Academic Diversity and Inclusion Committee
Agenda
September 12, 2023, 1 PM, Vogel Room

I.   Approval of Minutes from May 9, 2023
II.   Presentation of 2023 Climate Survey Results & Discussion
III.   Updates
      a.   Register for 2023 Tilford Conference, Oct. 5–6
      b.   General Education
      c.   WUmester 2024: Community & Belonging

Academic Diversity & Inclusion Committee Meeting Minutes
May 9, 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, Jason Miller, Melanie Burdick, Jim Smith, Adebanke Adebayo, Kris Hart, Joey DeSota, Mary Sundahl, Chaz Havens, Dennis Etzel, Erin Grant, Molly Pierson, Izzy Wasserstein, Tina Williams, Allan Ayella.

I.   Meeting called to order at 1:02 PM
II. Approval of Minutes from April 11, 2023. A motion to approve the minutes was made and seconded, and approved by the committee.
III. Old Business
   a. Framing Language and Terms of Reference. Erby reviewed the history of this language, including moving from referring to them as "definitions" to "terms of reference." The document was reviewed and discussed, and a motion was made and seconded to approve. The document was approved by the full committee.
   b. WUmester 2024. Committee members discussed proposed topics, in particular the topics of Community & Belonging, and Being Human. The committee voted to use Community & Belonging for WUmester 2024, and Being Human for WUmester 2025. Committee members voiced confidence that both topics will have applications in a wide variety of disciplines, and are timely in terms of new efforts to build community with Shawnee County and ChatGPT and other AI.
IV. New Business
   a. Inclusive Pedagogy. Kendall-Morwick introduced an inclusive pedagogy definition/term of reference drafted by an ADIC subcommittee in collaboration with CTEL. The term was reviewed and discussed, and a motion was made and seconded to approve. The document was approved by the full committee.
V.   Updates
   a. 2023 Climate Survey. Results have been received from Hanover. The results will be presented for discussion in early fall semester.
   b. 2023 Tilford Conference, Oct. 5-6, 2023. Caucus meetings, poster presentations, and opening night speaker Cheryl Brown Henderson will take place on October 5. Dr. Sara Deer and Dr. Rodney Palmer will open the day on October 6 and then workshops/presentations will follow. Lunch speaker is Chief Diversity Officer for Barclay's Bank, Ray Dempsey. The day will conclude with additional concurrent sessions, and then closing speaker, Dr. Nicole Hodges-Persley, Vice Provost of Diversity, Equity, and Inclusion at the University of Kansas. The call for proposals is out, and proposals are due June 30. Committee members are encouraged to submit proposals themselves, and to share the information widely with colleagues.
   c. General Education. The general faculty voted to have 3 credit hours of institutional credit hours under the KBOR gen ed plan to be "diversity." Erby noted that there is time to change the title ascribed to this institutional-choice "bucket." Some discussion was held regarding this, but no formal proposals were brought forward. Dr. Ball has asked an ADIC taskforce to come up with proposed learning outcomes over the summer that would then be taken to the General

Education Committee for consideration. Volunteers for the task force were encouraged to email Erby.

d. ADIC Chairperson. Erby announced that she will be stepping down from chairing ADIC to be interim dean of the College of Arts and Sciences. An interim chairperson for ADIC is needed. Interested persons should contact Dr. Laura Stephenson. A new secretary will also be needed as Dr. Beth O'Neill is stepping down from this role.

VI.   Meeting was adjourned at 2:08 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 to become their best self. It is further important that this language reflect the specific priorities and expectations of our campus. 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 community 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 recommend 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 CTEL, faculty recruitment training, and more
- Reference/link in student code of conduct
- Reference at New Student Orientation
- Reference for New Student Orientation Counselors and WU 101 Peer Educators

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Inclusive Pedagogy at Washburn University

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.