

Academic Diversity & Inclusion Committee  
April 13, 2021 Minutes

In attendance: Ayella, Bearman, Brown, Burdick, Collier, Cradle, Dorantes, Dempsey-Swopes, Erby, Gibbons, Grant, Hart, Havens, Kendall-Morwick, Leming, McClendon, Miller, Morse, O'Neill, Scofield, Smith, Tatum, Thimesch, Walter,

I. Minutes from March 9, 2021 were approved with edits (committee members were left off attendance record)

II. Reports from Student Organization Meetings

a. BSU

- i. Hoping to do more recruiting in the fall
- ii. April 30<sup>th</sup> annual BBQ off campus

b. Q & A

- i. There have been minimal meetings due to pandemic
- ii. There is a new president and plans for moving forward next year.

III. Old Business

- a. [Discussion Guidelines](#) for future committee meetings and discussions were unanimously approved. See p. 3 of minutes for guidelines as they were approved.

IV. New Business

a. WUmester 2022 Topic "Truth"

1. Discussed possible events related to topic.
2. Discussed having CTEL workshops earlier in academic year to help faculty plan for WUmester topic; possibly use CTEL Teaching Tuesday newsletters over the summer to share resources related to topic. Members requested list of faculty who have previously taught WUmester courses.
3. Topic was unanimously approved.

V. Discussion Items

a. Use of Pronouns

- i. Students have come to the Office of Diversity and Inclusion and requested that more faculty and staff on campus share their pronouns, including in email signatures.
- ii. Committee discussed encouraging faculty, staff, and students to share their pronouns and lead by example.
  1. Suggested that diversity and inclusion index page include a link about the importance of sharing pronouns.
  2. Dorantes also offered a segment on the Gaypril YourWSGA podcast [wsga.diversity@washburn.edu](mailto:wsga.diversity@washburn.edu)
- iii. Committee also discussed reasons members of campus community may not want to share their pronouns.

- b. CTEL Inclusive Pedagogies Research Group (Miller and Grant)
  - i. Seven members working on inclusive pedagogy research in their classes. Group will continue meeting this summer as part of the CTEL writing group (see c. ii. 2 below). Summer goal is for participants to complete drafts of journal articles. Fall goal is to present at a conference and in CTEL sessions.
- c. Spring CTEL programming related to diversity and inclusion and upcoming summer opportunities
  - i. Spring
    - 1. Responsive Teaching: Seeing Our Students for Who They Are. This is a group of 12 people focused on primer in inclusive pedagogy.
    - 2. Free Your Mind Departmental Antiracist Pedagogy. More advanced dive into antiracist pedagogy.
  - ii. Summer
    - 1. First-Generation Course Redesign: Same curriculum that was offered last summer will be offered again this summer.
    - 2. Writing and Publishing Articles about Inclusive Teaching: Six-day boot camp in which participants will draft an article and seek to publish it.

## VI. Announcements

- a. NCORE will be held virtually this year June 8–11. Registration is now open. If you register before April 30, registration is \$300 to attend the entire conference. You can also buy a day pass for \$100. The D&I office is working to get a group rate, as well. Reach out if you are interested in attending.
- b. Upcoming CTEL workshop Motivating and Supporting Inclusive Pedagogies: Lessons Learned from Washburn Faculty. April 20 @ 2 PM.
- c. Website to promote Fall diversity courses [www.washburn.edu/dicourses](http://www.washburn.edu/dicourses)
- d. Flyers attached:
  - i. Affinity Group Flyer
  - ii. Campus Climate Reporting Flyer
  - iii. Fall AAADS Flyer

## **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; understand the certain value--but also limitations--that anecdotes have in discussions of social justice. Don't allow personal anecdotal evidence to invalidate broader group-level patterns.
- Seek to understand others from the cultural and experiential contexts they are coming from, especially if they are not those of the dominant group.
- Commit to welcoming feedback about how your words/actions might have affected someone else, regardless of your intent.
- 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.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. Consider that feelings may be opportunities for discussion and growth.
- 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 is necessary for social justice growth.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. 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.

