

Academic Diversity & Inclusion Committee  
Agenda  
April 9, 2019 1 PM Cottonwood

- I. Approval of minutes from February 12 meeting (attachment pp. 2–3)
  - II. Presentation by Richard Liedtke, Executive Director Enrollment Management
  - III. Old Business
    - a. Update on preferred names in Banner and D2L
  - IV. New Business
    - a. Attendance at Multi-Cultural Student Organization meetings & events
    - b. C-TEL Certificate of Inclusive Teaching- update and brainstorming for next academic year (attachment pp. 4–5)
    - c. Creation of Race and Ethnic Studies Minor program
    - d. Creation of rapid response and parallel reporting procedure
    - e. Update regarding creation of multi-cultural resource center
  - V. Discussion
  - VI. Announcements
    - a. Upcoming Events
    - b. Tilford Conference call for papers (attachment p. 6–7)
-

**Academic Diversity & Inclusion Committee Minutes**  
**February 12, 2019, 1 PM Cottonwood Room**

PRESENT:

Alegria, Chadwick, Dahl, Dempsey-Swopes, Emperley, Erby, Hart, Kendall-Morwick, McClendon, Miller (J), O'Neil, Petersen, Porras, Posey, Sadikot, Schnobelen, Scofield, Tatum, Thimesch, Tutwiler, Walters, Wynn

GUESTS:

- I. The Minutes from the December 11 meeting were approved.
- II. Old Business:
  - a. Erby facilitated a discussion (& Brainstorming session) following Dr. Dyan Watson's Visit. Dempsey-Swopes wondered how we could encourage more faculty to attend. Petersen offered that we might incorporate some sort of talks or presentations at General Faculty meetings (or in advance of them). Others acknowledged that it is hard to schedule events to meet everyone's needs. Walters asserted that faculty should be required to attend presentations that focus on diversity/inclusion in pedagogy. Hart wondered if we could stream some of these events to help reach people who have other obligations. Walters indicated that one idea that she appreciated was the notion of constructing ones' "racial autobiography"—perhaps using it in some sort of assignments in various classes. Petersen cautioned against adding on activities to the plates of faculty without taking something off—perhaps attendance at events like these could substitute for other service activities. Others discussed how we could incorporate others administrative levels (the Deans, for instance) to help encourage faculty to incorporate diversity and inclusive practices in their classrooms. Changes to the new faculty orientation process to incorporate diversity and inclusion were also presented by some (including using a break out session on affirming an inclusive pedagogy).
  - b. An update on Themester 2019 was presented:
    - i. Webpage issues have come up because 1) the page was moved and 2) because of trademark issues with the University of Indiana. Re-naming it the "spring theme" or the "theme-ester" or "theme themester" or "Bod-mester" were suggested to avoid such issues in the future. Ultimately, the Committee selected "WU-mester" for the events moving forward. Erby indicated that she would work up a description and send it around to committee members for comment and approval.
    - ii. Wynn presented information about the online archive: [www.themester.wuhistory.com](http://www.themester.wuhistory.com).
    - iii. Erby indicated that committee raised nearly \$700 for raffle prizes to be given away at events.
  - c. An update on faculty search committee trainings & proposed staff trainings was presented by Erby.
- III. New Business:
  - a. The WU-mester 2020 theme will be "Suffrage Citizenship/Voting Rights."

- b. CAS may consider adding a question about inclusion to course evaluations—please let Erby know if you're interested in being a part of this discussion.

IV. Announcements:

- a. Courageous Conversations event will begin at Stormont Vail on February 22, 2019 from 12:30-5:00pm.
- b. The 6th Annual Gender & Sexuality in Kansas Conference will be hosted by Wichita State University on March 25, 2019 (submissions due on February 25, 2019).
- c. *Strangers in Town* will be presented in the Neese Gray Theatre on February 19, 2019 at 7:00pm.

**Subject:** 2018-19 C-TEL Diversity Events

**Date:** Wednesday, March 27, 2019 at 1:59:01 PM Central Daylight Time

**From:** Melanie Burdick

**To:** Kelly Erby, Sandy Tutwiler

Kelly and Sandy,

I am beginning to plan the schedule for C-TEL's fall events, and while doing so, I had Sue pull together a list of all the events we held (or have scheduled) this academic year. The events in the list below are those for which we awarded diversity and inclusion badges. Based upon what badges have been earned so far, I am estimating that we will have around 20-25 faculty who will earn a Certificate of Inclusive Teaching and Learning.

I wanted to share this information with you two because I would like to know your ideas as I plan next year's calendar. As you look over the below events, I would especially appreciate feedback regarding:

- which you think might be worth running again next year
- where we might be able to build upon what we've already done
- what we might be missing.

Also, I wondered if this would be worth sharing with the committee and asking for their feedback? I teach during the committee meetings this semester, so if you think it would be worth sharing, I would have to depend upon one or both of you to present this to the committee and then share any feedback with me.

Thanks,  
Melanie

Event	Event Date
Building a Culturally and Linguistically Inclusive Environment in Your Classroom	9/11/2018
Free Speech on Campus - Day 1	9/13/2018
Free Speech on Campus - Day 2	9/20/2018
Trauma-informed Teaching Practices in Higher Education	9/25/2018
Free Speech on Campus - Day 3	9/27/2018
When Political Discussions Get Heated	10/3/2018
Free Speech on Campus - Day 1	10/11/2018
Free Speech on Campus - Day 2	10/18/2018
Free Speech on Campus - Day 3	10/25/2018
Diversity in STEM: What's It Got To Do With Me? - Day 1	10/30/2018
Wednesday Webinar: What Learning Activities Help Student Veterans Succeed?	10/31/2018
Exploring Race in Predominantly White Classrooms - Day 1	11/1/2018
Teaching About Hate After Atrocity	11/5/2018
Diversity in STEM: What's It Got To Do With Me? - Day 2	11/6/2018
Mentorship: Creating Systems of Support and Success	11/12/2018
Diversity in STEM: What's It Got To Do With Me? - Day 3	11/13/2018
Globalizing Your Curriculum	11/14/2018

Exploring Race in Predominantly White Classrooms - Day 2	11/15/2018
Exploring Race in Predominantly White Classrooms - Day 3	11/29/2018
Freedom of Speech & Expression Themester Workshop	12/17/2018
Safe Spaces, Brave Spaces - Day 1	1/23/2019
Exploring Race in Predominantly White Classrooms - Day 1	1/24/2019
Campus Mental Health Resources to Support Student Learning	1/25/2019
Safe Spaces, Brave Spaces - Day 2	1/30/2019
The Construction of Race through Primary Sources	1/30/2019
Exploring Race in Predominantly White Classrooms - Day 2	1/31/2019
Fink Visiting Professor Lecture: Creating Culturally Responsive Classrooms	2/4/2019
Fink Visiting Professor Lunch: Promoting and Honoring Diversity in the Classroom	2/4/2019
Dyan Watson Breakfast Q&A	2/4/2019
Diversity & Inclusion Committee Lunch with Dyan Watson	2/5/2019
Safe Spaces, Brave Spaces - Day 3	2/6/2019
Responding Effectively and Appropriately to Students' Mental Health Needs	2/8/2019
Exploring Race in Predominantly White Classrooms - Day 3	2/13/2019
Practical Tips for Promoting Inclusion	2/13/2019
Trauma-Informed Teaching Practices in Higher Education	2/22/2019
Why is the Term "White Privilege" Sometimes Misunderstood?	3/4/2019
Teaching Without Barriers - Day 1	3/6/2019
Teaching Without Barriers - Day 2	3/27/2019
Teaching Without Barriers - Day 3	4/3/2019
Why is the Term "White Privilege" Sometimes Misunderstood?	4/8/2019
Universal Design in Higher Education - Day 1	4/8/2019
Teaching Without Barriers - Day 4	4/10/2019
Technology for Encouraging Diverse Talents and Ways of Learning	4/12/2019
Universal Design in Higher Education - Day 2	4/15/2019
Safe Spaces, Brave Spaces - Day 1	4/17/2019
Decolonizing the Classroom: Welcoming and Engaging Students of Color	4/17/2019
Universal Design in Higher Education - Day 3	4/22/2019
Safe Spaces, Brave Spaces - Day 2	4/24/2019
Safe Spaces, Brave Spaces - Day 3	5/1/2019

Sue Taylor-Owens  
Instructional Designer  
Instructional Services & C-TEL  
Washburn University  
(785) 670-1856

“From Knowledge to Practice: Professional Development for a More Equitable Campus”

**The Kansas Board of Regents Michael Tilford Conference on Diversity and Multiculturalism Program Committee is seeking submissions for the Annual Tilford Conference, October 3-4, 2019, University of Kansas, Lawrence, KS.** This year, the Conference is centering attention on the **practice** of equity and inclusion, with the understanding that these elements are the foundation of growing and maintaining a diverse learning and work environment in higher education.

Diversity and equity have long been stated goals of higher education. Yet, most institutions have struggled to build and maintain a student body, faculty, or staff representative of the multiple social identities that make up the nation and our global society. Part of this challenge lies in that while goals of diversity and equity are expressed, campuses do not have the resources, protocols, nor policies in place to facilitate goal attainment in these areas. Further, institutions may inaccurately believe that faculty, staff, and students understand social differences and are consciously prepared to engage, work, and learn in a diverse environment. This knowledge gap can lead to campus environments that are unwelcoming, unsafe, and inequitable.

The goal of the Tilford Conference is to move beyond talk of equity and toward an understanding and application of its practice in educational settings. Specifically, conference sessions will enhance participants’ abilities to gain greater knowledge of social differences and identities and develop skills to better engage with the diversity of others who populate our campuses. The Conference will have strong research and professional development components and provide participants with tools that can be immediately applied to their educational living, learning, and work spaces.

The Tilford Conference is a regional conference soliciting submissions and expertise across state boundaries. The core of our collective ability to accomplish all of the above must 1) be founded on the willingness of faculty, staff, and students to reflect upon and understand their roles and responsibilities of agents of improvement and change, and 2) rests upon a collaborative vision of justice, one wherein the diversity of populations has access to, and are served well by higher education. At the same time, higher education produces graduates that meet the demands of employers that are increasingly seeking workers, leaders, and researchers prepared for 21<sup>st</sup> century global citizenry.

The Kansas Board of Regents Tilford Conference is the primary vehicle for this necessary work and we invite faculty, staff, and students to submit panel, paper, poster, roundtable and workshop submissions focusing on diversity, equity, and inclusion that fall into one or more of the following:

1. **Professional Development:** Professional development for faculty, staff, and administrators engaged in working with our potential and undergraduate and graduate populations that can be applied to home institution recruitment, learning and living spaces;
2. **Research:** Theoretical, empirical, and applied research in higher education subject areas with particular emphasis on the Kansas, Midwest, and the US experience;
3. **Recruitment, Retention and Advancement:** Professional development and organizational strategies on the recruitment, retention and advancement of a diverse workforce in higher

education, including tangible strategies and initiatives that can be applied to campus environments;

4. **K-12 Development:** Programs in Kansas k-12, especially connections to higher education;
5. **Policy and Assessment:** Information, models, and recommendations for campus policies and assessment.

The Michael Tilford Conference is guided by the Kansas Board of Regents' Council of Chief Diversity Officers. The Council of Chief Diversity Officers was established in 2018 to facilitate greater diversity and equity within and across Kansas higher education institutions; identify and foster the implementation of shared professional standards of equity and inclusion in higher education work and learning spaces; and establishing metrics that maintain accountability within and across institutions.

### **Submission Instructions:**

The Tilford Conference Planning Committee welcomes proposals for panels, roundtables workshop, papers, and poster sessions. Proposals must include the following to receive full consideration:

#### Papers/Posters

1. Title
2. Presenters' name(s), title, institutional affiliation, and email
3. Intended Audience (Faculty – Staff – Students – Senior Administrators – Other)
4. Area of Focus (Professional Development – Research – Recruitment, Retention and Advancement – K-12 Development – Policy and Assessment)
5. Abstract up to 300 words

#### Panel/Roundtable/Workshop Sessions

1. Title
2. Name, title, institutional affiliation, and email address for session organizer
3. Name, title, institutional affiliation, and email address for each session participant
4. Intended Audience (Faculty – Staff – Students – Senior Administrators – Other)
5. Area of Focus (Professional Development – Research – Recruitment, Retention and Advancement – K-12 Development – Policy and Assessment)
6. Abstract up to 300 words

Technological Needs (please check all that apply):

I am in need of audio/visual projection equipment

I am in need of a laptop

Please indicate if you are in need of any accommodations:

The creation of a website to collect submissions is in progress. In the meantime, please email your submissions to [diversity@ku.edu](mailto:diversity@ku.edu) for consideration.

Deadline for submission: Monday, August 26, 2019 at 5:00pm.