**Diversity Initiatives in the Fairmount College of Liberal Arts and Sciences**

**Fairmount College of Liberal Arts and Sciences**

The principles of diversity, equity and inclusion are infused throughout the teaching, research, and service conducted in the Fairmount College of Liberal Arts and Sciences. For several years, the Fairmount College has included an advocate on every search conducted for new faculty. These search advocates, faculty members with expertise in hiring best practices, advise the committees on which they serve on issues ranging from generating a diverse pool of applicants to conducting fair and inclusive interviews to planning successful campus visits. Advocates, together with the Dean of LAS, have designed standards to guide their work.

The Fairmount College also is committed to instituting the recommendations made by the Advance Grant team, awarded $3,900,000 from the National Science Foundation to recruit more women and people of color to WSU’s STEM fields and improve the experiences of women and faculty of color already at WSU. One of those recommendations was to create associate deans of DEI for each of WSU’s colleges. In 2022, the Fairmount College Dean’s Office created their Associate Dean for Of Diversity, Equity, and Inclusion, a half-time position reporting to the Dean. The associate dean is charged with assigning search advocates and serving as an advocate on a search, working with departments to infuse more diversity within the curriculum, helping departments develop and maintain inclusive cultures, and, most importantly, helping departments and faculty with the diversity-related initiatives they are already implementing or would like to implement.

To that end, the associate dean is restructuring the Fairmount College DEI committee, initially created by Dr. Rhonda Lewis (psychology), to be a larger, more representative group. The new, expanded group will have members across the college and will serve as an advisory body to guide the associate dean of DEI’s work. Thus the associate dean will prioritize the efforts faculty see as most important.

This group will also create a Fairmount College DEI plan to guide the work of the associate dean and the committee in the years to come. The committee consists of the following faculty:

Jason Allen, Department of English

Michael Birzer, School of Criminal Justice

Rocio del Aguila, Department of Modern and Classical Languages and Literatures

Jean Griffith, Department of English/LAS Dean’s Office

Charles Koeber, Department of Sociology

Rhonda Lewis, Department of Psychology

Jennifer Pearson, Department of Sociology

Phillip Samuels, Elliot School of Communication

Andrew Swindle, Department of Geology

**Anthropology**

The department of Anthropology has adopted the following Statement on Diversity, Equity, and Inclusion:

The Department of Anthropology at Wichita State University is committed to promoting diversity, equity, and inclusion. These concepts are inextricably intertwined. Thus, we recognize and support the importance of students, faculty, staff, and alumni from different communities and various identifications including those based on ‘race,’ ethnicity, sex, gender, sexual orientation, ability status, class, language, age, national origin, and religion/spirituality. We also recognize the role of intersectionality in identity.

Our priorities include student empowerment and the development of critical thinking. We believe that different backgrounds and experiences stimulate debate and creativity and propel our whole community forward. Thus, we commit to creating a learning and work environment that is safe and inclusive. We condemn prejudices, stereotypes, hate speech, discrimination, and sexual harassment in our classrooms, laboratories, museum, field sites, and other settings.

The department offers several diversity-related courses, including Cultural Anthropology (ANTH 102), Intercultural Relations (ANTH 200), Human Variability and Adaptation (ANTH 356), Archaeology of Sex and Gender (ANTH 416), and Indians of the Great Plains (ANTH 612), for instance.

Anthropology professor Donald Blakeslee helped found and continues to serve on the Etzanoa Conservancy in Arkansas City. He also successfully proposed a Native American scholarship program within the Plains Anthropological Society. Kartikeya Saboo is planning a research project that examines the prospects of community health, economic growth, and social justice in midwestern communities. Department chair Peer H. Moore-Jansen regularly reaches out to Wichita and area schools to speak to students about anthropology, and more specifically about forensic anthropology, human variation, and diversity.

Several faculty members conduct research related to diversity. Dr. Blakeslee traced the route of a 1749 French expedition from Illinois to Santa Fe and discovered and excavated a campsite of the 1541 Coronado expedition. He is currently working on the two sites visited by Juan de Oñate in 1601. He also has submitted two articles on Native Americans. In one, he examines the oldest surviving native-drawn map of a portion of the Great Plains. The second essay deals with a pre-contact lingua franca spoken from Galveston Island to California and from the Gulf Coast to central Kansas. He is also working on a book manuscript exploring the North American native ecumene that developed long before contact. Kartikeya Saboo is developing a Field School of Applied Anthropology that will train students to conduct collaborative research with the community of Arkansas City. The research will examine community health and health systems service delivery. The first class of students for a Summer Field School of Cultural Anthropology will go to Ark City in the Summer of 2023.

Donald Blakeslee and Crystal Dozier developed specific guidelines for the Archaeological Field School in Etzanoa. The field school, which is held in the summer, provides students an intensive month in the field learning archaeological techniques. While developing the guidelines, we paid special attention to policy related to discrimination and sexual harassment. Dr. Saboo serves as DEI Outreach Coordinator for the department.

**Biology**

The ten members of the faculty of the department of biology were asked about diversity in their courses, research, and service. Of the ten, eight members of the department report that their courses prominently feature diversity-related issues and six of the ten report that their research highlights diversity-related issues. Six members of biology also report that they incorporate diversity-related concerns in their recruitment and retention activities.

**Chemistry**

The department of chemistry has featured the following professional development speakers:

* Chandler Purrity (UCSD): “Without Inclusion, Diversity Initiatives May Not Be enough in Science;”
* Denise Okafor (Penn State): Research presentation on her career trajectory;
* Sonia Hall (BioKansas): Spoke to our grad students about research opportunities in KS with an emphasis on diversity and inclusion;
* Dr. Tatiana Mishanina, former student and assistant professor at UCSD, served as the keynote speaker at the undergraduate Research Showcase and talked to students about her career trajectory as a woman in science;
* Prachee Avasthi (Dartmouth),“Reimagining Career Advancement and Publishing in Science.”

In addition to these presentations, one faculty member, Moriah Beck, runs the Expand Your Horizon program for middle school girls each year.

**Criminal Justice**

The School of Criminal Justice offers several diversity-related courses. One is a core course required of majors (CJ 360 Multiculturalism) and two are important elective courses (CJ 355 Special Populations in the Criminal Justice System and CJ 540 Racial Profiling). While these courses directly discuss DEI, most of the department’s offerings incorporate diversity-related material. Command Spanish for Law Enforcement (CJ 212) is required for both undergraduate majors and students in the Homeland Security program.

**Elliot School of Communications**

Some recent curriculum additions to the school relate to DEI, including a first-year seminar in cross cultural communication and a seminar in race, rhetoric, media and technology.

The school was the original grant recipient of the Communication Upward Bound program. Faculty and/or GTAs continue to work with Communication Upward Bound each summer.

Students in IMC Campaigns do occasional work on projects with groups such as Alce su voz, Wichita Hispanic Chamber of Commerce, and Real Men, Real Heroes (now Heroes Academy)

A member of the faculty gives the annual lecture to the McNair Scholars program.

The school also sponsors the Gender & Sexuality Conference hosted by the department of sociology.

Finally, the school co-hosted with the Office of Diversity and Inclusion Mexican American journalist Alfredo Corchado for a public event.

**English**

**Recruitment**: In 2021 the department hired Clinton Jones as the departmental recruitment coordinator and Assistant Teaching Professor. With experience working for Kansas Kids @GEAR UP and TRIO Communication Upward Bound, Clinton is helping us reach out to underrepresented student populations. Recently he represented the Fairmount College of Liberal Arts and Sciences in USD #259's BAASE program.

**Literature Courses (or planned courses) with DEI content:** The Literature program regularly offers courses focused on DEI topics including ENGL 278: LGBT Literature, ENGL 346: American Multicultural Literature (usually taught by Jean Griffith), ENGL 365: African American Literature (also Griffith), and ENGL 546: Literature By Women. We have added to our General Education offerings ENGL 232T: Hip-Hop and Culture, a new course in 2019 designed and usually taught by Dr. Leisl Sackschewsky, an adjunct instructor with a doctorate in Modern American and African American Literature.

Many other courses include diversity content, including:

* ENGL 273A: Multicultural Science Fiction (Course planned for Fall 2024) (Clinton Jones)
* ENGL 308: Critical Studies in Film: African American Lit & Visual Arts (Course planned for Fall 2024) (Clinton Jones)
* ENGL 323: World Literature (TJ Boynton and Katie Lanning, both of whom have reconceptualized this course away from the traditional European-based conception of 'World Literature' towards a more diverse array of authors. Dr Boynton's version of the class may be used for credit towards WSU's Asian Studies Certificate.)
* ENGL 330: Nature of Fiction (Rebeccah Bechtold)
* ENGL 333: Literature and Law (Course planned for Fall 2023) (Clinton Jones)
* ENGL 376: Graphic Novels (Darren DeFrain), a Tilford Class
* ENGL 399E: African Literature (Course planned for Fall of 2024) (Clinton Jones)
* ENGL 399 I: 20th Century African American Novels (Course planned for Fall 2024) (Clinton Jones)
* ENGL 503: American Literature I (Rebeccah Bechtold)
* ENGL 516: Studies in A Major Author (Rebeccah Bechtold)
* ENGL 546: Studies in Ethnic Literature (Jean Griffith)
* ENGL 590: Senior Seminar (TJ Boynton, theme 'Multicultural Britishness')
* ENGL 700: Introduction to Graduate Studies (Rebeccah Bechtold)
* ENGL 703: Seminar In American Literature I (Rebeccah Bechtold)
* ENGL 704: Seminar In American Literature II (Realism) (Jean Griffith)
* ENGL 705: Seminar in American Literature III: African American Prose (Jean Griffith)
* ENGL 713 [Poetry] and 733 [Contemporary British Lit: TJ Boynton has taught both focusing on Caribbean Literature with an emphasis on postcolonial theory
* ETHS 410: African American Male (Course planned for Spring 2024 and cross-listed with ENGL course) (Clinton Jones)

Jason Allen's classes in creative and fiction writing emphasize authors who identify as African American, Native American, LGBTQ, Latinx, Asian American, working-class, etc., as well as books or shorter pieces that include equally diverse content.

The English and Creative Writing programs both changed a World Literature Requirement to a Diversity Requirement, allowing students to incorporate more DEI scholarship into their programs of study.

Fran Connor, Kerry Jones, and Katie Lanning have offered (or will offer) courses for WSU's Lifelong Learning program, aimed at non-traditional students of retirement age.

The linguistics program offers several diversity-related courses, including Language of Food (LING 152), American Sign Language I (LING 270), Dialectology (LING 318), and Languages and Language Attitudes in the USA (LING 663).

**Scholarships:** The MA program annually awards the Gordon Parks Fellowship, created in honor of the photographer and filmmaker who “established his deep commitment to social justice early in his career through a series of photographs featuring Chicago’s South Side.” The fellowship is awarded to students from underserved populations who might otherwise lack the financial support to pursue graduate study.

Several undergraduate English Scholarships also aim towards a more diverse student *populus*:

Flora C. Clough Scholarship: Preference to female students with financial need “who . . . could not otherwise attend college” without the scholarship support;

Marguerite Bliss & Isabel Ford Scholarship: For a female student with financial need;

Our Haymaker, Halfman, Bliss & Ford, Cross, Barr, and Gythiel scholarships are all designed for students with financial need.

Our current recipient of the Anna Kathleen Walsh English Scholarship–our biggest departmental award, designed to cover full tuition and board for four years–is Damaris Mireles, a first-generation college student and non-native English speaker.

**Scholarship/Creative Activity and other initiatives in DEI:** Dr. Jason Allen and Dr. Mythili Menon are currently working on an NEH grant proposal that focuses on memoir writing by refugees who were relocated to Wichita. The goal is to anthologize these harrowing and deeply personal stories after translating them into English and to compile them in a book. Also, Dr. Allen led a weekend memoir writing workshop in December, entitled Writing To Heal, at the Siddhayatan Tirth Spiritual Retreat center in rural Texas, which is a non-profit organization run by Jain monks who adhere to their vows of poverty and nonviolence. This writing workshop serves a vastly diverse population of attendees who seek to explore their spirituality and to process their most emotional memories through writing and sharing in a supportive group environment.

Dr. Rebeccah Bechtold, our early Americanist, emphasizes DEI work in her publications and presentations. In 2016 she was awarded the Ralph D. Gray Article prize for her article, "A Revolutionary Soundscape: Musical Reform and the Science of Sound in Early America, 1760–1840,” published in a 2015 issue of the *Journal of the Early Republic*. In 2018 she was awarded the Jerome Stern Article prize for her article, "Feeling Right: The Limits of Sympathy and the Problem of History in *Making a Murderer,*" published in a 2017 issue of *Studies in American Culture.* Our other Americanist, Jean Griffith, has published on the treatment of race in white women writers of the early twentieth century. Her work in progress, “Imagining Orphans: Poverty, Difference, and America’s Dispossessed Children,” also examines issues of race and ethnicity as they pertain to social welfare policy, charity work, and the relationships between different classes and racial and ethnic groups.

Dr. TJ Boynton's recent work has focused on global Anglophone literature from the Caribbean. His book, “The Despotism of Fact: Celticism, Capitalism, and Transnationalism in British and Irish Writing,” traces connections between racial theories of Irishness, capitalism, colonialism, and aesthetics in fiction, drama, poetry, non-fiction prose and popular-cultural media produced in England and Ireland between 1860 and 1960.

Dr. Darren DeFrain's Vizling App, designed to assist visually impaired readers read visual and graphic narratives, is a DEI-based project. In the spring of 2023, the department is offering two internship classes for students hoping to work on this app.

One of our linguistics faculty members, Dr. Mythili Menon, also works with underrepresented, minority, and vulnerable populations. She has created a language archive on the Potawatomi Nation of Mayetta, Kansas and she is the founder and director of the Center for Educational Technologies to Assist Refugee Learners (CETARL), which has received funding from the state of Kansas, the NSF, and corporate sponsors. Dr. Menon also served as chair of the 2018 Formal Approaches to South Asian Languages (FASAL 8) conference at WSU.

**Creative Writing:** Our literary journal *Mikrokosmos* and its online counterpart *mojo* are “dedicated to the revolution of literary spaces—the breaking of conventions, the exploration of provocation, the inclusion of all voices. Established, emerging, or identities often marginalized by our society’s narrative—we want your work.”

The Creative Writing Program has sought to bring diverse authors to campus for readings and as visiting writers. This has become more difficult since the budget for our Writing Now/Reading Now series has disappeared, but Creative Writing remains committed to diversity.

Recent Distinguished Writers include Jericho Brown (winner of the 2020 Pulitzer Prize for Poetry) and Robin Coste Lewis (though she withdrew because of health reasons at the last minute). The 2022 Emerging Writer was Sindya Bhanoo (Indian American) and the 2023 emerging Poet will be Cindy Juyoung OK (Korean America).

Creative Writing has particularly emphasized diversity in soliciting applications, and about 80% of the applications they received for the Emerging Poet position this year were BIPOC or Transgender or Queer poets.

Recent authors who gave on-campus readings include Lan Samantha Chang and Ilya Kaminsky (a hearing-impaired Uranian-Jewish poet.).

The MFA program currently has eight BIPOC students out of eighteen. The MFA director Sam Taylor reports that student poems have used fragments of Arabic, Sioux, Spanish, Igbo, and AAVE within them.

Professor Taylor's GRA research with MFA students Clarence Albury and Andrea De La Rosa has a diversity focus.

**Intensive English:** The English Department now includes Intensive English, whose core mission is instruction in the English language for non-native English speakers. They offer crucial support for international students and departments with a high number of international students. Their work includes a number of social, cultural, and academic orientation programs, and they consult with and contribute to community-based ESL programs.

Intensive English is working with the Composition and Writing program to develop a new graduate TESOL (Teaching English to Speakers of Other Languages) degree.

Intensive English’s Andrew Bowman, with help from English's Mythili Menon, has created a project called “Building Bridges: A Literacy and Educational Program for Refugee Families in Wichita, Kansas.” Courses are being developed to help newly arrived refugees from the Democratic Republic of Congo and other Swahili speakers improve their language skills and job prospects in Wichita. The courses are partly funded by a Dollar General grant awarded to Principal Investigator Dr. Karissa Marble-Flint of the College of Health Professions. IELC Learning Laboratory Coordinator and Co-Investigator Andrew Bowman have designed and developed the web-based platform and content the students will use. Lecturer Pamela Jeroma will teach the classes. IELC student Naomie Ilunga will serve as an interpreter.

The Building Bridges project will function under the guidance of the university's Center for Educational Technologies to Assist Refugee Learners (CETARL), along with Wichita's local branch of the International Rescue Committee. Dr. Mythili Menon, director of CETARL and English Department faculty member, is also a Co-Investigator.

**Geology**

When faculty positions are available, the department places ads in minority-focused geoscience journals and societies. Recent ads include in “Geoscience Alliance” for Native American and Indigenous geoscientists and "National Association of Black Geoscientists.”

The department’s review of applications include discussion of increasing URM and women in the candidate pool. The geosciences have historically been white male dominated, so any opportunity to show representation of other groups that fit within the framework of necessary qualifications is pursued.

The department hired a Black African candidate in 2018 (now a U.S. citizen) who has been successfully working through the tenure period.

**History**

Dr. Alberto Wilson, visiting assistant professor in Latinx studies, is teaching the Mexican and Latinx/Borderlands courses and creating new courses for the department, such as Latinos/as in the City (HIST 335) and The U.S. and Mexico Borderlands (HIST 555). Dr. Wilson works with other Latinx faculty across the university (such as CAS’s Dr. Edil Torres-Rivera) to better recruit and retain Latinx students. He has also been involved in various discussions regarding community engagement. The department of History is eager to convert Dr. Wilson’s position from a visiting one to a full-time, tenure-track position. To that end, the chair of History, Dr. Jay Price, has asked Dr. Wilson to complete the annual Faculty Activity Record required of tenure-track and tenured faculty.

Dr. Robin Henry, associate professor of History, is serving as chair of the department of Women’s, Intersectional, and Ethnic Studies (WEIS) and in that role completely revitalized a department in need of innovation. She has created a standing committee to lead the department, overhauled and streamlined courses offerings, and added much-needed faculty from other departments that will now have affiliate status with WEIS. See the WEIS section below.

**Hugo Wall School of Public Affairs**

The school has a DEI plan for the years 2023 to 2028. The purpose of this plan is to articulate a strategy that will promote diversity, equity, and an atmosphere of inclusion. The MPA has a record of preparing and supporting women and minorities in public and nonprofit organizations. Faculty and staff can do more to provide a learning experience in which students from different backgrounds with different experiences are able to engage in respectful exchange and generate new ideas that improve performance.

On average, about 20% of MPA students identify as part of a racial or ethnic minority. MPA students are culturally diverse. One in five MPA students is a first-generation college graduate. There is also diversity of experiences among students in the MPA. Most MPA students are working, often in the field. Students learn from one another’s practice experience.

The mission of the Hugo Wall School is to engage a diverse faculty, staff and students in applied learning and applied research. A program that is diverse provides more opportunities to explore policy, practice, and management from different points of view. This plan will focus on diversity with respect to race, ethnicity, gender, socioeconomic background, disability, sexual orientation, and gender identity. These are areas where awareness, competence, and respect for differences are most needed in the program. The plan is to strengthen DEI in the MPA terms of both faculty and students.

The Hugo Wall School will begin AY 2023 with seven full-time equivalent faculty members. Four faculty are female (each a person of diversity) and three are male (one a person of diversity). Faculty searches will continue to emphasize DEI. Faculty openings will be broadcast widely to reach under-represented groups.

The MPA website and printed material should clearly communicate the School’s commitment to DEI. The admissions webpage should explain the reasons for and importance of a racially, culturally, socio-economically diverse group of students. Measures of performance associated with these activities should be developed and implemented. Results of these steps should be documented. And the diversity plan updated accordingly.

**Mathematics, Statistics, and Physics**

**Sonia Kovalevsky Day**: Sonia Kovalevsky Day, held yearly in April for middle and high school students, is designed to empower the next generation of female mathematicians, scientists, engineers, and innovators.

**Graduate Program Groups (GPG) in Math Alliance**: The math department is a member of the Math Alliance Departmental Graduate Program Group (GPG), a national program that works t ensure that “every underrepresented or underserved American student with the talent and the ambition has the opportunity to earn a doctoral degree in a mathematical science.” Several members of the faculty are Math Alliance Graduate Faculty Mentors. In the past, our masters thesis student, Jackie Chan, was an alliance F-GAP scholar.

**Launch Week:** Held the week before Fall semester classes begin, Launch Week is an enrichment program designed to help incoming first-gen and underrepresented students succeed in their mathematics courses.

**Advertised with AWM**: In 2021, we advertised two assistant professor positions with the Association for Women in Mathematics (AWM), an organization that supports women and girls who pursue careers in the mathematical sciences. Our alignment with this organization signals our commitment to increasing gender equity on our department.

**Female Faculty in Search Committee**: Also signaling our commitment to gender equity, the department ensures that women serve on all search committees for new faculty positions. In a 2022 search, two female faculty members were assigned to work on the search committee.

**Search Advocate**: Since 2021, the math department has included an advocate (appointed by the LAS dean) on every search conducted for new faculty. These search advocates, faculty members with expertise in hiring best practices, advise the committees on which they serve on issues ranging from generating a diverse pool of applicants to conducting a fair and inclusive search.

**Math Club:** The Math Club is an RSA club for undergraduate and graduate students in all disciplines who are interested in mathematics. Math club members currently help prepare for Sonia Kovalevsky day and volunteer for the event itself. Plans are underway this year to work with Dr. William Polite, the director of the Wichita Public Schools Equity, Diversity, and Accountability Office, on outreach efforts for high school students from underrepresented groups.

**Math Circle**: Math Circle is a series of lectures that help children learn more about various areas of math. In January 2023, our Math Circle also hosted the AMC-8, a national math competition for middle school students.

**Math Teacher Circle**: This year, the department plans to create a Math Teacher Circle to work with middle and high school math educators on incorporating instruction that attends to the practical applications of mathematics. We expect this outreach activity to have an impact on student retention.

**Midwest Geometry Conference (MGC):** With support from a grant we received from the National Science Foundation, we hosted the Midwest Geometry Conference in March 2022. In mathematics, approximately 25% of all PhDs are awarded to women. The MGC works to create a welcoming, inclusive, and equitable environment by emphasizing gender parity, geographic diversity, and diversity of rank amongst its speakers and conference attendees. The organizing committee is currently involved in this year’s event, to be held at Kansas State.

**Modern and Classical Languages and Literature**

The mission and purpose in MCLL involve diversity at all levels: teaching, research, & service. Hence the department’s motto: *Become more inclusive*.

Examples of DEI related courses include:

* French Literature of Africa and the Caribbean (FREN 541)
* Spanish in the US (SPAN 547)
* Hispanic Cooking Communities (SPAN 632)
* Latin@ Studies (SPAN 633)
* Latinx Cultures & Experiences (MCLL 710)
* Japanese Film (JAPN 322)
* Japanese Culture & Society (JAPN 324)
* World Cultures in Popular Media (FYML 102E)
* Latinos in the US & Midwest (FYML 102G0

Recently, an independent seminar was offered on West African Literature in French (HNRS 485).

MCLL also provides translation and interpreting services for the languages we teach. Many classes involve a service-learning component where students apply language skills in a variety of venues, especially clinical (Spanish for the Health Professions, for example).

MCLL promotes the cultures of the Arab world and offer translation services in Arabic.

The department also organizes the annual Japan Festival on campus and participates in Wichita’s Asian Festival.

MCLL also plays an active role in special ODI events that honor the Hispanic community and participates in HALO. The department also organizes a French theater event every year.

MCLL faculty are actively engaged in DEI-related scholarship as well. Faculty recently published monographs on *Food Studies in Latin American Literature: Perspectives on the Gastronarrative* (Rocío del Águila) and *Mexican Americans of Wichita’s North End* (Enrique Navarro *et al*.).

An MCLL faculty member received substantial external funding in Latino Health Equity (Rachel Showstack). One component of this research involves translation and interpreting in medical Spanish.

An MCLL faculty member published journal articles on the topic of migration in Central America; another has a monograph in progress on intersectional studies involving influential French women writers.

**Philosophy**

The department of philosophy has infused its website and recruitment materials with more diversity-related content. The website now features a “Diversity Reads” page that highlights diversity-related reading material. Our department hallway displays diverse famous people with philosophy degrees and books on display in the chair’s office include Māori Philosophy, African Ethics, and many other diversity-oriented books.

We encourage senior auditors in our classes whenever possible and we offer lifelong learning classes aimed at seniors.

Several of our courses include diversity-related context, including:

* **PHIL 150B: Women & Computers: Two Historical Episodes**
* **PHIL 300: Science and the Modern World**
* **PHIL 304: Latin American and LatinX Thought**
* **PHIL 307: Japanese Film**
* **PHIL 312: Contemporary Philosophy of Law**
* **PHIL 312H: Contemporary Philosophy of Law Honors**
* **PHIL 313: Political Philosophy**
* **PHIL 327: Bioethics**
* **PHIL 338: Philosophy of Feminism**
* **PHIL 354: Ethics and Computers**
* **PHIL 385: Engineering Ethics**
* **PHIL 526: Ethics of Big Data**

Courses that specifically highlight or celebrate marginalized or non-Western constituencies include:

* **PHIL 228: Introduction to Japanese Philosophy**
* **PHIL 304: Latin American and LatinX Thought**
* **PHIL 338: Philosophy of Feminism**
* **PHIL 350: Ancient Chinese Philosophy**
* **PHIL 352: Contemporary Chinese Philosophy**
* **PHIL 365: Survey of Asian Philosophy**
* **PHIL 565: Topics in Asian Philosophy**

Several of our faculty are also doing DEI-related research. Dr. James Schwartz, for instance, is author of *The Value of Science in Space Exploration*(Oxford University Press, 2020), editor (with Linda Billings and Erika Nesvold) of *Reclaiming Space: Progressive and Multicultural Visions of Space Exploration* (Oxford University Press, in preparation), and editor (with Tony Milligan) of *The Ethics of Space Exploration* (Springer, 2016). They are also co-convener on an upcoming session of AbSciCon which will also presentations on spaceflight and disability.

Dr. Susan Castro, department chair, has published multiple DEI-related articles, including “A Kantian Theory of the Sensory Processing Subtype of ASD [Autism Spectrum Disorder]” (*Journal of Cognition and Neuroethics* 6(1):1-15), “Why ever doubt first person testimony about disability?” (*Southwest Philosophy Review* 34 (2): 49-54), and “Zeami’s Reply to Plato: On the Art of *Sarugaku” (Japan Studies Association Journal* 15(1):1-22). Dr. Castro has also given several talks on DEI-related subjects, including, most recently, “Sublime Humor,” (APA Central, Philosophy of Humor Session, February 2022), “On the ‘logics’ of *renga*” (Kansas Philosophical Society, February 2020), “The Natural and Cultural Logic of *Renga” (ATINER International Conference on Philosophy*, May 2019), “Kant’s reply to Zeami: *Sarugaku*, *sensus communis*, and perpetual peace” (Japan Studies Association meeting, Honolulu, HI Jan 2019), and “A Kantian Theory of the Sensory Processing Subtype of ASD" (Mind and Brain conference, Center for Cognition and Neuroethics, Flint, MI Sept 2018). She has also given invited talks such as “When Algorithms Oppress” (American Philosophical Association Central Division Meeting, panel *Women in Tech: What Philosophers Need to Know*. February 2020) and “A Kantian Theory of Autism” (Beck Lecture in Philosophy of Science, Southwestern College, Spring 2019). She was also the invited keynote speaker for the 2022 Diverse Women’s Summit, for which she gave a talk entitled “Intersectional Ethics and Epistemology” and a speaker for the Wichita District Dental Society (“Ethics of Professional Judgment in Dentistry” (April 14, 2022).

**Physics**

The physics department has created an Equity, Diversity, and Inclusion committee. The committee makeup includes three physics faculty members/staff, two undergraduate students, two graduate students, two external members, and the director of physics, who serves as an ex-officio member.

The committee plans to:

* Promote the goals of DEI in physics;
* Facilitate communication and understanding among divisional constituencies about DEI issues;
* Regularly assess students, staff, and faculty needs related to DEI;
Identify needs towards achieving DEI-related goals; and
* make recommendations to the chair and division regarding ways to achieve these goals.

**Political Science**

*Below are DEI Strategies and Activities that the Department of Political Science has worked on over the past 5 years:*

Strategy: Increase proportion of full-time, tenure-track faculty who are female.

Result of Strategy: 3/4 faculty hired in this period are female. Two (Alexandra Middlewood and Doris Chang) remain in the department. Our faculty is now 4/7 female.

Activity: Model United Nations, which exposes students to the experiences of diverse peoples and nations through simulated UN debates. The program is open to all WSU students, and includes domestic and international travel to competitions. Our students also run a local Model High School Model UN competition for Kansas secondary students.

Activity: Offer more courses with diversity content. We have offered new courses in Asian Politics, Gender Politics, Global Gender Politics and Global Challenges.

Activity: Increase hiring of adjunct faculty who are female or people of color. Our department is small, with usually 4-5 adjuncts teaching per semester. In the past five years we have hired one black woman (Melody-McCray Miller) as a regular adjunct instructor, and also hired four new female adjunct instructors.

Faculty member Dinorah Azpuru serves as Co-Coordinator of the Certificate in Latin American and Latinx Studies. Another member of the department, Doris Chang, serves as Co-Coordinator of the International Studies Field Major. Alex Middlewood is Director of the Model United Nations Program.

**Psychology**

The department has a standing diversity committee with the goals of: 1) recruiting diverse students at both the undergraduate and graduate levels; and 2) promoting a greater understanding and acceptance of diversity among the faculty, staff, and students within the psychology department. Many of the activities listed below were organized by the diversity committee but carried out by the department more broadly.

The department brought in speakers for a Gender Diversity Training in February 2022. All graduate students, faculty and staff were required to attend.

The department sponsors two undergraduate research scholarships for students of diverse backgrounds. Applicants are evaluated and then paired with a mentor to help them conduct an original research project.

Our director of clinical training contacts the McNair offices of regional universities to advertise our program and asks McNair staff to refer interested students to our department.

Several members of our faculty have directly emailed diverse undergraduates who are members of professional societies in psychology to ask about interest in our program. Every member of the community and community-clinical programs has contacted at least one applicant.

We have sent representatives to McNair conferences to advertise our graduate programs. Our faculty are very active in WSU’s McNair program.

Faculty in the department mentor multiple students every year.

All students in the clinical program are required to watch a documentary on conversion therapy. This documentary has been discussed in both lab groups and at a town hall meeting.

We have conducted a climate survey evaluating graduate student opinions regarding the degree to which various components of our department promote diversity, equity, and inclusion and are appropriately sensitive to issues of diversity. We are in the process of responding to the results. We are currently conducting a similar climate survey with our faculty and staff.

We offer a graduate level course PSY 912 Seminar in Cultural Diversity and undergraduate courses 534 in Psychology of Woman (PSY 534) and Successful Aging (PSY 539).

Finally, the department hosts a clinic that offers a sliding fee scale and our referral network is designed to serve marginalized and underrepresented groups.

**Social Work**

The School of Social Work at Wichita State University has long included diversity and equity themes in our curriculum for both our undergraduate and graduate social work programs. The program is committed to professional social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, and scientific inquiry. Students are prepared to apply scientifically based, evidence-informed knowledge and practice skills to multi-dimensional practice sites to advance a pursuit of social and economic justice, the deterrence of conditions that limit human rights, the eradication of poverty, and the enhancement of the quality of life for all persons, locally and globally. The core themes of the MSW program are aimed at advancing:

1.      Cultural Competency

2.      Social Justice

3.      Empowerment

4.      Multi-Dimensional Practice

**Program Learning Environment**

The School of Social Work ensures that the educational climate is one of nondiscrimination and inclusion. This begins by including statements of nondiscrimination and respect for diversity in all online and published materials, including the MSW Student manual and the Field Practicum manual. The university’s statement of nondiscrimination is as follows: The School of Social Work’s MSW program has continued to broaden its inclusion efforts, with increased technology that is proactive and available for student learners of all abilities and is built into the structure and pedagogies of all classrooms. University-wide efforts have included broadened faculty training and resources for building inclusive classrooms for different learners. New faculty and graduate teaching assistants now receive training on accommodating students with disabilities, and the WSU Instructional Design Team has developed a large slate of training resources for faculty to assess their classroom skills and ensure accessibility of all students. This not only serves the School’s diverse students in expanded ways, but serves as a model for student’s work with diverse populations as they move into the Social Work profession. Knowledge and appreciation of diversity are promoted in every course in the MSW curriculum. In the School’s initial MSW accreditation, the model of Advanced Generalist Practice was identified as the School’s area of Specialized practice. At that time, the School adopted cultural competency and diversity as unifying themes for the MSW program in order to foster an appreciation of diversity and inclusion throughout the MSW curriculum. This commitment to these core emphases has only strengthened since initial accreditation.

**Generalist Curriculum and Diversity**

The Generalist curriculum provides many opportunities to increase students’ understanding of and appreciation for diversity. Because of Wichita’s metropolitan context, the community itself is diverse in a variety of ways, which provides students with a range of experiences and opportunities and which furthers their understanding and appreciation for these contexts. This diverse, multicultural, metropolitan setting was important to the School’s choice of cultural competency and diversity as unifying program themes. Courses in the BSW and MSW curriculum have assignments and learning experiences that foster increased knowledge and skills with diverse populations. In Macro HBSE (SCWK 361 and SCWK 712), students learn about diverse communities in the Wichita area by studying macro issues connected with diverse populations, such as pressing social issues, injustice, oppression, or marginalization. The Micro HBSE class (SCWK360 and SCWK 710) stresses diversity and the analysis of relevant human behavior theory for its congruence with values of diversity. While practice courses provide students with knowledge and skills in dealing with diverse cultures, the practicum experience allows students to put their knowledge and skills into daily practice as students are evaluated on the ability to practice differentially with people of diverse backgrounds and experiences. Students also learn about the dynamics of racism, ageism, sexism, and other forms of oppression and discrimination in Generalist HBSE courses (SCWK 710/712). These courses provide knowledge of the impact of diverse group membership on interpersonal relationships. These concepts are linked to the Generalist practice courses (SCWK 700/702) in which students use their knowledge to develop skills in micro, mezzo, and macro practice situations. The Generalist practice class (SCWK 700) connects HBSE content by requiring students to conduct a psychosocial assessment and to examine self as Social Worker in the context of diverse, multicultural settings.

The focus on diversity and differences is reinforced in the social welfare policy and services courses (SCWK 300 and SCWK 717). These courses lay the foundation for understanding the historical development of social welfare services and addressing gaps in service that occur because of ideologies, perceptions, and values around diversity and multiculturalism. These courses also provide students with the knowledge of policy development and current policy trends that can be used to develop socially just services and programs. Through their policy analysis paper, as well as critical thinking and reflection activities, students examine the influence of personal and professional values and views on equity in providing social services. These understandings help students to see their place in the evolution of the profession’s commitment to meeting human needs in all of its diverse and multicultural manifestations.

**The Specialized Curriculum and Diversity**

The Specialized MSW curriculum requires a stand-alone course focused specifically on cultural competency in the School’s Advanced Generalist orientation. Cultural Competency for Advanced Generalist Practice (SCWK 810) develops students' understanding of the dynamics and theories of oppression, the values and ethics of the Social Work profession, and how individual differences shape life experience and practice. In this course, students explore their own personal values, beliefs, and behaviors through the development of a culturagram in order to understand how their life experiences impact their ability to practice effectively with people of diverse backgrounds. Students also complete a semester-long cultural diversity and structural oppression analysis of the organization where they are doing their practicum, further integrating diversity and cultural competency within the curriculum. This course is taken in the fall semester of the specialist year and lays a solid base of knowledge for culturally competent Social Work practice.

Advanced Generalist Practice with Individuals (SCWK 816) develops knowledge and skills of ecological assessment of person-in-context. This class provides a framework for understanding cultural, familial, and environmental conditions that have differential impacts on development and functioning. In Policy II, Advocacy and Social Justice (SCWK 817), macro-level intervention skills (coalition building, social movements, and legislative advocacy) are discussed in terms of their relevance to diverse communities. This course requires that students engage in policy analysis and advocacy, requiring knowledge of the community with an understanding and appreciation of diversity.

**Field Practicum Learning Environment**

The Field Practicum coordinates practicum experiences for students that increase their awareness of and experiences with diverse issues and populations. Practicum provides opportunities for students to gain experience in working with a diverse range of people with assistance from the field instructor. Students gain an understanding of the relationship between the complexities of Social Work practice and diversity of race, color, and ethnicity, religion, sexual orientation, age, socioeconomic status, and physical and mental challenges. Sometimes field instructors tend to view diversity through a uni-focal, racial lens, and the practicum program works with field instructors to better understand diversity in a larger socioeconomic context. This broadening of the difference/diversity lens is a discussion that occurs in annual field instructor training with additional mini-workshops focusing on similar topics for field instructors at other times.

Other courses we offer also include diversity content, including:

-       ScWk 521: Forensic Social Work

-       ScWk 531: Practice in Addictions

-       ScWk 541: Women and Poverty

-       ScWk 542: International Social Work

-       ScWk 559H: Successful Aging: Theory, Research, and Practice

-       ScWk 571: Contemporary Issues & Perspectives LGBTQ

-       ScWk 572: Families of Diverse Cultures

-       ScWk 590: Domestic Violence

-       ScWk 610G: Policy and Practice with Aging

-       ScWk 610M: Forensic Interviewing

-       ScWk 611C: Domestic Human Trafficking

-       ScWk 611J: Creative Empowerment in the Helping Professions

**Faculty**

In teaching, research, and service activities, the social work program provides a learning context in which understanding and respect for diversity, inclusion, and advancement of cultural competency is practiced and modeled. The School of Social Work recognizes the importance of recruiting and retaining a diverse faculty with respect to race, ethnicity, gender, sexual orientation, national origin, age, religion, and disability. During 2022-2023 six full-time Social Work faculty were persons of color or are international faculty. The faculty also represents diversity with respect to age, sexual orientation, gender, religion, disability, and marital status. Six faculty are female and two are male. The school continues to work at securing tenure-eligible faculty positions and makes every effort to recruit, hire, and retain diverse faculty.

In addition to the diversity represented in faculty demographics, the faculty promote and model their commitment to diversity through their involvement on community boards and community outreach projects and in collaborative faculty/student research efforts with a focus on inclusion and diversity. Involvement in grant opportunities that focus on diverse populations and involvement with university committees and programs that promote diversity and inclusion are also common among faculty. Several faculty members are involved in international research projects with diverse populations in Namibia, Russia, and South Korea and with the diverse, underserved population in the United States. Several faculty members are involved in diversity community boards and provide services and consultation.

At the Departmental level, a search plan is developed by the School of Social Work’s Faculty Search Committee. This plan includes the position description, required and preferred qualifications, list of where and how the position will be posted/advertised, and specific efforts to identify protected groups for affirmative action initiatives. All advertising copy and postings must include the following statement: “WSU is an AA/EOE employer. Women and others from historically underrepresented and oppressed populations are encouraged to apply. Offers of employment are contingent upon completion of a satisfactory criminal background check as required by Kansas Board of Regents policy. All employees of Wichita State University are expected to support the WSU Vision, Mission and Values and to help foster an environment rich in diversity of culture, thought and experience. Candidates for faculty positions should be able to demonstrate the ability to effectively educate and empower a diverse student population.”

While the missions of the University, the College, the School of Social Work, and the MSW and BSW Programs are comprehensive and articulate a clear commitment to inclusivity and to supporting persons with diverse identities, there is an ongoing commitment to continually improve the learning environment for students in such a manner as to affirm and support persons of diverse identities. As one example, several faculty members who have served as Online Fellows, developing expanded skills in order to fully serve people with diverse learning needs by providing adaptive, accessible, technology driven classrooms, both in person and online. Additionally, by strengthening ties with local communities, the School is able to promote Social Work as not only a viable career choice but as the helping profession most historically concerned with and involved in ensuring a safe, just, and diverse society. As the School and its programs develop avenues for collaborative efforts with surrounding communities and  neighborhoods, it looks for opportunities to identify field practicum placements and innovative learning opportunities for students and faculty that supports the School’s goal of educating culturally competent Generalist practitioners. The plans for strengthening ties and increasing opportunities to learn about difference, inclusivity, and diversity are an ongoing part of the MSW program and the School’s value commitments and curricular development.

**Recruitment of Students**

Program faculty seeks to recruit a diverse student population into its MSW program. Faculty are actively involved in several University efforts to recruit a growing number of students of color to all Social Work programs. We partner with area community colleges to promote the 2 + 2 degree options for undergraduates and are continuing to expand our efforts for recruiting and retaining diverse MSW students. The School maintains an active social media profile to promote our programs to varying demographics, including the use of Twitter, Instagram, and Facebook. Student demographic data show that the School has participants on social media platforms that range in the thousands, including 2000+ active users per week on social media pages. The users are from a variety of diverse geographic locations originating both inside and outside of Kansas and around the US. The School receives various contacts from potential students, both domestically and internationally, through its social media outreach efforts and campaigns. It also utilizes these platforms to link and connect diverse organizations from across campus. For example, the School shares information with students not only from our own programs but also with other student groups such as the LGBTQ and Allies Campus Student Organization and the Black Student Union. It also shares information from other campus programs, such as TRIO Student Support Services, which serves students from first-generation and limited-income backgrounds as well as students with disabilities.

The School holds on-campus and virtual events in the fall and spring semesters, inviting students from across campus and the community to join for pizza and informal meet-and-greet events. The MSW Program Director has served as both a Faculty Retention Fellow and as a Faculty Recruitment Fellow. These efforts look for new, creative, and expansive ways in which to recruit and connect with diverse student populations. The MSW program has developed video outreach such as with the MSW program student orientation and recruitment efforts, which include presentations from diverse faculty and students. These video outreach efforts are also available with a transcript and closed captioning. The social work program supports two student organizations, the Student Organization of Social Work and Phi Alpha, which also participate in diversity events and activities throughout campus and the community.

**Research/Creative Activity**

Several faculty members conduct research related to diversity.

Dr. Ndii Kalomo research interests include kinship care, population aging, gerontology, HIV, mental health among immigrant older adults of African descent. Kyoung Lee’s research area is focused on understanding the various factors (spirituality, social support, stress, coping, etc.) influencing the psychological/physical well-being and health care of older adult and adult population mainly among Korean immigrants, Native Americans, assisted living residents, and Namibians. Dr. Amy Alberton’s research agenda is focused on the pursuit of social justice through anti-oppressive practices, programs, and policies. Particularly, the foundation of her area of interest is the elimination of structural violence, including colonialism, or systemic barriers.

Dr. Karen Countryman-Roswurm’s research offers pathways to holistic prosperity for individuals, groups, and communities facing abuse, exploitation, and trafficking through the provision of direct-service programming, education and training, consultation and technical assistance, research, and policy development. Dr. Brien Bolien’s scholarship has focused on pedagogical techniques and curriculum in social work education. Dr. Amy Alberton’s research agenda is focused on the pursuit of social justice through anti-oppressive practices, programs, and policies. Particularly, the foundation of her area of interest is the elimination of structural violence, including colonialism, or systemic barriers.Dr. Jeoung Min lee’s interests includes bias-based bullying and cyberbullying. She is particularly interested in bias-based bullying experienced by racial and ethnic minorities and sexual minorities. Finally, Dr. Ozturk’ research agenda focuses on domestic violence issues, family, immigrant, and forensic social work.

**Other efforts:**

The MSW program is supportive of student and faculty engagement in diversity events throughout the campus and the community. Below are two that serve as examples of the diversity efforts and emphases that are supported by the MSW program each year:

*Power Conference*

Wichita State University School of Social Work has held the annual POWER Conference in Wichita for the last 20 years. This annual conference brings together a variety of professionals, including over 200 Social Workers, marriage and family therapists, addictions professionals, counselors, psychologists, students, attorneys, law enforcement, and other community and nonprofit service providers. They work in health care, mental health, higher education, private practice, schools, correction centers, agencies, military, and many more arenas. Last year’s theme was inspired by the life and words of civil rights advocate and social justice hero, John Lewis, and looked at the numerous diversity issues in connection to intervention strategies for change within our practice communities. The annual POWER Conference provides the social work programs with the opportunity to extend learning into the community, providing networking, expanded learning, and strategic problem-solving with a larger, diverse group of alumni and practitioners in the field. Some conference sessions were selected specifically for their diversity content, such as one titled, “See My Color, Acknowledge My Trauma, Change the Outcome”, and another focused on issues related to migration and immigration. Recent years’ agendas have had conference themes focused on forensic Social Work, creativity, poverty, and veterans, just to name a few.

*Advisory Board*

The School of Social Work has an active Advisory Board that meets at least two times during the course of the year. The Advisory Board reflects the diversity of fields of practice in the Wichita community and of clients served in the region. This group has been actively engaged for many years with both the BSW and MSW programs. Board members are influential in the community and conceptualize both the BSW and MSW curriculum in terms of diversity and inclusion. The advisory board provides insight into the changing community outside of the university. Board members assist the School in creating improvement plans and looking for ways to continually bring new funding sources and innovative ideas to the school.

**Sociology**

Deb Beat, Sociology M.A. and adjunct, directs the courses at McConnell Air Force base courses.

The department co-hosts the Kansas Gender & Sexuality Conference with the Office of Diversity and Inclusion.

**Women’s, Ethnic, and Intersectional Studies**

The Department of Women’s, Ethnicity, and Intersectional Studies (WEIS) is committed to promoting diversity, equity, and inclusion (DEI) in its courses offered, people hired, scholarships awarded, and activities sponsored. Though our department is configured to promote DEI, we recognize that the status quo is not an option and that it takes consistent initiative and active choices to dismantle long-standing systemic, institutional, and personal biases and to create an environment that values and practices diversity, equity, and inclusion.

Our department’s mission statement sets the tone for our DEI plan. The Department of Women, Ethnicity, and Intersectional Studies is the academic home for analyzing gender in relationship to and situated within different forms of power, such as economic and social class, race and ethnicity, sexuality, and national identities. Students learn to think critically about social institutions—family, work, education, media, and the state—images, ideologies about what is accepted as “natural,” and dominant concepts of knowledge and reality. Students and faculty investigate changes in lives across the gender spectrum emerging in different national and cultural contexts and use their professional contributions to enhance the academic life in Fairmount College, at WSU, and beyond.

We recognize that the only way for our department to be its best and strongest is to shar opportunities and advantages equitably among students, faculty, and staff. Inequality among ethnic and racial groups, women, LGBTQ+, economic classes, different age and religious groups, and people with disabilities hinders prosperity for all. We recognize that most inequalities stem from long-standing systemic, structural, and institutional inequalities that have kept certain groups from having a fair chance to thrive. We are working to correct these debilitating norms by providing a curriculum that challenges the status quo of racial and patriarchal hierarchies, courses that invite majors and non-majors to consider these historical inequalities and engage in conversations about solving current inequalities in our diverse political, governmental, economic, legal, social, cultural, academic, home, and workplace environments. We commit to providing programs, such as lectures, discussion groups, film nights, and social events, that encourage further engagement with topics of diversity, equity, and inclusion. These events will be open and free to students, faculty, and staff at WSU and free/low cost to members of the Wichita metro area. Finally, we understand that as the cost of higher education has increased, the abilities of many first-generation, ethnic, racial, and economically marginalized people to attend WSU has declined. To offset financial barriers to higher education, WEIS commits to continue to provide scholarships for students that focus on need, background, and lack of advantage, in addition to scholastic excellence. We also commit to advertising staff, student, and faculty positions broadly and with the help of a DEI representative (when applicable) to obtain the most diverse candidate pool possible for each position and to select with an eye toward providing a staff and faculty that reflect our commitment to diversity, equity, and inclusion.