

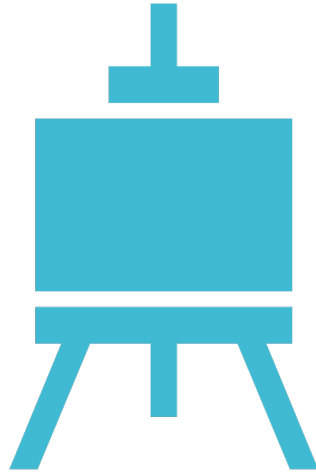
#WashUTakesResponsibility

Sam Fox Edition

Presented by Sparkle Whitaker
LA 2022 | BA in Fashion Design
+ Major in Sociology

- Mission
- Initiatives
 - Visibility of Racial Diversity
 - Support Within and Beyond
- Recap & Closing Statements
- Questions

Agenda



Mission

We seek to...

Increase the racial and social awareness of both students and faculty

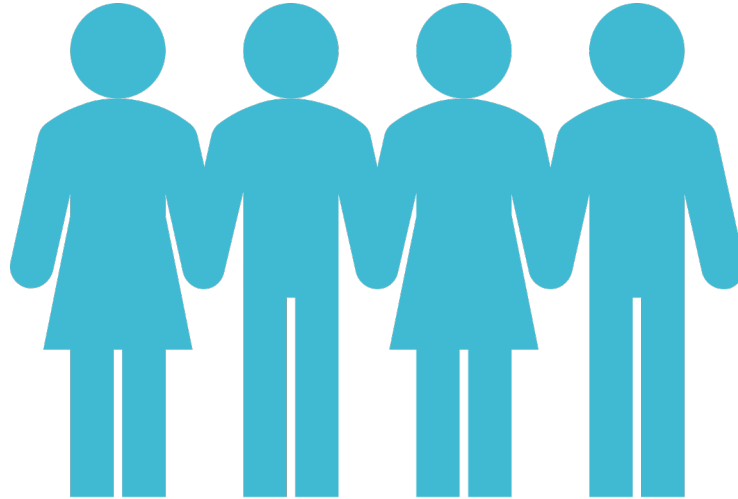
Create an inclusive community for the Black population

Change perceptions of Black students within the Sam Fox social climate

Foster community self-reflection

Initiative 1: Visibility of Racial Diversity

As a result of the societal structure of primarily white institutions (PWIs), racial minorities and the social stressors they face remain commonly overlooked and unseen by the majority.



Initiative Goals

- ❑ Create community & instill safe social settings
- ❑ Combat racism in public spaces
- ❑ Protect minorities through educational training

The Role of Minority Professors at a PWI

Creation of out-of-class minority safe spaces

Discussion of the minority experiences within a school climate

Involvement of non-minority students and faculty within minority conversations

Promoting racial awareness

Racial sensitivity training

Day School Degree-seeking Detailed counts for race/ethnicity

Students were able to indicate two or more racial or ethnic categories;
U.S. residents are reported in all categories they indicated.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American (U.S.)	390 6%	445 7%	563 8%	648 9%	764 11%
Hispanic (U.S.)	388 6%	449 7%	524 8%	617 9%	679 10%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander (U.S.)	45 1%	55 1%	71 1%	86 1%	101 1%
Subtotal - Underrepresented (U.S.)	794 12%	913 13%	1116 16%	1293 18%	1470 21%
Asian American (U.S.)	1483 22%	1546 23%	1528 22%	1507 21%	1446 20%
White only (U.S.)	3642 55%	3666 54%	3646 53%	3672 52%	3606 51%
White multiracial (U.S.)	510 8%	579 9%	622 9%	702 10%	762 11%
Unknown (U.S.)	213 3%	157 2%			
Nonresident alien (any race/ethnicity)	552 8%	562 8%			
Total - unduplicated headcount	6637 100%	6787 100%			

Undergraduate Students by School Degree-seeking Detailed counts for race/ethnicity

Students were able to indicate two or more racial or ethnic categories;
U.S. residents are reported in all categories they indicated.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
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Unknown (U.S.)	213 3%	157 2%	125 2%	108 2%
Nonresident alien (any race/ethnicity)	552 8%	562 8%	537 8%	531 8%
Total - unduplicated headcount	6637 100%	6787 100%	6888 100%	7039 100%

Washington University Faculty Diversity Snapshot, Fall 2018 - Detailed counts for race/ethnicity, gender

Faculty are able to indicate two or more racial or ethnic categories, and are reported in all categories they indicated.

	Danforth Campus			Total	Medical Campus				Total
	Tenured & Tenure Track, Full-time	Non-tenure-track, Full-time	Non-tenure-track, Part-time		Investigator, Full-time	Clinician, Full-time	Research, Full-time	All Tracks, Part-time	
African American / Black	51 7%	10 3%	38 8%	99 8%	11 2%	35 3%	10 3%	7 4%	63 2%
Hispanic	28 4%	15 4%	15 3%	58 4%	14 2%	45 4%	6 2%	4 2%	69 3%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander	2 0%	2 1%	5 1%	9 1%	3 0%	7 1%	1 0%	0 0%	11 0%
Subtotal - Underrepresented	79 11%	25 7%	56 11%	160 10%	27 4%	87 7%	17 5%	11 6%	142 6%
Asian	111 15%	66 18%	33 7%	210 13%	123 19%	274 22%	107 33%	19 11%	523 20%
White	540 75%	280 77%	417 83%	1237 78%	519 78%	887 72%	199 62%	148 83%	1753 75%
Total - unduplicated headcount	720 100%	366 100%	500 100%	1586 100%	663 100%	1237 100%	323 100%	178 100%	2401 100%

	Danforth Campus			Total	Medical Campus				Total
	Tenured & Tenure Track	Non-tenure-track, Full-time	Non-tenure-track, Part-time		Investigator, Full-time	Clinician, Full-time	Research, Full-time	All Tracks, Part-time	
Female	239 33%	178 49%	223 45%	640 40%	155 23%	439 35%	124 38%	99 56%	817 34%
Male	481 67%	188 51%	277 55%	946 60%	508 77%	798 65%	199 62%	79 44%	1584 66%
Total	720 100%	366 100%	500 100%	1586 100%	663 100%	1237 100%	323 100%	178 100%	2401 100%

Case Study

“Within one of my own classes, I experienced a classmate making a racially ignorant comment to the entire class. Instead of addressing the comment or educating the student on how their comment is offensive to minority populations, the professor remained silent. Not only did I feel unsafe and unwelcome in the classroom environment due to racial stigma against my own race, the professor failing to utilize the student’s ignorance as a chance to inform both the individual and other non-minority students within the group made me feel unwelcome among my students AND by the faculty.”

Sparkle Whitaker



Conflicts

- ❑ Ignorance within classroom settings which oppress racial minorities
- ❑ Lack of repercussion for microaggressions which segregate classroom settings
- ❑ Lack of organized safe spaces for both minority faculty and students



Solutions

- ❑ Creating safe spaces for minority students to speak on their experiences
- ❑ Funding teaching workshops and meetings to promote racial awareness
- ❑ Connecting minority faculty to minority students

Key Solution 1: Common Reading Program

A monumental form of introducing the student body to important lessons and new knowledge that will acclimate them to the higher education community is the [Common Reading Program](#). By exposing all students to literature that exposes them to different cultures and social experiences of a diverse range of minorities, the school can actively combat racial ignorance and promote inclusivity.

Goals

Explore literature and themes by African-American creators

Emphasize "Our Names, Our Stories"

Amplify African-American experience

Structure

Facilitated group discussion

Art element

Self-reflection

Self-awareness

“In an icebreaker during Wash U’s Summer Orientation Advising Registration, I addressed the first experience of racism I had when I was young within a group of peers that were all white students. Being the only black person in the group, sharing that experience I thought was just a normal part of life was eye-opening for everyone else. Addressing that racism and experience encouraged the other students to be more racially aware in the community. I love sharing my black experience and would like for more non-minority students to have the opportunity to become more racially aware!”

Allana Thompson

Case Study

Key Solution 2: Multicultural Art Education

Another way we can continue educating the student body about racial and cultural significant information beyond the first-year Common Reading Program could also include the courses students take during their undergrad experience.



Goals

- Understanding cultures of minorities with respect versus quickness
- Scholarship of various artistic heritages
- Little to no diverse multicultural backgrounds

Courses we can implement to improve diversity in our curriculums:

- African-American Art History
- Native-American Art History
- Latinx Art History
- History of Asian Architecture
- Middle Eastern Architecture

Key Solution 3: Architecture in Underprivileged Communities

Specifically, within the Architecture program, we wish to see more representation and study of architecture from a diverse range of minority societies to add on to the Eurocentric and Western-style architecture we study primarily. A large part of the minority experience are the communities we come from. This includes but is not limited to addressing the gentrification of cities like St. Louis, ongoing struggles of underprivileged communities, and more.



Structure

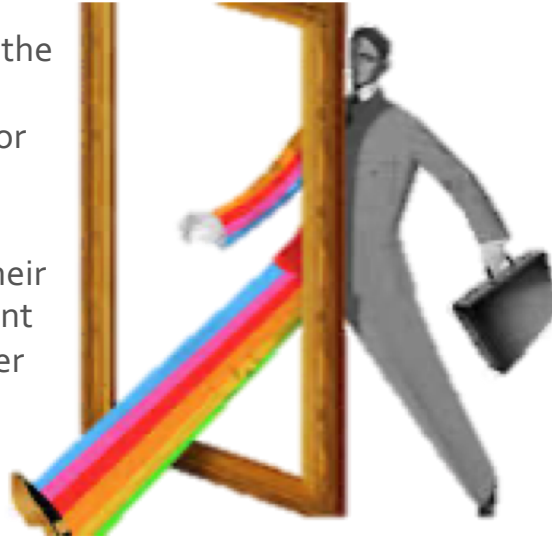
- Maintaining Community Building, Building Community course
- Extraction + implementation in studios

Goal

- Diversify & diverge
- Architecture's agency in community
- Impact of gentrification (global + WashU local)

Initiative 4: Support Within & Beyond

Both within the Wash U community and beyond, minorities deal with the cards they're dealt from society. Due to the diverse backgrounds and situations all the students come from, some have less [access to] resources that are a given for non-minority students. Through the second initiative, we wish to provide support for minority students within their undergraduate experience and sufficient preparation to support themselves after graduation.



Goal

- ❑ Support *all racial identities'* ambitions
- ❑ Entrepreneurial alumni and alumna
- ❑ Business of design industry

Structure

- ❑ Display + sell functional or ornamental work in community
- ❑ Workshop or project pairing of Olin + Fox students
- ❑ Community spotlight of art businesses

Initiative 5: Fashion & Architecture Study Abroad Options



Mission

Providing students the chance to immerse in more than Florence's artistry.



Goals

- Highlight culture and expertise in other regions
- Exploring fashion beyond current geographic studies such as Florence, Italy
- Discovering the significance of non-Western fashion and architecture



Immersive City Suggestions

- Cape Town, South Africa
- Johannesburg, South Africa
- Morocco

Key Solution 5: Coordinate Racial Sensitivity Training w/CDI



A solution we've developed for supporting minority students during their undergraduate experience is development and utilization a form of racial training for faculty and facilitators within Sam Fox at Wash U, which will promote knowledge and understanding of racial minorities to prevent racial exclusion and ignorance in the classroom.

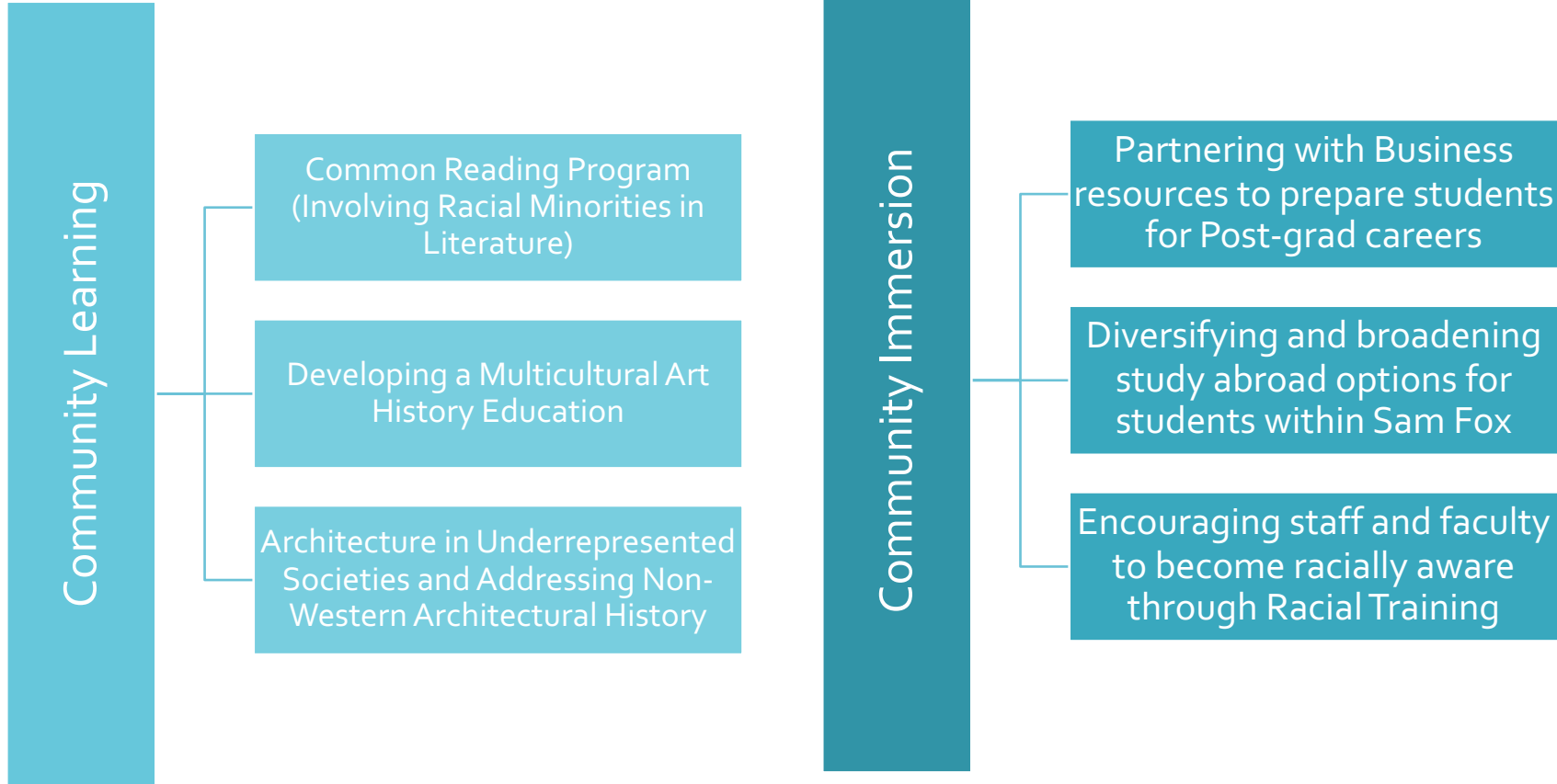
PROS

Prepared for
interracial
discussions

Time
constraint &
cost impact

CONS

Recap and Closing Statements



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- ❑ Young, Bernard. “Importance of Self-Identification in Art, Culture, and Ethnicity”. *Art Education*, Vol. 66 No. 4 July 2013.
- ❑ Venet, Cheryl. “Welcoming African-American and Cambodian Art into the Classroom”. *Art Education*, Vol. 55 No. 2 One World Mar. 2002 pg 46-51.
- ❑ Kennedy, Linda C. and Stinespring, John A. “Meeting the Need for Multiculturalism in the Art Classroom”. *The Clearing House*, Vol. 68 No.3 Jan-Feb 1995. Pg 139-145.
- ❑ Pittman, Chavella T. “Exploring How African American Faculty Cope with Classroom Racial Stressors”. *The Journal of Negro Education*, Vol.79 No.1 (Winter 2010) pg 66-78.
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- ❑ [Washington University in St. Louis Student Racial Demographics](#)
- ❑ [Washington University in St. Louis Faculty Racial Demographics](#)
- ❑ [First-Year Common Reading Program](#)
- ❑ [Cape Town and Johannesburg: Fashion Capitals](#)
- ❑ [Gucci Samples Dapper Dan's Fashion](#)

Questions?

