

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

- I. Approve [minutes](#) from May 10, 2022 meeting
- II. Old Business
  - a. [Review of ADIC Discussion Guidelines, adopted 4/13/21](#)
  - b. [Tilford Conference 2022](#)
    - i. Conference Schedule and Update
    - ii. Call for Volunteers
- III. New Business
  - a. DRAFT [2022–2023 ADIC Goals](#)
  - b. Juneteenth as University Holiday
- IV. Concerns, Questions from Committee Members
- V. Announcements
  - a. WUmester 2023
  - b. Chris Singleton (attachment p. 8)
  - c. Kansas Speaks Out: Poems in the Age of Me, Too (attachment p. 9)
  - d. Jacobs Lecture (attachment p. 10)
  - e. [www.washburn.edu/dicourses](http://www.washburn.edu/dicourses)
  - f. Additional Announcements

**Academic Diversity & Inclusion Committee Meeting Minutes**  
**May 10, 2022, 1:00 PM via Zoom**

Present: Kelly Erby, Beth O’Neill, Danielle Dempsey-Swopes, James Barraclough, Jason Miller, Jim Smith, Mary Sundal, Melanie Burdick, Allan Ayella, Isaiah Collier, Kim Morse, Connie Gibbons, Dennis Etzel, Barbara Scofield, Joey DeSota, Kelly McClendon, Verliisa Cradle, Erin Grant, Tina Williams, Kristine Hart.

Guest: Jennifer Ball

- I. A motion to approve the minutes from April 12, 2022 committee meeting was made and seconded, and the minutes were approved.
- II. Old Business
- III. New Business
  - a. Report on ADIC 2021-2022 goals. Kelly shared a progress report and discussed current status of the goals set for the 2021-2022 academic year. Discussion on all goals was held. In regard to the goal about institutional definitions for diversity, equity, inclusion, and belonging, Danielle offered that solidifying the definitions could help to focus responses on the 2023 climate survey. In regard to sharing resource referral guide, committee members discussed ways to get the guide into the hands of faculty and Kelly asked that members share the document with their colleagues in the Fall as well. Some ideas included D2L modules about resources that faculty could copy and put on their course page, email/D2L announcement prompts that can be sent to students, sharing at New Faculty Orientation, and a roundtable event for faculty (modeled after assessment extravaganza). Kelly will create a shared document with the goals and asks that members add any additional thoughts that they have to the document.
- IV. Discussion
  - a. 2020 Climate Survey-Jennifer Ball provided an overview of the quantitative portion of the survey, and discussed some of the reasons that the quantitative analysis and reporting process took as long as it did. While most students reported positive perceptions, students belonging to non-majority groups tended to be less likely to report positive perceptions. Jason Miller provided an overview of the qualitative portion of the survey and shared that the vendor didn’t provide any assistance with analyzing the qualitative data, and didn’t provide demographic data linked with the qualitative responses. He also noted that because there was no framing around the qualitative questions (i.e., to link to DEI explicitly), responses varied widely and many had little to do with DEI.
    - i. Recommendations for survey instrument/vendor for 2023 survey: WU is currently considering vendors for the 2023 survey. If any committee members hear of ideas, please pass along.
    - ii. Several committee members shared ideas for the sharing of the results.
    - iii. Recommendations for action items to address problems noted in results: If committee members think of ideas, forward to Kelly.
- V. Announcements
  - a. Tilford Conference hosted by Washburn, October 6–7, 2022; call for proposals due July 1—please spread the word!
  - b. [www.washburn.edu/dicourses](http://www.washburn.edu/dicourses)-- *UPDATED FOR FALL*

VI. Meeting was adjourned at 1:40 PM.

## **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 is 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.

## Academic Diversity and Inclusion Committee--DRAFT

Committee Charge: The Academic Diversity & Inclusion Committee is charged with providing recommendations for programs, initiatives, and institutional practices that will cultivate a diverse and inclusive academic environment at Washburn.

Committee Membership Requirements:

- serve on at least one sub-committee focused on working toward an identified committee goal
- regularly attend committee and sub-committee meetings
- share information with home unit(s) about the committee's efforts and gather feedback from unit(s) about these efforts
- attend at least 3 hours of C-TEL diversity professional development each semester

### *2022–2023 Goals & Subcommittees:*

Goal/Subcommittee 1: Facilitate consideration, discussion, and understanding of institutional definitions of diversity, equity, inclusion, and belonging.

Goal/Subcommittee 2: Assist in the planning for Washburn to host the annual Michael Tilford Conference on Diversity and Multiculturalism in 2022 and 2023.

Goal/Subcommittee 3: Support dissemination of 2023 climate survey.

Goal/Subcommittee 4: Continue to examine data related to faculty/staff demographics and make recommendations for future areas of study or improvement.

Goal/Subcommittee 5: Assist CTEL Director and CTEL Coordinator of Inclusive Teaching and Learning in defining inclusive pedagogies, reviewing resources available to assess inclusive teaching practices at Washburn, and developing ideas for CTEL programming related to inclusive pedagogies.

Goal/Subcommittee 6: Assist the Center for Student Success and Retention in recommending and implementing best practices to retain students of color.

Goal/Subcommittee 7: Assess current faculty/staff recruitment efforts.

Goal/Subcommittee 8: Coordinate successful WUmester on the topic of "Health & Healing."



### **Spring 2023: Health & Healing**

The words “health” and “healing” are both derived from the same Old English word “hale,” meaning “wholeness, being whole, sound, or well.” But while health is a state or goal, healing is a process; healing invites us to take action. And although healing is often associated with “cure,” a restoration of health, it is actually considerably broader than this. Healing can be an intensely private, subjective experience that varies by culture, time, place, and person. Healing may occur when a chronically ill person dies at home surrounded by family and friends, or when two people talk out their differences. Commemorating a historic injustice can help heal, as can naming a once-mysterious medical condition. Devouring junk food and laughing on the couch with your best friend may not be healthy, but it sure can be healing.

WUmester 2023 will examine health and healing from the perspectives of academic disciplines across campus and through a variety of co-curricular programming. It will help us explore key contemporary problems and debates, from physical health and healing as we navigate an endemic state of COVID-19 to the health of our democracy and healing of our national discourse, from financial health and healing amidst an epidemic of student loan debt to environmental health and the healing of our planet.

Possible subtopics include:

- social construction & cultural definitions of health & healing
- mental health
- socioeconomic contributors to health & healing
- disability & ableism
- fatphobia
- histories of medicine
- bioethics
- reconciliation
- liberation from historic oppression
- healing from war & other large-scale trauma
- LGBTQ healthcare
- spirituality
- resilience
- self-care and self-love
- the "healthy aging" movement
- discrimination in healthcare & medical research
- public health
- the healthcare system & access to healthcare
- health of the economy
- financial health
- healing justice
- holistic interventions into generational trauma
- environmental health
- reproductive healthcare
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**WEDNESDAY  
SEPTEMBER  
21ST  
7:00 PM  
WASHBURN A/B**

# **CHRIS SINGLETON**

**FROM BASEBALL PLAYER TO  
INSPIRATIONAL SPEAKER**


After the tragic death of his mother in the 2015 Emanuel Church Shooting, Chris went from playing professional Baseball with the Chicago Cubs to an Inspirational Speaker advocating for forgiveness and unity.



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**WASHBURN**  
UNIVERSITY

Office of Student  
Involvement & Development



**Kansas Speaks Out: Poems in the Age  
of Me, Too BOOK RELEASE PARTY**

**September 17, 2022**

**7pm**

**(doors open at 6:30pm)**

**Round Table Bookstore  
826 N Kansas Ave in NOTO**

Copies for free  
on a first-come  
basis, provided  
by Washburn's  
Center for  
Kansas  
Studies

# MICHAEL TILFORD CONFERENCE ON DIVERSITY AND MULTICULTURALISM

## WASHBURN UNIVERSITY TOPEKA, KANSAS



**AFTER *BROWN V BOARD*, NO TURNING BACK: THE FUTURE OF DIVERSITY AND MULTICULTURALISM**

## OCTOBER 6-7, 2022

### **You are invited to present at the annual Michael Tilford Conference.**

Everyone is welcome to propose a paper, poster, roundtable or workshop. This includes students, faculty, staff and administrators at colleges and universities, as well as community members and business/industry partners. Proposals are due by July 15, 2022.

**[CLICK HERE TO SUBMIT YOUR PROPOSAL TODAY](#)**

### **You are invited to attend the conference.**

Attendance at Tilford is free for students, faculty and staff of Kansas Board of Regents Institutions (KBOR), Washburn University and Haskell Indian Nations University. Registration for approved presenters is also free.

Tickets are \$25 per person for attendees who are not students or employees of KBOR institutions, Washburn University or Haskell Indian Nations University. Ticket price includes a welcome reception on October 6 and breakfast and lunch on October 7.

**[CLICK HERE TO REGISTER FOR THE CONFERENCE TODAY](#)**

**For more information visit: [washburn.edu/tilfordconference](http://washburn.edu/tilfordconference)**

