

Student leaders call on ASG to foster inclusivity



Alex Nicoll Editor-in-Chief

Associated Student Government President J.P. Gairhan (center) sits in on the first ASG Senate meeting of the year with members of his executive staff Sept. 4.

Alex Nicoll
Editor-in-Chief
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Creating a diverse and inclusive campus atmosphere has been a focal point for Associated Student Government in the past, but student leaders, including the ASG president, think the organization has room to improve their outreach to underrepresented communities, they said.

“As an organization, in order to talk about how we want ASG to be more diverse and inclusive, you have to understand that in our past, I don’t think we have been as diverse or inclusive as we could have been,” ASG President J.P. Gairhan said.

Gairhan, who won the presidency after defeating opponent Spencer Bone in a runoff election back in April, plans on reaching out to different minority groups on campus to

find out how ASG can better serve them this year, he said.

Samia Ismail, ASG’s co-director of diversity and inclusion, thinks incorporating more marginalized communities into the campus dialogue was one of the reasons why Gairhan won the election, she said.

Ismail, who has served as co-director for the past two years, thinks the discussion to build a more inclusive environment needs to stem from education, she said.

“One of the biggest problems with campuses that don’t have an inclusive culture is that people just don’t understand the types of adversity that other people are dealing with,” Ismail said. “Reframing this conversation of diversity and inclusion into a conversation about what adversity looks like for different people might be one way to educate people in a way that isn’t confrontational.”

Gairhan and Ismail think ASG has served the commu-

nity well, but there have been times in the past where ASG’s responses to controversial issues have been received poorly by students, they said.

ASG senators faced some backlash after a resolution aimed at protecting Jewish students on campus backfired once members of the UA Hillel Jewish student organization came forward saying they thought the bill was more discriminatory toward Muslim and Palestinian students than helpful to Jewish students, according to a previous article from *The Arkansas Traveler* published April 24.

Gairhan wished ASG had responded faster to the incident last February involving a former student posting a picture to a group Snapchat in blackface with the caption “I hope this offends someone.”

ASG did organize a town hall with the Black Students’ Association and National Pan-Hellenic Council about two weeks after the post went up in which students could voice

their concerns and complaints to UA administration.

Some student leaders have had good experiences so far with how different outlets at the university have attempted to incorporate more underrepresented groups on campus.

Faizullah Asif, the president of the Muslim Student’s Association, has already seen some changes this year that have him excited about the direction the university is moving toward: fostering that inclusive environment Gairhan promised, Asif said.

The Center for Multicultural and Diversity Education, located in the Arkansas Union, added a meditation room that Muslim students can use for their daily prayers. In the past, Asif and other Muslim students would have to find empty classrooms or would use professors’ offices, he said.

MSA had reached out to ASG in the past about adding a prescribed space just for Muslim students, but never heard back from them, Asif said.

Asif would like to organize a panel with other religious RSOs this year as a way for students to come and learn about different faiths in an open setting but thinks ASG should leverage its prominence and size in the community to get students to attend, he said.

“One of their biggest roles is to facilitate a lot of diverse activities on campus,” Asif said.

PRIDE President Chance Bardsley echoed the same sentiment and hopes that ASG will help promote all the events PRIDE has planned this year, he said.

“The student government is here to give the students a voice, especially for groups like us who are members of a community who are voiceless,” Bardsley said. “Usually, a lot of people in the LGBTQ community don’t have family at home. They don’t have people they can talk to about who they really are.”

Bardsley knows this isolation better than most. After coming out to his family when he was 18 years old, friends and family

members turned on him, leaving him without a support group until he found PRIDE at the UofA.

“I’ve had a lot of rejection, especially from people that I love and care about,” Bardsley said. “When I was trying to be healed from homosexuality, my dad came back into my life. When I came out the second time saying like I’m, it’s not changing like I am who I am.”

Gairhan plans on increasing the amount of programs for these RSOs as a way for more students to familiarize themselves with different groups on campus. Even though he’s not responsible for increasing the diversity of student population, Gairhan thinks ASG should make the UofA as welcoming a place as possible, he said.

“I’m not in charge of ensuring that our freshman classes are as diverse as they can be,” Gairhan said. “It’s not our job as the student body, but what we can do is try and create an inclusive nature with everything that we’ve done.”

U.S. culture surprises international students with differences, realities

Kala Anderson
Staff Reporter
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The morning sun crested the horizon and cast shadows throughout the rolling expanse of the Badlands. Four years ago, a Panamanian student dreamt of American cities and their promise of advancing technology, celebrity and success. But after two trips to New York City, he found his American dream in a Midwestern sunrise.

Senior David Gonzalez knew no English upon arrival and spent his first year at the university learning the language, he said. The hardest parts about learning English for him were all of the differ-

ent sounds vowels make and slang-related language barriers, he said.

Gonzalez’s peers were kind and supportive as he learned their language. They understood that learning a new language is a difficult process, he said.

“When I came to the U.S., the person that picked me up from the airport told me that he liked my outfit. I just said ‘yes,’ and I left. He was looking at me so weird, and I was like, ‘bye,’” he said.

Gonzalez came to the UofA as part of the exchange program. His first impression of the U.S. was that it is just like the movies he watched back home. Manhattan in mind, he expected many large cities and a lot more modern technology, he said.

“I had never heard of Arkansas before coming here,” he

said, laughing.

Before arriving at the UofA, Gonzalez was nervous about people treating him differently because of his accent and his status as an international student, he said.

“Everyone is actually very nice and helpful. I was pleasantly surprised,” he said.

For Gonzalez, the most significant difference between Panamanian and American cultures is devotion to family, he said. Despite being over 2,000 miles away from home, Gonzalez remains very close with his family and talks to them every day.

“If I don’t answer [the phone], they’ll be mad at me,” he said.

Since coming to the U.S., Gonzalez has visited five states: New York, Florida, Texas, Colorado and South Dakota. Gonzalez has visited

New York City twice, and it is his favorite American city, he said. His favorite American vacation was to South Dakota, where he spent a week camping in the Badlands. His trip to the Badlands was his favorite since coming to the U.S. because of plentiful hiking, beautiful scenery and the fact that he had never been camping before, he said.

Senior Anna Albert is from Ukraine and has been in the U.S. for four weeks. Albert’s vision of the U.S. was formed through depictions presented by Hollywood, like the New York City in “The Devil Wears Prada,” she said. When she visited the U.S. for the first time last summer, she was surprised to see that the realities of America were just as she imagined, she said.

“I have always thought that this is the country to make my

dreams come true,” she said.

There are some significant cultural differences that Albert said she has observed since arriving in the U.S. For instance, Americans smile all the time, almost indiscriminately. When a person in Ukraine has a problem, they refuse to smile, she said.

“And we only ask ‘How are you?’ if we really care to know. In America, people are always asking ‘How are you?’ and they don’t really care about the answer,” she said.

Albert’s experiences from studying abroad have taught her many skills, she said. Her ability to communicate, think critically and solve problems has improved because of some challenges she has faced this semester.

“I am in a class that is taught by a professor with a heavy [Chinese] accent,” she said. “It is very hard to figure out what he is trying to say, but I am learning to understand him better.”

Another challenge Albert has been facing is keeping up with homework while staying engaged with extracurricular activities, she said.

Sophomore Yok Lin Ong is from Malaysia. He has been in the U.S. for a couple of weeks, and says that he finds the Arkansas air refreshing. Even on the hottest summer days, Arkansas is not as hot as Malaysia, where taking a walk down the street is a sweaty affair all days of the year, he said.

Before coming to the U.S., Ong said he expected to find

See “Hollywood depictions” on page 7

Managing Editor's Note

Increased scrutiny of Traveler needed, welcomed



Chase Reavis
Managing Editor
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The way people read their news has undergone a drastic shift over the past 10 years, leaning more toward maximizing online content rather than physical newspapers themselves. Our focus has shifted toward highlighting our digital-first initiatives. Among these, our website redesign, which launched the first week of the fall semester. We have also taken to incorporating more multimedia elements to actively engage you, the reader, with the news. This includes audio and visual products to

be added to our website and social media accounts. All of this could not be done without active collaboration with the other student media outlets on campus, which have helped guide us toward a more progressive, engaging design and mindset.

While I have always loved newsprint, it is necessary to keep with the times and shift our focus as a newspaper. That is why The Arkansas Traveler will no longer be a weekly publication. However, our heightened online presence will permit us more freedom with our print product, which will now be coming out the first Wednesday of each month. However, our heightened online presence will permit us more freedom with our print product, which will now be coming out the first Wednesday of each month under my leadership while our editor-in-chief, Alex Nicoll, will primarily focus on online and digital content.

For our first issue of this school year, we have chosen to highlight diversity in all its forms: race, gender, sex, sexual orientation, ethnicity and so on. These issues,

while reported on extensively in The Arkansas Traveler's past, have never been pushed to the forefront of an entire issue quite like this. And this will be the format for our future issues, as well.

In our future issues, we will highlight topics that are relevant to and written for college students.

We exist as a newspaper to serve students and to magnify their voices, especially those of marginalized communities who might go otherwise unheard or ignored. However, we are a staff of primarily white students. We are a staff of primarily heterosexual students. So, sometimes, we fail. Call us out.

In the past, some topics have been glossed over or rushed by reporters when they should have been paid extra attention by us, the editors. Instead, we have failed you. We are only as good as we are mindful, and to become mindful, we have to listen. To listen, we have to be spoken to. Please, reach out if we are tone-deaf, if we misrepresent a culture or area or if there is anything you think could be done

better in the newspaper or on our online platforms. It is always our goal to be as accurate as possible and to represent people on campus as completely as possible.

This is not just an invitation to call us out but also a call to action. The Arkansas Traveler's doors are never closed to new reporters, writers and photographers who want to work.

We will never stop tackling topics that make us uncomfortable here at The Arkansas Traveler. We will never ignore a story because we don't feel fit to cover it, but with a more diverse, intersectional newsroom, we can approach sensitive topics with more confidence and conviction, both of which will no doubt yield more concrete content.

All of this might sound pretentious, overreaching and idealistic to skeptics who may be reading, but I have faith that our staff of editors, reporters and photographers are capable of handling whatever gets thrown at us. We will always keep the readers' best interests at heart and strive toward complete transparency, reliability and efficiency.



THE ARKANSAS

TRAVELER

The Arkansas Traveler is a public forum, the University of Arkansas' independent student newspaper and all content decisions are those of the editors.

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Multicultural center provides diverse, inclusive space for minority students

Megan Lenzen
Staff Reporter

One sophomore has found solace in a homey section of the Arkansas Union, where she can talk about anything and engage with other students. The Center for Multicultural and Diversity Education is a place for her to clear her mind, de-stress and reinvigorate herself as she studies.

Madison Russell often goes to the Multicultural Center to relax and study. The center is an "academic retention center that celebrates diversity and inclusion by supporting student success," according to the sign outside the center. The purpose of the center is to create an environment where underrepresented students can go to take their mind off things, study and meet people, said Brande Flack, the director of retention programs.

Underrepresented students include those of color, first generation college students, low income students and LGBTQ students, Flack said.

"The center is a great place to reach out and get help. There are counselors to talk to all the time and upperclassmen that want the best for you," freshman A'yanah Jefferson said.

The UofA created the center in the 1990s originally as a black students' resource center but has become a much more inclusive and diverse outlet for all underrepresented students, Flack said.

The motto that the center prides itself upon is the words, "All are welcome," Flack said. "We truly stand behind our motto here at the center [by] making sure all students feel welcome, encouraged, safe and valued. That's our main goal."

There are three purposes that the center serves, college access, retention of current students and diversity education for the campus community, Flack said.

College access, includes a team of professionals from the center that travel around Arkansas to underrepresented high schools. They seek to prepare the students there to take the ACT and teach them about the process of applying to college, Flack said.

"Our goal for the team is to be sure every student has the ability and resources to get into a



Morgan Strickland Staff Photographer

Senior Priscilla Chavez (left) and junior Anahi Rostro (right) play chess in the Multicultural Center lobby Aug. 30.

college if that's what they're going to choose to do," Flack said.

Multicultural Center representatives reached out to Jefferson in high school, and she became involved in one of the center's programs called the Accelerated Student Achievement Program.

An additional resource that the center put in place to help high school students is the ACT Academy. The program is open to students from all bordering states of Arkansas and Arkansas residents. It takes place during the summer and helps provide information about the ACT, test-taking skills and answers any questions students might have about college life, Flack said.

Through the ACT Academy, senior Jasmine Blakney became involved before her freshman year of college and has stayed involved with the center ever since. She is now a mentor to the freshmen who are starting this year, she said.

"They stayed connected with me and helped me better my chances at the UofA. Once I came here, they provided me with so many opportunities. I have been a mentor to the freshmen for the past three years now," Blakney said.

The center is also attempting to retain marginalized students at the UofA, Flack said.

"We want to make those students feel that they are valued on this campus and that they have access to the resources that they need," Flack said.

Some of those resources include the Academic Enrichment Program, which provides one-on-one mentoring

for students. This program gives students someone to talk to, and it helps supply scantrons and other study materials, Flack said.

"We think about every cent that students have to spend," Flack said.

Other resources they offer include the Safe Zone Allies Program, which provides support for LGBTQ students, and a book program that allows the students to check out used books. The students who are involved with the center gain support from these programs but largely from simple interactions and guidance from the staff in the center, Flack said.

The Multicultural Center also reaches out to the community about the resources that the center offers and topics surrounding diversity. One way the staff at the center does this is by speaking to faculty and staff, classes such as University Perspectives and Greek Life leaders about cultural competence, diversity education, cultural appropriation and about becoming more inclusive in how the student body speaks and listens to others, Flack said.

Flack aims to make the students feel like they are part of something bigger than themselves and that it's about building unity and a home away from home, she said.

Russell enjoys the center because "it's like a little family," she said.

"The people here will come and see how you're doing and see if you're okay," Russell said.

Some of Russell's friends who had been to the center inspired her to stop by, and now she uses

it as a great space for relaxing and a welcoming outlet.

Flack said she is excited to see how the center will flourish and grow in the coming years. Simple exposure to people who are different and having honest and authentic conversations is the key to true inclusion, and the center is helping do just that, said Flack.

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Students open up about myths, facts surrounding bisexuality

Halie Brown
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One junior has had to deal with a lot of unsettling comments when she tells people she's bisexual. "Oh, cool, you would be down for a three-way," is one of them.

Every time she begins dating someone, Rachel Gibson is nervous about the possible assumptions her new partner might make because of common misconceptions surrounding bisexuality, she said.

Bisexuality is the attraction to both men and women.

Gibson thinks that, like any sexuality, bisexuality exists on a spectrum, with each individual's definition differing from the other, she said. There is also a lot of overlap with bisexuality and pansexuality, which is the attraction to people regardless of gender.

A lot of people are sexually fluid, and bisexual people sometimes are more attracted to one gender more than the other. Although, they still are attracted to the opposite gender, this does not stop people from assuming they are either strictly homosexual or heterosexual. This could lead people to categorize bisexual people, junior Zackary Laster said.

"If you typically lean towards one or the other, they put you in a box," Laster said.

Gibson has known that she was bisexual since she was 15 years old when she met a girl that she was romantically interested in. Before then, though, there had been clues that tipped her off, she said.

"There have been little things my whole life," Gibson said with a laugh. "I mean, you know when you're seven, and you're watching a Brad Pitt and Angelina Jolie movie and,

like, Angelina Jolie was really so much better than Brad Pitt."

For the most part, most people Gibson has met have been very accepting of her sexuality, she said.

"There are, of course, gross straight guys and [when I say I'm bisexual] they're like, 'Oh, that's really cool. Have you like hooked up with your roommate?'" Gibson said.

Graduate student Alisha Fletcher also identifies as bisexual. Bisexuality is often misunderstood, and fetishized, she said.

"If I tell guys within the first few conversations that I am bisexual, they automatically assume that means I am willing to have a threesome or something like that," Fletcher said. "Like, I didn't say that, and that's not inherently bisexuality, but people will assume it."

Misconceptions and, on some occasions, discrimination, come from both sides of the spectrum, Gibson said.

"To straight people, I'm not straight enough and they're like, 'Just date a nice boy. Settle down. You'll get over it,'" Gibson said. "On the other side of the spectrum, I have friends that are lesbians, and every time I talk about a guy they're like, 'Oh that's boring. We don't want to hear about that. Have you seen any cute girls lately?' and I'm like, 'Yes, but I'm talking about this specific guy right now.' And I'm never quite gay enough for them."

Bisexual people that pass as heterosexuals often have trouble with people assuming they are straight, Fletcher said. It's difficult to explain that she is bisexual, and while it may sometimes be easier to say she is gay or queer, people will assume she's a lesbian if she says that, Fletcher said.

"There's a whole third-party [that] people forget," Fletcher said.

Bisexual people make up



Junior Rachel Gibson looks over notes from her culture and medicine anthropology class while she sits on the steps of the Greek Theater on Sept. 4.

Morgan Browning Staff Photographer

22 percent of the LGBTQ community in the U.S., with 5.5 percent of women and 2 percent of men identifying as bisexual in the U.S., according to the LGBT Movement Advancement Project 2016 report "Invisible Majority: The Disparities Facing Bisexual People and How to Remedy Them."

Twenty-eight percent of bisexuals have said they are out to the people that are most important in their lives, in comparison to 77 percent of gay men and 71 percent of lesbians. Bisexual women are more likely than bisexual men to tell their families about their sexuality, according to a 2013 Pew Research survey.

Laster realized he was bisexual when he moved to Fayetteville

in high school and had more opportunities to explore his sexuality than he did in his old town, Muskogee, Oklahoma.

Men might be less likely to come out as bisexual because there is more of a stigma against homosexual relationships, so many men are afraid to explore their sexuality, Laster said.

"[Men are] not as nearly as willing to be vulnerable," Laster said.

The majority of bisexual people are also in heterosexual relationships, according to the LGBT Movement Advancement Project 2016 report.

While some bisexual people are in heterosexual relationships, it does not discredit their sexuality, graduate student Sage McCoy said.

McCoy is a queer woman in a heterosexual relationship and chooses to use the word queer because she relates more to the identity surrounding bisexuality rather than the sexuality and is attracted to more than one gender identity.

McCoy also helped set up the LGBTQ mentoring program at the Center for Multicultural and Diversity Education and tries to represent queer women in heterosexual relationships in the LGBTQ community and as an advocate in the classroom, she said.

There are a couple of student organizations that support the LGBTQ community on campus that can provide a network and support for LGBTQ students. People Respecting

Individual Differences and Equality and Out in Science, Engineering, Mathematics and Technology are two student-run organizations available, and there is also a free Counseling and Psychological Services mentoring group, McCoy said.

The Multicultural Center is now also offering a LGBTQ mentoring program, which pairs LGBTQ students with staff and faculty. The mentoring program will have monthly events, meet-and-greets, and workshops this academic school year, McCoy said.

"We have a lot of room to grow, but the Multicultural Center is really working on upping intentional programming and support for the LGBTQ population," McCoy said.

LGBTQ students find community on university campus

Bailey Hill
Staff Reporter
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Various organizations are working to raise awareness of LGBTQ youth at the UofA to better guide and advocate for the growing LGBTQ population, the president of PRIDE said.

Raising awareness of resources on campus for LGBTQ students is important to PRIDE President Chance Bardsley because of his own story within the community, he said.

PRIDE stands for People Respecting Individual Differences and Equality.

After coming out to his parents when he was 18, Bardsley's parents kicked him out, forcing him to sleep on friends' couches for the entirety of his summer leading up to his freshman year of college.

"It was a really difficult summer for me because I didn't have any family. I didn't have anywhere to go, anyone to connect to," Bardsley said.

Because he was already enrolled, Bardsley attended Oral Roberts University in Tulsa, Oklahoma, for his freshman year. He was uncomfortable attending a Christian college because of the judgment he had experienced in the past, but at the time, it was his only option.

Oral Roberts University students pledge to not engage in sexual acts the university's administrators consider unscriptural, including homosexuality and premarital sex. The students also pledge to not be united in any marriage other than a heterosexual one, according to the Oral Roberts University Sexual Misconduct Policy.

To stay enrolled, Bardsley had to sign an honor code promising the university he would not continue to be gay and attend



Senior Chance Bardsley addresses LGBTQ students Sept. 4 at a weekly PRIDE meeting about pressing issues such as sexual assault and housing.

Jake Halbert Staff Photographer

restoration programs, such as mental health therapy and unofficial conversion therapy.

"After my sophomore year, I couldn't do it anymore, Bardsley said. "The pressure to change made me so depressed and anxious about who I was. I began to understand why the suicide rate is so high in the LGBTQ community."

Suicides rates are three times higher among LGBTQ youth compared to heterosexual youth, according to the Trevor Project.

After accepting himself as gay, the university gave Bardsley the option of continuing through the programs and therapy or leaving the university.

Oral Roberts University representatives did not respond to multiple attempts to contact them about their policies regarding homosexuality.

After his sophomore year, Bardsley came to the UofA, looking for a place he could be him-

self. He began searching for LGBTQ communities on campus. Bardsley contacted the LGBTQ Mentorship Program and discovered the PRIDE RSO on campus.

"I didn't know that PRIDE had been on campus for 35 years, and it really upset me because I was one of those students that came here needing a place to belong and needing someone to advocate for me," Bardsley said. "This group was here all along, but it was impossible to find, and I was very vocal about my opinions about that. This needs to be more visible. We need to be out on campus trying to show this is a safe and accepting place for LGBTQ students."

Leadership within the PRIDE RSO will organize more events during October, such as National Coming Out Day on Oct. 11, where PRIDE members will have a door display in the Arkansas Union to help symbolize LGBTQ community members' coming

out experiences, Bardsley said.

"We want to be able to celebrate (Coming Out Day) by having a door in the Union so people can come out on campus and take pictures. But we also want people to sign the door and put words of encouragement on it," Bardsley said.

The UA community began to support LGBTQ students by starting a peer mentor program in 2017. The goal of the program is to offer guidance and support during people's early years of adulthood, according to the LGBTQ Mentor Program.

The mentorship program originally started within a support group at the Counseling and Psychological Services but moved over to the Arkansas Union to offer resources for a larger variety of students, as well as to remove any implication that LGBTQ people need mental help, said Sarah Finley, LGBTQ mentorship group coordinator.

"It's for individuals who are struggling being able to meet with individuals who have potentially shared life experiences, past experiences that they can then offer guidance to the mentee," Finley said.

Safe Zone Allies is another support system on campus that provides a place for people within the community who do not identify as LGBTQ but want to be involved. Most of these allies are faculty, graduate students or those in leadership positions around campus, Safe Zone facilitators said.

"The Safe Zone Allies allows a format for education for those who do not belong to the community," said Brande Flack, Safe Zone Allies facilitator. "The program is growing, and this year we are starting Lunch-n-Learns so that we can develop our allies into advocates."

The purpose of the program is to grow the support from al-

lies and advocates for the LGBTQ community and fight for rights and equality. Educational trainings, such as the Lunch-n-Learns, are given to explain how to be sensitive to different issues within the community. Allies must go through several rounds of training to eventually become an official advocate.

Safe Zone gives stickers to allies and advocates as a visual marker to let individuals know where a safe zone is located, Flack said.

Ray Murphy is a third-year student who identifies as non-binary, someone who does not exclusively express themselves as either masculine or feminine, and prefers to be identified with the pronouns "they," "them" and "their." Murphy was able to find their place within the LGBTQ support groups on campus, they said.

Murphy did not experience discrimination very often, but they think campus could take more steps in educating people on how to use proper pronouns, they said.

"I think there's solidarity in any sort of group that you can go to, and there's kind of already the built-in group mentality [of] how to treat each other," Murphy said. "I think the toughest thing for me is gender identity because no matter how I present, people are going to see who I am externally and start making assumptions."

PRIDE, LGBTQ Mentorship Program and Safe Zone are building the LGBTQ community on campus and are trying to provide a safe place for individuals to feel welcome, organization leaders said.

Program applications are available for students, graduate students and faculty who are already in the LGBTQ community to become a mentor in the Center for Multicultural and Diversity Education in the Arkansas Union.

UA professor finds diversity training lacking in country

Beth Dedman
Campus News Editor
@bethanydedman

A UA professor found that people are not properly trained on how to approach diversity in the workplace, she said.

Claretha Hughes is a professor of human resource and workforce development and has researched the effects of diversity intelligence in the workplace since the early 1990s. She curated and wrote for the August edition of *Advances in Developing Human Resources*, which focused on how a lack of diversity intelligence leads to more problems in businesses.

To have diversity intelligence is to recognize and apply knowledge of protected-class groups – people who are protected from employment discrimination based on attributes like race, sex or disability – in the workplace, and value individuals based on their skills, Hughes said.

Hughes is not a diversity researcher but rather researches human resources and how to value people and technology in the workplace, Hughes said.

Hughes would watch employees at a chemical manufacturing facility sign their checks with an X in 1991 because they could not read or write. She began to think about how, within that company, they were investing \$31 million dollars into the development of technology, but they were not investing in the development of the people who worked for them, Hughes said.

After realizing this, Hughes developed five common values between people and technology: location, use, time, maintenance and modification value. To illustrate these values, Hughes compares hiring people to someone buying a computer: they know where it will work best, what it will do best, how long it will work, how to



Andre' Kissel Staff Photographer

Professor Claretha Hughes works on her research for protections against mistreatment of minorities Sept. 4.

maintain it and how to continually modify it to continue to do its job.

Hughes thinks that employees should be valued in the same way, she said. If companies would treat their employees like investments, as opposed to just laborers, they would maximize their efficiency the same way they do with technology, Hughes said.

Hughes thinks diversity training throughout the U.S. has failed, she said. Despite spending billions of dollars on diversity training, there are still many Equal Employment Opportunity Commission complaints and U.S. Department of Labor settlements because of discrimination lawsuits.

While the focus on inclusion, education and access is important, they are incomplete without equity and understanding. Equity and understanding mean that employers and coworkers must know the law regarding treatment of protected-class individuals and should treat people according to

their skills.

Affirmative Action, which requires diversity inclusion in federal work spaces, does not apply to businesses without federal contracts, but there are legal actions that protect groups in the workplace as part of the Civil Rights Act of 1964. Because diversity is difficult to define, Hughes defined her research as diversity within the context of protected-class groups, she said.

Protected classes are groups protected from employment discrimination. People may qualify as a protected group if they are discriminated against on the basis of age, disability, pay or compensation, genetic information, harassment, national origin, pregnancy, race, religion, retaliation, sex and sexual harassment, according to the Equal Employment Opportunity Commission.

LGBTQ employees are not

listed as a federally protected class, however, there are legal precedents in place that combat discrimination against them, according to the Equal Employment Opportunity Commission.

Danielle Williams is the assistant vice chancellor and director of the Office of Equal Opportunity and Compliance. She is in charge making sure the UofA follows federal and state regulations for protected-class groups, she said.

All faculty and staff at the UofA must complete the discriminatory harassment training within their first six months of employment and every three years following initial completion. Because the UofA is a federally contracted institution, training focuses on complying with affirmative action, equal opportunity laws and other UA diversity policies, she said.

The discriminatory

harassment training also focuses on the treatment of the LGBTQ community with the same attention as the federally protected-class groups, Williams said.

Leaders educating themselves about the laws regarding these classes can protect employees from discrimination, protect organizations from it and the consequences of it, reduce turnover and improve job productivity and motivation, Hughes said.

However, because of the lack of openness to hire employees who might count as protected-class individuals, employers may be limiting their own options for effective workers by not including diversely skilled workers because they do not fit the conventional description of that company's employees, Hughes said.

"I can't value you if I can't see you and know who you are," Hughes said. "You have a whole

population of protected-class people who aren't even seen. That's because there's a lack of intelligence on how to truly value the whole person."

Hughes thinks many people who fight against diversity inclusion might not even realize that they themselves are in protected-class groups. Most people are in more than one category, and everyone is in at least one group based on pay, which is a protected-class category, Hughes said.

Hughes advises that people in the workplace should, short of taking a course on protected-class laws, recognize that their company may have more protected-class employees than unprotected. They should learn the laws and executive orders that protect employees, self-reflect on their attitudes towards protected-class employees and treat all employees with integrity, honesty and fairness, Hughes said.

"I want leaders to start actively engaging with their employees and figure out who they are and what they are and what they can do to help your organization succeed," Hughes said.

Differences should not be an obstacle, leaders should value employees because of their strengths and embrace the differences and similarities of people, Hughes said.

"There is a lot of gray area when it comes to these laws, but I just want you to know that they exist," Hughes said. "So, you will at least think about it before you discriminate against somebody or do something that's going to cause an employee to not want to work for you. I'm putting it out there, and I hope people delve into it and learn from it and help affect change. I want to have every employee valued in the workplace. If you need diversity intelligence to value an employee, then I hope you get some."

Information about protected-class groups can be found at the Equal Employment Opportunity Commission website.

EMPOWER mentors befriend students with intellectual disabilities

Elias Weiss
Staff Reporter
@ecweiss

A UA program that provides a traditional college experience for intellectually disabled students is excited to foster new student-mentor relationships as it expands since its debut last year.

EMPOWER is a four-year, non-credit program for students with mild intellectual disabilities, such as Down syndrome and autism, who are able to live alone safely, work and socially integrate.

Students pay regular UA tuition plus \$5,000 per semester for support services, such as academic and employment advisors. EMPOWER leaders have never rejected a student applying for the program, according to a UA press release.

The EMPOWER acronym encompasses the program's goals for students: Educate, Motivate, Prepare, Opportunity, Workplace Readiness, Employment and Responsibility.

Instead of a traditional degree, students who graduate from the program will earn a certificate of completion that demonstrates workplace readiness and will learn skills to help them live independently and be active in their communities in the future, according to EMPOWER.

The goal of peer mentorship is to foster an inclusive social and academic environment for students with mild intellectual disabilities by taking students to campus events and keeping them on top of their academic work, EMPOWER Director Ashley Bradley said.

"The program is always in need of peer mentors," Bradley said.

Having more peer mentors creates a more diverse community into which EMPOWER students can integrate themselves, and students will often work with multiple peer mentors throughout their day, Bradley said.

Mentors are typically required to work only one hour a week. Some students work three hours or more, depending on what their schedules allow, Bradley said.

Peer mentors spend time with students, help them with their academic work, take them out to lunch and engage in extracurricular activities, Bradley said. They also help show the students fun and interesting aspects of campus life that they may not even know exist, such as fun spots on campus, sports and Registered Student Organizations.

Senior Shelby Wegman is an EMPOWER peer mentor who has been involved with the program since the start of the program in fall 2017.

"I was drawn to the program because I always wondered what the next step after high school was for kids with disabilities," Wegman said. "These students shine a new light into your life. You go in trying to help someone else, but you get more out of it yourself."

Students in the program are awarded opportunities in their social and academic careers that they never had before, Wegman said. They are able to focus on what career paths they want to follow and make real connections for the first time.

"They were always put in a box, and they finally get to step out of that box and become the people they were supposed to be," she said. "This program allows them to grow not only as people but find new career paths and find life choices that will help them for years to come. I



Bridge Biniakewitz Staff Photographer

UA senior Shelby Wegman (right) and EMPOWER student Mary Borman (left) sing together at their mentor meeting on the steps of the Greek Theater on Aug. 30.

am proud of this program and want to see it succeed more than anything else in the world."

Nicklaus Lange is entering his second year in the EMPOWER program. He is a representative of the Holcombe Hall resident congress, a member of a RSO that spreads awareness of Alzheimer's disease to UA students and works as a facility assistant at the Health, Physical Education and Recreation Building. He attributes his active involvement on campus to the EMPOWER program.

"I find the program very rewarding," Lange said. "This program shows that people

like us can have a college experience."

Lange enjoys hammocking and playing soccer with his peer mentors, he said.

"It is very rewarding getting to meet new people," Lange said. "That is probably the best thing about the program."

Mary Borman, an EMPOWER student with Down syndrome, is also entering her second year in the program. She has become more independent since her first year and navigates campus herself. She is even able to live on campus this year, Mary Borman's father Terry Borman said.

She is enrolled in classes for public speaking, Spanish, theater and horticulture, as well

as the EMPOWER seminar, which this year will focus on money management, budgeting and personal health, Terry Borman said.

"The best aspect of this program is how it conceptually raises the bar," Terry Borman said. "What we found is that we've never gotten to a point where we raised the bar and she did not step up and grab it. She is becoming a lot more independent and a lot more confident in being able to navigate her own life."

Since Mary Borman has been enrolled in the EMPOWER program, she has also been able to participate in the UARK Swimming Club. She is an avid swimmer who won

awards representing Arkansas at the Down Syndrome World Swimming Championships in Nova Scotia this summer. She won two silver medals in national events and a bronze medal in international competition, Terry Borman said.

Three other students along with Mary Borman and Nicklaus Lange are enrolled in the EMPOWER program this year, Bradley said. Bradley encouraged any students interested in peer mentorship to contact her at any time.

"There are things I never knew about campus that our mentors got the students involved in," Bradley said. "Peer mentors are what makes the program what it is."

Hollywood lags behind in diversity despite audience demands

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It's no secret that Hollywood tends to be risk-shy when it comes to green-lighting content and selecting talent to helm it. If there's an established, marginally functioning formula, you bet executives are going to stick with it to the bitter end (who's up for a dozen more Transformers movies?). Studios like to run on fumes, even if it means sacrificing innovation, because they know people will pay to see it.

This is why we see blockbuster- and franchise-heavy fare more than anything else in crowded movie months. It's why the award circuit is hard-pressed to recognize new talent and why the same people, or the same types of people, are nominated year after year.

Hollywood is a business spilling over with talented individuals working to create content for all types of people who go to movie theaters and are shaped and affected by the films they watch for entertainment. Hollywood pours billions of dollars, \$38.6 billion in 2016 alone, according to the 2018 Hollywood Diversity Report, into this industry, which retains immense power over its patrons across the world.

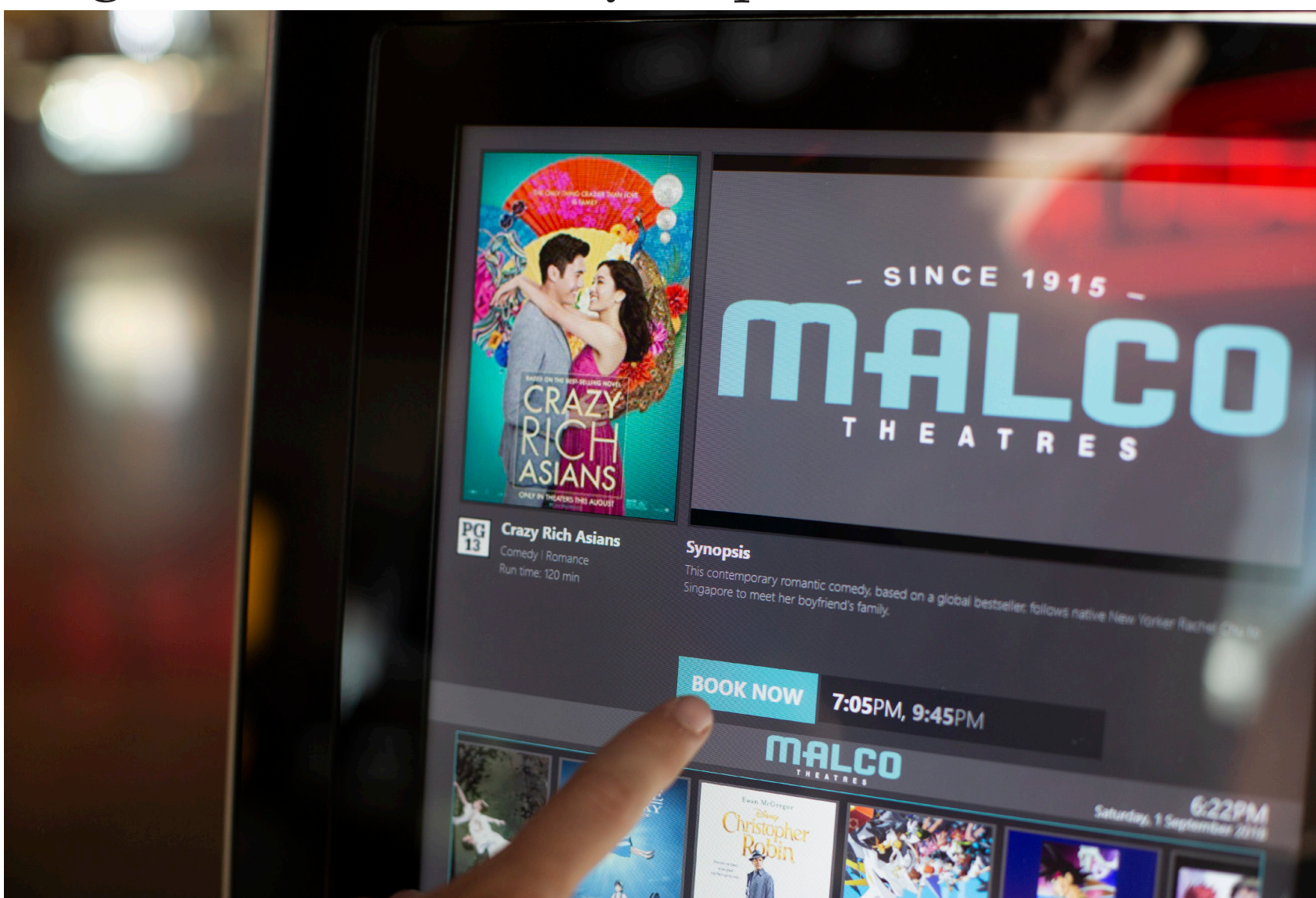
A 2016 comprehensive report on diversity in entertainment by the Annenberg School for Communication and Journalism at the University of Southern California reckons that "the industry still functions as a straight, white, boys club."

Women make up only 28.7 percent of all speaking roles in film compared to men, according to the Annenberg study. Approximately 72 percent of speaking or named characters "with enough cues to ascertain race/ethnicity" were white. As far as lesbian, gay and bisexual characters, only 2 percent of all speaking characters were coded as such.

Such an accusation stings for an industry that needs everybody's money, not just the white males they seem so fond of depicting. Backlash for a lack of inclusivity and progress has raised alarms with recent controversies such as the #OscarsSoWhite debacle and instances of whitewashing roles intended for minority characters.

The fact of the matter is, movies continue to lag in accurately and consistently representing people of diverse races, ethnicities, genders and sexualities.

"Our interpretation of



Sadie Rucker Photographer

"Crazy Rich Asians" is the most successful studio rom-com since "The Proposal" in 2009, according to CBS News.

people's identities is influenced by what we see on the screen," said Frank Milo Scheide, a UA professor specializing in film history and criticism. "These representations affect how people are identified and the way we interact with each other."

Why, then, are almost three-quarters of leads, co-leads and actors carrying ensemble casts male? Why do underrepresented racial/ethnic groups account for only 28 percent of speaking characters, when a far greater portion, about 38 percent, makes up the U.S. population? Why are there almost double the amount of LGBT people in the U.S. as there are on screen?

(And the numbers only get scarier when the behind-the-camera talent is considered—just ask the 3.5 percent of film directors that happen to be women.)

Grace Randolph, a film critic and creator of an entertainment coverage channel on YouTube, "Beyond the Trailer," weighed in on the great Hollywood motivator (money) and the hegemony it gains over the major studios' decisions.

"When it comes to Hollywood and diversity, follow the money," Randolph said in

a direct message through Twitter. "The studios only make real change when one of two things happen: whitewashed movies start losing money or diverse movies start making money."

Take 2014's "Exodus: Gods and Kings"—the standard case of a Hollywood studio attempting to water down a story with a predominantly white cast to make the story more appealing to western audiences. It was a critical and commercial flop. When that happens, studios raise an eyebrow.

It would be unfair to claim that filmmakers haven't tried to rectify this trend. At least two films this year, both by major studios, have served to counter an old Hollywood wives' tale: minority-led films don't sell tickets.

In February, one of the most iconic films of the year stormed headlines and the box office. "Black Panther" is the No. 18 installment in the Marvel Cinematic Universe. Not to mention, it's the highest-grossing domestic release of the year and one of only three films to ever cross \$700 million domestically, according to Box Office Mojo.

On a smaller scale, the last-minute summer sensation "Crazy Rich Asians" has achieved similar success in recognizing another underrepresented group.

Films featuring several underrepresented groups have wowed audiences and even earned some award nominations.

"Get Out," the experimental horror film last year with biting social commentary on latent racism in the U.S., made waves at the box office and during awards season, even earning a nomination for Best Picture.

Meanwhile, "Coco," besides serving as a splendid animated film in its own right, highlights the beauty of Mexican culture and tradition that won it the 2018 Best Animated Feature. Without shying away, it offers its proudly Mexican story to American audiences, who widely embraced it. The Academy did as well, rewarding it with the Best Animated Feature prize.

Other recent standouts in this vein include "Call Me by Your Name," "Moonlight," "Hidden Figures," and "Wonder Woman."

So, when diversity is paired with genuinely well-made works of cinema, people notice, and pay to see it. Who would've thought it?

Diversity sells. Or at least, it can. This revelation dispels the "stubborn Hollywood myth that in order to reach the widest audiences possible, films...

must center white characters in their narratives and relegate racial and ethnic others to, at best, supporting roles," according to the Diversity report.

Still, we're not quite off the hook—"we" being the other half of this essential two-sided equation: the consumers. Examples like these prove that, ideally, when studios give a damn, so will moviegoers. If this is going to be democratic in any sense, we must support and "vote" for diverse films in the one way we can: by purchasing tickets.

"In the past when it appeared that the Hollywood cinema was taking a more inclusive and diverse path, too often that period in history proved to be more of a phase than a progressive trend," Scheide said. "The current emphasis on diversity may reflect a progressive trend, but we should not assume that it is here to stay. It needs to be supported."

As media-savvy and effective as Twitter rants are at calling Hollywood out on its rubbish, audiences will have to keep truly enlightened films afloat at the box office if we expect them to continue being made available to us. For instance, "Love Simon," released in March, was a well-received (and, if I do say so, fantastic)

teen comedy featuring a gay lead character. The actor playing Simon, Nick Robinson, was straight, so there's obviously still room for improvement. Nonetheless, the project offered a lighthearted yet heartfelt look into a relatable young person's experience. However, it didn't even cross the century mark in revenue from ticket sales. Success stories of diversity are remembered by Hollywood executives, but so are the financial missteps that punctuate them.

Another diverse film, "Queen of Katwe," failed at the box office in 2016. As audiences, we must demonstrate that we'll spend money on quality, and if we don't, there are no winners in the long run.

Audiences certainly don't have to accept what we've always been given. But if true progress is to be achieved, we must be willing to celebrate what we ask for.

In essence, we have to walk the talk.

"Embrace and encourage films that incorporate diversity; engage in discussion regarding why we want these films," Scheide said of fans' duty in this uphill battle. "And don't assume that we will continue to have these viewing experiences unless we support and demand them."



First generation college student receives diversity fellowship

Clara Davis
Staff Reporter
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Growing up, a graduate student saw her parents make countless sacrifices to give her a life they never had. Because of those sacrifices, she dedicated herself to her education so she could help others and make her parents proud.

Elizabeth Ocampo is the 2018-19 recipient of the Benjamin Franklin Lever Tuition Fellowship. Ocampo received the fellowship after showing academic excellence throughout her undergraduate college career and embodying the underrepresented Latino culture on campus.

The Benjamin Franklin Lever Tuition Fellowship is available for graduate students from underrepresented backgrounds and cultures. The fellowship covers the full tuition for a select number of graduate students in order to add a diverse perspective to the university while giving students a chance to attend graduate school, according to the Graduate School and International Education.

Ocampo thinks her family's heritage and history is what helped her become the student she is today, she said.

Ocampo's parents, who both immigrated from Mexico, motivated her with their dedication and hard work, leading her to become a first-generation college student, she said.

"My parent's perseverance and hard work continue to inspire me," Ocampo said. "They came to this country 30 years ago with only the clothes on their back. Today, they are proud home and small business owners. They never gave up on their dreams just like I never gave up on mine. Their journey to have a better life for themselves and their family is in the back of my mind every day."

People have told Ocampo that she should succeed for herself, but she thinks it is because of her parents' support and sacrifices that she is the person she is today, she said.

"I owe a huge part of my academic success to them," Ocampo said. "I am doing this not only for myself but for my parents as well to let them know that their sacrifices and hard work were not in vain."

Ocampo is working on a graduate

degree in communication disorders, which also has roots in her family life. She thinks that the impact of speech therapy in her nephew's life helped her realize that it was a career she was interested in pursuing, she said.

"When my nephew was diagnosed with optic nerve dysplasia, which makes him legally blind, and began speech therapy, I was amazed to witness his progress from repeating the same word or phrase to being able to have a conversation," Ocampo said. Ocampo hopes her accomplishments help show that immigrants can help change people's lives for the better, she said.

"It is unfortunate that the term immigrant has a negative connotation with being illegal and crime in politics," Ocampo said.

Ocampo wants people to see that immigrants are doing things

to help improve the country and thinks immigrants she knows personally are hard workers that can contribute to the economy, she said.

"I have family and friends that live in the shadows for fear of being taken away from their families and the life they have created here," Ocampo said.

Through all Ocampo's accomplishments, she hopes to continue demonstrating to her family and other Hispanic immigrants that the American Dream still exists. Representing her culture and family's history through her academic success is very important for Ocampo, she said.

"It is a responsibility that I carry with me at all times and that continues to motivate me as a person and as a student," Ocampo said.

Ocampo started her journey in the medical field when she was in high

school as a student at the Springdale High School medical academy. By taking classes in communication disorders and psychology and working part time at medical clinics, Ocampo has shown that she is willing to work hard and dedicate time to her future career, she said. Her dedication to work in the medical field and her education have helped her get where she is today, Ocampo said.

Rachel Glade, a communication disorders professor, wrote Ocampo's recommendation letter to be entered into the fellowship. Ocampo represents what the Benjamin Franklin Lever Tuition Fellowship seeks to give to the university, Glade said in an email.

"Anyone who has worked with Elizabeth knows her work ethic is second to none," Glade said. "She is ambitious, eager to learn and willing

to go the extra mile to seek out answers. Additionally, she is a creative problem solver and is passionate about working with individuals with communication disorders."

Ocampo hopes that her diversity and fluency in two languages can help her succeed later on in the speech pathology field, she said.

"We are lucky to have her in our speech pathology graduate program here at the University of Arkansas, and we know that she will undoubtedly serve our profession well as a bilingual speech-language pathologist in the future," Glade said.

Benjamin Franklin Lever was the first African-American to receive a graduate degree from the UofA in 1951. By covering the tuition of students with diverse backgrounds, people that have not been able to attend graduate school can.



Morgan Strickland Staff Photographer

Graduate student Elizabeth Ocampo reads inside a lounge in The Eleanor Mann School of Nursing on Aug. 30.

UA construction, resources problematic for disabled students

Tegan Shockley
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A freshman pauses outside of J.B. Hunt to take a ten-minute breather before entering class. With crutches, walking up Dickson Street is not just draining; it's completely exhausting.

Freshman William Ivey must take on his first few weeks of college by facing construction obstacles and figuring out UA services that help people with mobility issues. Ivey is using crutches for at least eight weeks while he recovers from reconstruction surgery after hurting his leg, he said.

The main problem for Ivey is not necessarily accessibility on campus, but timing. He considers how exhausted he will be when traveling to class, he said.

Walking on the hills throughout campus is the most physically challenging part for Ivey, he said.

"Uphill is awful. Definitely. No matter what," Ivey said. "Downhill is awful for a different reason. I always feel like I'm going to fall, and so I take it way slower."

Ivey has been late to only one class, but thinks that all of his professors are accommodating. His chemistry professor went to extra lengths to accommodate him, Ivey said.

"[The professor] was trying to figure out where to put me or where I would be okay with being put, you know, so I wouldn't have to climb over people or anything like that," Ivey said. "They've all seemed to be pretty relaxed about it."

Ivey has used both the Center for Educational Access and Paratransit services, he said. He thinks Paratransit is more difficult to arrange because it requires calling and confirming transportation to class days in advance. It took him three weeks to finally arrange assistance.

UA officials provide aid to students with disabilities through Paratransit

and the CEA. Paratransit is a shuttle-bus system that is required under the Americans with Disabilities Act to help disabled persons get around Fayetteville, according to Transit and Parking. Paratransit also provides a shuttle for students to get to class by using streets throughout campus.

The Americans with Disabilities Act is a law that prohibits discrimination against individuals with disabilities in all areas of public life. The act's purpose is to ensure that those with disabilities have the same opportunities as everyone else. Title III of the Americans with Disabilities Act sets specific standards that public accommodations and commercial facilities, including universities, must follow.

The CEA transportation services are supplemental to Paratransit, and officials assist those with mobility issues by using golf carts to transport students with temporary and permanent disabilities, said Laura James, director of the CEA, in an email. Services are available Monday through Friday from 8:15 a.m. to 4:45 p.m. to classes and other academic-related events on the interior of campus.

"The only problem that I found with [the CEA] is they give you an extra five or 10 minutes past your time, but then they're gone and you have to call them back," Ivey said. "Which is difficult if I needed to stay after for anything or I took longer to get up, then I have to call them back."

Ivey feels bad for someone who is permanently disabled and has to deal with transportation and accessibility issues every day, he said. He thinks handicap entrances are out of the way and arranging help can be difficult.

UA officials are responsible for making sure the campus is handicap accessible and helping those with disabilities, whether that means renovating a building to make entrances easier to access or providing transportation for students to class, said Larry Smith, an architect with the university's

design services department.

Daniel Clairmont, director of engineering and construction for Facilities Management, makes sure that all construction projects on campus comply with the Americans with Disabilities Act. He addresses any accessibility problems in buildings at the UofA and deals with issues concerning restrooms, sidewalks, elevators and more.

"We actually have a kind of master study for the entire campus that identifies accessibility concerns," Clairmont said. "We're always looking at sidewalks and especially elevator access. We are doing the Pomfret dining edition, and that project actually adds an elevator into Pomfret so we have accessibility in that facility for residents."

During projects, Clairmont reviews plans for a construction site with contractors and one of his primary concerns is accessible routes, he said.

"If we do cut off [an accessible path], we have to have a way around it, but it's a very specific and detailed look," Clairmont said. "They might not always be the shortest route, but we always make sure that they comply, and they are accessible for anyone with disabilities."

UA policies match the Americans with Disabilities Act, but officials will try to expand on accessibility when possible, Smith said.

"We follow the guidelines and standards of the Americans with Disabilities Act," Smith said. "We kind of look at that as a minimum standard ... We'll try to help if they need help. I mean that's what we're here for."

In existing buildings, officials are required to remove barriers in buildings to accommodate those with disabilities, according to Title III of the Americans with Disabilities Act. This can include installing ramps, widening doors, creating designated parking spaces and more.

If a building is under construction or renovation, there must be an

accessible path of travel, according to Title III of the Americans with Disabilities Act. Paths of travel include ramps, sidewalks, floors, parking accesses and elevators. To be accessible, a path of travel must be a continuous and unobstructed way for people to access a building.

Smith recognizes that construction on campus makes traveling between classes more difficult for students, he said. Contractors are also aware of the issue and make sure there is still an accessible path, Smith said.

"There's more routes than just one," Smith said. "Sometimes it may go a long way around. Same way you do a car, you know, if you have to go around a construction

area. You just have to do it."

Contractors working on campus take student traffic into account, Smith said. Accessibility is important for everyone, especially with a large population of faculty and students, so they are conscious of fencing areas off and making new routes.

Ivey thinks one way to make things easier is to have ramps at main entrances because it takes more time to go around to another doorway for class. Despite mobility issues that he has faced, Ivey thinks the people aiding him are friendly, he said.

"The people are nice," Ivey said. "They're trying to help you. It's just difficult to actually get together."



Liz Green Staff Photographer

Freshman William Ivey walks out of Hotz Hall on Sept. 4. Ivey was injured after falling at a water park this summer.

Hollywood's depictions of America match expectations

continued from page 2

large houses and even larger food portions. He was not wrong, he said.

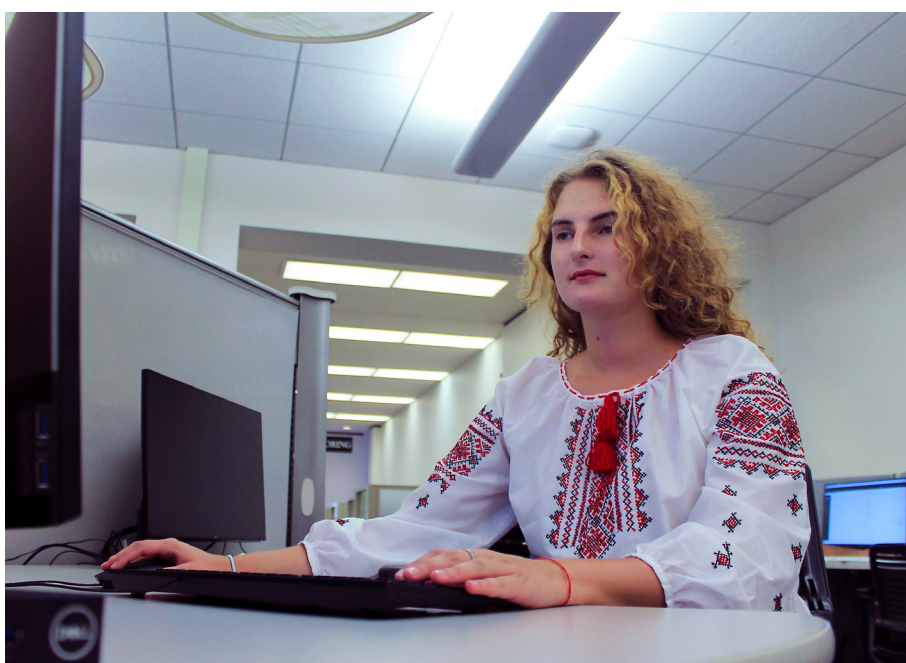
"The hardest thing to get used to here is the food. American food usually grilled, deep fried, and has lots of cheese," he said.

After graduation, Ong says that plans to return to Malaysia to work, mostly because he misses Malaysian food so much. Malaysian food is cooked by wok and is not heavy in fat,

contrary to American tradition. The majority of any given Malaysian meal is rice, he said.

Studying abroad is an experience that allows people to broaden their horizons and explore new cultures, Ong said. He recommends an international education to every college student that has the chance, he said.

Information about studying abroad and the UA international exchange can be found at the Office of Study Abroad and International Exchange on North Storer Avenue.



Liz Green Staff Photographer

Senior Anna Albert works in Mullins Library on Sept. 4. Albert is originally from Ukraine.



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Arkansas ranked most sexist state in U.S., students respond

Karen Sue McKenzie
Staff Reporter
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A study found Arkansas to be one of the most sexist states in the country, but some UA students feel that those attitudes are not reflected on campus.

Researchers found that a woman's birthplace and where she currently lives dictates wages, labor force participation and ages of marriage and childbearing, according to Kerwin Kofi Charles and his colleagues.

In Charles' study *The Effects of Sexism on American Women*, Arkansas received some of the highest levels of sexist attitudes after survey subjects responded to statements about gender issues.

Charles and his colleagues pulled eight of the most commonly asked questions from the General Social Survey (GSS) for their research. Statements such as "Women should take care of running their home and leave running the country up to men" and "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work" attempt to measure the prevalence of sexist attitudes in an area, according to the study.

Sophomore Reggan Parrish notices sexist attitudes on campus in passive ways, she said. For example, Parrish was familiar with New York Magazine's Jessica Roy's manslamming theory, which poses the question of whether men are more likely to

bump into people in crowded walkways than women.

Parrish tested this theory at the UofA by not moving out of the way of men walking toward her and ran into multiple men, she said. Women were more likely to move away, while many men refused to move, Roy said.

Junior Blair Carver has witnessed sexism on campus, but she does not think the report actually reflects Arkansas as a whole because it compartmentalizes sexist behaviors off of survey questions, she said. She thinks a more effective way to rank sexism by state would be immersion in southern culture, Carver said.

Emily Vanderford, sophomore and Chi Omega sorority member, has not experienced sexism in her sorority. Sororities empower women by connecting them, and the opportunity to make new friends is really uplifting, she said.

Senior Maya Black experienced sexism her junior year from another student while working on a group project where she was the only woman, she said. The male students undermined her opinions and did not accept the ideas that she contributed, she said.

Junior Blossom Amechi was appalled by one of the survey questions, which presents the idea that women should take care of running their homes and leave running the country up to men, she said. Amechi has never experienced any sexist attitudes on campus, but she thinks she may have never noticed it, she said.

Angie Maxwell, associate professor of political science, thinks that the statements in the study measure the prevalence of tradi-

tional gender roles in an area rather than sexist attitudes, she said.

Gov. Asa Hutchinson (R) signed into law a maternity-leave bill in 2017, which provides four weeks of paid maternity leave for state employees, according to a press release.

The UofA does not offer paid maternity leave.

Maxwell is a working mother and thinks that the UofA has been flexible even though paid maternity leave is not offered, she said.

"We need to do everything we can to stop the assumption that someone is home from eight to five," Maxwell said.

The UofA offers night classes and intersession courses that help mothers balance their workload, Maxwell said.

UA faculty are required to participate in a discriminatory harassment training within the first six months of employment, said Mark Rushing, assistant vice chancellor of University Relations, in an email.

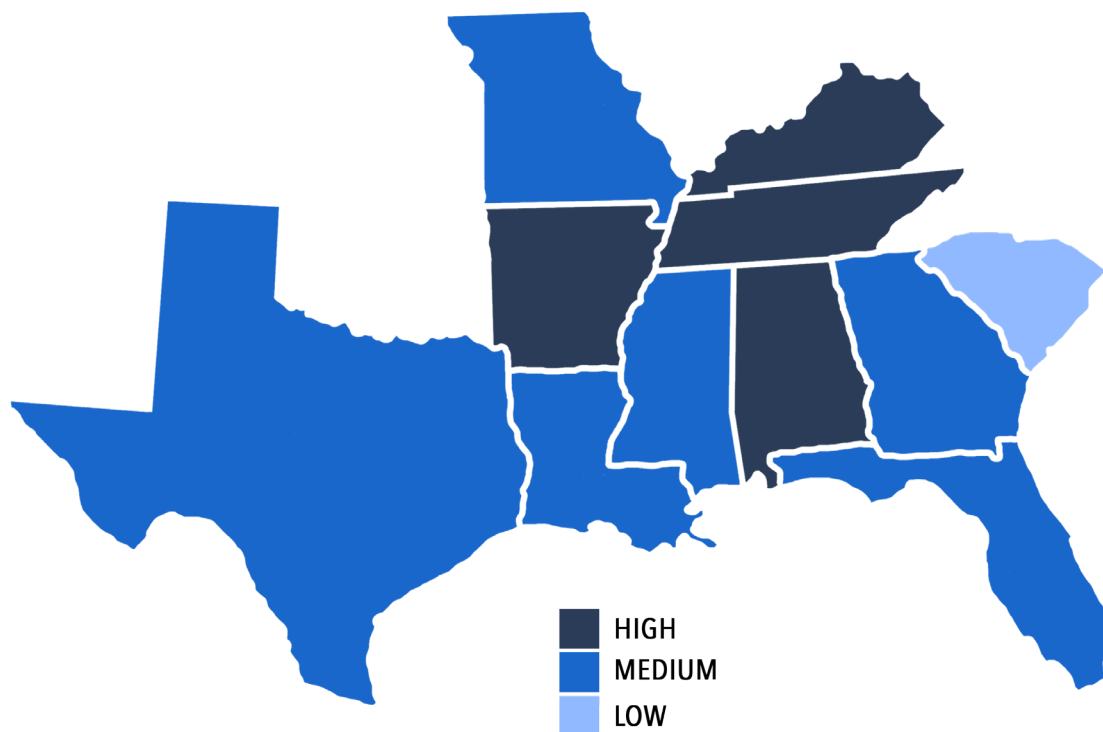
The U.S. Equal Employment Opportunity Commission enforces federal laws that make it illegal to discriminate and affirmative action is in practice to prevent discrimination on campus, according to the Fayetteville Policies and Procedures on

Non-Discrimination.

Other states that received high levels of sexism are Utah, Alabama, West Virginia, Kentucky and Tennessee, according to the report. Residents of New Hampshire, Alaska, Wyoming, Vermont, Colorado and Connecticut showed the lowest levels of sexism, but none are specifically lower than others because the average margin is very small.

Hawaii, Idaho, Nebraska, Nevada, New Mexico, and Maine are not included in Charles' research because his research team did not pull data from these states, according to the study.

SEXISM IN THE SOUTH



Kevin Snyder Photo Editor

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Students attempt to obtain citizenship status, face challenges

Brooke Bynum
Staff Reporter
@brookebynumBTB

Although U.S. citizenship applications are on the rise, the zero-tolerance policy has scared potential applicants into the shadows by separating families despite them not posing a danger to society, a UA instructor said.

Today's climate surrounding immigration has influenced some UA students and faculty members to consider seeking their citizenship. Applying for citizenship is a process that immigrants today are hastening to complete to avoid deportation under the Trump administration, said Zoe Naylor, UA political science instructor and lawyer.

"While [the zero-tolerance policy] has been increasing the number of citizenship applicants, it is scaring others into the shadows, ripping families apart when they are not dangerous to society," Naylor said.

The zero-tolerance policy calls for the prosecution of immigrants who illegally enter the U.S. Because of the policy, parents are separated from their children to be prosecuted while their children go into the custody of a sponsor.

Naylor thinks the zero-tol-

erance policy may cause labor shortages because of a decrease in the worker population, leading to innocent American children being separated from their parents, she said.

The UofA has 1,461 international students from 120 countries as of fall 2017, according to UA International Students and Scholars website.

Naylor first came to the U.S. with her family from Sydney when her dad's employment provided them green cards in 2003. While green cards allow for permanent residence, they must be renewed every 10 years. Eligibility for a green card is dependent on a familial connection or employment in the U.S. or special immigration status. With a green card, foreign nationals cannot leave the country for six months, and are at risk to lose it at any time, Naylor said.

Georgia Carmody, a freshman international student from Australia received her citizenship in the U.S. two years ago while being a citizen of Australia. Carmody was able to do this because her dad is a U.S. citizen, and this meets the family green card eligibility requirement of being an unmarried child of a U.S. citizen under 21 years of age, Carmody said.

Other reasons for eligibility

include being a refugee, asylee, human trafficking victim, crime victim, victim of abuse, having resided in the U.S. before 1972 or other reasons approved by the Department of State, according to the U.S. Citizen Immigration Services website.

Naylor became a dual citizen of Australia and the U.S. in 2013 so she could move freely between the U.S. and Australia to visit her family and vote in the U.S. elections, she said.

Senior Ana Moradel is in the process of obtaining her citizenship along with her entire family. One of the main reasons her parents decided to apply for citizenship instead of renewing their green card was because of the recent zero-tolerance policy instituted in October 2017 under President Donald Trump's administration, Moradel said.

"Even if you're not a citizen, it doesn't mean you're any less than. We are all human," Moradel said.

The Moradels are from San Pedro Sula, Honduras, and have lived in Springdale for the past eight years. In Ana's case, Honduras will allow for her and her family to retain their citizenship there, too. For her, becoming a U.S. citizen means greater opportunities for scholarships and career as-

pects. She has a better sense of security knowing she will soon be a citizen of the U.S., Moradel said.

"You can be anything you want in America, but there are a lot of economic and dangerous setbacks in Honduras," Moradel said.

The fear of deportation is what prompted Moradel and her family to pursue citizenship when they did, she said.

"I would like to feel like the U.S. is not my temporary home but that it is my home," Moradel said.

The first step in applying for citizenship is filling out the N400 application for naturalization from the U.S. Citizen and Immigration Services. This application asks for personal history information and two passport-style photos. Next, the applicant will likely need to schedule a biometrics appointment for the U.S. Citizen Immigration Services to collect the applicant's fingerprints, photos and signature. The third step is an interview with U.S. Citizen Immigration Services. After this there is a naturalization test, which usually involves an English and civics test. The test can also be taken in Spanish. To finalize an applicant's citizenship, they must take the Oath of Allegiance, according to the U.S.

Citizen Immigration Services.

"The U.S. Citizen Immigration Services are looking more closely at citizenship applications and are keeping a close eye on applicants' criminal records," Naylor said. "Fraud is one of the main reasons citizenship applications are denied."

Applicants must be a permanent resident for three-to-five years before they are eligible to fill out the N400 form, which is one of the first steps in applying. The next step is going to an U.S. Citizen Immigration Services office. Applicants' fingerprints are run through an FBI database at the office, Naylor said.

If the applicants are still eligible, they are contacted five months later by an U.S. Citizen Immigration Services office and interviewed before completing a reading, writing and civics test. After passing these tests, there is a swearing-in ceremony at a local courthouse where new citizens take the Oath of Allegiance, Naylor said.

The citizenship process is handled the same in Arkansas as it is in every state, but some states may take longer to file applications and schedule procedures, depending on population size, Naylor said.

Iranian students discuss international problems, local attitudes

Grant Lancaster
Campus News Editor
@grantlan14

Although tensions between the U.S. and Iranian governments are high, Iranian students and faculty at the UofA have had mostly positive experiences with American students.

President Donald Trump withdrew the U.S. from the Joint Comprehensive Plan of Action, also known as the Iran nuclear deal, May 8. The plan required Iran to reduce its stockpiles of uranium to prevent the country from producing nuclear weapons. Trump went on to restore economic sanctions on Iran on Aug. 6, banning transactions with the country.

Doctoral student Kaveh Bassiri shared a glimpse at what life is like in Iran's capital Tehran after the sanctions during a panel Aug. 30. Bassiri was born in California and grew up in the U.S. with Iranian parents but visits Iran frequently, he said.

In Iran, the U.S. dollar has almost tripled in value since the U.S. government imposed sanctions that make medicines extremely expensive if they are available at all, Bassiri said.

The Iranian government has tightened restrictions because of the internal instability, stifling democratic and women's rights activists, Bassiri said.

Shirin Saeidi, an assistant professor of political science, spoke at the panel about her thoughts on the sanctions the U.S. imposed on Iran, which she thinks have not only soured Americans' opinion of Iranians but have also hindered women's rights movements in the country, she said.

The panelists and audience members also discussed American attitudes toward Iranian immigrants and Iran in general.

Saeidi, who was born in Virginia to Iranian parents. She thinks that the solution to tension between Americans and

Iranian immigrants lies in education and communication, she said.

"The struggle is to continue finding like-minded people and keeping lines of communication open," Saeidi said.

Sophomore Pouria Taghavi thinks it is very important to separate the U.S. government from the American people, he said.

Taghavi was born in Iran but went to school in Northern Ireland before transferring to the UofA this year.

Taghavi thinks most of the Americans that he has interacted with have been far more curious about him and his culture than they have been hostile toward him, he said. He sees many Iranians in the U.S. who choose to wear hijabs because of their religious beliefs, but he has never seen Americans react badly toward them.

Parham Poulansanj, a volunteer with the Iranian Student Organization, has never struggled with overt racism in Northwest Arkansas, he said. His wife does not wear a hijab, so the two of them look less like foreigners, he said.

Tehran-born, Poulansanj came to the U.S. in 2015 with his wife when she began her master's program at the UofA, he said.

Poulansanj applied to join the master's program at the UofA but has not been admitted yet, he said. Many young Iranians come to the U.S. to study in graduate programs because there are more opportunities for them in the U.S., Poulansanj said.

The Iranian Student Organization is approximately seven years old, Poulansanj said. The group's main purpose is to share Iranian culture and break stereotypes about Iran.

The biggest problems for Iranian immigrants are similar to the ones immigrants from other countries might face, Poulansanj said.

Many Iranians are unable to go back to their home country because of restrictions on travel to Iran, Poulansanj said. Others have difficulty renewing their visas even if they have been in the U.S. for three or four years.

"We don't know if we can go back to our country to visit our family and still get back," Poulansanj said.

Even within the U.S., financial troubles can make everyday life difficult for immigrants, Poulansanj said.

Poulansanj's bank has required him to provide legal proof of his residency seven different times, he said. If he did not provide it each time, they would freeze his account.

"Most of the time we have a lot of stress," Poulansanj said.

Despite the tension between the two countries, Taghavi enjoys being in America, he said.

"If I were told by the government to leave this country right now, I seriously would be so upset with the things that I could have achieved," Taghavi said.

Taghavi thinks that spreading knowledge and education about different cultures is the solution to living peacefully, he said. In his experience, he thinks that people can find common ground when they interact and talk together.

"I love interaction no matter who it is, even if they don't like me," Taghavi said.

Poulansanj thinks the number of eager and involved students at the Iran 360 panel is encouraging, he said.



Grant Lancaster Campus News Editor
Sophomore Pouria Taghavi takes a break outside Vol Walker Hall on Sept. 3.

Approved animals provide emotional support for students

Holly Mitchell
Staff Reporter
@hollsmm

Although he doesn't seem like it with his button-like nose and a skip in his step, a small fluffy white dog has a massive responsibility resting on his shoulders.

Taz is a 6-year-old Yorkie-Pomeranian mix who enjoys walks, being scratched behind the ears and dog treats. He also helps his owner, senior Maya Black, with anxiety and depression as a certified emotional support animal.

Maya Black met the family dog, Taz, in 2012. Back then, he wasn't a therapy animal but an attentive family pet. It wasn't until May of last year when Black was diagnosed with major depression that Taz took on a larger role and became a therapy animal certified by the ESA Registration of America, Black said.

Taz mostly helps her if she falls into a depressive state by motivating her, Black said.

"He just sits with me and just lays there and will try to get my attention," Black said with a smile.

"He also wakes me up if I'm sleeping too long."

An emotional support animal is different than a service animal. Unlike service animals, which have specific tasks they perform, emotional support animals bring emotional stability and comfort to their owners. Emotional support animals can also be any type of animal, and a lot of the time, registered emotional support animals are animals that people have already, Black said.

Students who require service or emotional support animals

may look to the Center for Educational Access, a service on campus that assists students with disabilities that may hinder their experience on campus. The CEA provides accommodations ranging from assistive technology to support with service and emotional support animals.

The CEA does not require students to register their service animals in compliance with the Americans With Disabilities Act, said Laura James, the director of the CEA. Established in 1990, the ADA is a civil rights law aimed to protect disabled people from discrimination in all public places such as schools, places of work and public transit. Under this act, public places must provide accommodations for those disabilities and are prohibited from neglecting people's welfare based on their disability.

"Service animals may be trained to perform a wide variety of tasks for a wide variety of limitations," James said. "Service animals allow the student with the disability to fully participate in courses, programs and services on campus."

Often these tasks are related to giving a person medication or to notice signs of a medical emergency, such as an epileptic seizure. Emotional support animals are not protected under the ADA, thus are handled differently with the CEA, James said.

"Emotional support animals, which are not limited to just dogs, may be a reasonable housing accommodation for students with a disability," James said. "Emotional support animals provide therapeutic benefit and support to students with psychiatric conditions or other qualifying conditions."

Students must provide documentation and submit a request for emotional support pets through the CEA's housing accommodation process.

"Identifying reasonable accommodations for students with disabilities is an interactive process between the student, the CEA and campus officials with the providing the university's programs, services and activities," James said.

Sophomore Mariah Rincon has seen service animals in several of her classes, and all of the animals she has seen are very well behaved. She knows not to approach them when they're working, she said.

"They're there to do a job and be a service for their owner," Rincon said.

Although Black does not live on campus, she receives accommodations at her apartment complex and does not have to pay a pet deposit like she would if Taz was not an emotional support animal, she said.

Black can also fly with him on airplanes, and Taz won't need to go into the luggage area like a normal dog. She is also permitted to take him with her to certain establishments that allow emotional support animals, like movie theatres and TJ Maxx. He is not permitted everywhere though, because he is not a service animal, and she tries not to bring him into grocery stores and restaurants, she said.

Although owners of service animals aren't required to register, the CEA can offer assistance to them, James said.

"The CEA staff are happy to educate and offer service animal guidelines," James said. "Occasionally a student with a service



Sadie Rucker Staff Photographer

Senior Maya Black plays with her emotional support dog, Taz, at the Greek Theater Sept. 4.

animal may encounter a person unfamiliar with the service animal guidelines. If we are made of aware of this type of situation, we reach out to the individual or group to relay the guidelines and resolve the matter."

The CEA is available to any student on campus with a documented disability, including anxiety and depression. In addition to

serving as a medium between students and teachers, the CEA gives students extended time for exams, housing needs such as single rooms or accessible bathrooms, and tools such as voice-to-text software, James said.

Students interested in seeking out the CEA accommodations may visit room 209 of the Arkansas Union or visit their website at

Non-religious students open up about life in the Bible Belt

Halie Brown
Lifestyles Editor
@halieeliza

He wasn't shouted down in the streets in his religious small town for his lack of faith, nor was he stopped in the hallways of his schools. He wasn't treated drastically different from before his peers learned he was non-religious. There weren't any radical changes since he began identifying as an atheist, but there was still a difference.

Passive aggressive sticky notes began to appear in the pages of his book, *The God Delusion* by Richard Dawkins, with the verse John 3:16 imprinted on them. Carefully, he would peel them off, always slightly amused but never annoyed. It was just another day for him.

At the UofA though, senior Logan Brown has found students are generally more accepting than his hometown. On some occasions though, when he is approached by other students when they learn about his lack of faith, will ask him to attend their church services, but the UofA in general is more tolerant of his beliefs, he said.

Brown is an atheist. He was raised in a Methodist family from a small town in Texas, where a church was only a stone-throw away.

Brown and many of his non-religious friends prefer to use the term non-religious because of the stigma behind atheism, with atheists being firebrands that shout their beliefs in the street, he said. He and his other non-

religious friends are just normal people and are respectful of other people's beliefs, he said.

He hasn't always been non-religious, and at one point, he even called himself extremely religious. So much so that when he was in middle school, he wanted to become a priest. But there was something always nagging him in the back of his mind, Brown said.

"There was always the issue of science versus religion," Brown said.

What he learned from his textbooks and the literal interpretation of the Bible clashed. While he could use other interpretations to explain natural phenomena, that wasn't enough for him, he said.

"I decided in my mind I was going to be a guy to collate the two, and figure out it all because, 'Of course, they have to match,'" Brown said. "And what I found out over the course of time trying to do that was they just didn't."

His faith then began to taper off, and at one point, when he was asked about his faith, he came to the realization that he was non-religious, he said.

Senior Jesse Blanchard was never truly religious, and his lack of faith solidified once he realized how many different religions there were and how they conflicted with each other, he said. He is from Prairie Grove, Arkansas, a town that is very religious, he said.

"It's one of those school districts with a church on every corner," Blanchard said with a chuckle. "I can't count the num-

ber of Bibles I was gifted."

Arkansas is located below the Bible Belt, an area chiefly in the Southern U.S. where the majority of religious adults are practicing Christians, according to Merriam-Webster.

Sixty-two percent of adults in the South have said that religion is very important, and 71 percent of adults in the South have said they are absolutely certain in their belief of God, according to a religious landscape study by Pew Research.

"In the Bible Belt, you're supposed to be religious, you're supposed to go to church every Sunday, you're supposed to be involved in [religious] groups, and I skipped all of that," Blanchard said.

Religion is important in Arkansas mainly due to how it was taught from generation to generation, and there is a strong emphasis for children to listen to their parents, Blanchard said.

"It's traditional, a lot of younger children are told from a very young age, 'If you don't do what I do, you're wrong,'" Blanchard said.

Senior Annelise Zaring is a Christian from Colorado, where she was raised by a Christian family outside the Bible Belt.

"I think in the Bible Belt, there is more of a cultural Christianity than a genuine belief in the Gospel," Zaring said. "I hear a lot of stories of people who are turned off by maybe some people who claim to be Christian, but don't really follow through with what the Bible says."

Although the UofA is in a re-

ligious and conservative state, it seems to have a different culture, Brown said.

In his hometown, if he said he did not believe in God, there would be a big reaction, whereas at the UofA, similar to his experience in high school, most students wouldn't care and would move on, Brown said.

Sometimes people approach Brown and attempt to talk to him or convert him after he mentions he's non-religious, Brown said.

"There are people that like to talk about it and try to get you onto their side," Brown said. "And that's fine. Sometimes I would agree if I had free time. I don't take it as a big offense."



Bridge Biniakewitz Staff Photographer

UA senior Logan Brown holds a notebook with a Bible regency that was left by one of his friends Sep. 4.

Soccer roster filled with national, international talent

Brandon Davis
Staff Reporter
@brandondavis19

Athletes from the UofA come from all across the country and sometimes from different parts of the world, but being able to call themselves Razorbacks is what ties them together.

The Arkansas soccer team only has two players who call the Natural State home this season. The other 28 players came to the UofA from different backgrounds.

Redshirt sophomore goalkeeper Taylor Beitz comes to Arkansas from Cornwall, Ontario, Canada. Beitz is one of two players from outside the U.S., the other being freshman defender Kolbrun Eyjolfsson from Reykjavik, Iceland. For Beitz, she fell in love with what Arkansas had to offer, she said.

"I chose Arkansas because of the great opportunities it had to offer," Beitz said, "from the beautiful campus, to the great academics, as well as being able to play in the top conference in the country and compete at an elite level. The team and coaching staff are top class, and they truly push you beyond your comfort zone. I think it was a great decision to transfer here."

Beitz came to the UofA from the University of Minnesota after her freshman year. During the Southeastern Conference tournament semifinals against Vanderbilt last season, she made one save during penalty shootouts. Because of the spike in

enrollment from Texas over the past few years, Texans are dominating the Razorback pitch this season.

Junior midfielder Stefani Doyle is one of 11 players from Texas. She decided to move northeast because of how much love there is for the Hogs, she said.

"I chose Arkansas because of the huge supportive atmosphere that is based around the Razorbacks," Doyle said. "Everyone in the state roots for the Hogs, and it's cool to be a part of that. Also, the academic and athletic programs that are provided here are amazing, and I feel like I'll be prepared for the real world when I leave the UofA."

Doyle made her mark known during her past two seasons. During her freshman season, she was named to the SEC All-Freshman Team, was named SEC Freshman of the Week, SEC Offensive Player of the Week and ranked No. 14 on TopDrawerSoccer.com's Women Freshman Top 100 list. Last season, Doyle scored five goals, including one against No. 1 Penn State and the only Arkansas goal in the team's matchup with North Carolina State in the NCAA tournament.

Razorback head coach Colby Hale doesn't care where his players come from. He recruits players who are best in their position and will make the team the best it can be, he said.

"We ask ourselves every year: What are we losing? What do we need to replace? How will they fit with the rest of the team? How will they help us win?" Hale said. "All those things factor in when we go out recruiting. Some years, a lot of those players we need may play

for the same club or the same high school. If they all fit into what our program is and strives to be, then they will make great Razorbacks and make our team better in the coming years."

Even with the long distance from home for most of the players, Beitz has been able to adjust into the Razorback family, she said.

"It definitely was an adjustment to be so far away from home, but over time it got easier," Beitz said. "I learned very quickly that this is now my new home. The girls made me feel so welcome that the homesickness didn't last too long. But definitely homesickness and only being able to see my family for two months out of the whole year was the biggest challenge."

Although Doyle is not the only one from Texas, her entire team makes her feel like part of the unit, she said.

"The team has played a major role in helping me adjust to Arkansas," Doyle said. "Since my freshman year they have provided me with support and friendships that will last forever."

Whether you are from Arkansas, Texas or even Canada, once you are at Razorback Field, you are one family, Hale said.

"I think once you get here, it's a level playing field," Hale said. "We're all Razorbacks once we're on campus and playing as a team. Everyone has a place where they come from that defines them, but college is something that really helps you become who you're going to be the rest of your life. I think the players know that. This is a defining time in their lives, and it's all about making the best of it and having fun."



Morgan Strickland Staff Photographer
Junior Stefani Doyle sprints to save the ball as it heads out of bounds in the Razorbacks' defensive end Aug. 31.

Commentary

Athlete worship hurts all parties involved

Seth Campbell
Staff Columnist
@sethcampbell5

Scandals sell. Don't believe me? Turn on the TV. The first weekend of college football is the one weekend all year long that college football is king. College football games receive no competition from the professionals, and people are so hungry for meaningful football games that anyone remotely interested in the sport usually tunes in for at least one game. These games are also played over five days on Labor Day weekend allowing people to watch a game almost anytime during the holiday.

That being said, if you tuned in to ESPN's First Take on Aug. 30, the day college football kicked off, you would have seen Stephen A. Smith talking about LeBron James and his recent comments about race in America. ESPN does this because they know that scandals or polarizing comments bring in viewers. The problem is that once a particular issue has been covered, the media normally forgets about it.

Just think about the scandals in college athletics that have happened since 2010: Penn State University and Jerry Sandusky, Ole Miss paying football players, Baylor's football program covering up its players raping female students and the most recent: Ohio State University and Urban Meyer. These are just the wrongdoings I could think of off the top of my head. Most of these issues are covered and then forgotten. It's time for this to change.

Ohio State University put Urban Meyer on administrative leave Aug. 1 while the university looked into a claim that Meyer employed Zach Smith, a former coach, even though Meyer knew that Smith was beating his wife. After the investigation, Ohio State suspended Meyer for the first three games of the season.

This was significant breaking news on every channel. Everybody in the media had an opinion. Was the punishment harsh enough? Did Ohio State do the right thing by keeping Meyer? Was the university's investigation thorough and truth-

seeking? It seemed like everyone in the media had an opinion on Meyer, but whatever opinion they had didn't matter because everybody was talking about it for the time being.

Meyer will be in the headlines for a moment. Everybody will watch when he takes the field on Sept. 22 against Tulane. If his team is successful this year, then maybe the story will be brought up as the Buckeyes advance to the college football playoff. But what about next year or the year after that? Unless Meyer messes up again, this will be just another bump in the road for arguably the second-best coach in college football right now.

How can people stop the cycle so there isn't another Ohio State incident or Penn State scandal or Baylor rape scenario? The answer is simple: Stop worshipping people as idols. People are people. People make mistakes, but if society keeps elevating them to superhero status, then they will believe they can get away with anything.

Meyer is just a man. As the adage goes, he puts his pants on one leg at a time just like you. Meyer is a great football coach and he is one of only three active head coaches to beat Alabama coach Nick Saban more than once — the other two are Mark Richt from the University of Miami and Gus Malzahn from Auburn, but being a great coach doesn't make you a great person.

The public knows so little about public figures like college athletes or head coaches. Even the media doesn't have much insight into the private lives of these people. The public knows only what the coach or public relations head wants us to know.

Superheroes only exist in comic books and on the silver screen. That doesn't mean that there aren't people who do amazing things everyday — first responders, soldiers and police officers all put their lives on the line to protect us. That's pretty heroic.

Sports are great. I spend most of my time engulfed in something about sports, but before society makes an athlete a god, think about what you truly know about that person and the ramifications of making a man feel like he's invincible.

Upcoming Events





SEPTEMBER 26 | 5 Seconds of Summer
with The Aces

SEPTEMBER 27 | Needtobreathe
with Johnnyswim and The Rocketboys

OCTOBER 3 | ODESZA
with Jai Wolf and EVAN GIAA

OCTOBER 13 | Harry Potter and the Chamber of Secrets In Concert
featuring members of SoNA

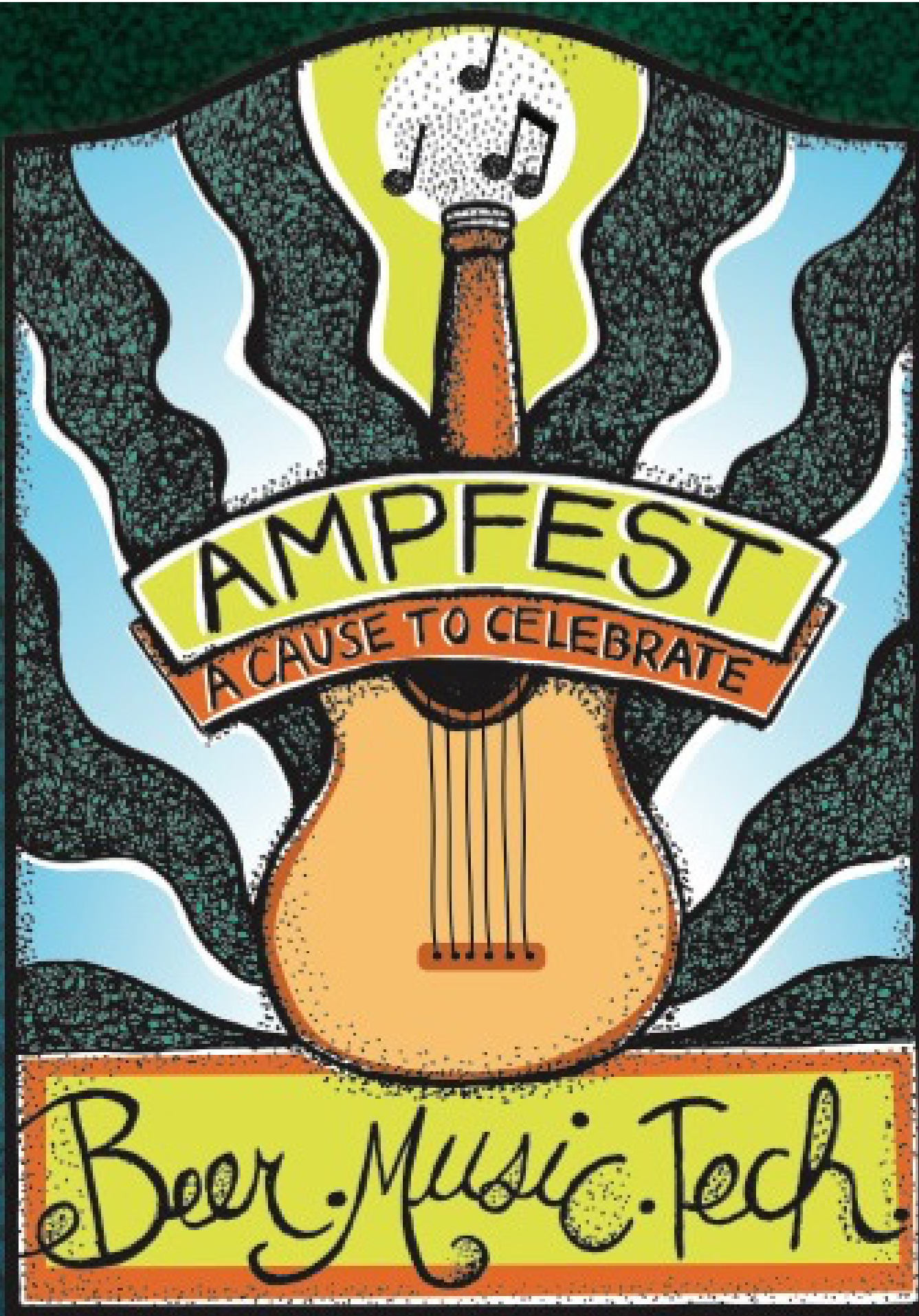





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