

Academic Diversity and Inclusion Committee  
Agenda  
May 9, 2023, 1 PM, Shawnee Room

- I. Approval of Minutes from April 11, 2023
- II. Old Business
  - a. Framing Language and Terms of Reference (see pp. 4–5)
  - b. WUmester 2024 (see p. 6)
- III. New Business—Inclusive Teaching Definition (see p. 7)
- IV. Updates
  - a. 2023 Climate Survey
  - b. 2023 Tilford Conference, Oct. 5–7
    - i. Speakers
    - ii. [Call for Proposals](#)—proposals due June 30
  - c. General Education
  - d. ADIC Chairpersonship

**Academic Diversity & Inclusion Committee Meeting Minutes  
April 11, 2023, 1:00 PM in Shawnee Room**

Present: Kelly Erby, Beth O’Neill, Danielle Dempsey-Swopes, Isaiah Collier, Kelly McClendon, Leah Brown, Kara Kendall-Morwick, Sara Stepp, Norma Juma, Jason Miller, Melanie Burdick, Teresa Leslie-Canty, Jim Smith, Adebanke Adebayo, Shelley Bearman, Kris Hart, Joey DeSota.

- I. Meeting called to order at 1:02 PM
- II. Approval of Minutes from March 7, 2023. A motion to approve the minutes was made and seconded, and approved by the committee.
- III. Updates
  - a. Tilford Conference: The theme for the 2023 conference is “Living into Brown: Staying the Course toward Inclusion and Belonging.” The website has been updated with information for this year’s conference, and all of the speakers are being finalized. The call for presentations will come out soon, and will be due on June 30. Committee members are encouraged to submit proposals, and to share the call for proposals with colleagues.
  - b. C-TEL updates: C-TEL will be looking for a coordinator for the teaching consultation program and a coordinator for inclusive teaching and learning for next year. Solicitations for these positions will be coming out shortly. Applications for teaching innovations awards are due this Friday.
  - c. Climate Survey. Hanover has preliminary data.
  - d. KBOR General Education Framework will go to General Faculty later this month. At this time, the proposal includes institutional credits for “scientific literacy” and “diversity.” It is Erby’s understanding that ADIC will be involved with planning around the process for identifying and approving the diversity courses.
- IV. Old Business
  - a. Framing Language and Terms of Reference. Last year, a subcommittee wrote definitions for diversity, equity, inclusion, and belonging, which the ADIC then approved in February 2023. After feedback from academic deans, another subcommittee has proposed adding framing language that discusses why the terms are important, and has changed from referring to “definitions” to “terms of reference.” Committee members discussed these terms being useful for providing a standard language and making links between various institutional policies and values. The committee also shared that it would be useful for identifying the general education courses that qualify as a “diversity” course, and it was suggested that informing general education be included as a specific recommended use as part of the document. The committee also discussed finding some places that this language could be included that are primarily student-facing, and recommending their inclusion in those places. The committee discussed some possible language and grammar changes that could be made as well, which will be taken back to the subcommittee. The language will be brought back to ADIC in May for a vote.
- V. New Business
  - a. WUemster 2024. Discussion was had about finding a way to integrate the 70<sup>th</sup> anniversary of *Brown v. Board of Education*, and making sure that the theme

makes WUmester inclusive to a variety of disciplines. The committee discussed a theme of “Belonging” or “From Brown to Belonging,” and some ways that different disciplines could contribute. The theme of “Humanity” was also discussed. Members are asked to think about possible themes to discuss further at the May meeting.

VI. Discussion

a. The committee discussed three recent bills in Kansas: SB 180: Establishing the women's bill of rights to provide a meaning of biological sex for purposes of statutory construction; HB 2238: Creating the fairness in women's sports act to require that female student athletic teams only include members who are biologically female; HB 2460: Prohibiting postsecondary educational institutions from taking certain actions regarding admission applicants and faculty concerning diversity, equity, inclusion or patriotism, exceptions; providing for civil remedies and penalties. Erby reported that WU is currently working to update the list of all gender-neutral bathrooms on campus. The committee recommended updating signage around campus to identify the locations of gender-neutral bathrooms. The committee held additional discussion about ways to provide support to, and be welcoming of, trans students. Brief discussion was also held on how WU might be affected by HB 2460.

VII. Announcements

a. Drag Show April 14, 7 PM

b. “A Defining Woman - What does it mean to be a woman in 2023?” Megan Dorantes, the Cultural Programs Director for the Campus Activities Board, is seeking cisgender and transgender women as well as nonbinary folks who lean towards the feminine side of gender identity, to participate.

[Megan.dorantes@washburn.edu](mailto:Megan.dorantes@washburn.edu)

c. Fall 2024 Course Flyers (see pp. 5–7)

d. [www.washburn.edu/dicourses](http://www.washburn.edu/dicourses)

e. C-TEL panel of students with disabilities will take place on 4/21, and Celebration of Teaching is 4/27.

VIII. Meeting was adjourned at 2:00 PM.

## 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](#). And yet, as concerns about the need to diversify higher education and create more inclusive campuses have become mainstream, "diversity," "equity," "inclusion," and "belonging" risk becoming merely politicized buzzwords.

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. It is further important that this language reflect the specific priorities and expectations of our campuses. 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 committee can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others.

**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.

How does ADIC want to see Washburn use 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 CTCL, faculty recruitment training, staff trainings, and more
- Reference/link to them in faculty handbook
- Reference/link in student code of conduct
- Reference at New Student Orientation
- Training for Student Orientation Counselors and WU 101 Peer Educators

**WUmester 2024 Proposed Topics**

From Brown to Belonging

Belonging

Integration

Being Human Humanity

Community

Education

Access

Landmark

Turning Point

## Inclusive Pedagogy Definition

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 experience. Through the use of inclusive pedagogy, instructors cultivate classroom communities that welcome everyone and support all learners' success and belonging.