

Academic Diversity and Inclusion Committee
Agenda
November 14, 2023, 1 PM, Vogel Room

- I. Approval of Minutes from September 12, 2023 and October 10, 2023
- II. Old Business:
 - a. Climate Survey Results
 - b. Review of ADIC-approved Terms of Reference
 - i. Diversity
 - ii. Inclusion
 - iii. Belonging
 - iv. Inclusive Teaching
 - c. ADIC Goals & Subcommittees 2023–2024
- III. Discussion of Proposed “Inclusion & Belonging” USLO
- IV. Updates
 - a. WUmester 2024: Community & Belonging
 - b. Flamenco Events
 - i. Flamenco Community Performances Thursday Nov. 29:
 - 1. Holy Family School, 10 AM
 - 2. Topeka High School, 1:45 pm
 - ii. Flamenco Introductory Class (on dance & music) Friday Dec. 1st 1-2pm, in Neese-Gray Theatre
 - iii. Orígenes Flamenco Performance Saturday December 2 at 7 pm, Neese-Gray Theatre (flyer attached)

Diversity and Inclusion Committee
Meeting Minutes
September 12, 2023, 1 PM, Vogel Room

Present: Brown, Burdick, Collier, Erby, Dempsey-Swopes, DeSota, Gonzales, Grant, Hageman, Hart, Havens, McClendon, Kendall-Morwick, Lassmann, Leslie-Canty, Miller, Pierson, Stepp, Sundal, Smith, Stephenson

- I. Minutes from May 9, 2023, were approved without edits.
- II. Presentation of 2023 Climate Survey results and discussion (Stephenson and Smith)
 - Sheet provided to collect feedback.
 - Stephenson: need to have a discussion of the results to create recommendations to improve in problem areas. We used Hanover firm to conduct the survey this time as the previous survey had constant issues. So far, the diversity leadership group has seen the results and other groups on campus – students, staff, and faculty – will receive them as well.
 - Smith provided a presentation of the materials.
 - Hanover provided questions; we added others related specifically to WU. There were incentives provided for students who completed the survey.
 - Respondents indicated that faculty, staff, and students identify as majority white and female.
 - Most respondents thought leaders supported DEI. More at WUTech than WU main campus. There are statistically significant differences between white and non-white respondents in the belief there is a strong DEI culture at WU. Similar differences for those who are confident in WU addressed reported issues on campus.
 - Similar statistical difference as related to belonging and being valued.
 - Faculty reported DEI issues in terms of service and tenure, as well as implicit bias being an issue.
 - As with the last climate survey, there were questions related to campus safety. Those identifying as female were more likely to have concerns of safety on campus. Major issues include lighting being insufficient.
 - Stephenson presented recommendations and work in progress to make WU more inclusive, including:
 - Thrive scholarship.
 - Math, English, and WU101 efforts to remove obstacles.
 - CTCL inclusive teaching practices, STEM focus this month.
 - Creation of an office of accommodations to include all offices associated with accommodations. Body type accommodations are being made including different types of desks and chairs.
 - Created a director of belonging.
 - Breaking down success data by demographics.
 - More recruitment and retaining strategies. Recruitment strategies include training for search

committees, as well as inclusion advocates and data analysis to see who we are attracting to ensure the most diverse and best pool of candidates possible. Retaining strategies have included a more systemic paid faculty mentoring program, better methods of handling bias incidents.

- Diversity leadership is also looking at how to better handle bias incidents so those reporting will be satisfied things are being taken care of. There are also efforts to make the processes clearer.
- Safety concerns are being addressed, for example moving maybe to where there are better lit parking lots and less need to walk across campus. Police phone is now 1300.
- Except for the safety questions, the survey is new. Hart asked about how we will see trends. The survey will be put out every two to three years.
- Gonzales asked about the safety issues and police on campus. Brown reported that on campus in Missouri the officers did outreach like self defense courses and leading a safe walk; perhaps this could be replicated.
- Miller mentioned there should be more focus on faculty/staff retention. , how is this being addressed? Asked whether the lifecycle of a faculty member is being considered. Made note that the concept of needing to be retained will not likely be attractive to candidates. Stephenson made note that it is hard to get demographic data; need more of the campus community to report so they can have a better idea of faculty make up. McClendon asked if the recruitment strategies include adjunct recruitments. Erby answered no and that adjunct recruitment varies by school.
- Gonzales noted that much activity on campus is focused on Greek life. Could there be more investment in HALO and BSU? Hageman reported that in WU101 people come in and talk about orgs and Bods Connect. There is also WUfest to share about student orgs and other events like celebration of Hispanic heritage month.

III. Updates

- Register for 2023 Tilford Conference, Oct. 5–6
- CTEL STEM event, Dewsbury coming to campus. Burdick has seen him before and found the workshop to be beneficial outside of STEM
- Please attend the Zoom strategic planning meeting today
- WUmester 2024: Community & Belonging

Academic Diversity and Inclusion Committee

Meeting Minutes

October 10, 2023

Present: Brown, Burdick, Clouch, Dempsey-Swopes, DeSota, Erby, Gonzales, Grant, Havens, Lassman, Marks, McClendon, Miller, Pierson, Sellak, Stepp, Sundal, Williams

I. Review of the charge of the ADIC

- a. Members: attend inclusive pedagogy training (from CTCL or otherwise); share details of the committee with home units and bring forward concerns.
- b. Committee: identify goals for the campus; create subcommittees of members based on these goals; report to the Office of the Provost.

II. Introduction of committee members, with debrief on Tilford and Dewsbury. Themes from debrief included:

- a. Importance of self-assessment.
- b. Reminder we are teaching students, not subjects.
- c. Need for campus LGBTQ+ affinity group.
- d. Reminder to not do things that are merely performative—the University must reach out to underrepresented communities and forge meaningful partnerships.
- e. Reminder of intersectionality of different identities and work on campus.

III. Updates:

- a. Introduction of Dr. Teresa Clouch, Associate VP of Student Life, Dean of Students, and Diversity Officer
- b. Isiah Bryant-Collier reported there is a search underway for an assistant director of belonging.
- c. Dempsey-Swopes and Erby thanked members for helping with the Tilford Conference. Wichita State will host next year's conference the first Thursday and Friday in October.

IV. Discussion of committee goals for AY2024

Key Findings from 2023 Climate Survey

The survey was administered in online format in February 2023 by Hanover Research. Respondents were Washburn University or Washburn University Tech faculty, staff, and students. The following findings are from an analysis that includes a total of 827 respondents (280 faculty/staff and 547 students) and was determined to be representative of the population. Sample sizes vary across questions as some questions only pertain to a subset of respondents.

Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.

The race/ethnicity and gender distribution of faculty, staff and students at Washburn University in Fall 2022 represented 74.1%, 74.6%, and 62.4% White and 61.0%, 57.4% and 63.7% Female, respectively.

Overall, the majority of respondents find Washburn and its leaders to be supportive of fostering a culture of diversity, equity, and inclusion.

- Respondents of color are less likely to agree that DEI is important to Washburn leaders or that Washburn is very or extremely supportive of fostering a climate of inclusion.
- Similarly, gay/lesbian, queer, and bisexual/pansexual respondents are less likely to feel that Washburn values and fosters DEI than their straight/heterosexual counterparts.

Overall, the majority of respondents feel that Washburn provides a strong DEI culture (e.g. clubs, resources, exposure, coursework).

- Although most respondents express positive opinions regarding DEI opportunities for students, there is a significant difference between perceptions of people of color and white students (POC less positive).

Most respondents express positive sentiments regarding their ability to bring up issues related to harassment or discrimination at Washburn. However, survey responses suggest concern around concerns of negative repercussions for reporting complaints and inappropriate handling of harassment/discrimination reports.

- Respondents of color provide lower ratings across all questions regarding harassment or discrimination compared to white respondents. While the majority of both groups of respondents know how to report incidents of harassment or discrimination, significantly fewer respondents of color feel comfortable reporting them.
- Female respondents indicate similar awareness of how to report and comfort reporting harassment/discrimination incidents compared to male respondents. However, significantly fewer female respondents agree that Washburn responds appropriately to complaints.

Most respondents express positive feelings regarding their sense of belonging at Washburn.

- Although most respondents across racial/ethnic groups and those with/without disabilities feel a sense of belonging at Washburn, there are significant differences between groups.
- Respondents of color and respondents with one or more disabilities provide significantly lower ratings with respect to their sense of belonging at Washburn compared to respondents who are white and those who do not have a disability, respectively.

Faculty and staff respondents indicate that the biggest areas of opportunity for Washburn in supporting diversity, equity, and inclusion for faculty/staff are working to eliminate implicit biases/discrimination, ensuring that faculty of all backgrounds receive support for tenure/promotion, and ensuring equitable distribution of faculty service work.

While the majority of respondents express positive opinions regarding the safety of Washburn's campuses, significantly fewer female respondents feel that the campus has adequate outdoor lighting and is physically safe to walk around at night. These issues are more prominent for Washburn Tech than for Washburn University.

RECOMMENDATIONS, PROGRESS, and PLANS

Address Needs of Diverse Community Members

- Doubled amount of need-based scholarships
- Continued investment in and development of English and Math pathways
- WU101 programming focused on diverse student needs
- CTET professional development opportunities such as inclusive teaching in STEM
- Focused Office of Student Accessibility collaborating across academic units
- Moving Education Department out of Carnegie to Plass
- Increased availability of larger chairs/desks in classrooms
- Creation of Assistant Director of Belonging in Student Life
- Review of student success data disaggregated by demographic group to identify and address areas of improvement

Improve Washburn's recruitment and retention strategies

- Antibias training for faculty recruitments
- "Inclusion advocates" on faculty recruitment committees
- Commitment to inclusive teaching as required qualification for every faculty recruitment
- New assistant provost for faculty position that includes support recruitment, development, and retention of diverse faculty
- Continued detailed recruitment plans developed for every faculty recruitment with assistance from Equal Opportunity Director
- More robust faculty mentoring program that includes financial compensation and required training for faculty mentors
- Systematic review of aggregate faculty applicant pool to assess diversity of candidate pool

Reevaluate processes for reporting and handling incidents of harassment, bias, and discrimination

- Careful review of processes to begin Fall 23
- Determine appropriate reporting for incidents
- Implementation of "post-mortem" process among administrators involved in responding to reported incidents as mechanism for continuous improvement

Campus Safety

- Plans to move Library to Plass
- Campus Police X1300
- Consider lighting, landscaping, and security cameras in upcoming campus planning processes

Terms of Reference

Advancing diversity, equity, inclusion, and belonging is foundational to Washburn's legacy of increasing access to education and living up to our [mission and core values](#).

It is imperative that Washburn develop a shared language to assist our efforts to create an inclusive campus environment in which every faculty member, staff member, and student feels they belong to become their best self. It is further important that this language reflect the specific priorities and expectations of our campus. The discussion following the terms of reference below is not intended to be exhaustive or definitive; moreover, the definitions offered here may differ from how these terms are employed elsewhere and may change with time as Washburn itself continues to evolve. Nevertheless, they serve as a starting point from which to guide our work to create a community of inclusion and belonging at Washburn.

Diversity: Diversity refers to the fact of human difference, including the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include but are not limited to socioeconomic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities.

Equity: Equity is the intentional reconsidering and readjusting of curriculum, co-curriculum, policy, culture, and pedagogy so all members of the university community can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same.

Inclusion: a core value of Washburn University, inclusion refers to the intentional, ongoing effort to ensure that diverse individuals and groups are welcome to fully participate in all aspects of the community and university, including decision-making processes. It also refers to the ways that diverse individuals and groups are welcomed, valued, supported, respected, and empowered to reach their full potential. Washburn commits itself to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals.

Belonging: Belonging is the sense of being seen, supported, and valued by the community. When people belong, they are able to be their authentic self. Diverse, inclusive, and equitable communities foster a sense of belonging.

Inclusive Pedagogy at Washburn: Inclusive pedagogy is a student-centered teaching approach that considers each student's background, experiences, and learning variabilities in relation to all aspects of teaching. These aspects include, but are not limited to, content, curriculum design, communication, pedagogical practices, and assessment. Inclusive pedagogy invites instructors to consider how their own identities and positionality influence their perspectives and the student learning experiences. Through the use of inclusive pedagogy, instructors cultivate classroom communities that welcome everyone and support all learners' success and belonging.

How does ADIC propose Washburn share these terms?

- Include in "about us" section of webpage—our commitment to inclusion
- Reference them in strategic planning
- Share at New Faculty Orientation
- Embed in professional development trainings, including those offered through CTEL, faculty recruitment training, and more
- Reference/link in student code of conduct
- Reference at New Student Orientation

- Training for New Student Orientation Counselors and WU 101 Peer Educators

Academic Diversity and Inclusion Committee

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: Coordinate successful WUmester on the topic of Community & Belonging.

Goal & Subcommittee 2: Invest in the DEIB “choir” (those who are already interested and doing DEIB work on campus) to further develop their knowledge and skills and to support them.

Goal & Subcommittee 3: Enhance visibility of DEIB initiatives on campus and engagement with these initiatives.

Goal & Subcommittee 4: Assist CTEL Director and CTEL Coordinator of Inclusive Teaching and Learning in reviewing resources available to assess inclusive teaching practices at Washburn and developing ideas for CTEL programming related to inclusive pedagogies.

Goal & Subcommittee 5: Review current efforts to enhance recruitment and retention of faculty and staff.

General Education Update

Two new “areas” (formerly known as “buckets”) and associated learning outcomes are currently making their way through faculty governance and will be voted on at the general faculty meeting on November 15. The proposed learning outcomes follow.

I&B: Inclusion and Belonging. Practicing Washburn’s core value of inclusion in our personal, professional, and civic lives involves respecting diversity in all its forms, including but not limited to socioeconomic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. Students will analyze how different systems, cultures, and circumstances produce a variety of personal experiences, values, and worldviews that shape the past and present realities of individuals and groups. Further, students will evaluate their own role as global citizens in advancing respect, equity, and inclusion for all people and consider possible solutions to problems that affect the world.

SRL: Scientific Reasoning and Literacy. Scientific reasoning and literacy involve the acquisition and application of skills and knowledge necessary to understand scientific methods and apply them to observable phenomena. Students will be able to understand, develop, and evaluate arguments supported by scientific evidence, clearly communicate those arguments in a variety of formats, and use scientific methods to solve problems from a wide array of contexts and disciplines.

As you may have heard, it was proposed that the I&B learning outcomes become a USLO and replace the current GED USLO. For SRL, it was proposed that the current QSR USLO be split into two parts, a and b. Part a refers to quantitative reasoning and part b refers to scientific reasoning. **Only part b would be used to approve SRL courses.**