

<b>Sub Committee</b>	<b>Classroom Inclusivity Working Group</b>
<b>Co-Chairs &amp; Attendees</b>	<p><b>Co-chairs</b></p> <ul style="list-style-type: none"> <li>• Kyle Gipson, Engineering</li> <li>• Cara Meixner, Center for Faculty Innovation &amp; Graduate Psychology</li> </ul> <p><b>Members</b></p> <ul style="list-style-type: none"> <li>• Pia Antolic-Piper, Department of Philosophy and Religion</li> <li>• Mecca Baker, Undergraduate Student</li> <li>• Hope Erdmann, Graduate Student</li> <li>• Cindy Funes, Undergraduate Student</li> <li>• Alexander Gabbin, Department of Accounting</li> <li>• Dion Gray, Undergraduate Student</li> <li>• Bree Riddick, Graduate Student</li> <li>• Aarij Siddiqui, Undergraduate Student</li> <li>• Mary Tam, Learning Centers</li> <li>• Alexa Tamosaitis, Undergraduate Student</li> <li>• Stefanie Warlick, Libraries</li> <li>• Linette Watkins, Chemistry and Biochemistry</li> </ul>
<b>Meeting Dates</b>	<ul style="list-style-type: none"> <li>• November 1, 2017</li> <li>• December 1, 2017</li> <li>• January 8, 2018</li> <li>• February 1, 2018</li> <li>• March 13, 2018</li> <li>• March 14, 2018 (Diversity Conference)</li> <li>• April 17, 2018</li> </ul>
<b>Summary of Accomplishments</b>	<ol style="list-style-type: none"> <li>1. <b>Situated ourselves, as faculty, staff, students, and administrators, in the work of inclusive excellence at James Madison University</b> (e.g., shared our stories and experiences, discussed barriers that preclude engagement in inclusion work, etc.).</li> <li>2. <b>Drew from the literature and personal experiences to arrive at a working understanding of classroom inclusivity</b>, i.e.,       <ul style="list-style-type: none"> <li>○ Welcoming, accepting, and celebrating all forms of diversity within the classroom.</li> <li>○ Fostering intellectual conversations that promote critical thought about normative perspectives, ideas, and positions.</li> <li>○ Cultivating a classroom atmosphere where everyone feels an equal member of the group – and feels their lived experience is valued</li> </ul> </li> <li>3. <b>Solidified a set of working outcomes designed to ground our work in the year to come</b>, such as:       <ul style="list-style-type: none"> <li>○ Feel one’s and other’s opinions and diversity are embraced, celebrated.</li> <li>○ Walk into the classroom excited about learning and growth.</li> <li>○ Engage in difficult, intentional conversations. Listen in ways that allow one to honor the other’s position.</li> <li>○ Recognize the effects of silence and silencing/othering. Take action.</li> <li>○ Appreciate that tension and discomfort propel and foster growth.</li> <li>○ Developed an appreciation and understanding of different experiences of in/exclusion.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Ensure that all parties know what they should expect in a given classroom, recognizing their responsibility to co-create the environment.</li> </ul> <ol style="list-style-type: none"> <li>4. <b>Conducted internal and external scans</b> (i.e., best practices).</li> <li>5. <b>Inventoried current classroom inclusion initiatives (e.g., conferences, training), mapping these against what are referred to in the literature as micro-, meso-, and macro-level strategies.</b> <ul style="list-style-type: none"> <li>○ Informed the creation of a repository of micro-level faculty development resources on the CFI website: <a href="http://www.jmu.edu/cfi/inclusion-access-equity/index.shtml">http://www.jmu.edu/cfi/inclusion-access-equity/index.shtml</a></li> <li>○ Asked Access and Inclusion to create a universal clearinghouse wherein resources, trainings, and activities are centralized.</li> </ul> </li> <li>6. <b>Held a focused conversation at the Diversity Conference.</b></li> <li>7. <b>Met with the Provost to brainstorm meso- and macro-level strategies.</b></li> </ol>
<b>Action Items for '18-'19</b>	<ol style="list-style-type: none"> <li>1. Support the onboarding of a University-wide Climate Study.</li> <li>2. Work with/through the Provost's office to focus interventions at the meso-level (i.e., academic units, colleges), advocating for accountability, incentives, infrastructure and resources (AIIR) that encourage faculty and students to co-create and sustain inclusive classroom environments.</li> <li>3. Recommend the development of a centralized, universal clearinghouse (i.e., "one stop shop") wherein members of the university community can locate resources, professional development opportunities, etc.</li> </ol>