

Academic Diversity & Inclusion Committee
Agenda
March 9, 2021, 1 PM via Zoom

- I. Approval of minutes from February 9 (attachment pp. 2–3)
- II. Approval of minutes from February 15 (meeting conducted via email) (attachment pp. 4–6)
- III. Reports from Student Organization Meetings
- IV. Old Business
 - a. Discussion Guidelines-- please review [this](#) shared document prior to meeting and make suggestions on the shared document (draft is also attached p. 7)
 - b. Update on Campus Climate Incident Reporting Process—link to report is https://cm.maxient.com/reportingform.php?WashburnUniv&layout_id=5
- V. New Business
 - a. WUmester 2022
- VI. Discussion/Concerns
- VII. Announcements
 - a. Women’s History Events
 - b. Gaypril
 - c. Others

Next ADIC meeting: April 13, 2021 @ 1 PM via Zoom

Academic Diversity & Inclusion Committee
Meeting Minutes
February 9, 2021

In attendance: Ayella, Barraclough, Bearman, Berumen, Brown, Burdick, Collier, Cradle, DeSota, Durantes, Dempsey-Swopes, Ellis, Erby, Etzel, Grant, Gibbons, Hart, Havens, Kendall-Morwick, Leming, , Miller, Morse, Scofield, Smith, Tatum, Thimesch, Walter, Wasserstein, Williams,

I. December 8, 2020 meeting minutes approved.

II. Reports from Student Organization Meetings

- a. Walter reported that BSU has had limited meetings; officers will meet over zoom, but the platform has not been great for social events.
- b. Berumen confirmed a similar experience for We Are F1rst.
- c. Williams reported that the international house has had one event.

III. Old Business

- a. Discussion Guidelines were discussed. Recommendations included:
 - i. Revisiting language regarding personal anecdote invalidating experiences of a larger group.
 - ii. Proposal of language preventing tone policing.
 - iii. Adjustments will be made; materials will be revisited in March.
- b. Webpage to promote summer and spring diversity courses is under development.
- c. Collier presented the form drafted to facilitate the creation of Affinity Groups at Washburn, set to go live this semester. The completed form will be received by the Office of Diversity and Inclusion. There is funding for these groups to have social events and do professional development.
 - i. Suggestion to add a text box indicating the interest of finding other folx interested in the group completing the form.
 - ii. Could create a platform in Workplace to encourage people to join groups.
 - iii. Ensure that Washburn Tech is notified when the form is launched.
- d. Process to report campus climate incidents and bias on campus has been created. Faculty and staff who are part of the “Inclusive WU Network” have been trained. Promotion of the process and reporting form will begin soon.
- e. WUmester 2021
 - i. Events coming up February 10th, February 18th (Washington)
 - ii. Seventy people are enrolled in the sustainability challenge – encourage people to sign up
 - iii. Mulvane has several exhibits up and is open to the public.
 1. Open Tuesdays 12-7 and rest of the days 12-5
 2. Contact Gibbons for extended hours / private viewing
 - iv. Need to start thinking about the theme for next spring. Ideas thrown out: civil discussion, education and learning, literacy

IV. New Business

- a. Walter is looking to create an annotated bibliography of diversity and inclusion resources for faculty and staff to be distributed and presented by CTEL. Send materials to Walter with information on what was used, how it was used, and the results.

- b. Discussion regarding drafting a statement regarding concerns about T &P to take to FAC
 - i. Listening session February 10, 2021.
 - ii. Overarching feeling that the option of stopping the clock is not enough to advance equity. Members expressed desire to draft statement of support for work FAC is doing. Several members volunteered to draft a statement. Erby will send out statement for an electronic vote before FAC meets on 2/22.

V. Discussion

- a. Member expressed need to be thinking about student success and send struggling students to success coaches

VI. Announcements

- a. KTWU will have Black History Programming
- b. Flyers for upcoming WUmester Events attached

Academic Diversity & Inclusion Committee
Meeting Minutes
February 15, 2021 (online)

Kelly Erby, chair of the Academic Diversity and Inclusion Committee, conducted a meeting via email beginning February 15, 2021.

New Business included discussing and voting on the following statement:

Washburn Academic Diversity and Inclusion Committee (ADIC)

Statement to Faculty Affairs Committee Regarding Faculty Tenure and Promotion Processes in Light of COVID-19

As COVID-19 has accentuated and exacerbated existing inequities in our society and in academe, Washburn's core value of inclusion—a value that calls for facilitating the success of all people and supporting all individuals—has never been more important. The Academic Diversity and Inclusion Committee (ADIC), keeping with its charge to bring greater recognition of matters of diversity and inclusion to university leadership and administration, requests that the Faculty Affairs Committee of the Faculty Senate adopt strong resolutions to assist all faculty in coping with the challenges created by COVID-19. We commend the one-year extension of the tenure clock granted to all current tenure-track faculty members. However, we believe tenure-extensions are not enough to advance the value of inclusion under the present circumstances of the pandemic. Research shows that while such policies may temporarily relieve certain pressure on faculty, they also delay increases in pay, job security, and authority and tend to benefit men more than women. Moreover, they do nothing to address the needs of non-tenure track faculty or staff, members of our university community who are typically already the most vulnerable in terms of gender identity, race, and socioeconomic class, among other factors.

To that end, we call for Faculty Affairs to make the following additional recommendations:

First, that units engage in unit-level reevaluations of tenure and promotion guidelines. These reevaluations should take into account that the pandemic will affect faculty workload for a currently undefined number of years. Below, we provide information about how other universities have begun to reevaluate tenure requirements and processes in ways that maintain standards of faculty excellence and advance equity within their institutions and the academy.

Second, that Washburn academic leaders, including deans and department chairs, hold units accountable for these reevaluations of tenure and promotion requirements, which should be undertaken as quickly as possible to relieve some of the tremendous workload, pressure, and anxiety faculty currently experience.

Finally, the ADIC calls upon the Faculty Affairs Committee to recommend units consider specific ways to support non-tenure track and part-time faculty, including, but not limited, to changes to annual evaluation criteria and reappointment processes. In addition, the ADIC calls on faculty governance to advocate on behalf of Washburn staff members. We understand that the Faculty Affairs Committee does not directly represent staff, nor does the Faculty Senate, but we

nonetheless request the members of these bodies to leverage their positions of relative power within the University to acknowledge staff members' critical contributions throughout the ongoing crisis of the pandemic, as well as advocate on their behalf.

It is the hope of the ADIC that Washburn will emerge from this crisis a stronger and more inclusive Washburn community. To do so, we must pursue bold steps to support faculty and advance equity and inclusion. The ADIC appreciates the many efforts of FAC in leading these critical conversations thus far.

Resources

Fortunately, there are several institutions that are already deep into the work of proposing revised criteria for tenure and promotion that academic units at Washburn may look to for ideas to adopt or adapt. For example, [West Virginia University](#) is balancing its own high standards for tenure and promotion with the need to support faculty success and equity in the current crisis. Faculty members there may request a redistribution of effort to reflect the increased time that they are spending teaching and mentoring, as well as changes in service loads to reflect their experiences throughout the COVID crisis. The Office of the Provost at West Virginia is also encouraging individual departments to consider recalibrating expectations and criteria regarding research and creative endeavors. This includes expanding the definition of research to include works in support of research goals, innovative teaching, and demonstrated scholarly expertise instead of just counting published books, articles, and creative works.

At [Texas A&M](#), department heads are being encouraged to pursue a faculty-centered approach to faculty evaluations and to consider recalibrating tenure expectations for a period of time that may last several years after 2022. The University of Massachusetts at Amherst is similarly holding workshops for department chairs and for personnel committee members on how to evaluate people in light of disruptions caused by COVID-19.

ASPIRE, the National Alliance for Inclusive and Diverse STEM Faculty, similarly [recommends](#) that departments instruct tenure and promotion committees to apply a “different standard when assessing faculty research and publication activity” for the academic years affected by COVID-19; ASPIRE has also suggested that these different standards may need to remain in place for several years following the most acute crisis years and to consider continuing to do so for some time after COVID.

Thirty-four learned societies endorsed a [strong statement by the American Sociological Association](#) calling for the review and adjustment of faculty evaluation practices in light of the disruptions caused by COVID-19.

North Carolina State University is allowing faculty to write [impact statements](#) and then asking and training evaluators to meaningfully incorporate these statements in annual evaluation and tenure processes. Similarly, the Susan Bulkeley Butler Center for Leadership Excellence at Purdue University has developed [tools](#) to help faculty document the many ways COVID has impacted their work. See also chapter 10 “Reflections on Institutional Equity for Faculty in Response to COVID-19” of [this](#) working paper.

An opinion piece in the Proceedings of the National Academy of Sciences states:

“Administration, tenure, and promotion committees should be proactive, not reactive, in their discussion of how to handle the impact of COVID-19.... Faculty will need guidelines on how to quantify impacts of COVID-19 on their three academic pillars. Clear metrics, tangible benchmarks, and effective communication are critical for decreasing bias in merit and promotion decisions.”

Erby asked to suggest any revisions to the statement by noon on February 16. Later in the day on February 16, Erby asked members to vote on whether the statement should be adopted and sent to the Faculty Affairs Committee. Members voted using a form created in Microsoft Forms.

The statement was adopted with a quorum of members voting. The meeting concluded on February 18, 2021.

Guidelines for 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 and understand the certain value, but also the limitations, that these possess in discussions of social justice. Don't allow personal anecdotal evidence to invalidate broader group-level patterns.
- 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.
- 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 as necessary for social justice growth.
- Listen and seek to understand before responding with defensiveness. 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.