

**Washburn University
Meeting of the Faculty Senate
November 5, 2018
3:00 PM – Forum Room, BTAC**

- I. Call to Order**
- II. Approval of minutes of the Faculty Senate Meeting of October 15, 2018 (pp. 2-5)**
- III. President’s Opening Remarks**
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. JuliAnn Mazachek**
- VI. Faculty Senate Committee Reports:**
- VII. University Committee Reports:**
 - Receipt of Assessment Committee Minutes from October 11, 2018 (pp.6-7)**
 - Receipt of Assessment Committee Minutes from September 13, 2018 (p.8)**
 - Receipt of Graduate Council Minutes from September 24, 2018 (pp.9-10)**
- VIII. Old Business: None**
- IX. New Business: None**
- X. Information Items:**
 - Masters of Education - Building Leadership (pp. 11-13)**
 - Masters of Education - District Leadership (pp. 14-16)**
 - Letter of Support to Students re: LGBTQIA+ (pp. 17)**
- XI. Discussion Items:**
- XII. Announcements**
- XIII. Adjournment**

**Washburn University
Meeting of the Faculty Senate
October 15, 2018
3:00 PM – Forum Room, BTAC**

Present:

Ball, Barker, Beatie, Byrne, Cook (Matthew), Cook (Sarah), Erby, Fredrickson, Grant (Emily), Grant (Erin), Jolicoeur, Jones, , Mazachek, Memmer, Menninger-Corder, Morse, Pierce, Prasch, Ricklefs, Sheldon, Smith, Steffen, Thor, Todwong, Tso, Wasserstein, Watson, Wilson,

Absent:

Hickman, Jackson, Krug, Mansfield, Menager, Wohl, Worsley

Guests:

Grospitch, Liedtke

- I. Call to Order 3:03**
- II. The minutes of the Faculty Senate meeting of September 17, 2018 were approved with an edit to the present roster.**
- III. President's Opening Remarks:**
 - Thank you to all who volunteered and is serving on committees.
 - Informal faculty senate lunch meeting the Friday after Fall Break for those interested.
 - Barker is on an email list of the Kansas Board of Regents Faculty Senate President committee where he viewed a proposal from KU and JCCC that the 60 credit hour requirement at a four year institution be removed. Instead, higher education should use 45 upper level credit hours as a requirement. Wichita state is not in favor. Mazachek noted there has been a discussion on this, but no decisions have been made at this time. Their reasoning is twofold. First, the 60 hours requirement is not competitive across the nation. Second, the rule is a major impediment to students completing their degrees. Details were discussed, but no decisions made.
- IV. Report from the Faculty Representative to the Board of Regents.**
 - According to Barker, last month WUBOR approved the issuing and selling of bonds at a 3.68 percent interest rate for an amount slightly over 10 million dollars for indoor practice facility.
 - He also announced that the winter closing schedule will include Christmas Eve (December 24th) for official holiday.
 - The board also talked a bit about immersive classrooms and heard an information item regarding the Live On program.

V. VPAA Update—Dr. JuliAnn Mazachek

- She and Ball met regarding details of the Freedom of Expression and Academic Freedom committee. Ball may make a presentation at a future FS meeting. Mazachek will share the details with executive staff, and will follow a process similar to the strategic plan. She hopes to complete the before the end of the academic year (next spring).
- She is putting together the Intellectual Property Committee to create a policy for Washburn. This has been attempted three times before without success, but is important to be completed. Fried (WU attorney) has been tasked with examining previous failed drafts, as well as policies from other universities. Once this has been completed, the committee will start a draft. Members will be selected by the end of the fall semester. Please reach out if you are interested in being part of this.
- The WUBOR will discuss the Strategic Plan again in November. There are to be no changes made to the plan, it is just the time for new work sessions. The Board will also discuss enrollment.
- Enrollment for the fall was down which means discussion regarding budget. This is happening (October 11), but there are no decisions made at this time. Mazachek stated that she will be transparent regarding details as soon as she can be. In the meantime, please keep any rumors at bay.

VI. Faculty Senate Committee Reports:

VII. University Committee Reports:

- The International Education /International WTE Committee minutes from August 29, 2018 were received
- The Library Committee Minutes from September 20, 2018 were received

VIII. Old Business

- 19-1 New Minor in CIS was presented by Barker. Explains that it is a new minor because the records cannot be found from when approved previously. This change puts them more in line with other minors. Barker would be willing to chat about it if needed. The motion was approved and will be passed on to Gen Fac for approval.
- 19-2 Bachelor of Arts in Mathematics was presented by Barker to be approved at the same time as 19-3. The motion was approved with 19-3 and will be passed on to Gen Fac for approval.
- 19-3 Bachelor of Science in Mathematics. The motion was approved with 19-2 and will be passed on to Gen Fac for approval.
- 19-4 Bachelor of Education in Physical Education was presented by Barker. The motion was approved and will be passed on to Gen Fac for approval.
- 19-5 Bachelor of CIS was presented by Barker to be approved at the same time as 19-6 and 19-7. The motion was approved with 19-6 and 19-7 and will be passed on to Gen Fac for approval.

- 19-6 Musical Theatre Concentration was presented by Barker. The motion was approved with 19-5 and 19-7 and will be passed on to Gen Fac for approval.
- 19-7 Bachelors in Computational Physics was presented by Barker. The motion was approved with 19-5 and 19-6 and will be passed on to Gen Fac for approval.
- 19-8 Proposed Inclusivity Statement was presented by Erby. Mazachek asked about the use of the statement? Erby explained that it may be included in relevant Washburn publications, most notably the master syllabus, perhaps the catalog and others as well. Mazachek explained that only faculty has seen this so far, and we all need to be able to take a look before it is used. Wasserstein suggested that if used elsewhere, there will need to be changes to the language regarding classes and professor interaction. Memmer, Morse, and Cloud discussed how changes could be made for the more widespread usage. Byrne voiced concern of the need to keep websites out due to accessibility issues and URLs changing. Erby clarified that the new website software will take care of such issues on its own. Smith (M) asked for definition of cognitive learning style and how it might affect our teaching. Wasserstein explained that students who have styles different than the way a professor teaches have many resources to reach out to for assistance; professors are not expected to change our styles. Erby and Jones mentioned upcoming CTCL sessions covering this. Changes to the wording was done, the motion passed, and will be passed on the Gen Fac for approval.

IX. New Business: none

X. Information Items: none

XI. Discussion Items:

Barker brought up the issue of the timing of advanced registration. We have a much shorter time for advising, as the courses came out only last week and registration starts during fall break. Juniors and Seniors get to register on the Tuesday of fall break. By Friday it is open enrollment. Other issues include: students still needing to drop classes and midterms that are all happening right now. A number of faculty members also mentioned having issues with this as well. Morse stated that the most problematic thing is that we are interfering with fall break. Most faculty are not all going to be here when students need advising for this purpose, which is not very student centered. We need to give students better service by providing at least a week planning between fall break and the beginning of enrollment. Sheldon reached out to her advisees to let them know there is just one week to get this done. The students complained she reached out to them during midterms.

Barker agreed this is counterintuitive to retention and asked what the impact is by doing this so much earlier? According to Mazachek, research across the regent's schools and found that we were significantly behind from what other universities are doing. Therefore we moved it up. In discussion with (Nancy) Tate, it was shared that the timing is the same as what we have done in past years, just fall break is different this year. Fall break is driven by the athletic schedule rather than

academics. This year, we just had a case of poor planning. She stated that faculty comments are all well-grounded and understood. With no need to take the matter to Academic Affairs, Mazachek will take this forward.

Cook (S) asked for clarification on how athletics dictates the Fall Break. Mazachek stated that when there is an away game, we get Fall Break – this was a decision made when fall break was brought back years ago. Byrne suggested that it should be optimal for the academic calendar to be dictated by academics and not athletics. Cook (S) added that focus on the football team forgets a number of other sports schedules.

Morse suggested that this will affect the number of students in WU101 who have not enrolled. WU101 professors receive a list in November with all those who have not enrolled to encourage them to do so. Because enrollment is earlier, this list of students to reach out to will be much longer. Memmer added that we get our WU101 requests in September, but there is not a pin available, so we end up advising twice. Mazachek informed the senate of an academic planning platform will be prepared for students to use next fall. Students will create a plan that will work for their degree and the app will provide a pin if the plan works for them.

XII. Announcements

- **Wilson announced that the Library will be closed this weekend and over fall break for maintenance (including the Monday and Tuesday). Sheldon asked whether tutoring will still be available. Wilson stated that the tutoring center is always closed when students are not in class.**
- **Jones encouraged the senate to get students to send proposals to Aperion**
- **Cook (M) announced that while on break, they are hosting meetings on women in science for seventh graders.**

XIII. Adjournment 4:00

ASSESSMENT COMMITTEE MEETING MINUTES
Thursday, October 11, 2018 2:30 p.m. to 3:30 p.m.
Memorial Union-Cottonwood Room

In attendance:

Vickie Kelly (Chair), Cat Jaynes (administrative support), Cindy Nebel, Louise Krug, Debbie Isaacson, Melanie Burdick, Tom Hickman, Christa Smith, Amy Memmer, Gloria Dye, Nancy Tate, Sarah Cook

Introduction of new Academic Effectiveness Analyst

Vickie introduced Christa Smith to the committee and the committee introduced themselves to Christa.

Plan/Report Discussion

Plan and report ratings have been completed. The total number of plans reviewed was 72 and the total reports reviewed was 69. There were fewer reports submitted this year than plans because new plans were being implemented. More programs are revising their plans based on committee feedback. This is the highest number of plans we have received thus far. A PDF of plan and report evaluation ratings will be sent to programs in the next couple of weeks. Vickie and Cat will then compile a comparative report.

Assessment Extravaganza

This year's extravaganza will highlight assessment planning and reporting (program assessment). There will be no poster sessions. We will have quick, overview roundtable sessions and create a booklet for participants. Participants will be able to choose which tables they want to join. Michael Gleason from the Leadership Institute has volunteered to present a roundtable on Multi-Institutional Survey of Leadership (MLS) results. There will be a workshop luncheon to go over MSL results scheduled for the end of February.

Vickie asked committee members to perform the following extravaganza planning:

Debbie - collaborate with Bobbe Mansfield, an assessment grant recipient, to present grant results at a roundtable

Amy - collaborate with Melanie Worsley and the Criminal Justice department to present assessment grant results at a roundtable

Tom – present at a roundtable on closing the loop and what it means

Melanie - present at a roundtable the Communication Studies assessment plan revision process

Gloria - collaborate with the Education department to present at a roundtable on why their department implemented more plans and reports in 2017-18

Christa, Louise, and Sarah - present at a roundtable on identifying and utilizing stakeholders

Cindy - present at a roundtable on the Psychology department's assessment grant results

A one page overview of your roundtable presentation will be included in the booklet and given to participants. The one page overview is due to Cat and Vickie by January 15, 2019. We will release copies of the assessment report at the extravaganza.

Status of ETS testing

Christa has started on ETS Quantitative Literacy Assessment. It is a non-proctored assessment that seniors can complete on their own time. Christa explained that all seniors will receive an email next week inviting them to register through Eventbrite to complete the assessment. After registering, seniors will receive a separate email with the assessment link and the assessment will take about 45

to 60 minutes to complete. Seniors will have between October 24 and November 21 to complete the assessment. Seniors will receive an electronic Starbucks gift card for participating. Extra credit can be offered as an incentive for seniors that take the assessment. Faculty can contact Christa for a list of students that completed the assessment. A second longer testing window will be open in the spring. The goal is to have 250 seniors take the assessment.

Watermark

The university purchased the Watermark products, Learning Management System (LMS) and Aqua. LMS and Aqua are integration tools that work with D2L and will help to create a seamless assessment process. These tools will eventually take the paper plans and reports into an automated system. After completely implemented, faculty will be able to go into the background and pull assessment reports.

ASSESSMENT COMMITTEE MEETING MINUTES
Thursday, September 13, 2018 2:30 p.m. to 3:30 p.m.
Memorial Union-Cottonwood Room

In attendance:

Vickie Kelly (Chair), Amy Memmer, Louise Krug, Cindy Nebel, Tom Hickman, Melanie Burdick, Gloria Dye, Sarah Cook, Cat Jaynes (administrative support)

Update on Assessment Reports and Plans

All 2017-18 assessment report and plan evaluations have been completed. There was exceptional work on plans this year. Vickie and Cat will be working on getting evaluation reports ready for October's committee meeting. There are still a few departments that Vickie is working with to put assessment plans in place due to changeovers in those departments.

USLO Curriculum Mapping

Vickie started mapping USLO curriculum for general education courses this summer using the IRMA model. The next step is sending the curriculum maps to each of the departments that are currently teaching one of the USLOs and asking them to indicate what level they are and which category they fall under. There are many courses listing critical thinking as the USLO and very few listing communication and information literacy. The concern is that we are not offering enough courses in each of the USLO categories through general education courses. If not, are they being covered in major courses? Vickie will be asking committee members for editorial help in writing the curriculum mapping forms and will bring a draft to the next meeting.

Assessment Extravaganza

The Assessment Extravaganza will be on February 14, 2019 in Memorial Union, Kansas room, from 2:30-4:30. Instead of showcasing posters, this year we will conduct 6 to 8 short, round table sessions. The focus should be on program assessment but there is not much to present about unless we highlight specific topic items. Vickie asked committee members to think about topics that will increase attendance at the extravaganza and provide those topic suggestions at the next meeting. Vickie suggests highlighting Multi-Institutional Study of Leadership (MSL) results as one of the sessions.

ETS Testing

We are no longer administering Madison Assessments. Instead we will administer non-proctored Heighten Quantitative Literacy Assessments from ETS. We will not receive any results on scientific reasoning this year. To administer Heighten Quantitative Literacy Assessments, we will receive links from ETS and email them to seniors. We will begin emailing assessment links to seniors at the end of October. The goal is to administer 250 tests.

Updates on Watermark and Academic Effective Analyst position

A candidate has been chosen, but has not yet accepted the offer. Hopefully we will have someone by mid-November.

Watermark

Watermark is a product that used to be Taskstream that the university recently purchased. Watermark has the ability to work behind the scenes in D2L and Banner and will integrate our systems and help us automate program assessment. This is still in the early stages and a committee will be formed.

Graduate Council
Washburn University
September 24, 2018
Meeting minutes

Attendance: DeSota, Dinkel, Guerrero, Kelly, Ockree, Mactavish, Mastrosimone, Mazachek, Peterson-Dealey, Pilgram, Pownell, Provorse, Smith, Waters

Absent: Grant, Luke

1. Called to order by Waters at 12:02pm
2. Welcome and introduction
 - Waters/Mazachek welcomed the group, facilitated introductions, and the group proofed the final committee list.
3. Old Business
 - None
4. New business
 - a. Nominations of 2018-19 Chair
 - Waters was previously discussed as a possibility. Waters asked if there were any other possibilities. Kelly & Pilgram offered to assist in the spring if necessary.
 - Waters was voted Chair.
 - b. Development of Graduate SLO assessment data management process
 - Kelly moved for this item to be tabled for another meeting.
 - Others had questions about the overall process. Kelly explained that a course will need to be identified with which the assessment data can be associated. Mastrosimone expressed concern for issues that do not involve a particular course. Kelly reiterated that these details can be discussed at a later date and recommended keeping a spreadsheet with manually entered data until the process is figured further. Ockree expressed concern because accounting does not use critical thinking and believes the parameters should be reconsidered to fit all the units. Kelly expressed that these decisions were approved by the committee last spring. Ockree felt the plan is now more significant and merits further discussion. Waters expressed that these concerns have been expressed previously. Kelly expressed that this is preparatory for future HLC requirements. Kelly expressed concern because she did not have ample time to prepare for these questions due to a late agenda and chose to leave the meeting.
 - Mazachek explained that HLC has told us these requirements are coming and that Kelly is working to ensure we are covered. Dinkel feels this is very useful information not only for HLC, but for the units' knowledge.
 - Mastrosimone suggested using Kelly's current choices and adapting when necessary. Mazachek recommended that the committee waits until the new Data Effectiveness Analyst begins work to make any other decisions and inviting them to the November meeting. Ockree expressed concern that the committee was told previously that they would not have to change their current methods for this form of assessment. Dinkel believes these methods

are close enough to begin and the process can be adapted further. Guerrero asked if all departments need to do this process the same way. Mazachek confirmed that the committee had previously decided on this process for all units. Mazachek recommended waiting to discuss this further with the Data Effectiveness Analyst at the November meeting and use an excel spreadsheet until then.

- c. Categories of students/Banner attributes
 - Waters explained that all students need to be tagged by the individual units. Mazachek recommended consulting with admissions about this topic for a better understanding of all necessary attributes.
 - The committee agrees that an action plan for unifying this process is necessary. They would also like to address special cases (i.e. dual degree).
 - Dinkel asked about a previously discussed spreadsheet with questions for admissions. The committee will send a spreadsheet to admissions to inquire. Pilgram believes enrollment is geared toward undergraduates and would like to see further focus on graduate programs. Waters would like to gather more information from admissions and discuss at a later date.
 - d. Fall enrollment processes
 - Mazachek stated that enrollment needs to be a focus for spring and fall. The committee believes 3+3 programs could be marketable if graduate and undergraduate courses could apply. This conversation will be discussed at a later date.
 - e. Identification of excess capacity programs
 - Due to time constraints, this topic was not discussed.
 - f. NU 977 continuous enrollment (SOL)
 - NU 777 is being changed to NU 977
 - The motion to change was passed
5. Announcements
 - none
 6. Adjourned by Waters at 12:58 pm

FACULTY AGENDA ITEM

Date: **August 29, 2018**

Submitted by: **Cherry Steffen, Education Department Chair (X-1943)**

SUBJECT: **MEd - Building Leadership**

Description: **Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten - 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.**

Rationale: **Following the 2016-17 Kansas State Department of Education program review of the building leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.**

Financial Implications: **None**

Proposed Effective Date: **Fall 2019**

Request for Action: **Approval by AAC, FS and Gen Fac**

Approved by: *Graduate Council on date 10/29*

Faculty Senate on date

Attachments Yes X No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-03-05</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	<u>Julie Velez</u>	<u>Approve</u>	<u>2018-04-13</u>
CAS Faculty	<u>Julie Velez</u>	<u>Approve</u>	<u>2018-04-19</u>

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

Program: MEd - Building Leadership (CIP:)

1. Reason for this program change?

Following the 2016-17 Kansas State Department of Education program review of the building leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.

2. Complete revised description.

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten - 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.

MEd - Building Leadership Program Requirements
(total of 30 credit hours)

Core Courses:

- ED 665 Introduction to Educational Research (3)
- ED 682 Leadership in Education Technology (3)
- SE 610 Learning and Behavior Problems (3)
- ED 672 Issues in Modern American Education (3)
- ED 698 Action Research Capstone (2)

Building Leadership Courses:

ED 663 Building A School Learning Culture

ED 664 Creating and Evaluating the Instructional Program

ED 666 Building Level Management

ED 667 Leading and Engaging a Collaborative Environment

3. Describe the nature of the proposed change.

The core courses for the MEd for Building Leadership were reduced from 15 to 14 hours with a Action Research Capstone added to the core courses. The building leadership emphasis courses were reduced from 21 to 16 hours. The courses were totally redesigned to meet the InTASC, CAEP, and KSDE standards for building leadership.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes

5. Does this change affect any other departments? No

FACULTY AGENDA ITEM

Date: **August 29, 2018**

Submitted by: **Cherry Steffen, Education Department Chair (X-1943)**

SUBJECT: **MEd - District Leadership**

Description: **The proposed courses for the District Level Leadership licensure were totally redesigned. Each of the four-hour courses includes a one-hour practicum focusing on the topics of that particular course. The district leadership courses were increased from 12 to 16 hours to meet the InTASC, CAEP, and KSDE standards for district leadership.**

Rationale: **Following the 2016-17 Kansas State Department of Education program review of the district leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.**

Financial Implications: **None**

Proposed Effective Date: **Fall 2019**

Request for Action: **Approval by AAC, FS and Gen Fac**

Approved by: *Grad Council on date 10/29*

Faculty Senate on date

Attachments Yes X No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Division	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2018-03-02</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2018-03-05</u>
Curriculum Committee	<u>Linzi Gibson</u>	<u>Approve</u>	<u>2018-03-28</u>
Accepted by CFC	<u>Julie Velez</u>	<u>Approve</u>	<u>2018-04-13</u>
CAS Faculty	<u>Julie Velez</u>	<u>Approve</u>	<u>2018-04-19</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: MEd - District Leadership (CIP:)

1. Reason for this program change?

Following the 2016-17 Kansas State Department of Education program review of the district leadership licensure programs, Education Department faculty met to discuss the future of this program. It was decided that the program needed a total redesign to meet the needs of current building level administrators and to make the program more competitive with other state universities.

2. Complete revised description.

Licensure-Only District Level Leadership Program Requirements
(total of 16 credit hours)

Eligible candidates must hold a Building Level License

- EA 673 Creating a Systemic District Learning Culture
- EA 675 Creating and Evaluating a System Instructional Program
- EA 676 System District Level Management
- EA 677 Building a Systemic Collaborative District Environment

3. Describe the nature of the proposed change.

The proposed courses for the District Level Leadership licensure were totally redesigned. Each of the four-hour courses includes a one-hour practicum focusing on the topics of that particular course. The district leadership courses were increased from 12 to 16 hours to meet the InTASC, CAEP, and KSDE standards for district leadership.

4. Do you currently have the equipment and facilities to teach the classes within the proposed change.

Yes

5. Does this change affect any other departments? No

Dear Ihabods,

A recent story in the *New York Times* (<https://www.nytimes.com/2018/10/21/us/politics/transgender-trump-administration-sex-definition.html>) revealed an initiative from the Trump administration that would, as the *Times* put it, “essentially eradicate federal recognition of the estimated 1.4 million Americans who have opted to recognize themselves — surgically or otherwise — as a gender other than the one they were born into.” The leaked memo from Department of Health and Human Services asserts: “Sex means a person’s status as male or female based on immutable biological traits identifiable by or before birth. The sex listed on a person’s birth certificate, as originally issued, shall constitute definitive proof of a person’s sex unless rebutted by reliable genetic evidence.” This new initiative targeting the core legal status of trans, intersex, and nonbinary citizens has generated significant alarm within the LGBTQ+ community and among their allies.

At this time of crisis, we, the undersigned, join with our fellow faculty and staff members to commit ourselves to ensuring that Washburn will continue to become a more inclusive living and learning environment. To members of the LGBTQ+ community, and to our trans, intersex, and nonbinary community members in particular, we say: we have your backs.

It is clear, despite the claims in the leaked memo that the new approach is “grounded in science, objective and administrable,” that this new initiative flies in the face of the best current medical and biological science, psychology, and social-scientific understanding of gender. Gender identity and biological sex are more fluid and complex than the limited definitions offered in the memo’s new categories. It is clear, too, that trans and intersex and non-binary people are here, that they exist and have always existed and will continue to exist. And it is clear, finally, that we have a responsibility to support this often-marginalized, too-often-abused community.

Whatever federal policy decrees, Washburn University’s own official policies about diversity and non-discrimination commit us to supporting the interests of trans, intersex, and nonbinary students, staff, and faculty. According to the University’s new inclusivity statement, Washburn “is committed to cultivating an inclusive learning, living, and working community,” including in its definition of what that diversity entails “gender identity, gender expression, [and] sexual orientation.” Similarly, Washburn policy includes among categories explicitly protected from discrimination “sex, sexual orientation, gender identity, [and] genetic information.” We intend to hold firm to these commitments by the University to its diverse student population.

We will look for ways to ensure Washburn University’s fuller and further commitment to the full range of its diverse population, including trans, intersex, and non-binary members of the community. In the meantime, we encourage Washburn students within these affected communities to contact the staff in the Office of University Diversity and Inclusion and to avail themselves of the range of resources highlighted on their website, under the LGBTQ+ tab (here: <https://washburn.edu/diversity/multicultural/index.html>). And meanwhile, all of us can—and those whose signatures appear below will—work to make Washburn University a more inclusive and welcoming environment in which to learn, live, and work.