

Academic Diversity and Inclusion Committee  
Agenda  
October 10, 2023, 1 PM, Shawnee Room

- I. Approval of Minutes from September 12, 2023
- II. Debrief: Dewsbury Visit, Tilford, etc.
- III. Discussion of Goals for AY 2024—see pp. 4–5
- IV. Additional Discussion/Concerns
- V. Updates
  - a. General Education
  - b. WUmester 2024: Community & Belonging

Diversity and Inclusion Committee  
Meeting Minutes  
September 12, 2023, 1 PM, Vogel Room

Present: Brown, Burdick, Collier, Erby, Dempsey-Swopes, DeSota, Gonzales, Grant, Hageman, Hart, Havens, McClendon, Kendall-Morwick, Lassmann, Leslie-Canty, Miller, Pierson, Stepp, Sundal, Smith, Stephenson

- I. Minutes from May 9, 2023, were approved without edits.
- II. Presentation of 2023 Climate Survey results and discussion (Stephenson and Smith)
  - Sheet provided to collect feedback.
  - Stephenson: need to have a discussion of the results to create recommendations to improve in problem areas. We used Hanover firm to conduct the survey this time as the previous survey had constant issues. So far, the diversity leadership group has seen the results and other groups on campus – students, staff, and faculty – will receive them as well.
  - Smith provided a presentation of the materials.
    - Hanover provided questions; we added others related specifically to WU. There were incentives provided for students who completed the survey.
    - Respondents indicated that faculty, staff, and students identify as majority white and female.
    - Most respondents thought leaders supported DEI. More at WUTech than WU main campus. There are statistically significant differences between white and non-white respondents in the belief there is a strong DEI culture at WU. Similar differences for those who are confident in WU addressed reported issues on campus.
    - Similar statistical difference as related to belonging and being valued.
    - Faculty reported DEI issues in terms of service and tenure, as well as implicit bias being an issue.
    - As with the last climate survey, there were questions related to campus safety. Those identifying as female were more likely to have concerns of safety on campus. Major issues include lighting being insufficient.
  - Stephenson presented recommendations and work in progress to make WU more inclusive, including:
    - Thrive scholarship.
    - Math, English, and WU101 efforts to remove obstacles.
    - CTCL inclusive teaching practices, STEM focus this month.
    - Creation of an office of accommodations to include all offices associated with accommodations. Body type accommodations are being made including different types of desks and chairs.
    - Created a director of belonging.
    - Breaking down success data by demographics.
    - More recruitment and retaining strategies. Recruitment strategies include training for search

committees, as well as inclusion advocates and data analysis to see who we are attracting to ensure the most diverse and best pool of candidates possible. Retaining strategies have included a more systemic paid faculty mentoring program, better methods of handling bias incidents.

- Diversity leadership is also looking at how to better handle bias incidents so those reporting will be satisfied things are being taken care of. There are also efforts to make the processes clearer.
- Safety concerns are being addressed, for example moving maybe to where there are better lit parking lots and less need to walk across campus. Police phone is now 1300.
- Except for the safety questions, the survey is new. Hart asked about how we will see trends. The survey will be put out every two to three years.
- Gonzales asked about the safety issues and police on campus. Brown reported that on campus in Missouri the officers did outreach like self defense courses and leading a safe walk; perhaps this could be replicated.
- Miller mentioned there should be more focus on faculty/staff retention. , how is this being addressed? Asked whether the lifecycle of a faculty member is being considered. Made note that the concept of needing to be retained will not likely be attractive to candidates. Stephenson made note that it is hard to get demographic data; need more of the campus community to report so they can have a better idea of faculty make up. McClendon asked if the recruitment strategies include adjunct recruitments. Erby answered no and that adjunct recruitment varies by school.
- Gonzales noted that much activity on campus is focused on Greek life. Could there be more investment in HALO and BSU? Hageman reported that in WU101 people come in and talk about orgs and Bods Connect. There is also WUfest to share about student orgs and other events like celebration of Hispanic heritage month.

### III. Updates

- Register for 2023 Tilford Conference, Oct. 5–6
- CTEL STEM event, Dewsbury coming to campus. Burdick has seen him before and found the workshop to be beneficial outside of STEM
- Please attend the Zoom strategic planning meeting today
- WUmester 2024: Community & Belonging

## DEI Climate Survey, Hanover Research

The survey was administered in online format in February 2023 by Hanover Research. Respondents were Washburn University or Washburn University Tech faculty, staff, and students. The following findings are from an analysis that includes a total of 827 respondents and was determined to be representative of the population. Sample sizes vary across questions as some questions only pertain to a subset of respondents. Conclusions drawn from a small sample size ( $n < 20$ ) should be interpreted with caution.

Hanover Research Recommendation 1:

➤ Build upon existing DEI strengths by identifying and addressing needs of Washburn's diverse student community, which includes students with different sexual orientations, races/ethnicities/ gender identities, and disability statuses. Survey responses show that Washburn University/Tech faculty, staff, and students have strong, positive perception of their school's DEI climate, both inside and outside of the classroom. However, survey responses suggest that respondents' perceptions do differ to some extent based on respondent demographics. Thus, it is essential that Washburn attend to the different needs and interests of its diverse student body in order to create an academic experience that is both high in quality and welcoming to students of all backgrounds. Further research may be needed to understand specific policy changes that can help better meet the needs of minority groups.

Progress and Plans:

- Doubled amount of need-based scholarships
- Continued investment in and development of English and Math pathways
- WU101 programming focused on diverse student needs
- CTEL professional development opportunities such as inclusive teaching in STEM
- Focused Office of Student Accessibility collaborating across academic units
- Moving Education Department out of Carnegie to Plass
- Increased availability of larger chairs/desks in classrooms
- Creation of Assistant Director of Belonging in Student Life
- Review of student success data disaggregated by demographic group to identify and address areas of improvement

Hanover Research Recommendation 2:

➤ Improve Washburn's recruitment and retention strategies with the goal of attracting and retaining a diverse pool of faculty and staff whose demographics more closely align with its diverse student body. Survey responses suggest most respondents feel that Washburn University's faculty/staff demographics are not in alignment with those of the more diverse student body. Hanover recommends that Washburn adjust policies with the goal of improving faculty/staff recruitment/retention for minority groups. Survey responses suggest at that particular areas of improvement include eliminating implicit biases and discrimination, ensuring that faculty of all backgrounds receive support for tenure, and distribution of faculty service work.

- Antibias training for faculty recruitments
- "Inclusion advocates" on faculty recruitment committees
- Commitment to inclusive teaching as required qualification for every faculty recruitment
- New assistant provost for faculty position that includes support recruitment, development, and retention of diverse faculty
- Continued detailed recruitment plans developed for every faculty recruitment with assistance from Equal Opportunity Director
- More robust faculty mentoring program that includes financial compensation and required training for faculty mentors
- Systematic review of aggregate faculty applicant pool to assess diversity of candidate pool

## Hanover Research Recommendation 2:

➤ Reevaluate Washburn's processes for reporting and handling incidents involving harassment and discrimination for both faculty/staff and students to ensure that individuals are able to report incidents without fear of negative consequences. Most respondents indicate that they know how to report incidents of harassments or discrimination on campus. However, survey responses suggest that many respondents may not feel comfortable reporting incidents when they occur, with people of color reporting less comfort with reporting incidents than white respondents, and most faculty/staff of color expressing concern about if reports would negatively affect them professionally. Furthermore, survey responses indicate that respondents from the Washburn University campus are significantly less comfortable reporting incidents and believing that the institution responds appropriately to reports compared to respondents from Washburn Tech. Hanover recommends that Washburn look into faculty/staff and student concerns and adjust policies in order to ensure that respondents of all backgrounds feel comfortable and safe when reporting issues as they occur.

- Careful review of processes to begin Fall 23
- Determine appropriate reporting for incidents
- Implementation of "post-mortem" process among administrators involved in responding to reported incidents as mechanism for continuous improvement

## ➤ Campus Safety

- Plans to move Library to Plass
- Campus Police X1300
- Consider lighting, landscaping, and security cameras in upcoming campus planning processes