



Thank you for submitting your TRHT Campus Center proposal. The primary contact listed on the application will receive an email confirmation. If you do not receive a confirmation, please contact John Veras at veras@aacu.org.

Notification will be made by August 15.

Proposal Details:

==Thematic Vision==

Vision: The Citadel envisions a community in which human differences are proactively sought out, welcomed, acknowledged, and appreciated, and in which all citizens have equal access to educational, employment, and social opportunities. Second, we envision a community in which leadership positions in all employment sectors reflect the diversity of the citizenry. Finally, we envision a community in which proactive, positive steps are taken to transform racial conflicts and inequities that have historically created ill will and division both on our campus and between our school and the Charleston community.

==Thematic Narrative==

How will your TRHT Campus Center work to create a positive narrative about race in the community? : The public and the media take notice when The Citadel takes steps to address issues and problems. This is due not only to the fact that The Citadel is an established and respected institution within the community but also because The Citadel has dealt with its share of racially-charged issues throughout its history. Currently, The Citadel is involved in multiple activities relative to exposing our own students and the community to experiences focused on appreciation of diversity. Through its Service Learning activities, professional field experiences in education and the social sciences, and other community outreach projects, The Citadel has engaged on a regular basis with schools and community agencies serving underrepresented youth and adults. More recently, The Citadel has become a community partner in hosting, co-sponsoring, and/or actively supporting community events which have advanced the dialogue about racial issues in our community. We view the TRHT Campus Center as a proactive vehicle for furthering this more recent type of collaboration. We envision bringing our faculty, staff, and students into existing campus conversations; hosting listening sessions with alumni and community members so that we might better understand their viewpoints on racial issues; and offering the scholarly expertise of our faculty to help the community develop constructive dialogue around race and positive solutions to issues of racism in the community. In short, creation of the center would be a catalyst in The Citadel’s quest to make sustainable, positive change in Charleston’s, the state’s,

and the nation’s racial relations.

==Project Objectives==

How do the project objectives align with your current and future strategies for breaking down racial hierarchies and creating a positive narrative about race in the community?

This project announcement is quite timely given The Citadel’s current focus on implementing the recommendations of a Presidential Task Force (TF) for Advancing the Citadel's Commitment to Diversity and Inclusion, convened after a racially-charged incident on campus. There had been two significant events in the Charleston community that same year: the shooting of Walter Scott by a police officer and the murders of nine African American members of the Mother Emanuel AME Church by a white supremacist. These incidents intensified efforts on campus that had already begun to focus on racial and other diversity-related initiatives, recognizing the importance of a diverse and inclusive learning environment. These efforts focus on diversity within The Citadel and include an emphasis on enhancing the school’s relationship with the local African American community. In effect, the TF formalized and focused our faculty, staff, and administration’s thinking related to diversity. Using three subcommittees (Academics; Admissions, Recruitment, and Hiring; Campus Life) and the involvement of a diverse group of community members, the TF produced a strategic plan with 22 recommendations, many of which are aligned precisely with the goal of breaking down hierarchies and creating a positive narrative about race both within our campus community and in the broader community.

Since its inception, The Citadel’s history has been tied to the country’s racial history. Originally planned as an arsenal, the military college took an active role in the beginnings of the Civil War. Citadel cadets fired on the supply ship, The Star of the West, en route to Fort Sumter in January of 1861. Confederate forces fired on Fort Sumter in April 1861, initiating the American Civil War. Citadel alumni fought in large numbers on behalf of the Confederate States of America. Like nearly all of their Southern counterparts, the college’s administration, faculty, staff, and alumni participated in the construction and maintenance of a post-war system of laws and practices that racially segregated public facilities, disenfranchised the vast majority of the black population, and systematically denied them the equal protection of national law.

Twelve years after Brown v. Board of Education of Topeka and two years after the adoption of the Civil Rights Act of 1964, The Citadel admitted its first African-American student. The school band continued to play “Dixie” at all of its home football games until the early 1990’s. More recently, The Citadel’s President and its governing body, the Board of Visitors, voted to remove the Confederate flag, but under the state's Heritage Act it continues to be displayed among other flags in The Citadel’s chapel. The removal of the flag requires a two-thirds majority vote in the SC state legislature due to provisions of the South Carolina Heritage Act.

Throughout its integrated history, there have been intermittent racial incidents that contributed to an uneasy relationship

between The Citadel and members of the local black community. For example, as noted above, a recent incident prompted the creation of the Presidential Task Force for Advancing the Citadel's Commitment to Diversity and Inclusion. Specifically, in December 2015, a group of Citadel cadets caused national controversy when their online photos of themselves dressed as "Ghosts of Christmas Past," with costumes made of pillowcases they wore over their heads, were construed to emulate the garb of the Ku Klux Klan.

The past half century has seen substantial progress in the diversification of the faculty, staff, and student body at The Citadel. In addition, the college has a long history of offering programs to support and engage our minority students. The Office of Multicultural Student Services (MSS) was established in 1994 to ensure support to students from underrepresented groups, and The Citadel recently hired a full-time Hispanic Student Advisor (in response to TF recommendations). Programming through MSS and other entities on campus has been available for many years, and includes heritage celebrations such as Black History Month, Women's History Month, and Hispanic Heritage Events, many of which are open to the public. We regularly participate in the American Indian Expo, a community event. Clubs supporting minority students include the African American Society, Gospel Choir, a chapter of the National Society for Black Engineers, Women Empowered, and the Hispanic Heritage Club. Even with considerable focus on supporting and engaging diverse students, the college is still in the process of establishing itself as an institution fully committed to racial reconciliation and transformation.

The Citadel's history mirrors that of the larger Charleston community. In recent decades, under the leadership of Mayor Joseph Riley (Citadel Class of 1964), Charleston has made great strides in becoming an American city where culture, diversity, and business thrive in a vibrant and creative synergy with each other. During the past academic year, The Citadel celebrated in multiple ways the milestone of having been admitting African Americans and women, respectively, for 50 and 20 years. Nevertheless, the Charleston community and The Citadel, continue to experience too many high profile incidents involving systemic racism in its various forms.

Despite these negative incidents, The Citadel has been a major force for racial reconciliation, especially over the last half-century. The diversity of the undergraduate population has grown dramatically, with women and minority representation growing consistently and with leadership roles among the Corps of Cadets representing the diversity of the student body. Citadel alumni such as former South Carolina Governor John West, Senator Ernest Hollings, and Mayor Joseph Riley have provided effective leadership in steering our community, state, and nation toward a more tolerant and inclusive society. Further, following the murders at Emanuel AME Church, The Citadel engaged in numerous activities that brought members of the community together, including a project that created a mural symbolizing hope and determination for a more inclusive society. The Citadel has also made a commitment to professional development of its employees and students in respecting differences and consciously eliminating racism via its partnership with the National Coalition Building Institute (NCBI), an international non-profit leadership development network dedicated to the elimination of

racism and other forms of oppression. The Krause Center for Leadership and the Zucker Family School of Education have both formed valuable alliances for assuring that Citadel students have opportunities for service learning and professional field experiences in minority-serving schools and agencies in the local community. Finally, The Citadel has, over the past three years, hosted several high-profile events devoted to advancing the conversations about race and recently helped to establish the Charleston Forum dedicated to doing the same throughout the community. The Citadel views the development of the TRHT Campus Center as an opportunity to enhance these positive efforts and, through them, promote racial healing on our campus and provide resources to promote greater understanding and more mutually respectful relationships among citizens of all racial and ethnic groups.

==Plan Development==

How will the development of your plan promote racial healing activities on campus and in the local community? The development of our plan will promote racial healing in four important ways. First, we will address our own participation in the larger history of racism in America by telling the full story of the roles that The Citadel played in slavery, the Civil War, Jim Crow, the Second Reconstruction, and continuing efforts to fulfill the promise of equal rights for all. Second, we will enter into a more systematic and sustained conversation with our alumni to address their concerns relative to the racial issues at The Citadel and the Charleston community. Third, we will ensure that our curriculum includes accurate and inclusive information about those people of color who contributed to our academic fields yet who have been overlooked due to the color of their skin. Fourth, we will engage with institutions and agencies in our local community to find common purpose aimed at dismantling practices based on racial hierarchy. In sum, we will leverage our expertise as scholars and practitioners to forge sound practices and solutions for bringing diverse groups of people together.

==Meaningful Alliances==

What are some meaningful alliances that your institution can form with partner institutions in your community i.e. are there other higher education institutions (such as two-year institutions, four-year institutions, local community colleges and minority-serving institutions) with which forming consortia would be beneficial? There are two other four-year colleges, a two-year technical school (the equivalent of a community college) and a medical school in the Charleston area. Two HBCUs (one private and one public) are within an hour's drive. There are also several relevant organizations committed to serving P-12 students in our area. It would definitely be helpful to form alliances with these institutions around the theme of eliminating racism in our community. In addition, largely in response to the Emanuel AME murders, the entire city of Charleston has been involved in multiple efforts to address significant issues related to race relations. The Citadel, in a number of ways, has been involved in these community efforts to heal divisions between Charleston's black and white citizens. Finally, our nationally recognized programs for service learning and civic engagement have already put us in relationship with many relevant

institutions that would be crucial to the process. For example, The Citadel has strong relationships with the Charleston Police Department, The Metro Chamber of Commerce, and all area school districts (including those serving large numbers of economically disadvantaged minority students in both urban and rural settings). Additionally, we have involved a host of additional community agencies in the development of our Diversity Task Force’s Strategic Plan for Advancing the Citadel’s Commitment to Diversity and Inclusion, including the City of Charleston, the Charleston Area Justice Ministry, the Charleston Illumination Project, the YWCA of Greater Charleston, and the Trident Urban League. Representatives of these and other key community agencies will serve as partners in our efforts to promote racial healing at The Citadel and in our community.

==Institutional Capacity==

Describe your institutional capacity to meet the aggressive three-year project timeline and objectives.: The Citadel is fully committed to this process. The Diversity, Equity, and Inclusion Council; the Zucker Family School of Education, the School of Humanities and Social Sciences, and the Krause Center for Leadership and Ethics will be the key units to lead this project. Each of these units has established ties with our minority alumni and with minority citizens, leaders, and professional partners in the greater Charleston community. Each of these units has been engaged with the community in ways that helped the healing process after the murders at Mother Emanuel AME Church. Each of these units has discussed problems and solutions with important community stakeholders. Each of these units is committed to our mission of educating principled leaders who embody The Citadel’s core values of Honor, Duty, and Respect. A TRHT Center would strengthen our efforts by unifying these units and key community groups in efforts to best address racial healing and how to advise the campus on the implementation of our 22 Task Force recommendations.

==Key Leverage Points ==

Please describe key leverage points for change, key stakeholders, and others who must be engaged.: It will be critical that we fully engage our campus Board of Visitors and the President of The Citadel. During Year 1, we will discuss the work of the center with our Board and receive their support of the center’s mission. It is anticipated that the center will be well-received by our Board based on their ongoing commitment to respecting diversity and inclusion. The Board of Visitors acknowledges that we need to do a more effective job of promoting racial healing and improving recruitment of diverse students, faculty, and staff. Over the past three years, the Board has championed efforts on campus devoted to addressing issues of this type, including their formal endorsement of the 22 recommendations of the Diversity and Inclusion Task Force and their approval of and active participation in the celebratory events associated with the college’s recent celebration of 50 years of admitting African Americans and 20 years of admitting women to the Corps of Cadets. Presidential leadership will also be a key leverage point. During the 2017-18 academic year, The Citadel is conducting a search for its 20th President. Current President, Lieutenant

General John Rosa, during his 12 years as President, has championed diversity and inclusion as major components within his plan to build the academic excellence of the campus and to advance its mission of preparing principled leaders for all walks of life. Qualifications for the new President include a commitment to fostering diversity across all levels of the campus. Hence, it will be key that we select a campus leader who understands issues of racial hierarchies and their deleterious effects and who has an excellent track record in advancing diversity issues.

Another key leverage point will be positive and proactive engagement of African American alumni during the three-year period of the grant. Too many of our minority alumni have felt distanced from the college even though they regularly speak about the excellent education they received while students at The Citadel. In addition to work specifically with African American alumni, it will be crucial that The Citadel Alumni Association, via its leadership and broader membership, be a major player in The Citadel’s approach to racial healing. Alumni have the potential to bring broad perspectives to the conversation and also have leverage with employers, business leaders, and public officials. Alumni are likely to be our strongest partners in elevating the work of the campus to recognition within the broader society, including the ability to affect state policy.

Finally, the TRHT Center must be leader among campus units in the implementation of the Diversity and Inclusion Task Force’s recommendations for improving campus culture and community relations in regard to promoting diversity, inclusion, and racial understanding.

==Empower Next Generation==

Describe, in a short paragraph, your potential strategies to empower the next generation of strategic leaders and critical thinkers to engage with communities in transforming America’s racial narrative into an ascendant one.: The process of transforming America’s racial narrative is incredibly challenging. Activities that require connection and collaboration are necessary to bring about healing, and The Citadel is prepared to address the challenge. The Citadel’s well-established Principled Leader Development Model is required of all members of the Corps of Cadets. The leadership model provides exceptional opportunities for our faculty and staff to instill positive attitudes and proactive leadership skills to assure our students graduate with a respect for diversity, skills necessary to building inclusive work environments, and courage to act regularly as a change agent to advance racial understanding and healing. Moreover, in our required service learning activities, we will continue to expose cadets to opportunities to work with diverse groups in the community and expose them to group opportunities for solving community problems related to disparities across ethnic and socio-economic groups. Our National Coalition Building Institute (NCBI) campus chapter offers opportunities for dialogue about issues related to

diversity broadly defined. Over the past 5 years, the chapter has offered the workshop, “Welcoming Diversity: Leadership in Diversity and Respect,” to over 800 faculty, staff, and students. Finally, we are committed to classroom learning opportunities that acknowledge contributions of individuals from all groups within society and critical thinking exercises that allow students to confront their own prejudices and address their own biases.

==Current Realities==

In American history, there have been structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community. Explain the current realities of race relations within your community and the local history that has led to these realities.:

As noted above, The Citadel’s story is, in part, the story of race relations in the South beginning in the 18th Century. Like many Southern cities, Charleston was built on slave labor and, for nearly 200 years, thrived under a slave economy to support its vibrant agricultural industries. By 1860, there were 4 million slaves in the United States, and 10 percent of them lived in South Carolina. African Americans, enslaved and free, made up 57 percent of the state's antebellum population, but even free African Americans enjoyed only the smallest benefits of citizenship. Charleston was indeed a capital of the slave trade, with nearly half of all slaves entering the country coming through Sullivan’s Island in the Charleston Harbor. Although the community has made great strides in advancing racial relations and equality in the 150 years since the Emancipation Proclamation, the historical effects of racism remain. Data available at citydata.com indicate that, although Charleston County’s poverty rate is 50% lower than that of the state as a whole, the incidence of poverty among young adults (18-24) in Charleston County is approximately twice as large compared to the same age group statewide. Poverty rates in the county tend to be correlated with ethnic identity, with White individuals much less likely to be poor than African American or Hispanic individuals. African Americans lag behind all other groups in high school graduation rates and college attendance, and incidence of teen pregnancy and single parent households are historically more prevalent among African Americans than any other ethnic group in the state. In the greater Charleston area, violent crime rates are highest in poor marginalized neighborhoods. Further, African Americans are grossly underrepresented in leadership roles within business and industry in Charleston despite the rapid economic expansion of the region in response to growth of the high tech and tourism business sectors.

Upload Your Completed Logic Model Document: http://www.aacu.org/sites/default/files/webform/The%20Citadel%20TRHT_Log...

==Next==

==Primary Contact: TRHT Campus Center Team Member==

Name: Larry G. Daniel, Ph.D
Title: Professor and Dean, Zucker Family School of Education
Institution/Organization: The Citadel
Discipline: Education: Teacher Education, Educational Leadership
Email: ldaniel@citadel.edu

==Second TRHT Campus Center Team Member==

Name: Julie Lipovsky, Ph.D

Title: Professor and Assistant Provost, Diversity Initiatives
Institution/Organization: The Citadel
Discipline: Psychology
Email: lipovskyj@citadel.edu

==Third TRHT Campus Center Team Member==
Name: Shawn Edwards, MBA, SPHR, SHRM-SCP
Title: Chief Diversity Officer
Institution/Organization: The Citadel
Discipline: Human Resources, Diversity, Inclusion, Organizational Development
Email: sedward6@citadel.edu

==Fourth TRHT Campus Center Team Member==
Name: Winfred B. Moore, Ph. D.
Title: Dean, School of Humanities and Social Sciences
Institution/Organization: The Citadel
Discipline: History
Email: moorew@citadel.edu

==Fifth TRHT Campus Center Team Member==
Name: J. Goosby Smith, Ph. D.
Title: Associate Professor of Management, Baker School of Business; and Associate Professor/Director of Graduate Programs, Department
Institution/Organization: The Citadel
Discipline: Business: Inclusion, Diversity, Organizational Behavior, Leadership
Email: jsmith53@citadel.edu
Do you have more team members to add? Yes

==Sixth TRHT Campus Center Team Member==
Name: Conway F. Saylor, Ph.D., ABPP
Title: Professor and Director of Service Learning and Civic Engagement, Krause Center for Leadership and Ethics
Institution/Organization: The Citadel
Discipline: Psychology, Service Learning
Email: saylorc@citadel.edu
Do you have more team members to add? No

What is your proposal for TRHT Campus Center leadership i.e. what collection of individuals will be leading the Center? What experiences and expertise do these individuals have that will prepare them well for leadership?

Dr. Larry G. Daniel will serve as the TRHT Campus Center Co-Director and primary institutional contact. Dr. Daniel has 37 years of experience as an educator, including 9 years in P-12 education, and 28 years in higher education. He has served in higher education leadership positions for 19 years and has been Dean of the Zucker Family School of Education since 2014. His work as a higher education administrator has included developing partnerships with urban schools serving disadvantaged youth. He has supervised the work of faculty in their development of teacher education coursework designed to help teacher candidates learn to teach diverse students effectively. He founded and served as Interim Director of the Center for Urban Education and Policy while at the University of North Florida.

Dr. J. Goosby Smith will serve as Center Co-Director. Dr. Smith has 20 years of experience as a college educator preceded by 10 years in IT organizations as an analyst and trainer. She has leveraged her MBA and Ph. D. in organizational behavior to increase diversity in higher education by serving as Assessment Coordinator for the AAC&U-managed Campus Diversity Initiative at Pepperdine University (funded by the Irvine Foundation); serving as an Irvine Scholar; co-founding and serving as inaugural co-chair of Pepperdine's University's Diversity Council; and serving as a consultant, interventionist, speaker, and/or trainer at multiple institutions who were seeking to start, sustain, or strengthen their diversity and inclusion efforts. She has made numerous presentations on inclusion and diversity at meetings of various scholarly and practitioner associations and for both for-profit and not-for-profit organizations. She has published scholarly articles on diversity and inclusion. She is co-author of the book, Beyond Inclusion (Smith & Lindsay, 2014), which was endorsed by former U.S. president William J. Clinton and other leading scholars and leaders.

Drs. Daniel and Smith will work closely with the remaining Campus Center team members:

1. Dr. Julie Lipovsky will serve as a member of the Campus Center team. Dr. Lipovsky has 29 years of experience in higher education, including 24 years as a psychology professor at The Citadel. She served as Director of The Citadel's Clinical Counseling master's program (1993-2003) that

- prepares counselors for working in the public sector. Teaching a course on multicultural issues in practice, she is dedicated to promoting professional development in working with diverse populations. Dr. Lipovsky has been the Director of The Citadel’s National Coalition Building Institute campus team since 2012 and has served as the Assistant Provost for Diversity Initiatives since 2013, a position created to enhance the school’s focus on diverse populations. She currently serves as the Chair of the Diversity, Equity, and Inclusion Council.
2. Dr. Conway F. Saylor is a Professor of Psychology and a Clinical Child/Pediatric psychologist who has been at The Citadel since 1991. Dr. Saylor worked for 10 years at the Medical University of South Carolina where she and her students still collaborate on research projects with faculty from the Department of Pediatrics. She then moved to The Citadel, where she has served as a senior-level faculty member for more than 20 years. Service learning and civic engagement have always been passions for Dr. Saylor, which led her in July of 2012 to accept her current position as Director of Service Learning under the Krause Center for Leadership and Ethics. Dr. Saylor now helps develop community partnerships for hundreds of Citadel volunteers to "learn to lead by serving others." She steadily funds community programs through her grant-writing activities. Most recently the "Bold Responses" program, funded by the SC Governor's Office Developmental Disabilities Council is offering assessment, education, training, and network to prevent and intervene with bullying in students who have special needs.
3. Shawn S. Edwards, Chief Diversity Officer at The Citadel, is a Human Resources professional with experience in non-profit and retail management, higher education administration and community engagement. Her strong knowledge of human resources, organizational development and the Charleston community provides her with an innate ability to navigate diversity and inclusion as a subject matter expert. Shawn serves as adjunct faculty at two local higher education institutions with disciplinary emphases in human resources, organizational development, and diversity and inclusion. As a complement to her passion for diversity and inclusion and in support of the work, Shawn serves in several areas to advance these efforts for the greater good. These areas include being a member of the SC Chamber of Commerce Diversity Council, board member of the YWCA of Greater Charleston, advisory board member of Palmetto Warrior Connection, Diversity Director for SC SHRM, former Diversity Director for Palmetto SHRM and a lead facilitator with the Charleston Illumination Project. Shawn is currently pursuing a doctorate of business administration at Temple University, Philadelphia, PA.
4. Dr. Winfred B. Moore, Jr. ("Bo") is a Professor of History at The Citadel and currently serves as the Dean of its School of Humanities & Social Sciences. He earned his bachelor’s degree from Furman University and his master’s and doctoral degrees in American history from Duke University. A former member of the South Carolina Archives and History Commission and of the Fort Sumter/Fort Moultrie Historical Trust, he is the author of articles on the history of the modern American South and the editor of six books of essays, including, most recently, Toward the Meeting of the Waters: Currents in the Civil Rights Movement of South Carolina During the Twentieth Century, which was selected for a Choice notable book award.

Links to any supporting websites and resources:

- Alliance to Reunite and Repair Our World (ARROW) <http://www.racialhealing.org/>
- Teaching Tolerance <http://www.tolerance.org/>
- United States Equal Employment Opportunity Commission <https://www.eeoc.gov/>
- The Citadel’s website, <http://www.citadel.edu/root/>
- The Citadel’s Diversity Equity and Inclusion Council webpage, <http://www.citadel.edu/root/diversity-council>
- The President’s Task Force for Advancing the Citadel’s Commitment to Diversity and Inclusion - Recommendation Report, <http://www.citadel.edu/root/images/president/diversity-report.pdf>
- Statements from The Citadel, <http://www.citadel.edu/root/statements-from-the-citadel>
- Avery Research Center, <http://avery.cofc.edu/>
- International African American Museum, <https://iaamuseum.org/>

==Community Organizations==

Reference Organization: Charleston County School District (CCSD)

Reference Name: Terri H. Nichols

Reference Title: Associate Superintendent of Leadership Development

Reference from Community Member:

<http://www.aacu.org/sites/default/files/webform/CCSD-Reference%20Letter.pdf>

Add another reference? Yes

==Second Community Organization==

Reference Organization: Charleston Trident Urban League, Inc.

Reference Name: Otha Meadows

Reference Title: President & CEO

Reference from Community Member:

<http://www.aacu.org/sites/default/files/webform/Charleston%20Trident%20U...>

Add a third reference? Yes

==Third Community Organization==

Reference Organization: YWCA of Greater Charleston

Reference Name: LaVanda R. Brown

Reference Title: Executive Director
Reference from Community Member:
<http://www.aacu.org/sites/default/files/webform/YWCA%20of%20Greater%20Ch...>
Add a fourth reference? Yes

==Fourth Community Organization==
Reference Organization: The City of Charleston Police Department
Reference Name: Gregory G. Mullen
Reference Title: Chief of Police
Reference from Community Member:
<http://www.aacu.org/sites/default/files/webform/City%20of%20Charleston%2...>
Add a fifth reference? No

==Local Media Assessment==
Content Audit: Over a period of time, review the stories that appeared on the front page of your local newspapers or the metro pages. This can be for a one-month or two-month period. Review the stories on the front of those sections that are written by the staff, not the stories written by the Associated Press, The New York Times or another wire service. Read each line of those stories and take note of the people quoted in the stories. How many are white? How many are people of color? How many are women? Please share a tally. This data tells you whether the voices of people of color are making it into the local newspapers.:
The local media assessment was conducted using The Post and Courier newspapers printed from June 1, 2017 through June 30, 2017. The stories on the front page of Section A that were written by the staff were reviewed for the content audit. Below is the data from the assessment.
Many articles had pictures that assisted with the determination of race and gender. The auditor was also able to research political figures, foundation and corporate spokespersons and CEOs, as well as, local personalities on the Internet to determine race and gender. The auditor was unable to determine the gender of 3 people who were quoted from their social media. The auditor was also unable to determine the race of 72 people who were quoted. Data indicated that white people were quoted 6 times more often than people of color. Men were quoted 3 times as often as women. Additionally, most articles that quoted people of color were about crime or disasters. These articles were always accompanied by a picture.
Content Audit
Stories Reviewed 115
People Quoted 407
People of Color Quoted 48
White People Quoted 287
Women Quoted 103
Men Quoted 301
Gender not Determined 3
Race not Determined 72

Background of Community (50-word limit): Charleston is the most populous city in South Carolina. The Charleston metropolitan area has experienced rapid growth due to tourism and influx of high tech industries. Despite continued economic stimulation, poverty rates remain high, particularly among young adults. The city enjoys growing diversity, but lingering aspects of structural racism remain.
Plan for participant and organization engagement (150-word limit):
The Citadel, via the TRHT Center, will engage participants in many ways. We will bring together faculty, staff, and students into existing campus conversations and host listening sessions with alumni and community members aimed at understanding their viewpoints on racial issues. We will also develop a community advisory board to assist the center team in developing ideas for strategic involvement of all constituencies.
We will engage faculty, staff, and students by broadening our commitment to professional development in respecting differences and consciously

eliminating racism. This will be done chiefly via our continued partnership with the National Coalition Building Institute. We will regularly engage with institutions and agencies in our local and sponsor forums to pull multiple groups together to find common purpose aimed at dismantling practices based on racial hierarchy. We will seek assistance and feedback from these groups as we implement our Diversity Task Force’s 22 recommendations.

Attach and upload your file: <http://www.aacu.org/sites/default/files/webform/TRHT%20Ltr%20The%20Citad...>

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