

**Diversity, Equity, and Inclusion (DEI) Initiatives**  
**Woodrow Wilson School of Public and International Affairs**  
**Graduate Program in Public Affairs and Public Policy**  
**Princeton University**

The Woodrow Wilson School is dedicated to fostering a community that is diverse, equitable, and inclusive of students, faculty, and staff of all backgrounds and identities. Since fall 2017, the graduate program has implemented a robust diversity, equity, and inclusion (DEI) program for graduate students<sup>1</sup> to 1) build awareness and understanding of DEI topics; 2) strengthen the curriculum; and 3) foster a supportive community. Below are some highlights of the DEI program for the 2017-2018 and 2018-2019 academic years.

### **Building Awareness and Understanding**

The School is working to ensure that students, faculty, and staff have a deep awareness and understanding of DEI issues. This has been done in a number of ways: establishment of a committee to oversee the School's efforts, workshops and trainings, and collaborations with the graduate student governing body.

#### ***Diversity and Inclusion Standing Committee***

In spring 2018, the Woodrow Wilson School faculty formally approved the creation of a Diversity and Inclusion Standing Committee. The Committee is charged with monitoring the School's focus on DEI in graduate admissions, curricular offerings, student support services, and public affairs programming. Members are listed in [Appendix 1](#).

#### ***Workshops***

The School organizes workshops, trainings, and events aimed at discussing issues related to DEI. Workshops for graduate students increased from *one* mandatory session to an *average of seven* workshops for each of the last two academic years.

Over the course of two years, the School has offered 10 distinct workshops for graduate students, including one mandatory, all-day workshop on equity and inclusion. Additional workshops focused on issues related to overcoming racism; dismantling classism; the impact of bias, stereotypes, and micro-aggressions; healthy masculinity; and being an active ally who supports the LGBTQIA, transgender, and gender nonconforming communities. Workshops were also offered to faculty and administrative staff who interact with graduate students, covering DEI dynamics and language as well as best practices for engaging with individuals from different backgrounds. [Appendix 2](#) contains a full list and descriptions of these workshops and trainings.

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<sup>1</sup> This report focuses on the efforts in the graduate program. DEI efforts focused on undergraduates are more centrally organized by the University. Learn more at <https://inclusive.princeton.edu/>.

### ***Collaboration with Student Governing Body***

Forging a close collaborative relationship with students is vital to building a welcoming, safe, and inclusive community. The graduate student governing body, Woodrow Wilson Action Committee (WWAC), has diversity student representatives who:

- collaborate with the School's staff to create the DEI workshop programming for the academic year, and provide input before and after each workshop;
- facilitate class-wide conversations on identity, intersectionality, and ally-ship;
- organize conversations on international perspectives on identity;
- design events on personal history and sharing narratives;
- convene LGBTQIA affinity group meetings; and
- conduct a curriculum audit on diversity of perspectives represented in core classes.

### **Strengthening the Curriculum**

The School is working to diversify its faculty, and to better incorporate issues of DEI in core and gateway courses. A position was created in 2018 for a DEI postdoctoral research scholar who works with faculty teaching core and gateway courses for the MPA program — focusing primarily on two courses: 501 (“The Politics of Public Policy”) and 521 (“Domestic Politics”). The current research scholar, Nyron Crawford, also taught a half-term course on “Racial Democracy in America” in the spring 2019 semester. Crawford’s bio and course description can be found in [Appendix 3](#).

### **Fostering a Supportive Community**

One of the main goals in creating the role of Associate Director for Graduate Student Life and Diversity Initiatives was to support efforts to build community. This includes convening informal and formal events, with the aim of providing a learning environment that is welcoming and supportive for all. Examples include:

#### ***Diversity Dinners***

Regular diversity dinners held at the University’s Carl A. Fields Center for Equality + Cultural Understanding provide a welcoming and supportive space for students of color, low income, first generation, LGBTQIA, allies, and friends to meet, share a meal, and build community. [Appendix 4](#) highlights the dinner themes during the 2018-19 academic year.

#### ***Social Events and Outings***

Social events and outings provide fun yet impactful opportunities for students, faculty, and staff to learn from one another and grow together. For example, this past February a group attended the McCarter Theatre performance of “The Niceties,” a play centered on a student of color at an Ivy League university and her white professor discussing the student’s thesis about slavery’s effect on the American Revolution. Another example is a community service day held every year in the early fall at Isles, a

Trenton community development organization. Finally, students organize an annual service auction, held in early December, to raise money for Isles Youth Institute. This past year, they raised approximately \$20,000, which went directly to this education program targeted at low-income, underrepresented minority youth.

### ***Mentoring Opportunities***

Opportunities to both provide and receive mentoring are important. Last year this included:

SAOC Fall Mentoring Retreat: The retreat took place on Nov. 10, 2018 and marked a return to SAOC's original mentorship roots. Given that fall semester is generally the hardest for first-year MPA students, the retreat connects first-year students of color with alumni who can provide invaluable guidance, encouragement, and mentorship. The full-day program included group discussions about being a person of color at the Woodrow Wilson School, in the workplace, and more generally in the United States and abroad.

Junior Summer Institute (JSI) Mentoring Program: Hosted each summer by the School, JSI prepares undergraduate students from underrepresented backgrounds for graduate study and careers in public policy. Working closely with the student-run Gender and Policy Network (GPN), the School created a program in which current Woodrow Wilson School MPA students mentor alumni of the JSI program to provide guidance on career choices, graduate school, and professional development.

Peer-to-Peer MPA Mentoring Program: Last year the Associate Director worked with student representatives to restructure the peer-to-peer mentoring program that supports first-year MPA students as they transition from professional to graduate student life. Not only is academic, social, and emotional support provided, but bonds between first- and second-year MPA students are forged. Improvements instituted in the current year to benefit the next incoming cohort include:

- setting clearer expectations and timelines for mentors and mentees;
- creating a formalized application process for peer advisers;
- creating compulsory adviser training with modules on mental health and academic support;
- introducing mentors earlier in the academic year; and
- expanding the role of the WWAC mentorship student representative to support the peer advisers.

### ***Collaboration with Student Organizations***

FIRST: In spring 2018, the School supported graduate students in their creation of FIRST, an organization that seeks to empower, elevate, and amplify the voices of low-income and first-generation students and alumni. We continued to support FIRST this past year, helping organize a diversity dinner in the fall.

Women in Politics Network (WIPN): In fall 2018, the School supported the student-led creation of WIPN, a bipartisan organization dedicated to increasing women's participation and representation in the political process. The group's goal is to form a network of Woodrow Wilson School women interested in politics and government, provide specific skills to navigate the male-dominated field of politics, and connect students with alumni working in this field.

Students and Alumni of Color (SAOC) Symposium: The annual SAOC Symposium brings together graduate students and alumni to discuss issues and advance policy recommendations relevant to the social, political, and professional development of people of color. In spring 2019, the 23rd annual Symposium considered “Who Will Do the Work? Labor, People of Color, and the Future.” Policy practitioners, academics, students, and alumni discussed shifting labor dynamics, trends shaping the future of work and the economy, and best practices to ensure that people of color have a seat at the table as change takes place.

Students for Educational Equity and Inclusion (SEED): SEED is a student initiative with a mission to strengthen commitment to and action toward equity and justice throughout students’ interpersonal and educational experiences at the School. Representatives of SEED were named to the School’s Diversity and Inclusion Standing Committee and worked closely with faculty and staff to ensure that all members of the School’s community feel respected, included, supported, and valued.

### ***Social Media***

In spring 2018, the Associate Director created an invitation-only group on Facebook where graduate students can engage in open, safe communication on issues related to diversity, equity, and inclusion. School posts inform students about news and events from across the University that are relevant to DEI efforts. As of spring 2019, the Diversity and Inclusion Facebook group had 177 active members, with individual posts averaging 70 views each.

## **Appendix 1: Diversity and Inclusion Standing Committee**

During the 2018-19 academic year, the Committee met six times, including three working sessions in fall 2018 (September 25, November 13, and December 10) and three working sessions in spring 2019 (February 20, March 13, and April 17).

### **Faculty members:**

- **Miguel A. Centeno** (Committee Chair), Musgrave Professor of Sociology; Professor of Sociology and International Affairs
- **Rafaela Dancygier**, Associate Professor of Politics and International Affairs
- **Kathryn Edin**, Professor of Sociology and Public Affairs
- **Stacey Sinclair**, Professor of Psychology and Public Affairs

### **Staff members:**

- **Todd M. Bristol**, Associate Dean for Administration, Finance and Planning
- **Barbara Hampton**, Director of Graduate Career Services and Alumni Relations
- **Karen L. McGuinness**, Associate Dean for Graduate Education
- **Sonya Smith**, Director of Graduate Admissions
- **Laura De Olden** (Ex Officio Member), Associate Director of Graduate Student Life and Diversity Initiatives, Director of Junior Summer Institute

### **Elected student representatives:**

- **Ana Billingsley** (MPA2)
- **Kayla Vinson** (MPA2)
- **Solomon Tesfaye** (MPA1)
- **Anh Ton** (MPA1)

## Appendix 2: Diversity, Equity, and Inclusion Workshops Offered in 2017-18 and 2018-19

- 1. Equity and Inclusion Training for First-year MPAs:** Navigating diversity and inclusion issues in public policy is difficult work. Policymakers must have a keen awareness of specific issues while striving to formulate and implement policies that are universally beneficial. Authentically engaging in diversity and inclusion conversations can assist policymakers in thinking about big issues with nuance and complexity that centers on equity. This workshop introduced master's students in the Woodrow Wilson School of Public and International Affairs to the dynamics of social identities, exposed students to relevant diversity and inclusion language, and engaged students in sharing their experiences with diversity, inclusion, and bias. The workshop was highly interactive and centered on participants' experience and understanding of key concepts. Students shared openly and listened generously throughout the experience. Domonic Rollins, diversity consultant from the Washington Consulting Group, facilitated this workshop. *Attendance was required for all MPA1 students.*
- 2. Overcoming Racism:** This workshop provided participants with a shared understanding of racism as a systemic and institutional practice that is so fundamentally intertwined with societal outcomes that it often feels normal in American culture. Participants examined the foundation of racism in American policy, and its enduring impact on outcomes across racial difference. Understanding the creation and functions of race as a social construct and racism is critical in our collective effort to dismantle it, and to promote equity across our sphere of influence. Participants left the session with a critical understanding of our individual and collective responsibility to address racism in the institutions we occupy. Matthew Kincaid from Overcoming Racism facilitated this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
- 3. Dismantling Classism:** Socioeconomic class and classism at the intersections of other social identities impact us all, with particular nuance in higher education. This workshop explored the dynamics of class, classism, and class privilege in our society, both currently and historically, in order to better understand its specific effects on ourselves and our work in public policy. Using individual reflection, small group discussion, and intergroup dialogue, participants deepened their engagement with each other and understanding of class as to inform their future work. Sam Offer, diversity consultant from the Washington Consulting group, facilitated this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
- 4. Being an Active Ally: Supporting the LGBTQIA, Transgender, and Gender Nonconforming Community:** This workshop discussed common questions that come up when addressing issues related to sexual/gender identity and sexual/gender diversity, including the use of language, what it means to identify as LGBTQIA, transgender, or gender nonconforming, and strategies to create and maintain a safe, welcoming, and supportive environment for all. Sheltreese McCoy, founder of RHedl, LLC, facilitated this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
- 5. Healthy Masculinity and How to be an Ally, Men's Allied Voices for a Respectful and Inclusive Community (MAVRIC):** This workshop provided knowledge and skills on how everyone (but especially those who identify as men) can help to combat microaggressions, disrespect, and subtle forms of sexism. The workshop put an emphasis on healthy masculinity. Jean Semelfort,

from Princeton's Sexual Harassment/Assault Advising, Resources and Education Office (SHARE), led this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*

6. **Fostering Inclusion: Professional Development Session on the Impact of Bias, Stereotypes, and Microaggression:** This session was designed to assist students in honing leadership skills to develop positive interpersonal interactions with a diverse cohort of colleagues and to foster a respectful environment. The workshop included a discussion of the impact of bias, stereotypes, and microaggressions. Regan Crotty, Princeton's Title IX administrator, and Cheri Burgess, director for Institutional Equity and EEO, Office of the Provost, served as facilitators, using videos and small-group discussions of real-life scenarios. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
7. **Mental Health Workshop: Stress Management for First-year MPAs:** Stress awareness and response training was an interactive session that taught students how to recognize signs of stress and provides tools to effectively respond in these situations. This workshop also raised awareness of mental health challenges (depression, eating disorders, and sleeping issues) and coping mechanisms. Calvin Chin, director of Princeton's Counseling and Psychological Services (CPS), facilitated this session. *This session was scheduled during Math Camp and attendance was required for all MPA1 students.*
8. **Workshop on Intentional Giving:** This workshop focused on how to identify your giving priorities and make a personal plan for giving effectively in alignment with your values and the change you want to see in the world. Students engaged in guided discussion and debated with their peers about giving to local causes in their community versus donating to programs in places where the power of a dollar is much greater, identified "good" causes and how much to give, and walked away with a clearer sense of how *they* want to give. *This workshop was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
9. **Mental Health Workshop: Distress Awareness and Response Training (PDAR):** PDAR training was an interactive session that taught how to recognize signs of distress in students and provided the tools to effectively respond in these situations. PDAR was for students who wanted to learn about how best to recognize signs of distress in their friends and effectively support them. Calvin Chin, director of Princeton's Counseling and Psychological Services (CPS), facilitated this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*
10. **Bridging Divides: Tools for a Polarized America:** In a polarizing America, talking to people with whom you disagree can be challenging, off-putting, and even counterproductive. Without conversation, however, we eliminate basic opportunities to understand each other and seek creative solutions to our problems. We see deadlock, and we reinforce that deadlock. This workshop taught basic tools used in conflict transformation for approaching divisive conversations. These learning conversations are a tool that helped students shift from adversarial conversations to ones in which they are able to find a deeper story and identify new ways forward. In this workshop, students practiced the tool in the policy context, but it is equally useful as a manager and leader across many contexts. Nealin Parker, MPA '08, professional research specialist at the Woodrow Wilson School, facilitated this workshop. *This session was open to all MPA1s, MPA2s, MPPs, and Ph.Ds.*

## **Training for Graduate Program Office Staff:**

### **2018-2019**

**A workshop on the Use of Pronouns took place on June 10, 2019 with JSI faculty and staff and GPO staff.** Judy Jarvis, Director of the LGBT Center, moderated a conversation about how to approach asking for students' pronouns in classroom or advisory settings. She was joined by a transgender student - who shared their experiences with professors' uses and misuses of their pronouns. Among the questions discussed: How do you respect students who do not want to share their pronouns in class? How can professors be true to their own commitments and pedagogies while still making sure trans and gender-variant students feel seen and respected?

**A workshop on Teaching Inclusively: Trigger Warnings and the Impact of Implicit Bias, Stereotypes and Micro-aggressions took place on June 11, 2019 with JSI faculty and staff and GPO staff.** Brigid Dwyer, Associate Dean for Diversity and Inclusion, facilitated a workshop on best practices related to inclusive teaching and on how to treat charged topics with sensitivity as well as rigor in the classroom. Among the questions addressed: How do we invite participation and manage conflict in the classroom? What role do broader inequities play in our learning spaces and how can we make sure those spaces mitigate them? What does "inclusivity" mean?

**Workshop on Distress Awareness and Response Training (PDAR):** For two consecutive years, the Graduate Program Office staff and JSI instructors and staff participated in the PDAR training led by Princeton's director of Counseling and Psychological Services. The goal of this workshop was to recognize signs of distress in students and provide guidance on how to respond effectively to support them.

### **2017-2018**

**A workshop on "Fostering Inclusion: Professional Development Session on the Impact of Bias, Stereotypes and Micro-aggressions" took place on January 24, 2018 with 13 staff from the Graduate Program Office, Admissions and Office of Graduate Career Services staff.** The training included a discussion on the impact of bias, stereotypes, and micro-aggressions.

## Training for Faculty:

### 2018-2019

**Workshop on “Inclusive Teaching” took place on November 6, 2018.** Led by Rebecca Graves-Bayazitoglu, director of the McGraw Center for Teaching and Learning, and Kate Stanton, senior associate director for Teaching Initiatives and Programs for Faculty, this workshop focused on best practices related to inclusive teaching, how to treat charged topics with sensitivity, and rigor in the classroom. Among the questions addressed: How do we invite participation and manage conflict in the classroom? What role do broader inequities play in our learning spaces and how can we make sure those spaces mitigate them? What does “inclusivity” mean in a highly quantitative class? *This workshop was open to all Woodrow Wilson School faculty.*

### 2017-2018

**A workshop on “Presenting Sensitive Course Material Inclusively” took place on February 6, 2018.** This workshop was tailored for the faculty and preceptors teaching 502 The Psychology of Public Policy, and was led by Rebecca Graves, Director of The McGraw Center for Teaching and Learning. Mindful of sensitive issues covered in the 502 syllabi (e.g., The Psychology of Poverty and Inequality and the Psychological Science of Racial Bias), the workshop focused on best practices related to engaging with students of different backgrounds.

**A Workshop on “Trigger Warnings, Micro-aggressions and Engaging Meaningfully across Difference” took place on April 17, 2018.** Led by LaTanya Buck, Dean for Diversity and Inclusion, this workshop focused on trigger warnings and micro-aggressions and how to present sensitive material to the classroom. This session was attended by faculty that teach core and gateway courses (e.g., 501, 507, 508, 511, 521, and 561)

### **Appendix 3: Visiting Associate Research Scholar for Diversity, Equity and Inclusion**

Nyron Crawford was named visiting associate research scholar at the Woodrow Wilson School for the 2018-19 academic year. Crawford is an assistant professor of political science at Temple University. He is also a faculty affiliate with the Behavioral Foundations Lab, Institute for Survey Research, Center on Regional Politics and is an evaluation scholar with the Annie E. Casey Foundation. Crawford's research interests lie at the intersection of political psychology, urban politics and policy, and the politics of identity. He is interested in public problems, policy failure and individual/institutional accountability, with a focus on issues of race in American cities. His current research examines the political ethics of black Americans at the local level, with a focus on their judgments about misconduct involving public officials. He received his doctorate in political science from The Ohio State University, a bachelor's degree from Howard University and has certificates in survey research, social enterprise development, and nonprofit management and leadership. Prior to joining Temple, he was a diversity dissertation fellow at MIT.

**Course Description: Racial Democracy in America:** America's founding principles of equality conflict with its record on civil rights. No more is this the case than the issue of race in American politics. This course brought together a wide range of scholarship about race and democracy to encourage thinking about equity and fairness across public systems, in policymaking and why it matters. Specific attention was given to how these racial dynamics are articulated in terms of public opinion and political behavior, with some consideration of racial equity tools and culturally responsive evaluation.

## **Appendix 4: Regular Diversity and Inclusion Dinners, 2018-19**

### **Fall 2018 Program**

- 09/27 – Diversity and Inclusion representatives opening dinner
- 10/4 – Guests: Nyron Crawford and Miguel A. Centeno, followed by a LGBTQIA mixer and happy hour
- 10/11 – Guest: Sonya Smith, director of graduate admissions, followed by the D&I and Curricular representatives meeting
- 10/18 – FIRST: Low-income, first-generation students and alumni presentation, followed by FIRST mixer and happy hour
- 10/25 – SAOC organizing meeting for the fall mentoring weekend, followed by SAOC mixer and happy hour
- 11/8 – International Students representatives, followed by WWAC mixer and happy hour
- 11/15 – Women in Politics: introduction of the group
- 11/29 – Community Service chairs

### **Spring 2019 Program**

- 02/24 – Guest: Renita Miller, associate dean for access, diversity and inclusion, Office of the Dean of the Graduate School
- 02/28 – Peer-to-Peer Adviser Program introduction
- 03/07 – Students of Color discussion and happy hour
- 03/14 – D&I representatives discussion
- 03/28 – SAOC chairs
- 04/04 – LGBTQIA representatives and Diversity representatives
- 04/18 – Workshop on Intentional Giving
- 04/25 – Guest: LaTanya Buck, dean, diversity and inclusion, Office of the Vice President for Campus Life
- 05/02 – Workshop on Healthy Masculinity -SHARE