

Atlanta University Center Consortium (Morehouse, Spelman, Clark Atlanta, ITC) Demands

WHEREAS, the executive authorities and law enforcement of the aforementioned have cultivated a culture of opposition against the fulfillment of our civic duty through direct action and grassroots organization.

WHEREAS, the students and patrons of these institutions have not held themselves to a standard of accountability for the knowledge of, and commitment to, the liberation of our people. #AUCShutItDown demands that we emancipate the disenfranchised, silenced, and erased individuals of the Diaspora.

WHEREAS, all parties mentioned continue to neglect the subjugated inhabitants of the historic West End of Atlanta. The AUC is comprised of privileged intellectuals who enjoy the comforts of security, access to resources, and opportunity for elevation; yet, the surrounding West End exists in a condition of depravity and exploitation. We are indebted to offer and supply the West End - and the greater Atlanta Metropolitan area - our resources, service, and aid.

#AUCShutItDown wholly dedicates itself to the eradication of harmful practices that provide for the perpetuation of these grievances. These harmful practices include but are not limited to: state violence against black and brown lives, such as police brutality, erasure and reconstruction of history, and allotment of resources; the exclusion of women, LGBTQIA, differently-abled, non-Christian, poor, and neurodiverse or mentally ill persons in addressing public issues; and the upholding of respectability tactics in the wake of calculated, widespread targeting of black and brown persons.

With full respect to the administration, faculty, and law enforcement of each institution of the AUC and Atlanta officials, we cannot allow conservative policy to restrict the execution of our service to the revolution and movement.

Babson College Demands

Curriculum redesign

1. We request a full audit of Babson's current undergraduate and graduate curricula and faculty to determine:

- a. The diversity of existing cases (written, video, etc.) (e.g., protagonists, context, etc.)
- b. Teaching notes and lectures that incorporate issues of domestic diversity and inclusion, racism, etc.

2. We request the introduction of diverse (i.e., address issues of domestic diversity, inclusion, racism, etc.) cases, teaching notes and lectures to Babson's undergraduate and graduate curricula. These teaching tools should be made available to faculty, staff and administration so that they can be leveraged across the campus, and perhaps most importantly, in the classroom.

3. We request the utilization of orientation as a platform for not only open discussion, but also to set explicit standards for students to follow in terms of diversity and inclusion; this should be made a priority alongside other discussions such as alcohol.

a. Include the graduate school's start-up week intercultural communication session

4. We request the redesign of the First-Year Seminar as a key touch point to include more conversations around diversity, inclusion, socio-economic diversity, etc.; to promote cultural awareness, difference, acceptance, and sensitivity.

a. Similar to Alcohol-Edu that students are required to take prior to coming to Babson, they can take an online "Diversity-Edu" course in the same manner

b. Pair an online module with in-class dialogue

5. We request the redesign of the required course programs so that Babson's commitment to diversity and inclusion is institutionalized across the curriculum.

6. We request the institution of a milestone course requirement (i.e., a graduation requirement), similar to the Ross School of Business at the University of Michigan, that requires all students to be educated to think and work cross-culturally, living and promoting diversity and inclusion.

Faculty recruitment, training, and evaluation

1. We request a funded commitment to recruit, retain and promote more domestic diverse faculty (Opportunity Hires), specifically those of Black/African-American, and Hispanic-American backgrounds

2. We request the resources to train faculty who are not yet prepared to be involved in such courses to be able to do so, and to allow for team-taught courses that would allow faculty to share approaches and knowledge across disciplines. We also request the resources to create warehouses and databases of texts, cases and other resources to support these courses and the new, diverse curricula.

3. We request that the diversity competency be embedded into formal evaluations of faculty, staff and administration. If Babson truly values this competency, key stakeholders should be assessed on this competency.

Resources and reporting

1. We request a report on the current state (e.g., numbers, positions, time in position, salary) of domestic diversity amongst Babson's current faculty and staff to ensure equity

2. We request that the Chief Diversity and Inclusion Officer (CDIO) have resources (financial, staff, office space) to effectively execute a campus wide Strategic Diversity Initiative.

3. We request a better, more accessible, and properly marketed Bias Incident Report Protocol in which more visibility is brought to any incidents that may occur, and further that they are properly addressed by the community.