

**Washburn University  
Meeting of the Faculty Senate  
April 1, 2019  
3:00 PM – Forum Room, BTAC**

**Present:**

**Ball, Barker, Beatie, Byrne, Cook (Matthew), Cook (Sarah), Erby, Fredrickson, Grant (Emily), Grant (Erin), Hickman, Jackson, Jones, Krug, Mansfield, Mazachek, Memmer, Menager, Menninger-Corder, Morse, Prasch, Ricklefs, Sheldon, Smith, Thor, Todwong, Tso, Wasserstein, Watson, Wilson, Wohl, Worsley**

**Absent:**

**Jolicoeur, Pierce, Steffen**

**Guests: Liedtke**

- I. **Call to Order 3:01**
- II. **The minutes of the Faculty Senate meeting of March 4, 2019 were approved with minor revision.**
- III. **President's Opening Remarks**  
**Barker announced the need for an at large election. Erby is new assistant dean of the College and will be resigning from her position as senator. The constitution states that a special election is required to replace senators for the remainder of their term, which, in this case is an at large position. Barker also noted that when the constitution was written, the election of at large senators would rotate between two and three members each year. Currently, all at large members join senate at the same time. To fix this, Erby's replacement could come on for a two year term in an effort to become more consistent with the constitution. This is something the constitution task force may be able to addresses. Krug will be scheduling an at large election with set up help from Marc Routsong.**

**Union lunches are going quite well. Many faculty are attending and having meaningful discussion. He will be gone this Friday, but encourages people to go anyway.**

**KBOR is discussing a parental leave policy. There is also an economic prosperity component moving through, which will need addressed in our strategic plan. This component ensures our graduates are trained in ways that make them valued employees.**

**The handbook committee is still working on updates.**

Next senate meeting is Monday, April 15<sup>th</sup>. If you want to nominate someone for President or Secretary, ensure they have permission for course reduction from their supervisors prior to being nominated. Be thinking about who you would like to see on the board as the elections will take place on May 6<sup>th</sup>. There are just two more meetings before the end of the year.

Liedtke is looking for volunteers to help with selecting a marketing agency over the summer. Thor volunteered. Anyone else who is interested should send Barker an email.

IV. Report from the Faculty Representative to the Board of Regents  
The next meeting is this Wednesday.

V. VPAA Update—Dr. JuliAnn Mazachek

To follow up on Barker's notes, Washburn will not discuss a parental leave policy this semester, but it will come up this fall. Additionally, the economic prosperity component is something at which regional institutions already excel. Washburn is a good example of this, though we may need to increase some efforts.

Open Education Resources (OER) are being proposed as an addition to the strategic plan. The proposal will be brought to Chief Academic Officers in April and KBOR is anticipated to adopt use of OERs as part of a strategic plan. There is hope that the state will provide some of these resources.

The handbook committee will continue to meet and bring forward updates. There is a good team working on this.

The HLC accreditation visit went well. They were asking for additional materials that were finished up today. Forum were well attended – Mazachek voiced being grateful for the participation. The HLC team was impressed with the open forum attendance. They mentioned getting a real sense of the honesty, passion, and commitment to a high academic program. They also noted that there are a large number of accredited programs despite the university size. Thanks to Nancy Tate for her work the past three years of intense work to prepare for this. This has been her third time working on accreditation. In terms of follow up, we will have a report within four to five weeks that we get to review for facts. Within eight weeks, we should be able to hear back regarding the final report (estimated late May, early June). It is expected that we will be accredited, with some recommendations.

The Freedom of Expression task force finished their work in the fall. The task force entertained three different proposals and was thoughtful about their decision and how the findings were presented. Ball (Jennifer) had led the effort but she is currently out on sabbatical. It needs to move forward this semester, with the conversation to be completed this fall. Their report will have to be voted upon by all, as it is anticipated

to affect some of our student policies. Mazachek will be bringing their report to the faculty affairs committee first.

**VI. Faculty Senate Committee Reports: none**

**VII. University Committee Reports**

Faculty Constitution Task Force minutes of March 7, 2019 were received with a motion from Prasch and second from Morse.

Graduate Council minutes of January 28, 2019 were received with a motion from Thor and second from Prasch.

**VIII. Old Business: none**

**IX. New Business: none**

**X. Information Items: none**

**XI. Discussion Items**

Tate (who is retiring in June) presented on FERPA, which was something HLC mentioned as an area of improvement. Improvement efforts may be included in the interim report which will need to be submitted in four years. Currently there is no way to ensure faculty and staff know about FERPA. New faculty are required to review the Act as part of orientation. Those who have been around for a while may have less knowledge. A 15 minute online module is being created that faculty will need to complete every three years. These materials will be finished in the next couple of weeks. Beattie asked if this is something that can be used with student workers. Tate stated they have now only asked for lists from the departments of who should be taking this training. Adding people will not be an issue. Barker requested that when the training link email is sent out, that the subject matter clearly indicate that it is not spam. Tate will send out an email the day before to ensure recipients know what to look for.

Jackson brought forward a Faculty Constitution Task Force Progress Report (this took place after approval of the minutes due to needing to be in class). Schmidt attended to present the updates, the minutes of which are on the agenda today. This additional discussion is meant to demonstrate that the modifications are transparent. Schmidt stated that at a later senate meeting, he will request ideas for what needs to be examined. There will be one on one interviews with current and past executive board members and administration who are interested. The task force will then triage the ideas. Some will be acted on and some will be farmed out to other committees. There is some concern of redundancy in constitution material. For example, it takes 2/3 vote to amend the constitution. Similar language can also be found in the faculty handbook. It may be necessary to see what is duplicated, what is necessary, and potentially combine these materials. There is a team of two looking at these

materials. Byrne asked about wording for the 2/3 or majority vote and what language will make this happen. Also questioned whether this policy needs to be in the handbook and the constitution. Mazachek stated that she prefers it not be in the handbook, but rather reference the constitution in the handbook. Those who have thoughts on this should email Jackson and he will ensure it is brought to the committee.

Cook (S) brought forward an update on the internal approval form for grants. This had been mentioned in the December 3<sup>rd</sup> meeting in a discussion about the Title III grant. Within that grant application, the Math department was to have a role, but had not been informed. With permission, she has updated the grant form with changes highlighted in yellow (see Attachment A). To address the issues experienced by the math department, there is now a requirement that the PI has informed all who will be doing work for a project, including forms that indicate they have signed off. Mazachek added that Cook (S) had worked with the office of sponsored projects to get this updated. Cook (S) added that Janet Sharp also helped with this.

An update on the Faculty Senate Task Force on campus climate was brought forward by Wasserstein. The task force was tasked with the creation of a proposal for a crisis response team. She indicated that the team met with and gathered information from students. It was determined some of these activities were duplicating the work of other committees on campus. The task force is recommending that further efforts for the creation of the response team be completed in coordination with the diversity and inclusion committee.

Erby brought forward an update on the Academic Diversity and Inclusion Committee, including the efforts made over the past year. She noted that while not a senate committee, meeting minutes are submitted to senate for purposes of transparency. The committee meets the second Tuesday of the month at 1pm in Cottonwood and builds on the diversity initiatives that started in 2008. Currently, she is the chair, with 35 members from departments across campus. She provided a list of committee duties. Subcommittees are where much of the work gets done. Second Tuesday at 1 in the Cottonwood room. Washburn uses a broad definition of diversity. When the committee first started in January 2018, there was a need for a webpage which is linked to the VPAA page. The webpage includes links to resources on campus for teaching and groups in the community. The purpose of this site is to help dispel stereotypes of the Kansas politics. In spring and summer 2018, the WU101 diversity component was revised. The new assignment was implemented this fall with good feedback; the assignment will be reviewed in a dynamic process. To address a need to recruit faculty and staff with a commitment to diversity, the committee worked over spring and summer on best practice research with a total of even recommendations (these are listed in Attachment B). A subcommittee drafted inclusion as the new core value in December 18. The inclusivity statement, which is now part of the master syllabus was completed in November 2018. The team was involved in creating

WUmester. The program provides a vehicle for important conversations on controversial topics and is part of co-curricular programming. There are two more events happening this month. Barker would like attend, but cannot. Is there any way that these events can be recorded? Erby mentioned that some had been recorded but were of poor quality. Byrne asked were these were located, of which there is a link ojn the diversity and inclusion website. Kelly elaborated on the list of things the committee efforts (see attachment for details).

Mazachek added that there has been good work done in this committee. Morse led the initiative to get this going many years ago. Erby is a great leader and there is a strong, compassionate group both of both faculty and staff on cause. It is amazing how many people would like to participate in this; leading the way with voices and actions. We have accomplished a lot in this short term. One of the things that are important is a need to think about a strategic plan for the committee. After talks with Grospitch and the committee, it's been determined that it would be helpful to have someone from the outside come in who is used to leading discussions about this on campus.

Sheldon voiced a concern that in her 32nd year at Washburn, tenure track positions in the college are being removed. A diversity and inclusion program will need to be sustained, which will be difficult without long term committed faculty.

Barker brought forward a discussion regarding Open Education Resources (OER). After having sent out details, only one person emailed with feedback. Morse stated that OERs are very discipline specific. US history has much in terms of resources but not world history. Having a blanket policy would affect certain departments more than others. Cook (S) stated that Math OERs are lengthy and have poor online homework systems. Leahy speculated that universities will not want a grant system shared amongst those under KBOR. Barker noted that while we are not officially part of KBOR, we need to be consistent with their efforts. Leahy stated that OER is driven by libraries and is happening outside of the BOR, which students may not know about. Prasch suggested a move to OER may be cost prohibitive given the library budget cuts already in place. Mazachek suggested that a new infrastructure will need to be put in place to do things, such as vet materials and other processes. Memmer wanted to ensure that nothing would be added to the strategic plan before faculty were able to confirm that this would work for their department. Mazachek applauded students for bringing forward an OER proposal. Before a plan is put into place, there will absolutely be edits made. Senate presidents were moderately in favor.

**XII. Announcements**

**Prasch:**

**Silvestri will be doing a poetry reading and book signing in the Ichabod shop at noon on the 3<sup>rd</sup>.**

**Wednesday, April 3<sup>rd</sup> at 4pm is the relaunch of the Kansas literature program.**

**“Queer(ing) Kansas Literature: A Place Like Home,” will include readings from three poets.**

**Sophie Scholl: The Final Days, a movie about the White Rose Resistance, will be shown on Tuesday, April 9, at 7 pm in Henderson 112. Sheldon will lead discussion.**

**Curtains, a murder mystery musical, from same people from cabaret, is showing on select nights the 5<sup>th</sup> through the 14<sup>th</sup>.**

**Barker reminded people to make sure each unit has their senate election in time for the members to attend May 6<sup>th</sup>.**

**Thor:**

**At the Mulvane this Friday (April 5<sup>th</sup>) is the opening reception for the juried student art exhibition. These artists have been phenomenal the last few years. Student art is being bought to be part of the permanent collection.**

**Aldrich Score will be speaking Wednesday April 10<sup>th</sup>. His art is in the halls of the Mulvane and focuses on veterans issues.**

**Eschenburg will be presenting on Wednesday, April 10<sup>th</sup> on the urban art movement in China as part of the Unpacking Chinese Apartment Art exhibit.**

**XIII. Adjournment 4:02**

**ATTACHMENT A**

**Washburn University Office of Sponsored Projects  
INTERNAL APPROVAL FORM**

**1 TITLE OF PROJECT:** \_\_\_\_\_  
**SPONSORING AGENCY:** \_\_\_\_\_  
**AGENCY CONTACT NAME/TITLE:** \_\_\_\_\_  
**ADDRESS/PHONE/EMAIL:** \_\_\_\_\_

|                                     |            |           |         |        |     |      |
|-------------------------------------|------------|-----------|---------|--------|-----|------|
| <b>2 PRINCIPAL INVESTIGATOR:</b>    | DEPARTMENT | EXTENSION |         |        |     |      |
| <b>CO-INVESTIGATOR:</b>             | DEPARTMENT | EXTENSION |         |        |     |      |
| <b>PI ADMINISTRATIVE OVERSIGHT:</b> | CAS        | SAS       | SOBU    | SOL    | SON | KTWU |
| UNIVERSITY LIBRARIES                | CCSCE/LINC | MULVANE   | WU TECH | OTHER: |     |      |

**3 BRIEF DESCRIPTION OF PROJECT PROPOSAL:**

PROJECT/AWARD PERIOD: From \_\_\_\_\_ To \_\_\_\_\_

**4 AGENCY DUE DATE:** \_\_\_\_\_ Receipt Postmark

|                                   |                          |  |                                   |
|-----------------------------------|--------------------------|--|-----------------------------------|
| <b>SOURCE OF FUNDING:</b>         | Local Government         | State Government                       | Federal Government                |
|                                   | Private (non-profit)     | Private (for-profit)                   | Other                             |
| <b>TYPE OF SUBMISSION:</b>        | Initial Proposal         | Competitive Renewal                    | Non-Competitive Renewal           |
|                                   | Letter of Inquiry/Intent | Required Draft or Preliminary Proposal |                                   |
|                                   | Sub-Award                | Lead institution, if sub-award:        |                                   |
| <b>CFDA OR AGENCY RFP NUMBER:</b> | _____                    |  |                                   |
| <b>TYPE OF ACTIVITY:</b>          | Academic Support         | Equipment                              | Facilities or Construction        |
|                                   | Student Instruction      | Professional Development               | Public Service                    |
|                                   | Research                 | Scholarships                           | Collaboration with Other Entities |

**5 PROJECT BUDGET:**

**A. Amount of this request:**

**B. Total Washburn Funding Commitment:**

Amount of cash match: \_\_\_\_\_

Amount of in-kind match: \_\_\_\_\_

**C. Amount to request from other external sponsors:** \_\_\_\_\_

**D. Total Project Budget**

**Proposal Benefits to Washburn University:**

|                   |                          |
|-------------------|--------------------------|
| F&A Cost Payments | Other Sources of Revenue |
| Other Tangibles   | Other Intangibles        |

\*Attach supplemental document listing the FOAPAL, budget amount, and budget category for all committed match.  
 \*Attach supplemental document listing other external sponsors. Indicate which are committed and prospective.



|   |                             |                           |          |             |    |
|---|-----------------------------|---------------------------|----------|-------------|----|
| <b>6 ADMINISTRATIVE PROPOSAL REQUIREMENTS:</b>  |                             |                           |          |             |    |
| If the answer is YES to any of the statements below, the Principal Investigator is responsible for securing all required approvals for such activities. Please attach additional pages for documentation when necessary.  |                             |                           |          |             |    |
| <b>A. Principal Investigator completed and passed the WU human subjects IRB training module.</b>  |                             |                           |          | Yes         | No |
| <b>B. New faculty hired with continuing commitments beyond project.</b>   |                             |                           |          | Yes         | No |
| If yes, explain: _____  |                             |                           |          |             |    |
| <b>C. Faculty will be off-campus for 3 months or longer for reasons unrelated to the project.</b>   |                             |                           |          | Yes         | No |
| If yes, explain: _____  |                             |                           |          |             |    |
| <b>D. Project is responding to or will result in faculty overloads in instruction.</b>  |                             |                           |          | Yes         | No |
| <b>E. Construction or alteration by Facilities Services required for project.</b>   |                             |                           |          |             |    |
| If yes, explain: _____  |                             |                           |          |             |    |
| Estimated Cost:   | Source of funding:          | For capital improvements? | Yes      | No          |    |
| <b>F. Project requires installation of additional equipment, including electrical modification.</b>   |                             |                           |          | Yes         | No |
| If yes, explain: _____  |                             |                           |          |             |    |
| <b>G. Project will impact/affect unit(s) within the university, other than the PI/co-PI's unit(s).</b>  |                             |                           |          | Yes         | No |
| If yes, list<br>each affected department/unit:<br>each corresponding college/school:<br>Signature approvals are required in section 8 from all affected department chairs/unit leaders<br>and corresponding college/school deans (attach additional pages if needed).   |                             |                           |          |             |    |
| <b>H. Project will create a new organizational unit(s) within the University.</b>   |                             |                           |          | Yes         | No |
| <b>I. Project will require new space.</b>   |                             |                           |          |             |    |
| If yes, explain: _____  |                             |                           |          |             |    |
| Estimated Cost:   | Source of funding:          |                           |          |             |    |
| <b>J. Project includes conferences (regional or national), workshops, or off-campus courses.</b>  |                             |                           |          | Yes         | No |
| If yes, explain: _____  |                             |                           |          |             |    |
| <b>K. Project will result in intellectual property (e.g. publications, controlled data, or curriculum).</b>   |                             |                           |          | Yes         | No |
| If yes, explain: _____  |                             |                           |          |             |    |
| <b>L. Project includes research subjects (IRB approval required).</b>   |                             |                           |          | Yes         | No |
| Human Subjects  | Live Vertebrates or Animals | IRB Status:               | Approved | Pending     |    |
| <b>M. Project requires foreign travel or visitors.</b>  |                             |                           |          | Yes         | No |
| <b>N. Project requires external contracts and/or sub-awards.</b>  |                             |                           |          | Yes         | No |
| <b>7 ADDITIONAL INFORMATION:</b>  |                             |                           |          |             |    |
| <b>8 REQUIRED SIGNATURES:</b>   |                             |                           |          |             |    |
| <b>Affected Units:</b>  |                             |                           |          |             |    |
| By signing, I have reviewed this form and the appended documents. I am aware of the impact of this project on my unit and approve my unit's obligations therein. (Attach additional signature pages as needed.)   |                             |                           |          |             |    |
| <b>Unit Chair/Director:</b> _____   |                             |                           |          | Date: _____ |    |
| <b>Dean (if applicable):</b> _____  |                             |                           |          | Date: _____ |    |
| <b>Principal Investigator's Unit:</b>   |                             |                           |          |             |    |
| By signing, I affirm that I have consulted all affected units, provided them with documentation about their obligations to this project, and have collected signatures that signify their approval(s). I agree to abide with university policies and regulations, including but not limited to, those defining responsibilities, conditions of employment, outside financial interest, and all other research compliance matters. I also agree to be bound by the terms and conditions of the outside grant or contract which supports this proposed activity. I certify that I have a current Conflict of Interest disclosure statement on file with Vice President for Administration and Treasurer. I certify that I have not been debarred, suspended, or declared ineligible to receive federal funds, that I am aware of the Principal Investigator's responsibilities for handling grant contracts as outlined in the Washburn University Policies, Regulations, and Procedures Manual and that, to the best of my knowledge, no appropriated funds have been expended that would influence award of the grant contract. |                             |                           |          |             |    |
| <b>Principal Investigator:</b> _____  |                             |                           |          | Date: _____ |    |
| By signing, I have reviewed this form and the appended documents for all institutional commitments and approved the obligations therein. I also have reviewed the documents for any appearance of or potential for conflict of interest and hereby affirm that none exists or that any potential conflict is being managed.   |                             |                           |          |             |    |
| <b>PI's Department Chair:</b> _____   |                             |                           |          | Date: _____ |    |
| <b>PI's Dean:</b> _____   |                             |                           |          | Date: _____ |    |

**THIS SECTION FOR USE BY OSP ONLY. OSP WILL ACQUIRE VP APPROVAL & INFORM PI OF STATUS.**

|   |                             |                                  |
|---|-----------------------------|----------------------------------|
| Risk Assessment _____   | Current F&A Rate _____      | Initials of OSP Director _____   |
| Budget Variances _____  | Proposal Allowed Rate _____ | Initials of OSP Accountant _____ |
| <b>Vice President of<br/>Academic Affairs:</b>                  | _____                       | Date: _____                      |
| <b>Vice President for<br/>Administration and<br/>Treasurer:</b> | _____                       | Date: _____                      |

**ATTACHMENT B**

# Academic Diversity & Inclusion

Kelly Erby, Chair, Academic Diversity and Inclusion Committee

[kelly.erby@washburn.edu](mailto:kelly.erby@washburn.edu)

x 2018



# Diversity Broadly Defined

- *Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. **An inclusive community values diversity in culture, socio-economic 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.** The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.*



WASHBURN  
UNIVERSITY

ABOUT US | ACADEMICS | ADMISSIONS | STUDENT LIFE | ATHLETICS

Alumni & Giving  
Español



# ACADEMIC DIVERSITY & INCLUSION

Home » Diversity

## An Inclusive Campus Experience

AREAS OF STUDY

SCHEDULE A VISIT

VIRTUAL TOUR

REQUEST INFO

## Resources and Initiatives

Below are links to resources intended to foster diversity, inclusion, and equity at Washburn and in the Topeka community.

**CAMPUS OFFICES & RESOURCES**



**TEACHING RESOURCES**



**TOPEKA & COMMUNITY RESOURCES**



<https://www.washburn.edu/diversity/index.html>



## TOPEKA & COMMUNITY RESOURCES



ATHIESTS OF TOPEKA

AGING AND DISABILITY

ASIAN AMERICAN COC

BLACK LIVES MATTER TOPEKA

DISABILITY RIGHTS CENTER

EQUALITY HOUSE

GO TOPEKA

FIESTA MEXICANA

GAY AND LESBIAN COC

GREATER TOPEKA COC



HEADQUARTERS COUNSELING

HEARTLAND BLACK COC



# Revised WU 101 Diversity Component, Implemented Fall 2018

- Prepare students to engage with diverse perspectives, examine their own biases, think critically
- Connect diversity to information literacy and critical thinking



# Recommendations to Recruit a Diverse Faculty and Staff at Washburn University

- Conducted best practice research to create 7 core recommendations, several of which have been implemented this academic year, including

# New Equal Opportunity Employer (EOE) Statement

Washburn is an EOE and dedicated to providing a student-centered and teaching focused academic environment and a curriculum that engages the diversity of human experience across the globe. We seek candidates who are committed to Washburn's efforts to create a climate that fosters the growth and development of a diverse student body, and we encourage applications from members of groups that have been historically underrepresented in higher education. Application materials should clearly articulate how the candidate will contribute to the University's commitment to diversity and inclusion through their teaching, research, and/or service.

Washburn University provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

# Automated Letter to Applicants to Signal Cultural Literacy of Washburn, Topeka, and the Region

Dear Applicant,

Thank you for your interest in a position at Washburn University, a teaching-focused and student-centered institution in the metropolitan setting of Topeka, Kansas. At Washburn, we know we all benefit when we learn, live, and work with a wide variety of people. Therefore, we strive to implement the University's core values of inclusion and respect and carry out the University's Diversity Mission Statement:

*Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, faith and non-faith perspective, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.*

To learn more about offices and resources that support diversity and inclusion at Washburn and in the Topeka community, please visit <https://www.washburn.edu/diversity/index.html>.

If you would like assistance connecting with campus or community resources that fit your interests and needs, please contact Danielle Dempsey-Swopes, director of the University Office of Diversity and Inclusion, at [Danielle.dempsey-swopes@washburn.edu](mailto:Danielle.dempsey-swopes@washburn.edu). Please know that your interest in these resources will not be utilized in evaluating you for the position for which you have applied; indeed, search committees will not be made aware of these interests at any point during the search process.

Sincerely,

Jerry Farley, President

# Revised Training for Faculty & Staff Position Searches, including

- More robust implicit bias training for staff search committees
- Strategies for diversifying the applicant pool for faculty and staff search committees
- Recommended tools to help assess applicants' commitment to diversity, inclusion, and student success
  - Suggested rubrics for faculty and staff positions
  - Suggested interview questions for faculty and staff positions

# Inclusion as new Washburn core value, adopted December 2018

- **Inclusion:** cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals.



# Inclusivity Statement, adopted by full faculty November 2018

At Washburn, we know we all benefit when we learn, live, and work with a wide variety of people. Therefore, we work to carry out the University's Diversity Mission Statement:

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If you find there is a barrier to your inclusion in a course, you are encouraged to discuss it with your instructor. For additional information and support, consult the list of campus offices and resources available at <https://www.washburn.edu/diversity/index.html>.

# Partnering with C-TEL to Create Professional Development Opportunities

- Certificate of Inclusive Teaching & Learning
  - Over 30 workshops & teaching circles offered in 2018–2019
  - Some examples:
    - *Building a Culturally and Linguistically Inclusive Environment in Your Classroom*
    - *Diversity in STEM*
    - *What Learning Activities Help Veterans Succeed?*
    - *When Political Discussions Get Heated*







# Freedom of Speech & Expression



## WU-MESTER EVENTS

Home » Academics » WU-mester Events

Academic Diversity

Areas of Study

College & Schools

Undergraduate



AREAS OF STUDY

SCHEDULE A VISIT

VIRTUAL TOUR

REQUEST INFO



## **Sticks and Stones: The Power of Words, What Can Be Said, and**

### **What is Really Prohibited**

A Panel Discussion with

**Lauren Bonds**, Director of the American Civil

Liberties Union, Kansas

**Marc Fried**, Washburn University Counsel

**Jeffrey Jackson**, Professor of Law and

Director of Washburn School of Law Center  
for Excellence in Advocacy

**April 4 @ 2 p.m. in the Rita Blitt Gallery**

(enter through White Concert Hall)

Washburn University



PANEL DISCUSSION AT THE BLITT GALLERY

## **Free Speech and the Misuse of Science**

**Join Washburn faculty for a discussion about the freedom of speech and expression as it relates to scientific communication and pseudoscientific claims.**

**Dr. Brian Thomas**, Professor, Physics & Astronomy

Dr. Thomas studies how life on Earth is affected by stellar explosions and other astrophysical events. He is also interested in helping people think critically about pseudoscience claims, especially those in physics and astronomy.

**Dr. Laura Murphy**, Assistant Professor, Anthropology

Dr. Murphy studies pseudoscience claims as they relate to archaeology and global climate change. She teaches courses that tackle these issues, including Archaeology Myths, Frauds, and Controversies and Environmental Archaeology.

**Dr. Erin Grant**, Assistant Professor, Criminal Justice

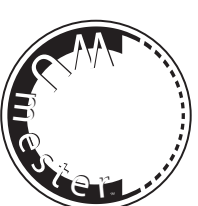
Dr. Grant teaches research methods and communication courses in the Criminal Justice Department. Her interests include criminology, evidence-based practices, and continued efforts to improve the criminal justice system.

**Ande Davis**, Instructor, English

Professor Davis studies multiethnic American literature and ethnic studies. He currently studies the field of ethnofuturism—how speculative and science fiction provides different views of the future when marginalized populations are centered in narratives.

**Monday April 22, 2019 · 3PM**

**Rita Blitt Gallery**



# Future & Ongoing Work:

- Collaborating in creation of Race and Ethnic Studies Minor Program
- Collaborating in creation of rapid response and parallel reporting procedure for incidents of bias– proposal will come to Faculty Senate for feedback and vote
- Collaborating in enhancing faculty involvement with multi-cultural student organizations
- Collaborating in refining and revising strategies to recruit and retain more diverse faculty
- Collaborating in exploring space and resources for multicultural resource center
- Collaborating in creation of new diversity & inclusion strategic plan

**Thanks for listening. Please share what you have heard and feel free to reach out and continue the conversation:**

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**x2018**

The committee meets the second Tuesday of every month at 1 p.m. in the Cottonwood Room. Please join us.

<https://www.washburn.edu/diversity/index.html>