

Academic Diversity & Inclusion Committee
Agenda
April 13, 2021, 1 PM via Zoom

- I. Approval of minutes from March 9 (attachment p. 2)
- II. Reports from Student Organization Meetings
- III. Old Business
 - a. Discussion Guidelines-- please review [this](#) shared document prior to meeting and make suggestions on the shared document (draft is also attached p. 3)
- IV. New Business
 - a. WUmester 2022—proposed topic is “Truth” (attached draft description of topic p. 4)
- V. Discussion Items
 - a. Raising awareness among faculty and staff about why sharing personal pronouns is important
 - b. Update from Drs Erin Grant and Jason Miller, facilitators of CTTEL Inclusive Pedagogies Research Group
 - c. Update from Dr. Melanie Burdick about additional spring CTTEL programming related to diversity and inclusion and upcoming summer opportunities
 - i. Spring:
 - 1. Responsive Teaching: Seeing Our Students for Who They Are
 - 2. Free Your Mind Departmental Antiracist Pedagogy
 - ii. Summer:
 - 1. First Generation Course Redesign
 - 2. Writing and Publishing Articles about Inclusive Teaching
- VI. Announcements
 - a. NCORE will be held virtually this year June 8–11. Registration is now open. If you register before April 30, registration is \$300 to attend the entire conference. You can also buy a day pass for \$100. Register at <https://www.ncore.ou.edu/en/ncore-2021/registration-2021/>
 - b. Upcoming CTTEL workshop Motivating and Supporting Inclusive Pedagogies: Lessons Learned from Washburn Faculty
Tuesday, April 20, 2:00-3:00 – [Register Here](#)
 - c. www.washburn.edu/dicourses (see attached flyer p. 6)
 - d. Affinity Group Flyer (attachment p. 7)
 - e. Campus Climate Reporting Flyer (attachment p. 8)
 - f. Fall AAADS Flyer (attachment p. 9)

Next ADIC meeting: May 11, 2021 @ 1 PM via Zoom

Academic Diversity & Inclusion Committee
March 9, 2021 Meeting Minutes

In attendance: Ayella, Barraclough, Bearman, Berumen, Brown, Burdick, Chadwick, Collier, Cradle, DeSota, Durantes, Dempsey-Swopes, Ellis, Erby, Gibbons, Grant, Havens, Kendall-Morwick, Leming, McClendon, Miller, Morse, Scofield, Smith, Tatum, Thimesch, Walter, Williams

- I. Approved minutes from February 9 and February 15 (conducted via email) meetings
- II. Reports from Student Organization Meetings
 - a. Gamma Phi Omega got their jackets
- III. Old Business
 - a. [Discussion Guidelines](#) were reviewed and edited. After discussion regarding wording and order of the guidelines, committee decided to review again prior to April meeting.
 - b. Update on Campus Climate Incident Reporting Process
 - i. Dempsey-Swopes presented about the launch of the [Campus climate reporting process](#) to respond to incidents of bias, microaggressions, and other such behavior that does not rise to the level of being legally discriminatory or a violation of policy.
 - ii. [Reporting Link](#)
- IV. New Business
 - a. WUmester Planning Committee is actively discussing themes for 2022. If you want to be involved, get it touch.
- V. Announcements
 - a. Diversity, Equity, and Inclusion in the Workplace certificate being offered through South Florida is attached (thank you, Isaiah for bringing this to our attention). Link is [here](#)
 - b. Upcoming “Sea monsters and Sea Shanties” event sponsored by the History Department
 - c. Seaman high school name change protest March 15 before the school board meeting
 - d. Upcoming screenings of *Six Triple Eight* and *Hello Girls* on KTWU
 - e. [League of Women’s Voters Exhibit for Women’s History Month](#) will be on campus in the Memorial Union March 22–31

Guidelines for ADIC Discussions, adapted from Sensoy and DiAngelo (2014)

- Strive for intellectual and cultural humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion and informed knowledge, which comes from sustained experience, study, and practice.
- Hold your opinions lightly and with humility.
- Recognize that anecdotes overlap with lived experience; understand the certain value--but also limitations--that anecdotes have in discussions of social justice. Don't allow personal anecdotal evidence to invalidate broader group-level patterns.
- Seek to understand others from the cultural and experiential contexts they are coming from, especially if they are not those of the dominant group.
- Commit to welcoming feedback about how your words/actions might have affected someone else, regardless of your intent.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. Consider that feelings may be opportunities for discussion and growth.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your priorities, perspectives, and reactions to committee discussions.
- Differentiate between safety and comfort. Recognize that discomfort as necessary for social justice growth.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. Consider that feelings may be opportunities for discussion and growth.
- Identify where your learning edge is and push it. For example, whenever you think, "I already know this," ask yourself, "How can I take this deeper?" Or, "How am I applying in practice what I already know?"
- Accept that emotion and reason can co-exist. Recognize that silencing emotion in conversations about equity and social justice protects privilege and moves away from having meaningful, constructive discussion.

WUmester 2022: Truth

Draft Proposed Description:

“Truth” has a variety of meanings, but the most common definitions refer to the property of being in accord with fact or reality. In other words, truth is often considered the opposite of falsehood. Defining truth, however, is complicated by the fact that we live in a world that is partly natural and partly invented. “The earth rotates around the sun” is a true account of a natural phenomenon, but “the earth rotates around the sun every 24 hours” is only true in societies that impose that system of time measurement. The social roles we inhabit and our personal identities and experiences further complicate what is “true.” How do power and privilege shape who gets to make truth claims? What forces affect which “truths” are heard and believed, and which are hidden, ignored, or discredited? Are there different ways of knowing the truth and different perspectives from which to know it? What happens when people living in a society together—especially a multicultural democracy—do not agree on what is true?

WUmester 2022 will examine the concept of truth from the perspectives of academic disciplines across campus and through a variety of co-curricular programming. It will consider how truth, knowledge, and belief shape the world we live in and the power structures that influence how we come into relation with truth. Ultimately, it will support Washburn’s goal of promoting productive and responsible citizenship by encouraging members of our community to speak truth to power and become more discerning consumers, seekers, and interpreters of information.

Possible subtopics include:

- scientific racism & the manipulation of "truth"
- truth & reconciliation
- situated knowledges
- speaking truth to power
- the truth about ___ (a Mondays at Mabee series?)
- ethics
- privilege & the illusion of objectivity
- visual arts and representations of the truth
- the power of music in voicing truths that can’t be spoken
- honest conversations (maybe another series?)
- speak your truth (an interactive display with student voices?)
- bias

Suggestions of Speakers:

- Blogger and activist Mia Mingus. She writes a blog called, “Leaving Evidence,” and has been at the forefront of transformative justice and disability justice movements for over 15 years.

Here is a description of her blog: “We must leave evidence. Evidence that we were here, that we existed, that we survived and loved and ached. Evidence of the wholeness we never felt and the immense sense of fullness we gave to each other. Evidence of who we were, who we thought we were, who we never should have been. Evidence for each other

that there are other ways to live--past survival; past isolation." Here is a link to her blog: <https://leavingevidence.wordpress.com/about-2/>

- [Jennifer Eberhardt, author of *Bias*](#)

**WASHBURN
UNIVERSITY
FALL 2021
DIVERSITY &
INCLUSION
COURSES**

***This list contains
academic courses that
increase awareness of
diversity, equity, and
social justice issues
both domestically and
globally.***

**CHECK THEM OUT AT:
[WASHBURN.EDU/DICOURSES](https://www.washburn.edu/dicourses)**



Apply to form a faculty/staff affinity group to improve and sustain an inclusive climate at Washburn. Faculty and staff who share a common purpose or interest may form a group for networking, collaboration, and support. All faculty and staff are welcome! Complete the online form found at:

bit.ly/WUaffinity
(case sensitive)





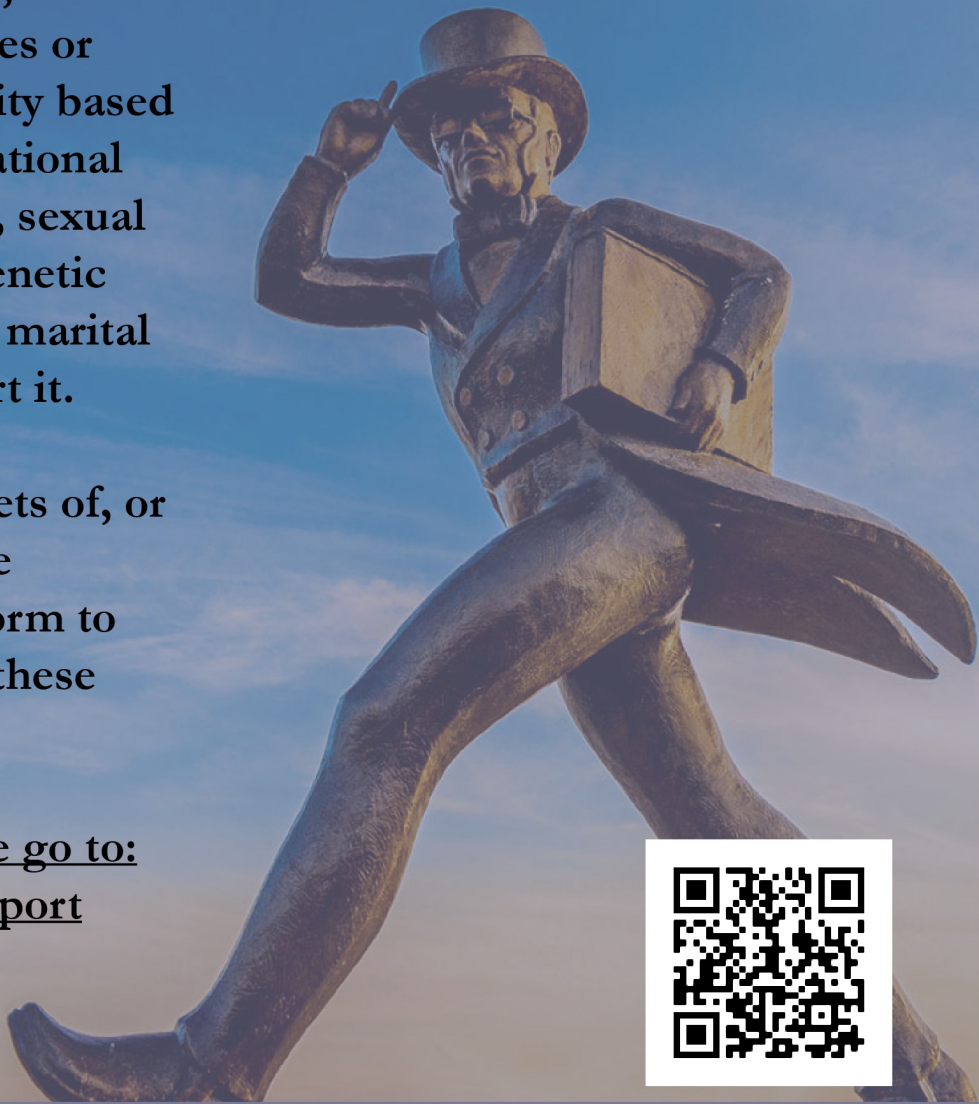
Campus Climate Incident Reporting

If you witness or experience conduct that discriminates, stereotypes, marginalizes, excludes, harasses or harms anyone in our community based on race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status, please report it.

Those who have been the targets of, or who witness, a campus climate incident may use this online form to make the University aware of these incidents.

For further instructions, please go to:
www.washburn.edu/climatereport

If you have questions, please email:
diversity.inclusion@washburn.edu



Fall 2021 AAADS courses



SO207 Race and Ethnic Relations
ONLINE
CRN 32362



PH300-ST Philosophy of Race
TR 2:30-3:45 pm
CRN 33705

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