

Academic Diversity & Inclusion Committee  
Agenda  
December 13, 2022, 1 PM Vogel Room

- I. Old Business—Juneteenth as University Holiday—see p. 2
- II. New Business—ADIC Recommendations for Working Toward Culture Change—see p. 3–4
  - a. Some Partial Context: BSU Peaceful Takeover Rally—see related materials pp. 5–13
- III. Other Discussion
  - a. General Education—see p. 14
  - b. Climate Survey
  - c. Additional Discussion?
- IV. Announcements
  - a. Important Spring Dates
    - i. Jan. 27- Kansas Day WUmester event (tentative date)-- [Juliet Pattersen, author of Sinkhole: A Legacy of Suicide](#)
    - ii. Jan. 3- event on Civic Health (tentative date)
    - iii. Art Journaling- Feb 7 Tuesday 4–6PM in Garvey 16
    - iv. February 9- *Black Panther 2* screening
    - v. Mulvane exhibits in Feb\*
      1. One in Mabee on art therapy
      2. One in Mulvane on walking\*Mulvane galleries will close in March for renovation
    - vi. [Gigi the Vegan](#) sometime in Feb. (tentative date)
    - vii. Feb. 28- Gratitude journaling/tabling
    - viii. March 1- Gratitude journaling/tabling
    - ix. March 3- BSU Black Excellence Ball, 7 PM
    - x. Spring Break—March 14-18
    - xi. March 22- [Dr. Joy DeGruy](#) (WUmester keynote speaker)
    - xii. Book Club discussion of *Black Water: Family, Legacy, and Blood Memory* by David Robertson, 2020, In this bestselling memoir, a son who grew up away from his Indigenous culture takes his Cree father on a trip to the family trapline and finds that revisiting the past not only heals old wounds but creates a new future. <https://www.darobertson.ca/j> TWR after spring break (tentative date)
    - xiii. April 4: Sexual Assault Poetry reading, 1:30-2:30PM
    - xiv. April 14 (evening)- Drag Show
    - xv. April 15 (evening)- Step Show
    - xvi. April 15- Topeka's Got Talent auditions
    - xvii. April 21 (all day)- Apeiron
    - xviii. April 22- Earth Day
    - xix. April 29- Topeka's Got Talent Show
    - xx. April 29-May 1 WIFI

## **ADIC on Recognizing Juneteenth—DRAFT**

The Academic Diversity and Inclusion Committee (ADIC), charged with providing recommendations and proposals to cultivate a diverse and inclusive learning environment at Washburn, formally recommends that Washburn and Washburn Tech begin observing Juneteenth (June 19) as a paid holiday.

Juneteenth, also known as Freedom Day, Jubilee Day, Liberation Day, and Emancipation Day, commemorates the ending of slavery in the United States. It is also an opportunity to reflect on African American achievements and take action to address ongoing inequities that affect our communities. Read more about Juneteenth, the country’s “second independence day,” [here](#).

The trend toward recognizing Juneteenth as a paid holiday has strong momentum at the national, state, and local levels. The U.S. federal government recognized Juneteenth as a federal holiday beginning in 2021. Shawnee County began observing Juneteenth as a paid holiday in 2022. ([https://www.snco.us/county/holiday\\_schedule.asp](https://www.snco.us/county/holiday_schedule.asp)). The state of Kansas and the Kansas Board of Regents are also actively considering adding Juneteenth to their list of paid holidays.

ADIC acknowledges that adding Juneteenth as a holiday would affect the schedules of the first five-week summer session and 8-week summer session at Washburn. Both of those sessions begin on a Monday and end on a Thursday. ADIC proposes that both sessions could be adjusted to instead end on a Friday to make up for the loss in instructional time that adding Juneteenth as a holiday would require.

ADIC calls for Washburn to lead the way in acknowledging the historical significance of Juneteenth by being the first of Kansas universities to recognize it as a paid holiday. This change would further allow Washburn faculty, staff, and students to participate more fully in important community Juneteenth celebrations.

## **ADIC Recommendations on Working Toward Culture Change --DRAFT**

ADIC sees a need for significant culture change at Washburn, similar to the culture change the institution has experienced over the last decade regarding student success. Everyone on campus now understands student success as a top institutional priority. Everyone understands that it is *their* job is to advance student success.

We need the same to happen with inclusion and belonging. In 2018 Washburn made inclusion a core value. The institution now needs to implement changes so as to live up to this core value. We need every individual and unit on this campus to take responsibility, hold themselves accountable, and be held accountable for creating an inclusive campus environment where every student feels they belong at Washburn. It is imperative that inclusion and belonging become a top institutional priority integrally connected to student success, achieving equitable outcomes, and fulfilling Washburn's central mission.

To accomplish this, ADIC recommends the following:

- Creation of an institutional diversity, equity, inclusion strategic plan that includes measurable outcomes and that individual units are asked to report on
- Development of common language to facilitate institutional conversations about diversity, equity, inclusion, and belonging
- Campus climate survey with meaningful analysis of results and actionable recommendations
- Regular, ongoing open dialogue and discussion of problems on campus related to inclusion and belonging
- Required trainings for leadership, including executive staff, deans, department chairs, directors, including on the following topics:
  - Bias Awareness Training
  - Bystander Intervention
  - Suggestions for facilitators of these trainings:
    - *Dr. Jennifer Hamer, vice provost of DEIB at KU*
    - *Dr. Kathy Obear, founder of the Center for Transformative Change*
    - *Ernestor De La Rosa, City of Topeka's first Chief Diversity Equity and Inclusion Officer (unvetted but a possibility)*
- More meaningful/effective non-discrimination training required of every employee
- Regular and continuing audit of policies for how they affect underrepresented students conducted by diverse group of employees and students
- Continue to gather baseline data regarding retention of faculty and staff from underrepresented groups and make recommendations and goals for improvement
- Disaggregation of student success data by race, ethnicity, gender, etc. to identify and address equity gaps
- Refine teaching and academic support models to mitigate achievement and retention gaps for underrepresented and underserved students.
- Meaningful inclusion of diversity/social justice into general education and USLOs
- Assessment and improvement of inclusive teaching strategies in New Faculty Orientation

- Establish contribution to advancing inclusion and belonging at WU a mandatory metric in standards for all annual personnel evaluations and program reviews, as well as P&T and merit, and hold people accountable when no progress is made

**29  
NOV**

WASHBURN BSU



**SILENCE IS NOT  
THE ANSWER**

**PEACEFUL TAKEOVER RALLY**

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MORGAN HALL @ 10 AM TUESDAY 29 NOV 2022

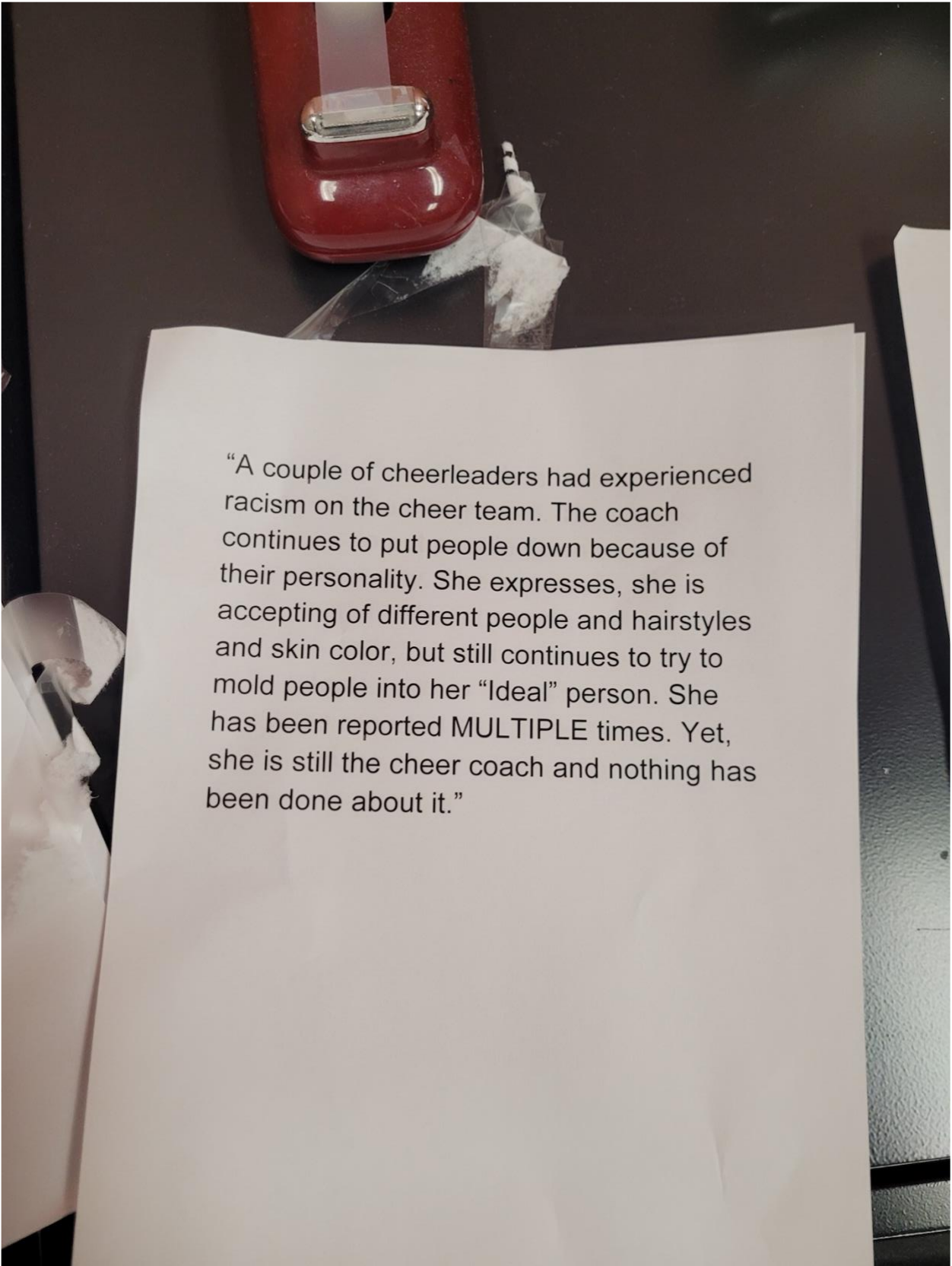
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*"Teacher was adding a rap song  
to their lecture to "reach" black  
students."*

"Being asked about a black issue a professor saw on the news during a business class and the topic had nothing to do with the brought up black issue"



“A couple of cheerleaders had experienced racism on the cheer team. The coach continues to put people down because of their personality. She expresses, she is accepting of different people and hairstyles and skin color, but still continues to try to mold people into her “Ideal” person. She has been reported MULTIPLE times. Yet, she is still the cheer coach and nothing has been done about it.”



"My professor used racist terminology in a diversity class even after I told her it was racist once she actually started to get in trouble for the things she was doing wrong she reached out to me personally to review her slides and to let her know if there is anything that I deemed offensive and wanted to change"

"During an English class we were discussing cultural appropriation and there were many racist comments made by the white students. They said they were uncomfortable talking about the topic because "it may be important to learn but they didn't come to school to talk about social issues like this and it has nothing to do with their education" when many of them weren't educated enough to know what blackface even is. And when I asked "so if it's not talked about in class would you do your own research outside of school about racism and cultural appropriation?" And they literally said "no, because it's not something they care about and it's not important". One of them tried to counter argue the changing of Seaman high school's name (because founded by kkk member), and other teams that had names like 'the Indians', 'the redskins' etc.. by saying that "people should not be offended by those names because it doesn't affect them personally" and "people are too sensitive" this went on for an hour, I could say much more"

## **Request From Black Student Union to Washburn Administration Included with Progress Made Since Demonstration in 2019**

### **1. Immediately identify a location for a Washburn University Multicultural Student Resource Center.**

Multicultural Student Resource Centers are available for students at several Kansas universities and are best practice to support multicultural student development, recruitment, and retention. The absence of a multicultural student resource center at Washburn is a shameful indicator of the lack of commitment to build a diverse campus with an office that supports multicultural students. Failure to meet this low-cost demand to meet multicultural students' needs communicates that Washburn leadership does not care about the experience of multicultural students. Students have been bringing this request to Washburn leadership for at least three years with no action or response. Washburn students are ready to transfer to other schools who have multicultural centers.

- Steps to locate a space for a multicultural resource center were taken quickly and a group of students, faculty, and staff was assembled for input on creating the space. Two members of the groups were officially representing BSU. In October 2019, these two BSU students stopped receiving emails about the planning and building of the Multicultural Resource Center. When the opening of MILS was announced publicly in summer 2020, BSU students and BSU alumni were unaware that the project was finalized, upset about the name, and angry that the space they requested was not the space created.

### **2. Establish mandatory diversity training for all Washburn faculty, staff, administration, and police by August 2019.**

There has been a lack of diversity training that impacts all students in the learning environment and campus climate. Faculty and staff who interact with Washburn students who have not had training have caused students to want to leave Washburn University. The training that is available is not required for the persons who need it most. We believe this training has not been required because Washburn does not consider the well-being of multicultural students to be a high priority. We want a comprehensive, detailed action plan for required training by August 2019.

Mandatory diversity training for all Washburn faculty, staff, and administration has not been made a requirement. No comprehensive, detailed action plan for requiring training had been provided to students.

### **3. Create an Ethnic Studies minor by Spring 2020; with the commitment from the university to create an Ethnic Studies Department and Major by Fall 2021.**

We also demand that an introductory Ethnic Studies course also be made a requirement for every student to take in order to graduate from Washburn University. This course must also include cultural sensitivity and awareness and an overview of the political and social power of privilege. Requiring such a course for graduation will benefit ALL Washburn students by

preparing them for a diverse workforce as well as preparing them to understand implicit bias in their interactions with others.

- No Ethnic Studies courses are required for graduation. Working with students in BSU and HALO, a faculty committee created a plan for an Ethnic Studies major to encompass studies in Native American studies, Latinx Studies, Asian American

Studies, and African American African Diaspora Studies. With student guidance, the plan would begin with a common required course in Race and Ethnic Studies and establishing one of the minors to include in the Ethnic Studies program—the African American African Diaspora Studies Minor. These two first steps have been implemented; however, no BIPOC full-time faculty have been hired to support the new minor or an Ethnic Studies major. Almost all classes taught in the AAADS minor are taught by white faculty. Additionally, the interim director of the AAADS minor receives no compensation for this position.

**4. Provide a detailed recruitment and retention plan for multicultural students.**

We demand that by July 1, 2019 the university administration will outline a detailed action plan, including financial resources for said plan, to recruit and retain multicultural students and to especially include students from within the 501 school district and the surrounding Topeka community. Washburn should set goals to increase the multicultural student community by the fall of 2020.

- No plan, if it was created, has been shared with BIPOC students or made public.

**5. Provide a plan and commitment to recruit and retain faculty and staff of color and LGBTQ+ faculty and staff.**

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**6. Create a university policy to address “hate speech” that is different from “free speech” that also includes a commitment from university administrators to support targeted students and to condemn hate speech.**

We demand that a protocol be created for the handling of hate speech. Many times, on this campus, the administration has chosen to remain silent when students have been targeted with violent, racist, homophobic, xenophobic, and/or transphobic speech. When Washburn University’s administration remains silent, the administration communicates to our campus

Washburn University must hire more people of color and LGBTQ+ individuals as faculty

members, counselors, and administrative staff members. It is unacceptable that the majority of

administration, professors, and staff members are heterosexual and white. There are more

people of color working in food service and cleaning jobs on this campus than there are staff

and faculty. We demand the university set goals to increase the number of staff and faculty of

color and LGBTQ+ staff and faculty by Fall 2020.

Goals to increase the number of “staff and faculty of color and LGBTQ+ staff and faculty” have not been made public or shared with BIPOC students. Additionally, no

retention plan has been made public.

community not everyone matters. University silence and lack of any mobilization around this violent speech stands in direct contrast to our core value of “inclusion.” Washburn can create a policy that points out the negative effect of hate speech and provide support to students most affected by hate speech.

- No such protocol has been openly shared with students if it was created. Students have made reports to Washburn administration about racist symbols displayed on campus, which may be included in definitions of “hate speech.” Despite reports,

such racist behavior has not been publicly and swiftly condemned. Additionally, no policy has been made public that “provide[s] support to students most affected by hate speech.”

### **7. Create a different avenue for students to report discrimination and racial tensions.**

Many of our fellow Ichabods do not feel comfortable going through the extensive and long process of a discrimination investigation. From the evidence we have gathered, we conclude that the interaction with Dr. Foster is damaging and unwelcoming for us. Students also feel like this long process is often to no avail. As a result, we believe that there needs to be the creation of a separate committee consisting of students, faculty, and staff to review concerns from students who do not wish to go through the current investigative process. This way students feel like their voices are being heard and social justice actions can be taken on their behalf. An example of how this process should be used is if a student has an encounter with a person who speaks or behaves with hostility because of their identity, then the student can report the concern and the committee will evaluate and come up with an acceptable solution.

- A campus climate team was put in place. Few students know about this process, how it works, or who participates on the various levels. Students are not included on any of these levels. More than once, a student has made a report through the campus climate reporting website and waited more than one week to receive a response though the site affirms a 24-hour response time.

### **8. Transparency in the processes**

We ask that the investigations under review by Title IX and Equal Opportunity Director. instill a process that includes a doable timeline that is made aware to the public, so we are able to know the status of the investigation within the thirty-day period. As students we deserve the right to know what’s going on our campus and provided transparency from our university. We also ask that after the first 30-days of an investigation, a statement is made at about where the investigation is at in closing. Then upon closure of the investigation, a statement is made about what will be done to solve the complaint publicly.

## DRAFT—

Please consider this proposal to apply 3 hours of “institutional choice” general education credits under the KBOR systemwide general education program policy to a global citizenship/diversity requirement. This proposal does **not** suggest there should be a required “diversity” course at Washburn, but rather a list of courses from which WU students could choose to satisfy the diversity gen ed requirement. The list of approved courses would draw heavily from the humanities disciplines and also include some social sciences.

Such courses might include:

AN 112	Cultural Anthropology
AN 113	Linguistic Anthropology
AN 317	Peoples and Cultures of Africa
AD 200	Introduction to Critical Race and Ethnic Studies
AR 301	Ancient Art
AR 309	Art of Africa
AR 310	Art of Asia
EN 110	Multicultural American Literature
EN 133	Stories from around the World
EN 212	Sexuality & Literature
EN 214	Women & Literature
EN 360	World Literature
EN 361	World Literature since 1650
HI 100	Early World Hist.
HI 101	Changing World Hist: Trad & Trans
HI 102	Modern World History
HI 363	Borderlands and Beyond
MU106/HI105	Intro to World Music and its History
PH 115	Philosophy of Love & Sex
RG 102	World Religions
SP 307	Contemporary Hispanic Culture

The above list is not intended to be exhaustive or definitive. Washburn would need to develop a process by which to decide what courses could satisfy this requirement. Recommendation that the Academic Diversity and Inclusion Committee play a role in developing this process.

Applying 3 hours of “institutional-choice” credits in this way could help WU students to value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions and also mitigate some of the loss in student credit hours from humanities disciplines that may

result from the KBOR gen ed program. Washburn had previously identified global citizenship, ethics, and diversity as one of its 5 student learning outcomes. This outcome continues to be important given WU's mission to prepare students to become productive and responsible citizens. This learning outcome also advances WU's core values of inclusion, respect, and collaboration. In addition, global/multi-cultural fluency is one of the top eight competencies that employers repeatedly identify as being most sought after in hiring college graduates. Results from the 2022 graduating student survey show that Washburn students feel the least prepared regarding global citizenship.