

Academic Diversity & Inclusion Committee
Agenda
May 12, 2020 1 PM via Zoom

- I. Approval of minutes from April 14 meeting (attachment pp. 2–5)
- II. Reports from Student Organization Meetings
- III. Old Business
 - i. WUmester student work to be highlighted on WU social media accounts.
Send content to Erby
 - ii. Discussion ideas from last meeting shared with Executive staff
(attachment pp. 6–7)
 - iii. Update on Washburn Intersectional Learning Space (Danielle)
- IV. Information Items
 - a. CARES Act Emergency Financial Resources (Richard Liedtke)
 - b. Pedagogy for the Pandemic Workplace Group
<https://washburn.workplace.com/groups/560421661345891/>
 - c. Videos Explaining Temporary Academic Policy Changes—4 videos, viewed over 200 times.
https://www.youtube.com/playlist?list=PLMHyniUz3I6Agfc8fUWLvhzzQfXHUg8Di&fbclid=IwAR1Ms8XWuHvvst9pHV0uejWnnTokdZYnmrDMJ4bpDclR_G4Q8RzPEu6vLNk
- V. Announcements

** Meetings in the fall will continue to be the second Tuesday of every month at 1 PM.

Academic Diversity & Inclusion Committee
April 14, 2020 Meeting Minutes

Erby, Barraclough, Berumen, Brown, Burdick, Desota, Dempsey-Swopes, Ellis, Emperly, Etzel, Gonzalez, Grant, Grospitch, Hart, Juma, Kendall-Morwick, McClendon, Miller, Morse, O'Neill, Posey, Sadikot, Scofield, Sundal, Thimesch, Walter, Wasserstein, Wynn

- I. Minutes from March 3, 2020 meeting were approved
- II. Reports from Student Organization Meetings
 - a. Students are zoomed out
 - b. We Are F1rst was zoom bombed
 - c. Netflix party for a few q and a members
 - i. Posey reported students still trying to adjust to remote learning
 - d. WSGA's new Diversity & Inclusion Director is Brandon Moreno
- III. Old Business
 - a. Updates on committee goals
 - i. Erby commended the members of each subcommittee for doing excellent work this year. Significant progress on the committee's annual strategic plan was made, though many projects are now at a standstill due to COVID19.
 1. The proposed African American and African Diaspora Studies minor program will be voted upon by the full faculty later in April.
 2. Documents related to affinity group policy and opportunities is with Executive Staff for consideration.
 3. Efforts to enhance relationships with students has led to more student members, though irregular attendance. Beruman asked if just anyone can attend; Erby confirmed they can.
 4. The Groundwork training has been attended by 25 percent of this committee. Posey is planning one more session this year over zoom to take place after the semester ends, to be broken into three or four sessions.
 5. Best practice committee
 - a. Report regarding inclusive pedagogy certificate to be finished this summer and presented in the fall
 - b. Results of the climate survey will be reviewed this summer.
 6. University-wide task force for institutional diversity and inclusion strategic planning met in December and January to create a document with major goals and challenges the university faces. This document is now with executive staff for consideration.
 7. WUmester was successful until COVID19. Please send materials for the online archive to Erby. Kendall-Morwick suggested that student

work be showcased on social media. Erby said she will speak to University Communications Team.

- b. Additional updates on ongoing institutional efforts
 - i. Dempsey-Swopes presented an update on the Bias Response team. Grospitch and Mazachek are working to move forward in a meaningful way on this.
 - ii. Dempsey-Swopes provided an update on the multicultural resource space is moving forward in the lower level of the Union. Dempsey-Swopes and Isaiah Collier (Director, Student Involvement and Development) have drafted a proposal including budget and mission for the space. The mission includes three pillars that will shape its development: intersectional learning, community, and intercultural and organizational collaboration. Dempsey-Swopes will distribute the proposal before the May committee meeting.
 - iii. Burdick presented ongoing and new CTCL related opportunities. CTCL is providing information about its programs via Bod Talk, Workplace, and the website instead of allfacultystaff email. In particular, Burdick shared that
 - 1. CTCL Grants and Teaching Innovation Award deadlines have been extended to April 24th.
 - 2. There are two initiatives going on in collaboration with CTCL and the Title III Grant directed by Valerie Mendoza:
 - a. One is a first-generation research and resources group. This group will put together a research based, accessible guide for new faculty and staff with information about best practices for working with first generation students in and out of the classroom. Each group member will receive a stipend. The first planning meeting will be May 21st. Please send nominations for faculty and staff who wish to participate Erby asap.
 - b. The second initiative is a course redesign cohort who will get together to attend a series of workshops and work to improve their courses. The program starts in May and will go through the summer; participants will receive a stipend for their participation. CTCL hopes that the stipend will encourage new folx to get involved. An announcement will go out in the first week of May via Bod Talk. The first fifteen faculty to register will be selected with a wait list and the potential for a second session at a later time.
 - iv. Erby announced that there is a group working to examine the qualitative data from the climate survey, while the VPAA does the quantitative analysis. This

IV. Discussion Items

- a. How to best support our diverse students in the weeks and months ahead in light of COVID-19:

- i. Sundal brought up the inequity regarding laptops and WIFI access. Morse added there are bandwidth issues and we need to be sure to follow up with students; be sure to work with advising staff.
- ii. Ellis suggested that we work with demographic based student groups to get ideas about how can encourage and stay connected with individuals who identify with those groups as they may not come back.
- iii. Farley has provided a positive outlook to local media, which is good for the community. Dempsey-Swopes suggested that while this is great, we should be focusing on the students and encourage their connecting with peers. It is hard to be in class on zoom; there's also information in our community about how students are surviving and thriving.
- iv. Erby suggested that we need to continue to explain the temporary changes in academic policies for this semester, as there has been some confusion for both students and faculty. Students need to send an email to enrollment@washburn.edu for the A/pass/fail option or to withdraw. Wynn asked if we could make a short primer video that could help to make things more personable. Berumen emphasized that short is key and that we need just one person or department on campus to do this. Grant creating a chart breaking down the options.
- v. Some of Desota's students have been discussing the increased amount of time in front of screen and eye pain. They are also having a hard time staying organized. Berumen suggested a video with students giving advice to other students. We would need a script for the video to be approved at VPAA prior to the creation of any videos. In terms of dispersion of the videos, Thimesch has a Mabee tiktok that students are looking at more than any other social media.
- vi. Ellis suggests there is an overall lack of need-based scholarships. There are issues with the donors having requirements regarding who they give money to. They are trying to get changes made. Wynn believes WU could just do this, as there are funds that don't come from specific donors. More of the general pool at the discretion of enrollment management.
- vii. Existing Resources to Share with Students:
 1. To help with study habit loss - CSSR is going to push info regarding study strategies via learningscientists.org (Barraclough)
 2. Miller asked about the number of free WIFI hot spots left; there had been fifty left last check and they can be mailed. On campus, internet access has been expanded to parking lots, which was announced in Bod Talk. Please spread the word.
 3. Mabee database tutorial
<https://www.youtube.com/watch?v=pQdXrCiEwKE>
 4. Bods Feeding Bods is still operating 3-5pm six days a week. Hart said a WIN is not required. Looking to have a swipe system eventually. Donate if you can. USD 501 is still serving meals as well.
 5. Counseling Services is still available 24 hours, with Zoom appointments available.

6. Ichabods Moving Forward grant for students. Berumen said it is confusing, because it suggests it is for alumni. And some students have reported the PDF application is glitchy.
7. Washburn Women's Alliance could be asked for additional funds for students with children (Wynn).

V. Announcements

- a. Regarding financial aid, students need FAFSA completion to determine Pell eligibility. Our incoming high school students will have lost a lot of nudging to complete these (Baraclough)
- b. Miller: a group of Topeka folks is meeting with help from the ACLU to create a Safe and Welcoming Topeka Action Group to make Topeka more welcoming for immigrants and refugees. Next meeting is Thursday, April 23 at 5:30pm via Zoom. If you're interested in learning more email jason.miller2@washburn.edu.
- c. Next meeting May 12 @ 1 via Zoom

VI. Adjournment 2:28 pm

What should WU be thinking about in regards to addressing inequities during COVID-19 and continuing to support students, faculty, staff, and community?

- Unequal access to technology, especially internet connectivity and speed
 - o Need to encourage faculty to be really careful with course design and cautious about bandwidth required to access course materials
 - o CSSR and ITS are working to meet student technology needs and internet accessibility needs
 - o Spreading the word to students about what options are available to them
- Many students are lacking structure and motivation to complete course work, think about the future, register for courses, etc.
 - o More important than ever to check in with students and try to help motivate them
- Need to give students time to plan – give them information in a timely way so they can plan and make decisions
- Need to keep students connected to WU, their major discipline and faculty members, and to each other—use social media, course projects, and other online tools to do this. Sense of connection and network is more important than ever.
- Need to push out information on learning new study habits and organizational skills in this remote learning environment
 - o Videos? Strategies via social media?
- Students need to hear from each other how they are overcoming obstacles this semester and motivating themselves
- Complexities of temporary academic policy changes
 - o Faculty need to communicate about these changes with students, explain the temporary policies, and answer students' questions
 - o Make videos explaining these temporary policy changes. Have students explain the changes
- Need to create resources for students with children—can Foundation help to make new funds available to support these students? (but how would funds actually help in terms of time?)
- Heighten awareness of Bods Feeding Bods and Ichabods Moving Forward
- More need-based scholarships
- Students complaining about eye tiredness—can WU make blue light glasses available?

- Need to prepare faculty members to teach students this fall who have endured this pandemic/been out of school for many months:
 - More time to teach study skills and time management
 - May need to break projects down into manageable chunks
 - Students will continue to need flexibility and grace
 - Ice breakers and other strategies to reconnect and foster sense of community in the classroom
 - Awareness of tension, sense of trauma, and anxiety students feel (and faculty). Faculty need to utilize strategies to mitigate and start to heal these feelings

- Can WU make more online content available for community? The student art exhibit is a wonderful example. What else can we do like this? More online art exhibits? What about streaming past music performances? What about asking faculty experts to talk about topics relevant to our community and streaming those? Showcasing student work and projects in online formats? Continue to reach out to local K–12 teachers with offers of support.