

CEHD Inclusion and Diversity

November/December IDC Information

ODI Update on Hosting Equity, Inclusion and Diversity Workshops and Events

The WMU Office of Diversity and Inclusion (ODI) shared with the ODI Steering Committee on October 16, 2020 that WMU is reviewing the Executive Order signed September 22, 2020 banning federal contractors from offering racial sensitivity training that addresses topics such as white privilege, systemic racism, intersectionality, and critical race theory. ODI, WMU Legal, and the Office of Institutional Equity (OIE), to provide guidance to the campus community and requested that any workshops or trainings (anything not related to course instruction), is vetted by OIE. More information to come. Please direct questions to OIE:

<https://wmich.edu/equity>

CEHD IDC Guidance for Equity, Inclusion, and Diversity for Leaders, Faculty, and Staff

The CEHD IDC upon request from Dean Li, provided guidance to the CEHD Administrative Council to assist with beginning conversations about auditing curriculum and practice. We acknowledge that everyone is at a different place in regards to becoming effective multicultural educators and practitioners but also acknowledge to align with the CEHD and WMU Mission and Vision statements, and to best serve all students, passivity in creating equitable and inclusive learning and working spaces is no longer acceptable.

This edition of the newsletter is a compilation of different CEHD student, staff, and faculty contributions about leadership and equity, inclusion, and diversity.

Our guidance for chairs and directors includes suggestions to support conversations with faculty and staff, and recommends that to do this work with fidelity and align with research, additional resources and supports are needed for systemic change.

We encourage everyone to start thinking about where and how equity, inclusion, and diversity appear in curriculum, procedures, and practice throughout one's work in the CEHD. Please work with your department chair or director to review the full recommendations and review the information below to become familiar with campus expectations.

CEHD IDC Phase One Recommendations - Fall 2020

The purpose of this phase is **to begin conversations and generate awareness that work done on behalf of the CEHD align with the expectations below.** This guidance is designed to start an ongoing process to achieve these ideals. This article can assist in framing conversations:

<https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird>

1. The CEHD's Overarching Commitment for all 2020-21 Initiatives: "To cultivate a culture of equity and inclusion that is respectful of different perspectives, ideas, thoughts, and people"

2. The CEHD mission, vision, and goals: <https://wmich.edu/education/about/mission>

3. The CEHD IDC Equity and Inclusion Statement:

<https://wmich.edu/education/about/committees/diversitycommittee>

4. The University's Gold Standard 2020 Plan, with specific intention to this area and goal:

Inclusive Excellence and Equity Goal #4: Promote a diverse, equitable, and inclusive University culture to ensure social sustainability and accessibility:

<https://wmich.edu/sites/default/files/attachments/u656/2016/The%20Gold%20Standard%2020.pdf>

5. The University's 2006 - current Diversity and Multiculturalism Action Plan (DMAP), that is likely to be revised upon completion of the current campus climate survey:

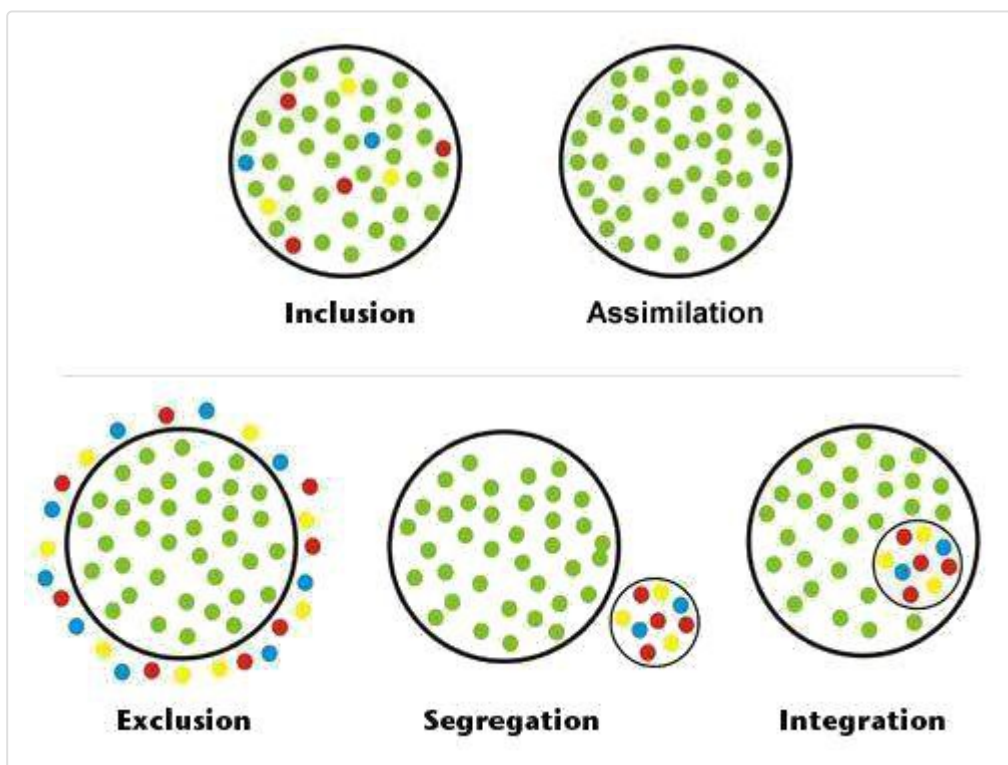
<https://wmich.edu/sites/default/files/attachments/u249/2015/DMAP%20updated%20logo%2010.12.15.pdf>

6. Alignment with discipline/field specific ethics, standards, and accreditation – varies for each department and program, work within programs to determine metrics.

The CEHD IDC is committed to assisting where and when able to promote activities and initiatives in the areas of diversity, equity, and inclusion but **to truly fulfill the above, ongoing contributions and actions by all (including guidance from the university and outside consultants), is necessary.**

The graphic below is from: Think Inclusive 2017, retrieved from:

<http://thinkinclusive.us/inclusion-exclusion-segregation-integration-different/>



Student Perspectives compiled and submitted by Harmony Durden and Elijah Lewis, CEHD Students

Students Are Your Customers and We Are Not Satisfied!

When you are in an establishment after receiving terrible service, what is the first thing you do...DEMAND TO SPEAK TO THE MANAGER! When the manager finally comes from the back room, you begin to rant about how things could be better and how you feel mistreated, misled, misguided, judged, disrespected, etc. The same thing can be said about Western Michigan University in certain areas. Students are the high paying customers, and management the leadership within university departments and student organizations.

We, as students are the money makers for university, one of the main sources of earned income for Western's annual budget. Even after we graduate or leave the university, we still receive calls to donate as Alumni. With our large investment into the continuing operation of this university, one would think that they (university leadership), would put us high paying customers first or at least follow the same retail policies of customers always being right. Right?

The basis of our issues of needing to speak with the "manager" is leadership within this institution at all levels and how they are handling equity, access, and inclusion. For an institution dependent on students and a continued decline in enrollment, one would hope leadership would make it financially accessible for all. It is as if the message many of us receive is, that the university does not want our business. But what we know is really being said to some of us is.....we are not your type of customers.

WMU's customers consist of students working multiple jobs, many first-generation in college and for some first-generation to this country, parents trying to pull double duty, students lacking stable and adequate housing and food, students with mental health issues, students with disabilities, university employees taking classes, and many other identities. We should be part of your target market! Instead, the valued and targeted customers are the ones that the university invests in building new dorm rooms for (that cost so much it will be inaccessible to committed and loyal customers like the ones mentioned above), or building another dining center. WMU could instead invest in **all** students (through services and activities), or addressing the affordability of housing for students so they will not be homeless.

We hear that this university is "focused on students" but what many of us see and experience is different. What we see is a continued lack of support and effort towards equity and inclusion, and vague policies that will allow people to get away with not being held accountable for their actions. This allows for finger pointing and blame instead of taking ownership of one's actions, learning from them, and making improvements. We see the budget cuts made towards academics, and ask, "who suffers from that?" Not just faculty or the staff who have to do more with less, but the students who paid good money to receive a quality education. But apparently, it's okay to cut corners.

The George Floyd movement showcased another incident in which people of color are continuing to be treated unfairly, continuing to be oppressed, and harmed from systems founded on white supremacy. People at the university put out "call to action" statements in solidarity with the cause, yet the university does not put monetary investment or provide any support to drive meaningful change. For example, departments dedicated to diversity are always minimally staffed and under funded, and the equity and inclusion committees within the colleges are comprised of faculty and staff working on yet another committee unpaid and with little support and acknowledgement of the work.

Leadership is not addressing WMU's historically biased systems of oppression but perpetuating it. Due to the lack of accountability within the higher education, these issues have leaked into leadership within the RSO's (Registered Student Organizations) on campus. As a WMU student, we hear how Western Michigan is a "clicky" university, this statement has never been more true. If someone is not in a group of special interest or in a Greek letter organization of any kind, finding friends or a place on campus can be almost impossible, especially for students who are considered non-traditional. All should ask, "How do we create a better culture for everyone?"

Leadership shapes what is valued through what is funded and recognized, but everyone, including students, maintain a culture of inequity and inclusion. For example, RSO's that receive compensation for leadership positions and have more oversight by WMU employees, have allowed for unrecognized and recognized internal biases about others that are often overtly clear, go unchecked.

What some people fail to realize is RSO's are supposed to be clubs for people with specific interests and provide opportunities to meet others that have the same interest as their own. We wonder when students joining extracurricular groups and activities turned into a "Lord of the Flies" movement? We recommend that student leaders, along with their selected or voted e-board members, be trained and learn how to encode and decode other students to make being in the organization worth their while, including tips on how to run a successful diversity-friendly community. This would hold organizations accountable and lessen the excuses as to why students are still feeling left out and/or not fully respected. Every ethnic group and individual within a group, communicates differently. Those who are actual leaders should understand this as well as respect it, but oftentimes do not. We cannot expect students to know how to do what is not modeled for them. We further recommend student groups elect individuals based on their passion, drive, experience and vision for the group, not because he/she/they (other pronouns), are friends of a member on the e-board, or because they look like or are culturally perceived as "too opinionated and not the best fit for this position" - again, we cannot expect students to know how to do this without appropriate training and modeling by university employees.

Returning to our scenario of demanding to see the manager of a store after unsatisfactory service or experience, and done explaining, ranting, or as managers sometime see it, complaining, about how your overall experience and expressing that you are considering never coming back, there is often a pause before you leave. The manager takes a deep breath, asks you a couple of questions to make sure they understand, and then a solution is given. As students, we are not asking for overnight changes; in fact, we are not necessarily asking for an

explanation. We are asking for strategic and meaningful systemic changes that permeate throughout all areas of the university.

What we would like to see from students, faculty, and staff is more accountability in general by holding ourselves and counterparts accountable for what the many statements and policies promote. We are asking for transparency. Ownership. Honest people admitting when errors are made and finding the best possible solutions. Many say from their own mouth, "We want to be inclusive and we want everyone to feel like Western Michigan University is a safe haven for all students, but when the first issue arises, it almost seems that everyone scatters, and no one can be found. And this folks, is what needs to change. We are striving to be proactive and not reactive, encouraging those who have yet to make up their minds if they are committed to their actions matching their words decide if WMU is the right place for them to learn or work, and asking that leadership uphold at all costs, protection and opportunity for ALL students.

TLES Anti-Bias Anti-Racist Team Inclusivity Statement Guidance submitted by Dr. Regena Nelson, TLES Chair

Inclusivity Statements

The Teacher Education Anti- Bias, Anti-Racism (ABAR) Leadership team was formed to fully integrate ABAR content throughout WMU's teacher education program to ensure that our teacher candidates are prepared to work effectively in culturally diverse school settings.

The ABAR members are charged with leading course reviews and revisions in their program areas to fully implement an ABAR scope and sequence. The goal is to ensure ABAR topics are embedded in every class as it pertains to the course content. Faculty are aware that our students are at various levels of readiness to receive ABAR content based on past experiences and their cultural backgrounds. To set the expectations for how students will treat each other during discussions about race, class, gender and sexual orientation, ABAR members are adding inclusivity statements in their syllabi.

An inclusivity statements has the following components.

- Instructor's belief statement about inclusivity that explains that students in this class will be treated with civility, kindness, respect, and compassion.
- A list of all the groups/identities that are welcome in this learning community or state that all people, regardless of groups/identities are welcome in this learning community.
- A description of what welcoming actions and behaviors look like in your class.
- An expectation that all students will actively engage in deconstructing ideas and beliefs about race, class, gender and sexual orientation as part of the learning process.
- A closing that expresses gratitude, encouragement, support, or appreciation for their willingness to further their development in this area.

When instructors present their inclusivity statements, they will ask their students to honor this agreement and hold each other accountable.

Featured Student Research: Schools' Civil Rights Obligations to English Learners: Leadership Perceptions on Key Issues submitted by: Pam Schwallier, ELRT Doctoral Candidate

CEHD IDC ELRT Representative, Dr. LaSonja Roberts, reached out to current ELRT doctoral candidate, Pam Schwallier, to share her research. The CEHD IDC wants to provide opportunities for our students to showcase their work related to equity, inclusion, and diversity. Please review submission dates and contact your CEHD IDC representative for consideration in a future CEHD IDC newsletter.

The recorded presentation:

https://us02web.zoom.us/rec/play/W0GIIIkx19aH9TpaWWITMsTY0bQSagHHd_nEkMqS0-9Uj3m2MDroY_u1255nCuC1y16degIJo7dzEV.HHmRgj9ceuw08YND?continueMode=true

The presentation slides:

<https://docs.google.com/presentation/d/1FJImwPMaK7GajewWpA-YTDzKqPu-FA3OkpdonuglIXk/edit>

The presentation handout:

<https://drive.google.com/file/d/1O2izQ5RGvCBZERWw1KRmZUTiHmU3KSS3/view>

We Need Your Input and Feedback

The CEHD IDC is here to support inclusion and diversity in the college but to do this, we need your input and your participation. Please share ideas, concerns and suggestions with your IDC Representative or use the online comment form:

<https://wmich.edu/education/diversitycommittee-comment>

We understand that as a committee and college, the breadth and depth of our work is limited by resources and the ability to enact systemic changes necessary to dismantle current systems but are committed to doing what we can, where we can, when we can to demonstrate equity and inclusion.

Please submit news, events and content for consideration for future CEHD IDC publications:

For the January/February Newsletter - submit to your IDC Rep by December 15

For the March/April Newsletter - submit to your IDC Rep by February 15

CEHD IDC 2020-21 Representatives

Harmony Durden - Masters Level Student Representative

Bright Egwim - Doctoral Level Student Representative

Lori Farrer - TLES Representative

Angel Gullon-Rivera - FCS Representative

Elijah Lewis - Undergraduate Student Representative

Nicole Lockwood-Womack - Staff Member At-Large, Office of Teacher and Administrator Cert.

Nateya Moore - TRIO/Student Success Representative

Selena Protacio - SPLS Representative

LaSonja Roberts - ELRT Representative

Tangela Roberts - CECF Representative

Vacancy: HPHE Representative

Links for Information About Upcoming Events

We encourage anyone interested in notifications of upcoming events, to visit these sites* and/or subscribe to the site's newsletters where applicable:

WMU Walker Institute for the Study of Race and Ethnic Relations:

<https://wmich.edu/walkerinstitute>

WMU Office of Diversity and Inclusion: <https://wmich.edu/diversity/events-0>

WMU Lesbian, Bisexual, Gay, and Transgender Student Services:

<https://wmich.edu/lbgt/programs>

Disability Network of Southwest Michigan: <http://www.dnswm.org/events/list/>

Kalamazoo Community Foundation Truth, Racial Healing & Transformation Kalamazoo:

<https://www.kalfound.org/About/TRHTKalamazoo/tabid/535/Default.aspx#1836320-upcoming-events-public-meetings>

Arcus Center for Social Justice Leadership: <https://arcuscenter.kzoo.edu/>

SHARE: <http://sharekazoo.org/>

Experience WMU: <https://wmich.campuslabs.com/engage/events> or or via the icon on the Go WMU homepage

**Please submit other sites for future publication, this list compiled by sites in which the committee is aware.*



Contact Us

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🌐 wmich.edu/education/about/c...