

UW-MADISON
DIVERSITY FORUM 2022

Implementing an Anti- Racist rubric for our campus units

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Positionality

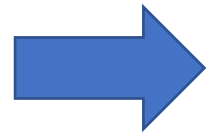
- Acknowledge previous work: BIPOC @ UW, nINA Collective, Black Liberation Collective
- We are a mostly white group of community engaged professionals thinking about racial consciousness
- Humility

Context

Racial
Consciousness

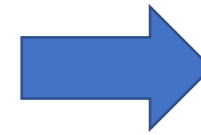
Police Killing
Black People

On-Going
Equity Issues
in Higher Ed



Inadequate
Response from
Administration

Lot of Talk
about Change
in Higher Ed



Students
Speaking Up

Staff and
Faculty
Wanting to Do
More

Badger Anti-Racist Coalition

Regular Meetings

10-20 staff & faculty

Community organizing approach

Lifting up student voices

barcuw.wordpress.org

**How can we tell if our
units are working toward
anti-racism?**

Guiding Beliefs

1. Shared power and mutual respect
2. Transparency and intentional communication
3. Equitable distribution of resources

Timeline, implementation, sustainability

Draft completed

Feedback & pilot
groups

12 Domains

FUNDING &
BUDGET

POLICY

HISTORY

EVENTS

COMMUNITY
RELATIONSHIPS

CURRICULUM

RESPONSE TO
STUDENT
ACTIVISM

STUDENTS

FACULTY

STAFF

PERFORMANCE
MANAGEMENT
& RETENTION

COMMUNICATION
&
TRANSPARENCY

4 levels for evaluation

LEVEL 0:
COLLUSION
&
OPPRESSION

LEVEL 1:
REPRODUCING
NORMS

LEVEL 2:
BELONGING

LEVEL 3:
SHARED POWER
& LIBERATION

CATEGORY:	HISTORY	LEVEL 0: OPPRESSION & COLLUSION	LEVEL 1: REPRODUCING NORMS	LEVEL 2: BELONGING	LEVEL 3: SHARED POWER & LIBERATION
How does your unit acknowledge its own history of racism and oppression?	Our unit does not know its own history of racism and oppression. The unit does not regularly acknowledge this lack to its students, staff, or faculty, nor are there plans for recognition of past bias incidents and policies. The unit actively attempts to deny and/or bury colonial history, and individuals from the unit have no understanding of that history.	There is a general air of support for efforts made by others on campus to spotlight campus history of racism and oppression. This includes re-sharing research, resources, and news generated by others who uncover past bias incidents and policies. If someone were to ask a randomly selected individual from that unit, they will have little or vague understanding of that history.	Our unit invests funds into efforts to research and archive its history of racism and oppression, though it is not the central organizing body for that research. There is an annual discussion of past bias incidents and policies with faculty, staff, and students. There is passive public acknowledgement of this history, for example a statement on the web site. If someone were to ask a randomly selected individual from that unit, they will have a general understanding of that history.	Our unit leads and funds efforts to research and archives its history of racism and oppression, and collaborates with others who are doing this work. Discussion of past bias incidents and policies are regularly acknowledged and discussed with faculty, staff, and students. There is dynamic public engagement regarding history, for example seeking out oral history from alumni and statements during public events, in addition to passive statements. If someone were to ask a randomly selected individual from this unit, they will have a comprehensive understanding of that history and are able to point the asker to resources.	

CATEGORY: PURCHASING

**LEVEL 0:
OPPRESSION &
COLLUSION**

**LEVEL 1:
REPRODUCING
NORMS**

**LEVEL 2:
BELONGING**

**LEVEL 3: SHARED
POWER &
LIBERATION**

RESOURCES

What businesses are we purchasing from to provide services we need (e.g. catering, printing, computer systems, management services, pest control, cleaning, office supplies etc.)?

It is not clear (not discussed, not made public)

There is an investigation to inventory all UW-Madison vendors and purchasing, but it is not mentioned regularly in staff meetings.

Local businesses are used to find vendors and purchasing. There is some discussion about purchasing from BIPOC-led organizations and, sometimes decisions result in purchasing from these organizations. Internal measures are taken to assess the suppliers when making decisions about making purchases. There is a concrete plan to at least purchase 5% of supplies/services/materials from so-called "Minority-Owned Businesses", as categorized by the state of Wisconsin. This goal was set by state statute in 1983 (Act 390).

Purchasing is done through local businesses, with preferences to BIPOC businesses whenever possible. There are active discussions with administrative staff about where supplies come from and how to continue to diversify suppliers. There is a concrete, documented, and publicly-available plan to EXCEED the 5% state minimum goal to purchase supplies/services/materials from so-called "Minority-Owned Businesses", as categorized by the state of Wisconsin. It is someone's job to report to the staff and on the entity's website on the progress toward that goal.

<https://supplierdiversity.wi.gov/Pages/Home.aspx>

Case studies

- The Writing Center
- Horticulture

Case Study #1: The Writing Center



Our experience implementing the rubric

- **November 2021:** Gabbi learned about the BARC project by attending the 2021 UW Diversity Forum, and she shared the presentation materials with Lisa and other members of the Writing Center's Antiracism Standing Committee
- **November 2021:** Gabbi reached out to BARC to sign up to be a pilot unit
- **December 2021-February 2022:** The Antiracism Committee submitted feedback to BARC about the rubric, specifically looking through all of the tabs of the rubric to note our questions, complications, and additional relevant information

Our experience implementing the rubric continued

- **February 2022:** The Antiracism Committee reached out to career Writing Center staff to solicit interest in applying the rubric to our context
- **March 2022:** WC BARC Committee held its initial meeting to discuss our/the WC's anti-racist values and draft a statement of intent to send to BARC
- **March 2022:** WC BARC Committee held its second meeting to establish norms and create a process for the WC's pilot of the rubric
 - We practiced filling out one strand of the rubric together and then assigned participants to asynchronously complete the remaining strands
- **April 2022:** WC BARC Committee held its final meeting to debrief and generate feedback for BARC on our implementation of the rubric

Reaction to the rubric

- Very positive—both the Writing Center’s Director and the Director of Writing Across the Curriculum participated in the WC BARC Committee meetings
- Overall, we were grateful for a process that could lend structure to our goal of making the WC a leader for antiracism on campus

Our participation in the process

- Most helpful aspects
 - Helped us to generate clear and manageable steps the WC could take in order to be more actively antiracist
 - Allowed us to consider the various ways that the WC can contribute to antiracism efforts through the strands of the rubric
- Least helpful aspects
 - Sometimes was challenging to grapple with the WC's role as a unit because our autonomy is somewhat limited

What we learned through this process

- That we needed to have increased transparency in our policies and procedures
- That we could improve our collaboration with BIPOC communities in Madison
- That we had aspects of our pedagogical training and offerings that hadn't been updated to explicitly center antiracism and inclusive teaching more broadly
- That we needed to consider religious/cultural calendars when scheduling events/offerings

How we're implementing this learning at the WC

- We've begun to plan an assessment project to better understand how our instructors are implementing antiracist teaching practices in their Writing Center sessions with students
- We're including more TAs in our standing committees in order to increase our transparency and take into account their perspectives
- We've included more BIPOC scholars/perspectives in our Dissertation Writing Camp materials
- We've had discussions about how to ensure that instructors' religious/cultural holidays are considered in our planning and have some nascent plans
- Our all-staff meetings this semester have centered disability in the WC, social identities, and using intentional language

Our advice to other units

- We completed the work of responding to the rubric in 3 one-hour-long meetings
 - The time commitment was low in comparison to the perspectives that we gained
- Helpful to involve leadership in this process if possible
- In the planning phase of your work, consider how you'll move from discussion to action

Case Study #2: Horticulture

Next Steps & How You Can Help

- Help by providing feedback on individual metrics by viewing the rubric and using the feedback form on our website.
- Have more time? Become a member of BARC and help transform this document into a toolkit.
- Have less time but are in a position of power? Become an advisory member of BARC and help us make strategic decisions.

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