

Academic Diversity & Inclusion Committee
Agenda
December 8, 1 PM via Zoom

- I. Approval of minutes from October 13 (attachment pp. 2–3)
- II. Approval of minutes from November 10 meeting (attachment pp. 4–5)
- III. Creating Discussion Guidelines
- IV. Reports from Student Organization Meetings
- V. Old Business
 - a. Webpage to promote diversity courses
 - b. Affinity groups proposal—provide feedback on draft documents (attachment pp. 6–10)
- VI. New Business
 - a. General Education Curriculum Audit Update
 - b. WUmester
 - i. Announcement videos- available [here](#), and see also [WUmester webpage](#)
 - ii. Sustainability Challenges for WUmester 2021— (attachment pp. 11–13)
 - iii. C-TEL WUmester planning workshop is scheduled for December 14 @ 10 AM, register [here](#)
 - iv. Harriet Washington, author of *A Terrible Thing to Waste: Environmental Racism and its Assault on the American Mind* is confirmed to give a virtual presentation on Feb. 18 @ 2 PM
 - c. Future ADIC professional development opportunities
- VII. Information Items
 - a. A Seat at the Table program with Greater Topeka Partnership
 - b. “On the Map with Forge” - International Programs community collaboration with Forge Young Professionals
 - c. Bias Response Network
- VIII. Announcements
 - a. Upcoming trainings through Academic Impressions (originally shared by CTEL)
 - i. Creating Agile Courses for an Uncertain Year Tuesday, December 8, 11:00-1:30 – [Register Here](#)
 - ii. Understanding and Interrupting Privileged Classroom Practices (Academic Impressions virtual training) Friday, December 11, 12:00-2:30 – [Register Here](#)

Next ADIC meeting: February 9, 2021 @ 1 PM via Zoom

Academic Diversity & Inclusion Committee
Meeting minutes
October 13, 1 PM via Zoom

In attendance: Erby, Grant, Moreno, Smith, Dempsey-Swopes, McClendon, Ellis, Morse, O'Neil, Juma, Wasserstein, Etzel, Nyquist, Collier, Walter, Miller, Gibbons, Burdick, Scofield, Tatum, Brown, Sadikot, Williams, Cradle

- I. Minutes from September 8, 2020 were approved.
- II. Reports from Student Organization Meetings
 - a. Etzel attended HALO. They are doing crafts, game nights, coming back together. Great turnout.
 - b. Student engagement subcommittee (Etzel and Berumen co-chairs) is in the process of asking what the needs of HALO, BSU, and other organizations are from faculty and WU to support their respective organizations. Thinking of doing a survey as an option to get that information. The information on the climate survey could be useful in this regard, but it will not be possible to tie responses from that survey to specific student organizations.
 - c. PJay Carter is looking for assistance in building interest in the new BLM student organization on campus.
 - d. Dempsey-Swopes updated committee on diversity and inclusion student advisory council. Representatives from all multi-cultural student organizations have been invited to participate. There will be three meetings this fall. Contact Dempsey Swopes if you have more questions.
 - e. Gamma phi omega – alpha alpha chapter on campus – is an official student organization. Recruiting efforts in August and September went well. Group helped with voting event recently. Morse is faculty advisor.
 - f. Young Dems meet tomorrow night at 5 in Henderson 121 and on Zoom.
 - g. Walter reported that BSU did a BINGO night and the Campus Activities Board was generous at donating prizes. They took temperatures, used hand sanitizer, masks, etc. Will be doing some in person meetings this semester as the Zooms were not working really well.
 - h. Cradle reported that We Are F2rst participated in several events on campus and in the community to register voters.
 - i. Moreno reported that WSGA held a successful BLM rally and will hand out rainbow flags for National Coming Out Day.
- III. Old Business
 - a. 2020 2021 Subcommittee Assignments
- IV. New Business- none
- V. Discussion Items
 - a. Spring Diversity Courses
 - i. Erby shared proposed language to introduce list of courses and invited feedback on this language: “Washburn strives to provide enriching educational opportunities that prepare students for a diverse world. To support that goal, we encourage students to learn about, appreciate, and value a

variety of cultures, life experiences, and perspectives other than their own. This list contains academic courses (self-identified by their instructors) that increase awareness of diversity, equity, and social justice issues both domestically and globally. Please note that certain courses may require prerequisites other than the general University requirements and may also have additional restrictions.”

- ii. Committee discussed ways to promote these courses to students
 - I. Create webpage and let advisors and faculty know about it. Make flyer with QR code that takes you to the webpage
 - II. Talk to Mass Media about helping to promote courses, do interviews with faculty, etc.
 - III. Send list of courses to professional advisors and success coaches.
 - IV. Post flyers in MILS, Union, Petro, and residence halls,
 - V. Encourage our colleagues to share these classes with their students—especially those that count for gen ed.
 - VI. Hire a celeb to promote? See www.cameo.com
- b. Update on WUmester 2021
 - I. Topic is Sustainability.
 - II. Great classes being offered. More events are in the works. Hold date of Feb 18 @ 2PM for talk by Harriet Washington. Washington is author of *A Terrible Thing to Waste: Environmental Racism and Its Assault on the American Mind*.
 - III. Announcement video coming out soon.
- c. Supporting students, faculty, and staff during COVID-19
 - I. Faculty Affairs Committee will look at equity issues related to COVID-19, including tenure and promotion criteria and processes. Committee briefly discussed issues related to childcare and food insecurity.
- d. Christmas lights on campus. The Washburn Foundation has provided funds for a private company to decorate campus buildings with lights. Ellis reported that students had complained to him that these lights signal the campus is not inclusive. Other committee members said they thought the lights were more secular than religious. Ellis voiced concerns that the committee is more attentive to certain kinds of bias than it is to other kinds of bias. Erby will take concerns raised about Christmas lights forward to VPAA and Foundation and seek more information.

Next meeting: Nov. 10 @ 1 PM via Zoom

Academic Diversity & Inclusion Committee
Meeting minutes
November 10, 1 PM via Zoom

In attendance: Erby, Grant, Moreno, Smith, Dempsey-Swopes, McClendon, Morse, O'Neil, Juma, Etzel, Nyquist, Collier, Walter, Miller, Gibbons, Burdick, Scofield, Tatum, Sadikot, Williams, Cradle, Havens, Boyd, Chadwick, Berumen, McClendon, Thimesch

- I. Approval of minutes from October 13 meeting
- II. Debrief from October meeting regarding holiday lights on campus
 - a. Erby thanked committee member for bringing up student concerns regarding the lights and reiterated that part of the ADIC's job is to identify areas of concern and take to administration. Also thanked other committee members for sharing their perspectives regarding the lights.
 - b. Erby reported that the committee's concerns were brought to Dr. Mazachek, who took them to the Washburn Alumni Foundation. The Foundation drafted a statement regarding the holiday lights with clearer framing regarding the intended non-secular nature of the lights. This statement was shared with the campus community and included as part of the ADIC agenda packet for the November meeting.
 - c. Erby acknowledged that there will be hard conversations at future meetings. She said she hoped the committee would discourage tone policing, normalize the expression of emotion, and encourage committee members to widen their individual lenses and learn from one another. In future meetings, the committee will plan to have a co-facilitator so difficult discussions can be managed in a more streamlined manner. To ensure people are comfortable in these difficult discussions, names will not be included in meeting minutes, except in certain situations and with approval of those involved.
 - i. Committee member moved to revise minutes from October meeting to remove the name of the faculty member who had brought forward the concern.
 - ii. Another committee member moved to wait to revise the minutes until the faculty member who had brought forward the original concern about the lights is able to provide feedback on whether he wants his name included in the October minutes. Committee member rescinded the motion to revise the October minutes.
 - iii. Erby moved to rescind approval of the October minutes and table their approval until December meeting. Motion carried.
 - d. Engaged in a discussion via a shared Google document about how to cultivate an environment where committee members will feel comfortable sharing diverse views in future meetings.
- III. Reports from Student Organization Meetings
 - a. We are F1rst is done with meetings for the semester.
 - b. Student organizations have been contacted regarding the faculty involvement survey.

- c. BSU tried to do all online meetings this semester, but had low attendance at these virtual events. Pivoted to holding some in-person events, with social distancing and mask-wearing required, during the second half of the semester. These events had better turnout. One more meeting is planned for December which will be the last for this year.
- d. Gamma Phi Omega is not meeting due to quarantine issues, but is in general doing well.

IV. Old Business

- a. Promoting Spring Courses: there are new websites to advertise the diversity and WUmenster courses
 - i. www.washburn.edu/dicourses
 - ii. www.washburn.edu/wumester (click on “Academics” at bottom of page)
 - iii. Feedback included the following suggestions: a list of courses by department; encourage departments to include fliers good for all semesters; make it clearer that users can click on the course numbers to see a flier regarding the courses. Erby will take feedback to webmaster.

V. New Business

- a. Reports from Subcommittees
 - i. General education audit committee has met and made two goals for the year:
 - 1. Have those who teach general education self-report to what extent they teach about diversity, equity, and inclusion as part of their course content. The committee created a survey for all instructors of general education courses to complete. It has been at least ten years since this type of audit has been done. Instructors will be asked to complete this short survey over winter break.
 - 2. Examine four-year plans for all programs across the University to consider whether there is any space in degree programs to add a course or elective regarding diversity.
 - ii. Affinity group committee attended a how-to webcast and has been refining a proposal begun last year to create these groups on campus. They intend to share the document at next month’s reading.
 - iii. Best practices committee provided updates on two projects:
 - 1. First Generation Resources: Group coordinated by CTCL this past summer. It created three different quick guides with best-practice recommendations to help marginalized and first-generation students succeed. Guides available here: <https://washburn.edu/academics/center-student-success/first-generation-students/index.html>
 - 2. Climate Survey analysis will be ready for review in the spring.
 - iv. WUmester committee is trying to get fun ways to engage students in sustainability. They are planning a series of “Sustainability Challenges,” as well as an Earth Day Celebration at the Mulvane. A

video explaining WUmester and corresponding social media campaign is planned for late November. A CTEL WUmester planning workshop is scheduled for December 14 @ 10 am via Zoom. Harriet Washington, author of *A Terrible Thing to Waste: Environmental Racism and its Assault on the American Mind* is confirmed to give a virtual presentation on Feb. 18 @ 2 PM. Check <https://washburn.edu/academics/WUmester/WU-mester-events.html> for future updates on events.

VI. Information Items

VII. Announcements

a. CTEL Spring Offerings in Inclusive Teaching

i. Research group focused on inclusive teaching facilitated by Jason Miller and Erin Grant

ii. There will also be an introduction to inclusive teaching course offered in the spring. It will be fully online in a format similar to QOCI.

iii. There will be workshops on anti-racist pedagogy starting in the spring facilitated by Keith Tatum and Muffy Walter.

AFFINITY GROUPS PROPOSAL

Academic Diversity & Inclusion Committee

Documents include:

- A. Affinity Group Statement of Purpose
 - B. Best Practices: Formation and Continuing Operation
 - C. Template Charter
 - D. Potential Funding Sources
 - E. Examples of Affinity Groups from other Universities
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A. Statement of Purpose

Washburn is committed to providing a diverse and inclusive environment for learning, living, and working. Affinity groups made of Washburn's faculty and staff will further advance this goal. Affinity groups are composed of people with a common purpose, outlook, social characteristic, or interest. These groups provide opportunities for networking, collaboration, engagement, support, and/or broadening of inclusivity and cultural awareness at Washburn. Affinity groups can also play a role in recruiting and retaining faculty and staff from diverse historically and contemporary underrepresented groups and their allies.

B. Applying Best Practices in Affinity Group Programs at Washburn University

Affinity Group Formation

1. In order to be recognized by the University, an affinity group will develop a charter that explains its purpose and affirms its openness to any faculty or staff member. Specific charter requirements are included below.
2. The proposed affinity group will have an initial founding membership of at least three members. Membership is open to all Washburn University and Washburn Tech faculty and staff and only to Washburn University and Washburn Tech faculty and staff.
3. Each proposed affinity group will provide its charter to the appropriate administrative structure that is a good fit for registration of affinity groups. Executive Staff should decide the most appropriate administrative oversight for affinity groups.
 - a. The Office of Diversity and Inclusion is likely to have the specific knowledge and skills to aid affinity groups.

Affinity Group Continuing Operation

1. If they desire, affinity groups will have access to reserve meeting and event locations using current Washburn University procedures. Meetings and events may also take place off campus.

2. Affinity groups will have access to communicate with faculty and staff using current Washburn University procedures. In particular, Workplace is a site for a social media presence for an affinity group.
3. Affinity groups will have access to make proposals for grant funding using current Washburn University procedures. Potential funding sources are identified below.
4. It is recommended that affinity groups also have access to a share of resources dedicated specifically to Washburn University affinity groups. These resources would support professional development and retention of diverse faculty and staff.
 - a. There are no current resources dedicated to Washburn University affinity groups, but there could be such resources budgeted in the future.
 - b. Funding requests will be ranked based on the budget plan, any other sources of funds available to the affinity group, and the community and/or university service provided. Specific guidelines for applying for this funding will need to be developed.
 - c. Funding will follow current Washburn University procedures.

C. Template Charter

EMPLOYEE AFFINITY GROUP (EAG) CHARTER: [NAME OF GROUP]

- Article I. Purpose**
[Describe the purpose of the EAG.]
- Article II. Objectives**
[Name of EAG] will be considered a success if [fill in objectives/outcomes of the EAG].
- Article III. Membership**
[Describe how someone can become a member of the EAG and what responsibilities members have.]
- Article IV. Leadership**
[State what, if any, officers you will have, what their roles will be, and how they will be chosen.]
- Article V. Activities**
[Describe the primary activities that will help achieve your objectives (listed above).]

D. Potential Existing Funding Sources—in addition to possible creation of new funding sources

1. C-TEL Teaching and Learning Grants: <https://washburn.edu/faculty-staff/ctel/grants.html>
 - a. C-TEL Small Grant is available to full-time and part-time faculty with ongoing, annual contract and full-time staff

- b. C-TEL Curriculum Development grant is available to full-time and part-time faculty with ongoing, annual contract (staff are not eligible)
- c. C-TEL Assessment Grant is available to full-time and part-time faculty with ongoing, annual contract and full-time staff
- 2. WU Internal Grants: <https://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/internal-grants.html>
 - a. Faculty Development Grant is available to full-time faculty “seeking to improve themselves in ways that are not covered by existing funding sources.” (staff are not eligible)
 - b. Small Research Grant = to support full-time faculty research (staff are not eligible); unlikely but possible source for Affinity Groups if research focused
 - c. Major Research Grant = to support full-time faculty research (staff are not eligible); unlikely but possible source for Affinity Groups if research focused
- 3. Washburn Alumni Association and Foundation
 - a. Washburn Women’s Venture Partners = <https://www.wualumni.org/wwvp>
 - b. Impact Crowdfunding = <https://impact.wualumni.org/about>
 - c. Day of Giving Project = <https://wualumni.org/dayofgiving>

E. Examples of Affinity Groups from other Universities

Faculty of Color Association

Staff of Color Association

Women's Association for Networking and Development

African American, African and Native American Association

Asian and Asian American Association

Hispanic/Latinx Faculty Association

LGBTQ Faculty Association

Veterans

Accessibility

Interfaith

Racial Justice

Safe Zone



Suggested Name Change

Suggested name change based on the frequency of word use: **Employee Resource Network**

Resources:

[From Affinity Group To Employee Resource Group \(ERG\)](#)



WUmester 2021 Sustainability Challenges

Committing to living in more sustainable, environmentally friendly ways can feel overwhelming or even impossible. But small changes in our everyday lives can have a great impact—especially if we all work on them together.

Join us this WUmester in developing habits that are good for the environment. Each month, Washburn will host a different sustainability challenge. These challenges include manageable steps anyone can take to make positive change for our planet. Students, staff, and faculty across Washburn are invited to participate.

Register to participate, track your efforts, and win prizes.

1. Register to participate: Submit [this form](#) to register. Registration deadline is XX.
2. Track your efforts. Each month, there will be a challenge and many suggested actions you can take to meet this challenge. Record your efforts to meet the challenge on [this form](#) and submit it at the end of the month [here](#). (Don't worry—we will send you periodic reminders and messages of encouragement so you don't forget about the challenge throughout the month!)
3. Participants who complete the challenge and submit their form at the end of the month will be entered into drawings to win prizes. Participants who complete all 4 monthly challenges will be entered into drawings to win bigger prizes as part of our Earth Day, WUmester culmination celebration on April 22, 2021.

Challenge for January: Start with some simple changes.

This month I:

- only used the washing machine and dishwasher when I had a full load
- turned off the water while I was brushing my teeth
- reduced the amount of junk mail I receive (used yellowpagesoptout.com to stop receiving phonebooks; directmail.com/mail_preference/ to remove yourself from direct mail registries; catalogchoice.org to stop getting unsolicited catalogs; optoutprescreen.com to stop receiving pre-approved credit card offers)
- bought soda in aluminum cans instead of plastic bottles and recycled the cans
- only printed what I really needed to and printed two-sided whenever possible
- purchased (or made) an eco-friendly cleaning product
- purchased at least one non-plastic, reusable product such as a metal straw, cutlery to keep with me when eating out, a cloth grocery bag, swab, reusable mug, etc. (e.g. lastobject.com, netzerocompany.com, etc.)

Challenge for February: Show others you care about the world around us.

This month I:

- wrote a postcard to at least one politician to let them know that I am a voter who cares about the sustainability of our earth and watch how they vote on issues related to the environment and climate change
- attended the Harriet Washington Zoom lecture on environmental racism and shared what I learned with someone else
- donated money to an environmental cause
- used reusable bags when shopping at the grocery store, Target, Walmart, the pet store, etc.
- committed to giving at least one gift this year that shows the recipient that I care about sustainability
- signed a petition to support an environmental initiative
- volunteered for/joined an environmental organization

- used refillable mug for coffee (or soda or tea or...) when purchasing it to go

Challenge for March: Reduce your energy/fossil fuel consumption.

This month I:

- regularly unplugged appliances and gadgets when not using them (e.g. electric can opener, Keurig, phone and computer chargers, etc.)
- bought energy-efficient light bulbs
- only washed my clothes in cold water
- used a form of transportation that is environmentally friendly instead of driving my own vehicle (i.e. walked, rode a bike or took the bus)
- participated in Earth Hour (i.e. on March 28th at 8:30pm I turned off all the lights, tvs, computers, etc. in my house/apartment/dorm room/etc. for one hour in solidarity with people across the world who care about our planet)
- turn down the heat at least one degree from what it is usually set on
- turned off the lights when leaving a room
- made sure that my car was up to date on all maintenance and tune-ups

Challenge for April: Eat and drink like the world depends on it.

This month I:

- went to the local Farmers Market at least once to purchase fresh food/vegetables
- eliminated meat from my diet at least once a week
- used the Seafood Watch Consumer Guide (<https://www.seafoodwatch.org/seafood-recommendations/consumer-guides>) or asked if the seafood I purchased was sustainably harvested
- drank tap water instead of buying bottled water
- reduced the amount of animal derived dairy products I consumed (e.g. goat cheese, cow milk, etc.)
- planted a "garden" (e.g. actual backyard vegetable garden, at least one container garden for apartments or other small places such as a container of tomatoes or salad greens or strawberries, flower garden with plants for pollinators)
- did not use plastic straws or plastic silverware at all this month

Semester Bonus Challenges: Other things you can do.

This semester I:

- signed up to receive a sustainability/environmental e-newsletter (e.g. World Wildlife Fund ([wwf.org](http://www.wwf.org)), Earth Day (earthday.org), Sierra Club (sierraclub.org), etc.)
- stopped getting paper bills and statements by choosing paperless delivery from banks and companies
- bought less "stuff" and, when I did, at least once checked out second-hand first (e.g. Habitat for Humanity ReStore, Goodwill, garage sales, ebay, etc.)
- threw away less "stuff" that was still usable by someone (e.g. donated it to charity, gave to a friend, etc.) or that I could reuse creatively (e.g. glass candle container as a planter for succulents or holder for spare buttons, turning newspapers or pieces of cloth into wrapping paper for gifts, using old socks as dusting or shoe-shining cloths, etc.)

- attended at least one WUmester panel discussion or book talk
- took or audited one of the courses being offered as a WUmester recognized class