Committee  
Baylor University  
Journalism, PR and New Media

Dear Dr. Moody-Ramirez and Members of the Selection Committee:

On behalf of our students, faculty and staff, I would like to support the nomination of the University of Arizona School of Journalism for the AEJMC Equity and Diversity Award. Let me highlight some examples of how the school has worked toward diversifying the faculty, the curriculum and the student body.

**A long history:** We have been committed to diversity since the 1970s, when the Department of Journalism launched two newspapers to serve small, underserved communities. A student-produced newspaper covered the historic town of Tombstone, Arizona, while El Independiente was the only bilingual newspaper in the country regularly produced by journalism students for a real community—Spanish-speaking South Tucson.

About this time, Donald W. Carson, a professor and director of the journalism department, saw the need to diversify U.S. newsrooms. With this ambitious goal in mind, Carson created a summer diversity workshop in 1981 to teach high school students about journalism and encourage them to pursue a college degree and, eventually, a career. Since then, faculty members, alumni, professional journalists and student mentors have continued to volunteer their time at the workshop. At the close of the workshop a few years ago, one of the African American participants said she was apprehensive about attending until she saw college student mentors who looked like her. Her heartfelt tribute brought tears to everyone’s eyes.

**Hiring and recruitment:** In the past few years, we have ramped up our efforts to bring our faculty diversity into alignment with the demographics of the university, which was designated an Hispanic-serving institution in 2018. We proudly added two accomplished female Latinx professors to our full-time faculty in the fall. We plan to add diverse faculty members over the next few years as several professors retire and we develop degrees in bilingual journalism and global media studies.

**Inclusive climate:** Today, when newcomers visit our school, they notice how welcoming everybody is—faculty, staff and students. Students feel safe in who they are and are welcome to drop in if a faculty member’s door is open. Students feel respected, as demonstrated by high scores in the respect category on teacher evaluations. In a survey of undergraduates last year, students were overwhelmingly positive in their responses that the school was welcoming to students of diverse backgrounds and did a good job in addressing issues involving diversity and inclusion. The responses indicated that students did not experience discrimination.

**In our DNA:** We believe that diversity and inclusiveness are vital to our vision and mission, to news outlets and to the broader journalism community. These values aren’t taught as a stand-alone lesson or a separate class but are woven throughout the curriculum. The school is a leader in border journalism, developing courses and workshops that have become models for other programs and forging relationships among educators and journalists in the United States and Mexico. Our border reporting course expands and deepens...
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Since 1885

experiential learning opportunities by bringing students to the U.S.-Mexico borderlands each week so they can meet people and explore places firsthand. The school is also exploring teaching and research partnerships with universities in Amrita, India; Santiago, Chile; and Mexico City.

Global scholarship and outreach: Our faculty embrace diversity not only in the classroom but also through the global research they conduct. Jessica Retis, for example, is a sought-after speaker on contemporary migrations from Latin America to Europe, Asia and North America as well as migrations within Latin America. She will teach a course on this subject in the bilingual journalism master’s program she is launching. Celeste González de Bustamante is an award-winning scholar whose recent work focuses on increasing threats to journalists in Mexico, one of the most dangerous countries in the world for reporters. In 2018 she was one of only two scholars at the university selected as an Agnese Nelms Haury Fellow in the Environment and Social Justice. Her two-year fellowship includes directing Fronterabeat, a mentoring program where UA journalism students are inspiring and guiding young people living in underserved border towns to tell their own stories rather than having narratives imposed on them from the outside.

Faculty leaders: Faculty members have taken training and hold leadership positions in diversity and inclusion initiatives at the school, the university and beyond. Celeste González de Bustamante, for example, was tapped by the administration to help lead its Border Lab initiative. The program, supported by more than $800,000 in strategic plan funding, is part of the university’s goal to become the leading institution for borderlands scholarship. Jeannine Relly helped lead the university’s Commission on the Status of Women and was selected as a fellow of AEJMC’s Institute for Diverse Leadership.

Institutional support: The school’s Diversity and Inclusion Committee, composed of faculty, staff and students, prepared a detailed “Inventory for Inclusive Excellence: Taking stock of how your unit is doing in implementing inclusive excellence.” The university held up our inventory as an exemplar for other units on campus. In addition, the provost recently supported our efforts in this area by selecting us for a large grant ($200,000 over two years) to launch a master’s degree in bilingual journalism. The provost funded only 12 of 86 proposals, which is more competitive than many national grant programs. Our proposal dovetailed with one of the goals of the University of Arizona’s strategic plan—to “strengthen the impact and visibility of UA’s commitment to equity and support of diverse communities” as well as to foster “commitment to Hispanic advancement” and “promote a more vibrant and empowered Hispanic community in Arizona and beyond.”

Please feel free to contact me with questions—I am happy to elaborate.

Sincerely yours,

Carol B. Schwalbe
Professor | Director
School of Journalism
University of Arizona
520.300.0693 (phone)
cschwalbe@email.arizona.edu
December 2, 2019

Equity and Diversity Award Selection Committee
Mia Moody-Ramirez, Ph.D.
Professor and Chair
Baylor University
Journalism, PR & New Media

Dear Award Selection Committee,

We strongly recommend the University of Arizona’s School of Journalism for the Equity and Diversity Award. The School of Journalism is a leader of equity, diversity, and inclusion at the University of Arizona, and it could serve as an exemplar for journalism programs across the nation. Winning this prestigious national award would give the School the recognition and visibility to be a national leader for practices to advance diversity, equity, and inclusion in journalism.

Importantly, the School has created an action plan and accountability for its diversity, equity, and inclusion goals. To provide benchmarks and areas in need of improvement, the School conducted focus groups and surveys of students focused on inclusion. In response to the results, faculty and staff created a multi-year plan to address diversity, equity and inclusion issues, with areas of focus including pedagogy, outreach, diversity of staff and faculty, and budgetary impact for diversity initiatives. They have reported annually on diversity, equity, and inclusion since 2004, with an emphasis on areas to be considered for improvement. As such, they have created goals, actions, and accountability for diversity, equity, and inclusion. Moreover, faculty members participate on the College’s Diversity and Inclusion (D&I) Committee and the School’s D&I Committee, ensuring that effective equity work continues and is embedded at multiple levels of the institution.

The School has engaged in outreach and recruitment activities and practices that create a diverse pipeline of students into their program. The School’s D&I Committee received a competitive grant from our office to hire a journalism professional to recruit students from Tucson and other Arizona schools in districts with high Hispanic and Latinx student bodies. The School also provides funding every year to support a high school diversity workshop held each summer. The School internship coordinator does intentional outreach to students from diverse and underrepresented backgrounds, and she provides mentorship for internship programs with an emphasis on underrepresented students for recruitment. The School has worked to improve representation of diversity and inclusion on its website, which now contains a diversity and inclusion statement, thereby demonstrating that it is a diverse and inclusive program to prospective students.

The School has worked tirelessly to create an inclusive environment, including preparing their faculty to better serve our students, particularly those historically underrepresented and marginalized. The School faculty have attended our trainings on universal design, Safe Zone, unconscious bias and microaggressions in the classroom, and serving international students. Additionally, the faculty have attended a half-day workshop, “Understanding How to Work & Partner with Native Nations,” sponsored by the Native Nations Institute. Faculty members and students also attended a one-day workshop titled “Disability Inclusion and Awareness Media Training,” which had the goal of expanding disability awareness among media professionals in Southern Arizona and increasing disability representation in the media. Furthermore, a faculty member was a fellow in the Association for Education in Journalism and Mass Communication’s Institute for Diverse Leadership in 2018-2019. The School also invites experts on matters related to diversity and inclusion to speak in the School.
Diversity and inclusion related assignments are infused throughout undergraduate and graduate curriculum. An undergraduate and graduate course is dedicated to ethics and diversity. Additionally, School faculty and students are developing a “Sensitivity in Journalism” series that guides students on best interviewing practices. The School also provides funding to student clubs to support inclusion efforts, such as paying dues for the student chapters of the Native American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Journalism and Women Symposium, and First Generation. The School also provides travel support for students wishing to attend these organizations’ conferences.

The faculty members in the School have an exceptional record of embedding diversity, equity, and inclusion into their research and teaching, making these strengths of the School. For example, faculty members conduct research in other countries and in underrepresented communities. The diversity of School faculty has increased with recent hires, and faculty have affiliations with Center for Latin American Studies, Center for Middle Eastern Studies, Gender and Women Studies, Mexican American Studies, and Center for Border and Global Journalism. One faculty member is launching a Bilingual Journalism Program and is the incoming head of the border-based Binational Communication Education, which started in 1990 in the San Diego, Tijuana, Mexicali area and is now expanding to Arizona-Sonora. Another faculty member has co-led the Border Journalism Network, a borderwide group of journalism professionals and academics, and several other faculty were founding members. Another faculty member is leading the proposal for launching a BA and MA in Global Media Studies and has taken on the role as director of global initiatives, which includes outreach with scholars from other countries.

Faculty service to the University of Arizona and service to the profession conveys their strong commitment to diversity, equity, and inclusion. The School supports publications that report on communities underrepresented in news media coverage, including El Independiente, the first bilingual campus publication in a journalism program in the nation. Two faculty members were heads and held other positions in the International Communication Division of the Association for Education in Journalism and Mass Communication. These faculty members led support from the School of Journalism to sponsor an award for Latinx scholars and Latin American research. Other faculty contributions to service at the University of Arizona include a School faculty member co-leading the Equity and Mentoring Workgroup of the Commission on the Status of Women and hosting empowerment panels on salary negotiations, pay equity, and effective mentoring. This faculty member also served as interim co-chair of the SBS College’s D&I Committee and as a member on the University’s Diversity Coordinating Council.

For all these reasons, we highly recommend that the University of Arizona’s School of Journalism receive this prestigious award to recognize its many achievements. We are honored to be able to work with many of the School faculty who are making positive changes on our campus, in our community, and in the profession.

Sincerely,

Teresa Graham Brett
Assistant Vice President
Initiatives for Organizational Inclusion

Laura Hunter
Associate Diversity Officer
Initiatives for Organizational Inclusion
December 17, 2019

Equity and Diversity Award Selection Committee  
Association for Education in Journalism and Mass Communication  
c/o Dr. Mia Moody-Ramirez  
Professor and Chair  
Baylor University/Journalism, PR, & New Media

Dear Dr. Moody-Ramirez,

I am writing to express my enthusiastic support for the University of Arizona’s School of Journalism in applying for the Equity and Diversity Award from the Association for Education in Journalism and Mass Communication. I have found the faculty and students from this program to be some of the most highly engaged and authentically committed academic departments involved with advancing diversity, equity, and inclusion at the University of Arizona (UA).

I serve as the Assistant Vice Provost for Hispanic Serving Institution (HSI) Initiatives and have the opportunity to lead efforts on our campus to advance not just the compositional diversity of our students and faculty, but to strengthen our capacity as a university to be a place to learn and work that is truly more equitable and values diversity and inclusion. In this work, I often look for faculty, students, departments, and colleges who are championing this work through their teaching, research, and service in novel, collaborative, and forward-thinking ways. I have found this to be true for the School of Journalism. They serve as a model for other departments on campus and likely for other higher education institutions.

Here are a few examples that illustrate the School of Journalism’s commitment to diversity and equity:

- UA Journalism faculty are committed to providing their students with diverse learning experiences that expand students’ ability to lead in an increasingly global society. For example, journalism faculty have served as guest speakers invited by the UA’s cultural resource centers to present on topics related to their research and in connection to topics of diversity and inclusion, such as the Filipina/o American farm laborers and the role that they played in farm labor movements during the 20th century. Such talks were presented during Cesar Chavez week in 2018 to advance students’ awareness of such historical occurrences and their implications.

- In 2018, Dr. Celeste Bustamante was awarded a faculty research grant from the school’s Center for Border and Global Journalism to study the role of Mexico’s journalistic “fixers”, also known as the local experts who are often hired by international journalists working on stories about drug and gang violence in the country. Faculty awards like this considerably enhance connections between socially just and global topics to teaching and learning practices in the classroom.

- In 2019, Dr. Jessica Retis was recruited and hired as an Associate Professor in the Journalism program and has created rich and diverse learning experiences for students. For example, she leveraged her strong network of journalists and invited a multimedia journalists from Yuma,
Arizona, to come speak to her class of graduate students and student organization leaders about diversity in the newsroom and the importance of broadening Latino and migration narratives.

These are only a few examples that demonstrate this program’s excellence in advancing diversity, inclusion, and equity. There are so many other intentional efforts that have been witnessed over the past years and I have no doubt that they will continue to align their efforts with the university’s overall set of institutional values and its commitment as a Hispanic Serving Institution. They are clearly leaders at the UA and are among the strongest models for department-level ownership, prioritization, and practice of inclusive and equitable efforts.

Should you have any questions about this letter of support, please do not hesitate to reach out to me at marlafranco@email.arizona.edu or (520) 626-2814.

Sincerely,

Marla A. Franco, Ph.D.
Assistant Vice Provost, Hispanic Serving Institution Initiatives
Executive Director, Assessment & Research
December 27, 2019

Equity and Diversity Award Selection Committee  
Association for Education in Journalism and Mass Communication  
c/o Dr. Mia Moody-Ramirez  
Professor and Chair  
Baylor University/Journalism, PR, & New Media  

Dear Dr. Moody-Ramirez and Selection Committee:

As co-founders of the Maynard Institute for Journalism Education in the 1970s, we dreamed of a time when diversity and inclusion would become integral elements of a journalism school’s faculty and curriculum. We’re not totally there yet, but the School of Journalism at the University of Arizona has taken significant strides and, in my opinion, is a model program in this regard. I am honored to support the school’s nomination for the 2020 AEJMC Equity and Diversity Award.

By hiring two Hispanic professors in fall 2019, the University of Arizona School of Journalism has strengthened what had been a weak link in its faculty composition. The faculty now better reflects its student and area demographics. It is also now better aligned with the University of Arizona’s new designation as a Hispanic-Serving Institution. One new professor, Ruxandra Guidi, brings vast experience in writing and broadcast to better prepare all students for their chosen careers. The other new faculty member, Jessica Retis, comes from an impressive background as a Spanish-language journalist and as an instructor in bilingual (English-Spanish) journalism. She has quickly made progress toward creating a bilingual-journalism instructional program. Once fully launched, the program will fill an important educational need in Tucson, which is only 65 miles from the Mexican border and which has a vibrant bilingual- and Spanish-journalism landscape. The third female Hispanic professor, Celeste González de Bustamante, for years has been an award-winning professor and researcher and active member of the International Communication Division of the Association for Education in Journalism and Mass Communication. Along with Prof. Rogelio Garcia, the four Hispanic professors—and all the school’s instructors—provide excellence in teaching, mentoring and role modeling.

Through a variety of initiatives, the School of Journalism has integrated diversity and inclusion into its coursework and activities. That is a laudable accomplishment. To me, the credit belongs to the school’s director, Carol Schwalbe, and the faculty and staff. It starts with them. I personally know and regularly interact with Professor Schwalbe, the faculty and staff. When I am with them, I sense a genuine commitment to diversity, not just lip service to fill a requirement. Every faculty and staff member, whether Caucasian or a person of color, works to create lessons, courses and extracurricular activities that are academically significant and also
make students feel safe and comfortable in who they are. They not only preach respect for differences; they embody that respect.

Please allow me to explain my relationship with the School of Journalism. I’m an Arizona journalism graduate (1966), and am semi-retired and living back in Tucson. I support the school as a longtime member of its multiracial Advisory Council. I lecture on diversity issues annually at the school, often using the Maynard Institute’s fault lines concept. In discussions, I encourage the students to add other fault lines and to bring up different forms of diversity that they observe. The diversity/inclusion component is emphasized in the very first class required for journalism majors and minors and is woven throughout the curriculum. I often also discuss diversity in the context of my experience as Los Angeles Times co-editor of the series “Latinos in Southern California,” which won the 1984 Pulitzer Prize for Public Service. Each summer, I am also privileged to speak at the school’s Journalism Diversity Workshop for Arizona High School Students. I enjoy interacting with the students and parents from every ethnic and racial group from across the state.

It is gratifying to see the progress that has been made on diversity issues since 1974, when I first taught at the summer program for minority journalists at Columbia and then at UC Berkeley. While there is still much work to be done, I am pleased that the School of Journalism at the University of Arizona is among the nation’s leaders in promoting and teaching diversity and inclusion.

Thank you to AEJMC for making diversity and equity a pillar of the important work you do. Feel free to contact me.

Sincerely,

Frank O. Sotomayor
2062 W. Calle Campana de Plata
Tucson, AZ 85745
Cell: 818 516-9874
January 8, 2020

Equity and Diversity Award Selection Committee
Association for Education in Journalism and Mass Communication
c/o Dr. Mia Moody-Ramirez, Professor and Chair
Baylor University/Journalism, PR, & New Media

Dear Members of the Equity and Diversity Award Selection Committee,

This letter comes with my highest support for the University of Arizona (UA) School of Journalism (SoJ) for the 2020 AEJMC Equity & Diversity Award. The SoJ has worked tirelessly over the past several decades to increase equity, inclusion, and diversity not only among their faculty but also within their student body, across our campus community, and throughout our Southern Arizona border community. An assessment of their efforts over the last three years in particular makes clear that theirs is a broad, thoughtful, collaborative, and above all integrated approach to diversity and inclusion.

Here on campus, SoJ faculty have co-led the Equity and Mentoring Workgroup of UA’s Commission on the Status of Women, hosting, among other things, empowerment panels on salary negotiations, pay equity, and research models on effective mentoring. SoJ has its own Diversity and Inclusion Committee, and SoJ faculty have also participated on the College’s Diversity and Inclusion Committee and on the University’s Diversity Coordinating Council. Faculty members have attended workshops sponsored by institutional offices and Faculty Senate for diversity focused on Universal Design for diverse learners; understanding and creating spaces for students with learning differences; Safe Zone trainings for LGBTQ+ members of the community; trainings to identify and unconscious bias and microaggressions; serving international students; and working with Native Nations, among others.

SoJ faculty have also made it a priority to affiliate with multiple units on campus, including the Center for Latin American Studies, the Center for Middle Eastern Studies, Gender and Women Studies, Mexican American Studies, and the Center for Border and Global Journalism; such cross-disciplinarity enables a thickness to both thinking and action in diversity and inclusion efforts.

Finally, SoJ faculty have long prioritized the development of relationships with Southern Arizona’s border communities; efforts include co-founding and co-leading the Border Journalism Network; the launch of a new Bilingual Journalism Program; and a new association with the border-based Binational Association for Schools of Communication, BINACOM.

The School also supports publications that report on communities underrepresented in news media coverage; El Independiente, the first bilingual campus publication in a journalism program in the nation, is now over 40 years in publication. Much more recently, the School successfully competed for an institutional grant to increase capacity to recruit students from Tucson and other Arizona schools in districts with high Hispanic student bodies.

Writ large, the School is deeply cognizant of the importance of place and the responsibilities that come with our location in a diverse border region.
I will add that while hiring generally at the University of Arizona has been minimal over the last several years due to state funding issues, the SoJ has made it a priority to recruit faculty of color when positions are available. In the last few years, two Latinx faculty members – one tenured Associate Professor and one Assistant Professor of Practice – have been welcomed to the unit.

Any effort to increase equity and diversity among faculty must also consider the broader academic environment in which faculty work. SoJ’s commitment to diversity and equity thus also extends to recruiting and welcoming a diverse student body. Here, their efforts are overt: they have a diversity and inclusion statement on their website; Safe Zone signs are displayed prominently; and promotional materials are created with diversity a priority. In the Fall of 2016 and again in Fall 2019, the School conducted a survey of students to better understand student needs with respect to diversity and inclusion. What emerged from those surveys informed a multi-year plan to address these issues in recruitment, retention, pedagogy, and outreach, with attendant budgetary allocations for diversity initiatives.

Within the classroom, diversity and inclusion related assignments are integral to the successful completing of a degree; in addition to an undergraduate and graduate course dedicated explicitly to ethics and diversity, assignments designed to demonstrate awareness of inclusion and diversity are also embedded throughout the curriculum. SoJ faculty and staff also recognize that students from underrepresented backgrounds may need additional encouragement and support when seeking internships or career exploration and have made it a priority to build relationships with students to facilitate mentorship.

With an eye to the journalism pipeline, the School provides funding every summer to support an annual high school diversity workshop. For students from underrepresented backgrounds already here on campus, the SoJ allocates funds to student clubs (Native American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Journalism and Women Symposium, and First Generation) and provides travel support for students wishing to attend these organizations’ conferences.

Last and certainly not least, faculty members are leading proposals for new degrees (BA and MA) in Global Media Studies and other global initiatives, an endeavor which requires collaboration with scholars and thought leaders from other countries.

In conclusion, and as is clear from the above, the School’s commitment to diversity and inclusion has led it to identify and leverage opportunities across various academic and pedagogical domains in service to its faculty – and also its students, the profession, and the community. Their efforts are informed by inquiry, research, and data. It is no exaggeration to say that diversity, equity, and inclusion have been the motivators in much of what the School has achieved over the last several years, and for this reason, I am pleased to support their nomination without reservation.

Monica J. Casper, Ph.D.
Associate Dean for Faculty Affairs and Inclusion
Professor of Gender and Women’s Studies
College of Social and Behavioral Sciences