Inclusivity Pillar Team Report

Draft 1 – Pending Team Input

March 1, 2021

Introduction:

The Inclusivity Pillar Team is one of four institutional pillars that is charged with the opportunity to reimagine the University of Wyoming as if it were building it from scratch. With inclusivity in mind, the vision of this team is on, “identifying, prioritizing, building, and strengthening, the most important future-forward asset of the university and ensuring we are attentive to providing an educated workforce to grow and sustain critical professions in the region.” Additionally, the Inclusivity Pillar Team used for inspiration, Rev. Dr. Martin Luther King, Jr.’s Beloved Community. To build the Beloved Community, the goal is to have a healthy society upheld by the pillars of economic and social justice and discrimination is nonexistent. To see the full charge for the Inclusivity Pillar, click here.

Underlying Assumptions, Guiding Principles, and Goals:

Assumptions

- There is systemic/structural discrimination, subordination, oppression, and inequality of marginalized groups at the University of Wyoming (see eg. ODEI Campus Climate Survey, The Great Colleges to Work for Survey).
- There is a desire on the part of a majority of the university community to address and eradicate such systemic and structural problems.
- Addressing such systemic and structural problems is possible.

Guiding Principles

- Systemic and structural problems must be addressed systemically and structurally, meaning one offs in various units around campus or efforts by just a few units on campus will not be enough to address these issues. A university-wide plan that requires university-wide commitment, action, and buy-in, that includes campus-wide coordination and communication is needed to avoid leaving the overall systems and structures largely unchanged.
- The impetus for this plan was in large part been the Black Lives Matter movement and nation-wide unrest, in developing and implementing this team. UW is committed to addressing systemic and structural discrimination, subordination, and inequality of all marginalized groups in our community, regardless of basis for that marginalization.
- As with the COVID-19 health plan, addressing these issues is the responsibility of all members of the university community.
Goals

- **Main Goal:** Address and eliminate to the extent possible systemic and structural discrimination, subordination, and inequality of marginalized groups at the University of Wyoming in both the short and long-term.

- **Attendant Goals:**
  - Make UW a welcoming and supportive place for all students, faculty, and staff regardless of background.
  - Identify and address barriers to access and retention throughout the university.
  - Educate and prepare our students for not only the world they face now, but to be leaders in the world they will face, if not create, in the future.
  - Help support the Laramie and greater Wyoming communities to address these same issues.
  - Support the development and assessment of cultural competence of our student, faculty, and staff.

*Note: Achieving the goals noted here will require campus-wide change to many of the ways we think about education and the way business is conducted permanently. One cannot make systemic and structural change without actually changing systems and structures.*

The Case for Inclusivity for the Importance of the Inclusivity Pillar:

This pillar is critical for survival of the University of Wyoming in the 21st Century. As UW looks to the future, recruitment and retention of high-quality students, faculty, and staff will be critical to our future success. With the changing demographics and social mores of not only the United States and the world, UW will not be able to compete for the best and the brightest and retain them, if we do not make our campus a welcoming and supportive place with full access and opportunity for all.

Additionally, our students continually enter a job and career market where an understanding and ability to work with an extremely diverse group of people, with essential cultural competency skills, will be paramount to their ability to not only obtain jobs, but to be successful in them once obtained. The recent rash of firings across the country due to discriminatory actions on the part of employees attest to the fact that cultural competency is quickly becoming not just a nice thing to have on one’s resume but an essential skill of any job in any career path. As the world becomes increasingly interconnected globally and as studies show that companies with diverse work forces increase revenues and those with unfair treatment and attendant employee turnover lose substantial amounts of money, diversity—both those who add to it, and those who work well in diverse environments—are key components of nearly all successful business plans. (see eg. [5 Eye-Opening Statistics about Minorities in Technology](#)). This is no less true for UW both as an entity and with respect to the students who we educate for the future.

With the killing of George Floyd and the resurgence of the Black Lives Matter movement, as well as other structural inequities exposed by the Coronavirus pandemic, institutions and individuals nationwide are reexamining the ways they think about and approach life. As well as the ways they structure and execute their institutions and businesses. This includes UW as part of this national
reexamination and reflection. The work of the Inclusivity Pillar Team is the culmination of hard work over several years by many within the UW community, and a recognition that even with all the work that has been done, UW can and should do more.

At the same time, the COVID pandemic has made increasingly clear that the State of Wyoming needs to diversify its economy and attract and develop new business, revenue, and job opportunities. Two ways the state has indicated it seeks to address these economic issues is by expanding the Wyoming client base into foreign markets and encouraging the growth of technology companies. (Biz Council Sets Ambitious Goals, Creates Plan to Achieve Them) The state must have a diverse, culturally competent workforce in order to further these goals.

As noted above, systemic and structural inequality must have a systemic and structural solution. What follows is a blueprint for addressing UW’s systemic and structural issues.

Central Launch and Communication

- The only way something like this works is if there is direction and buy-in from the top and if it is clearly communicated that the president/trustees on down support and require participation and adherence to the campaign principles.
- This campaign should start with an announcement by the President with clear support from all of the VPs and UW Trustees. The UW President has clearly laid out the goals, expectations, and timeline. As far as cover for launching something like this so early in his presidency, I think the answer to that is sometimes we get to choose our moments, sometimes they choose us. We are at a unique moment where a campaign like this is being launched. There are many good reasons to move forward with a plan like this, which are good for the future and strength of UW.

Campus-Wide Shared Responsibility, Accountability, and Coordination

- There are systemic problems campus-wide that permeate the way we do business and conduct ourselves generally. There are also systemic problems that are specific to individual units and areas (for example, the inequality problems differ from department to department).
- There is a need for support of UW pipeline and exchange programs to bring underrepresented groups to UW. There is a call for shared responsibility, accountability, coordination and tracking in this area.
- The Inclusivity Pillar Team has developed a list of initiatives that fall within the immediate, short-term, mid-term, and long-term goals of the institution. Collaboration for these campus-wide initiatives is necessary to advanced inclusive excellence and for UW’s future success.
- There needs to be specific attention paid to unit specific initiatives. Many of these are listed in the UW Strategic Plan for Diversity, Equity, and Inclusion. However, the Inclusivity Pillar Team recommends revisiting this for review and updating this as needed. Additionally, accountability needs to be part of the review process.
- Survey and assessments needs to be coordinated around campus. Currently, several departments are using the raw data from the 2019 Diversity Campus Climate Survey to
build out unit-specific climate survey. The Diversity Campus Climate Survey is scheduled to repeat in Spring 2022. There are conversations happening now to coordinate these efforts. The Inclusivity Pillar recommends that survey and assessments are used as one tool for tracking accountability.

**Educational Components**

- **Students:** At the end of the day we are an educational institution, with a responsibility to prepare our students for not only the world they will be entering into, but the one we hope they will help create. In today’s world this means that they must be able to work within a culturally diverse workforce and must have developed cultural competency skills. Part of this campaign should include ramping up these educational components (which in many respects are largely non-existent) at UW. This can be done by requiring students to take classes that build cultural competence as part of our pending USP revamp, as well as continuing the programming and learning opportunities offered by student affairs. The School of Culture, Gender, and Social Justice (SCGSJ) can certainly provide these classes and is currently in the process of revamping the curriculum to make it more relevant and useful for today’s world. The SJRC is looking at ways to make the education provided available to those off campus (certificate programs perhaps) as well.

- **Faculty and Staff:** Similarly, continued training for faculty and staff to ensure they continue to build cultural competency should also be a key component of this plan. The ODEI has developed and launched diversity education initiatives. The workshops go beyond the minimum required by law. However, more can be recorded for asynchronous participation. The Green Dot training conducted by outside consultants for trainers in January 2020 is a good example of the kind of training that a consultant can bring to UW to eliminate systemic equality that is being maintained by UW faculty, staff, and students. For more information about Green Dot, click [here](#). The Restorative Justice and Practices Team is another example of utilizing outside consultants to train a core groups of UW faculty, staff, and students in October 2019 that is being sustained by the UW campus.

- **Broader Community:** With the resurgence of the Black Lives Matter Movement and recent social unrest, there have been increasing requests for educational opportunities both in Laramie and in the broader Wyoming community, as well as a call for UW members to help community members and organizations start to find solutions to systemic racism and inequality problems throughout Laramie and Wyoming. Examples include:

  o The Office of Diversity, Equity, and Inclusion (ODEI) in collaboration with campus and community partners to launch a city of Laramie and UW Community Trust Building among community and law enforcement initiative that will be ongoing and in partnership with the National Coalition Building Institute.
The ODE and CDEI subcommittee for Community Engagement partnerships with the Albany County School District #1 Diversity Task Force and the Western Educational Equity Center in Denver, Colorado. These partnerships created opportunities for assessment and diversity education for educators in the Laramie city schools.

The ODEI partnership and collaborations with the Laramie County School District #1, District Diversity Facilitator/Coach in Cheyenne, Wyoming.

Each year the SCGSJ provides a range of conferences and speakers (most done in partnership with many units across campus) to educate on these issues and will continue these efforts. The SJRC plans to have regularly recurring Community Conversations speaker series where they are hoping to provide opportunities for dialogue and education virtually on a range of issues open to anyone in Wyoming who wishes to learn.

Solution Sessions—there is also the opportunity for UW to be a catalyst to help facilitate community conversations aimed at providing solutions for community inequality (as well as social justice) issues. Many people are looking for ways to be part of the solution to these problems (both inside and outside of UW) but have no idea where to start or how to contribute. UW could help bring community stakeholders together to provide avenues for those interested to bring about meaningful change. Some of this work has already started happening. Athletics held sessions between the local police and athletes, aimed at opening dialogue, particularly around the frequency with which black athletes are being pulled over in Laramie. A more institutionalized and robust approach to help move this from dialogue into solutions is the kind of thing contemplated under the solution sessions idea.

Positive Pokes/You Can Make a Difference

Part of institutional change requires changing the culture of an institution for long-lasting structural change and this requires work. UW must commit to making a belief in inclusivity and equality part and parcel of the campus community’s DNA that is sustained, tended, and reinforced on a continual basis. There are many campus-wide initiatives that can be pulled together to do this as well as many other initiatives developed. Two short-term initiatives we might consider are:

- Positive Pokes campaign—as stated above, there are many who have a desire to make change but are not sure how to begin to do so. At the same time, there are those for whom smaller contributions would be ideal and certainly useful to the community. Towards this end UW could provide a repository of suggestions for many ways in which a person could contribute positively—register to vote and vote, help others to register, volunteer at a non-profit, etc.
- At the same time, it is important to highlight and reinforce positive contributions and things that people are doing. This could be part of an overall marketing campaign or awards could be given.
Robust Marketing

Having a strong launch as well as a consistent and wide-spread marketing plan is crucial to the success of the initiatives proposed by the Inclusivity Pillar Team. Ideas include an announcement and launch plan. These initiatives should be featured on the main webpage and have a permanent web presence, where information and highlights of the above initiatives can be provided, and of course a social media presence as well. Institutional Marketing has been doing some of these things and could build upon these efforts.
A Few Additional Things to Consider

- Scholarship and salary programs to attract underrepresented and marginalized groups.
- The creation of better pipeline and exchange programs to help bring underrepresented groups to UW (some folks have been working on these initiatives already and this is one of the components of UW’s overall diversity, equity, and inclusion plan).
- Awards and recognition for those who make good contributions in this regard (could be part of or an expansion of the diversity awards we already give).
- Make sure MLK/DOD and Shepard Symposium are part of these initiatives (or at least somewhat coordinated).
Process:

This team had their first meeting on February 16, 2021. President Seidel provided opening remarks that included an overview their charge and his vision for the group’s work. The team was charged with thinking of everything imaginable to create a more inclusive University of Wyoming. The President charged the group with putting emphasis on inclusivity in the general education, throughout the curriculum and co-curricular engagement at the undergraduate and graduate levels. We are to consider creating living-learning communities within the residence halls. He wanted this team to think of ways to close the attainment gap among diverse groups. He also wanted this team to consider improvements to recruitment and retention for students and employees. President Seidel stated that he wants this group to think of diversity, equity, and inclusion broadly and in every areas of the university community.

The process moving forward was to break into smaller teams and discuss inclusivity from the following aspects:

1. **Access** – for protected groups, underserved, and other vulnerable populations
2. **Campus-wide Embedment** – diversity & inclusion contributes to excellence
3. **Collaborations/Partnerships** – campus, local community, statewide, national, & global
4. **Develop DEI Infrastructure** – plan & assess to meet the needs of the campus & beyond
5. **High Performance Teams** – cultivate teams who inspire inclusion, promote diversity, creative & innovative
6. **Policy/Practices** – accountability, lasting and systemic positive changes
7. **Opportunities** – curricular, co-curricular, research, scholarship, leadership development at every level throughout UW, & community engagement

Centered in these discussions were envisioning creating an inclusive university with BIPOC; IWDs; LGBTQ+; Under-resourced; International; and the Intersectionality of other vulnerable social identities in mind. Our charge was to envision a future University of Wyoming from this perspective.

While we started these conversations in seven groups, we would have conversations as a whole. Later groups were combined and reformed for deeper conversations. Outlined below is the vision of this team arranged in the order of Immediate Goals (Less than 12 months); Short-Term Goals (1-3 years); Medium-Term Goals (4-less than 10 years); and Long-Term Goals (More than 10 years).
Immediate-Term Goals
Less than 12 Months

- Buy-in from the top down where UW leadership incorporates DEI and cultural competence in a visible daily format that makes the dedication obvious and holds people accountable.
- This groups needs to be able to provide data and information to the President so that he and others can fearlessly express the importance of this pillar to those who can provide resources.
- A campus-wide plan that begins with strategic diversity plans in every unit and elimination of silos on DEI efforts.
- Engagement of faculty, staff, and students who are reluctant.
- Launch the Search Equity Advisors (SEA) program for faculty hires.
- Create an online presence that is not silent toward comments that focus on advancing and supporting nationalism, white supremacy, advance racism, anti-Semitism, homophobia, transphobia, sexism, ableism, religious diversity, etc.
- Intentional engagement with Wyoming indigenous community issues, i.e., food insecurity, access to higher education and degree attainment, digital divide, renaming Devil’s Tower, etc.
- Intentional engagement with Wyoming vulnerable communities and agencies that serve them:
  - Laramie Human Rights Network
  - Laramie PrideFest
  - Laramie Public Art Coalition
  - Visit Laramie
  - Cathedral Home
  - Albany County School District (Board, students, etc.)
    - Albany County School District #1 Diversity Task Force
    - Western Equity Assistance Center (Equity compass analysis of Albany County)
    - Ivinson Memorial Hospital Community Health Assessment- highlighting DEI health disparities
- Bring all the units working on DEI/SJ issues together monthly for greater collaborations, leveraging resources, and building partnerships:
  - ASUW
  - Black Studies Center
  - Ellbogen Center for Teaching and Learning: DEI certification
  - Global Studies
  - International Students and Scholars
  - Multicultural Affairs
  - ODEI
  - Social Justice Research Center
  - School of Culture, Gender, and Social Justice
  - Office of Engagement and Outreach
  - Pipeline Programs:
    - Wyoming Latina Youth Conference
    - Native American Summer Institute
- Black 14 Social Justice Summer Institute
- Make unit websites more inclusive
- Meet students where they are and integrate into their curricular and co-curricular education strategic interactions and nudges that push them outside their comfort zones.

**Short-Term Goals**

**1-3 Years**

- Coordinate and translate everything that is happening across campus into a campus wide effort including at the college and department levels.
- Complete the diversity audit/inventory.
- *Advancing Coherent and Equitable Systems of Science Education* (ACESSE, or “access”).
  - [https://sites.google.com/view/acesseproject/home](https://sites.google.com/view/acesseproject/home).
- Integrate DEI/cultural competence into annual performance evaluations, including the tenure and promotion process with metrics to assess these measurable targets and goals and as a palatable professional development competency.
- Work to incentives or implement a performance metric that applies to DEI in every unit on campus.
- Re-establish the diversity hires process enabling the campus to create positions that can add to the diversity of the campus community that strategically advance research, teaching, scholarship, etc.
- Launch the SEA program for staff hires
- Launch the SEA program for administration hires
- Ramp up attracting a diverse pool of applicants for positions
- Develop and implement a campus-wide mandatory ongoing education program to increase and maintain the cultural competence of all UW employees.
- Establish an educational program for white allies with ongoing support by launching the White Allies Employee Network. As with all the E-Nets they are informed by research. With this E-Net include research on Whites as allies and antiracist work such as but not limited to: *Educators Who Consider Themselves ‘White Allies’ Are Dangerous When It Comes To Developing Anti-Racist Classrooms.*
- Create marketing campaigns that center international, diverse races, genders, abilities, etc.
- Establish a pool of funds for faculty, staff, and students who do DEI/SJ and cultural competence work.
- Launch DEI and cultural competence workshops in the community and with local businesses
- Build DEI Partnerships with satellite campus and Wyoming Community Colleges:
  - UW Casper
    - List of departments/colleges within UW (Casper/Laramie) that are already doing DEI/SJ work, support them.
    - Laramie County Community College
    - Eastern Wyoming College
    - Casper College
    - Western Wyoming Community College
- Sheridan College
- Northwest College
- Central Wyoming College
  - [https://www.cwc.edu/studentservices/diversity-equity-and-inclusion/](https://www.cwc.edu/studentservices/diversity-equity-and-inclusion/)
- Vocational Schools
  - WyoTech

- Build statewide and regional partnerships and collaborations:
  - ACLU of Wyoming
  - Wyoming Department of Education
  - Wyoming Equality
  - Casper Pride
  - Wyoming Humanities Council
  - Jackson Hole DEI collective
    - [https://www.jhdei.com/](https://www.jhdei.com/)
  - National Association for the Advancement of Colored People - 4108 Cheyenne Branch NAACP
  - Matthew Shepard Foundation
  - Parents Families and Friends of Lesbians and Gays/Pflag Casper
  - Community Conversations: create safe spaces for open dialogue; understand perspectives for or against DEI/SJ
  - Involve local governmental officials in this work
  - Active involvement with the Rocky Mountain Association of Diversity Officers in Higher Education

- Revise the USP to that students’ cultural competence including but not limited to establishing a cross-campus common course.
  - Shared definition of what cultural competence means, what does it look like, and how it is evaluated.

- Introduce DEI/SJ courses that build students’ cultural competence throughout their educational careers that are not limited to freshman year education and could potentially include a capstone experience.

- Integrate trauma-informed teaching practices across the curriculum for marginalized students and the students who are unaware of marginalization.

- Look into other residence life and dining models such as Northwestern where each program has to meet 5 standards annually and demonstrate how they meet them.

- Faculty fellow who focuses on DEI/cultural competence work and partners with ODEI.

- Someone in every VP Unit and College dedicated to DEI/cultural competence work in their respective areas, including support for faculty to integrate DEI content into specific content areas and courses.

- Reorganization to support and centralize DEI work on campus with a cultural competence trainer.

- Ramp up diverse recruitment and retention efforts for students and employees.
  - The Institute on Teaching and Mentoring (Graduate Students, Faculty and Administration Recruitment).

- Educate more DEI facilitator experts for workshops, classes, co-curricular programing, and support the work of offices, colleges, units and areas.

- Implement the social justice degree and minor through the SCGSJ
• Create and implement a diversity peer education program
• All departments on campus consider ways to work diversity content into their courses to prepare students for the work force after graduation. This discussion also mentioned that the courses might reach students better at the junior and senior levels instead of adding it to the freshman course load.
• Focus on building capacity of campus for compassion and empathy.
• DEI fundraising and endowment goals?
• University budget goals; unit contributions to central fund for DEI/SJ/cultural competence efforts?

Medium-Term Goals
4-10 Years
• Rebuild the way we think and work when it comes to DEI.
  o Spend some time on what this looks like.
• Rebuild funding models and reallocate resources if there is no work or progress toward inclusivity and a welcoming UW.
• All gender bathrooms in every building on campus.
• All buildings fully accessible.
• Build International/Global partnerships and collaborations:
  o Encourage and support funding for international exchange programs
  o Further develop international partnerships.
  o Support for international and invited scholars on campus
Long-Term Goals
More than 10 Years

- A facility to bring all staff of DEI/SJ units together with students and perspective students to all feel comfortable and explore ideas that allow for honest and open communication
  - Centers such as the Social Justice Research Center, Multicultural Centers, Black Studies Center, International Resource Center, etc. with living-learning space?
  - Residence Halls with kosher kitchen; barbershop; full accessibility in kitchens/living areas and throughout the buildings for IWDs /personal care attendant (at no extra charge); service animal accommodations (pet running area-community access too, etc.); trauma-informed living spaces, etc.?

- Others?

Parking Lot:

SSP requested high-level evaluation for the Inclusivity Pillar. Components of this is within the report. This will be consolidated in one area for the final report.
Appendix A

Diversity, Equity, and Inclusion Programming in Athletics

**UWYO 1050 Student-Athlete Academic Preparation (1cr):**
Presentation: Inclusion through Sports w/ Dr. Dixon

Professor Frederick Douglass Dixon led a dynamic class discussion with our freshmen student-athletes enrolled in UWYO 1050 about the life and legacy of Ben Wilson, #1 high school basketball player in the late 1980’s from Chicago. The class watched the ESPN 30 for 30 documentary entitled “Benji” and Professor Dixon invited two special guest speakers to Zoom in for our conversation: Ben Wilson’s brother Jeffrey and Ben’s best childhood friend and teammate Sean Wright. This presentation has led to fruitful conversations about the civil rights movements in Chicago during the 1980s, to current topics surrounding social injustice.
(This presentation was offered Summer 2019, Fall 2019, Spring 2020, Fall 2020)

**UWYO 3010 Student-Athlete Leadership Skills (1cr):**
Presentation: LGBTQ Inclusion w/ Casey Duckworth

A former UW swimming student-athlete, Casey Duckworth, presented to our UWYO 3010 class about LGBTQ+ inclusion. She spoke about her experience as an openly gay woman in Laramie (both good and bad), shared statistics about the increased risk factors that many identifying LBGTQ+ face, and discussed how to be a good ally. She is currently in her third and final year of law school at Berkeley, and has accepted a job offer at Jones-Day law firm in Silicon Valley upon graduation.
(This presentation was offered Fall 2020)

**UWYO 3050 Student-Athlete Career Preparation (1cr):**
Presentation: Activism in the 90’s with Ryan Yarborough

Former UW Hall of Famer and 2x All-American football player, Ryan Yarborough, spoke to our UWYO 3050 class about his time at UW in the early 1990s. He spoke about his involvement with the Black Student Alliance (BSA) and the campus climate during that time. He also addressed the issue brought forth by his teammates on whether to play or boycott in the 1990 Copper Bowl due to the fact the state of Arizona did not recognize Martin Luther King Jr. day at the time. The team went forth and played, but it was a pivotal moment for Mr. Yarborough.
(This presentation was offered Fall 2020)

**RISE Trainings through Game Plan (online platform for student-athlete development)**

- Course 1: Privilege
- Course 2: Empathy
- Course 3: Power
- Course 4: Actor, Ally, Accomplice
- Course 5: Color Blindness
- Course 6: Racism
- Course 7: The Power of Alliances
- Course 8: Sport as a Vehicle for Social Change
- Course 9: From Cultural Awareness to Competence
- Course 10: Melting Pot
- Course 11: Diversity Concepts
- Course 12: Equality vs. Equity

(RISE courses required in our UWYO classes, all presentations are available for any student-athlete to access through their Game Plan account. We have used this software since 2019)
Implicit Bias/Consultation for Search Committee Staff Training
Presented by Office of Diversity, Equity and Inclusion Staff

Incorporated into the Director’s meeting in Fall 2019 and into the Coaches/All Staff Meeting in Spring 2020, the entire athletics department staff participated.

Courageous Conversations
Dr. China Jude led 4 installments of Courageous Conversations for UW Athletics staff/coaches in the 2020-21 AY. These were interactive sessions, which fostered dialogue between staff members about different topics surrounding social injustice, race/ethnicity, and the current political landscape.

Part 1: Courageous Conversations with a Black/African American July 22, 2020
Part 2: Media, Messages, and What Matters to Black America August 5, 2020
Part 3: Kamala, and Why is Everything about Race?
Part 4: “What Protests Mean to Me” Friday, January 15, 2021

Athletic Director’s Appreciation Breakfast- Celebrating Multiculturalism
Dr. China Jude coordinated an appreciation breakfast to celebrate coaches and staff members of color, including Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Hispanic or Latino. They also honored persons with disabilities, LGBTQi+, two or more races, international, and other members of marginalized communities. Finally, allies and/or advocates for these groups were invited to attend. (January 27, 2021)

Hiring Practices
Every search committee must have at least one ethnic minority and one woman participating on it. (Implemented Spring 2018 and is a current practice).

Creation of Black Lives Matter Poster
UW Athletics worked with Old Hat Company to create a poster highlighting several current black UW student-athletes stating #BlackLivesMatter. (Summer/Fall 2020)

Social Justice Video
China Jude and creative services coordinated this video of student-athletes saying thank you to fans for their support throughout the past several months of unrest from multiple aspects in our country (including social injustice). (Created in Spring 2021)

Social Justice Conversations
Part 1 Open Forum for student-athletes to discuss what is on their minds about the recent events in Minneapolis, MN along with rising unrest across the nation regarding police brutality.
Part 2 Members of the Laramie law enforcement community (UWPD, Albany County Sheriff’s Office, and LPD) joined UW Athletics students and staffs for a panel discussion surrounding issues of police discrimination and brutality. Professor Dixon, President Seidel, and Dean O’Neil were in attendance along with several UW Athletics senior staff administrators. (Held in Summer 2020)

Black 14 Commemoration Event
Members of the Black 14 participated in a week’s long of events hosted by various entities at UW, including the Athletics Department. (Hosted Fall 2019)
Gender Equity Diversity Inclusion Subcommittee (GEDIS)
Ongoing subcommittee of the Athletic Planning Committee (APC) that audits and reviews gender, equity, diversity and inclusion practices in the Athletics Department. Chaired by Dr. China Jude. (The APC has been established for 18+ years and is still an active committee)

Pioneer Women in UW Sports Cowgirl Reunion
A banquet honoring women who competed in athletics at UW prior to Title IX. (Held in Summer 2019)

National Girls & Women in Sports/Women’s Suffrage Celebration
This event honored women who have worked in the Athletic Department for over 20 years. (Held in Spring 2020)