

DRAFT CHARGE AND DETAILS OF THE CORE ALIGNMENT AND REVIEW COMMITTEE

Core Alignment and Review Committee

The charge of this committee is to review the Wright State University's (WSU) [Policy 4130](#), specifically the University's General Education (Core) requirements, and to recommend any updates that may be needed to the WSU Core.

Context: In 2020-2021, the Ohio Department of Higher Education enacted a number of changes in the state's policies that guarantee transfer of credit in general education coursework across all public institutions in Ohio. The Ohio Transfer Module has been renamed Ohio Transfer 36 (OT36) and new learning outcomes have been adopted for all general education disciplines, including the introduction of learning outcomes for diversity, equity, and inclusion. WSU's Core has been in place since the semester conversion in 2012, with several requirements dating back to the 1980's. A number of other public institutions in Ohio (e.g. Ohio State, Ohio University, Miami University, etc.) have recently revamped their general education requirements and have enacted policies to ensure alignment with OT36. Moreover, the Focused Visit by the Higher Learning Commission (HLC) in Spring 2023 will include an examination of the degree to which the institution demonstrates responsibility for the quality of the WSU Core.

This review and possible recommendations regarding WSU's Core will include consideration of at least the following:

- Alignment of the requirements and learning outcomes for the WSU Core to the statewide general education requirements and learning outcomes for all public institutions in Ohio ([Ohio Transfer 36](#)).
- Any barriers that may exist for students because of differences between the WSU Core and OT36 requirements.
- The distinctiveness of WSU's Core for today's students and their need for development and career preparation.
- The enhancement of efforts regarding recruitment, enrollment, retention and degree completion of WSU applicants/students.

The group will complete the majority of their work during Fall Semester 2021 and will bring recommendations to the Faculty Senate by the February Faculty Senate meeting.

Wright State University Faculty Senate ad hoc Committee on Equity, Inclusion and Diversity

Final Report: April 15, 2021

Overview

The Wright State University Faculty Senate ad hoc Committee on Equity, Inclusion and Diversity (hereafter referred to as EID) met during Spring Semester 2021. EID meeting dates were the following: January 21, February 4, February 18, March 11, April 1, and April 15. The time period was 10:45 p.m. - 12:15 p.m. via Webex. EID members are Bin Wang, Cristina Redko, Dave Hochstein, Lynette Jones (Chair), Michelle Vaughan, Nimisha Patel, and Patricia Schiml. According to this ad hoc committee's charge, "*As part of its final report to the EC, the ad hoc committee should include its assessment of the creation of a permanent standing committee of the Faculty Senate, including, if warranted, a draft charge for this committee.*"

As indicated in the Progress Report submitted on March 15, 2021, the Wright State University Faculty Senate ad hoc Committee on Equity, Inclusion and Diversity held several meetings. The meeting content included, but was not limited to, the committee's charge; demographic data accessibility and accuracy; WSU's non-discrimination policy; the need for a standing committee; recommendations for the standing committee work; and the composition of the standing committee. Dr. Jones communicated with Jen McCamis, Shari Mickey-Boggs, Thomas Webb, Aaron Skira, Bryan Nethers, Seth Gordon, Tom Webb, and Tony Whack to request demographic data of faculty, staff, and students. Some data were provided before the submission of this report and the committee is awaiting responses regarding other data requests. Specific data that were provided include: student demographic 'quick facts'; deidentified individual data of faculty and faculty administrators; and data on Faculty Senate membership. In addition, Dr. Jones contacted Dr. Brian Boyd from the Racial Equity Task Force and Dr. Leslie Neyland-Brown (Chair of the Faculty and Staff Engagement Subcommittee) as a member of the President's Council for Inclusive Excellence about opportunities for collaboration. For additional information, please refer to the EID minutes.

EID offers recommendations for Faculty Senate, faculty, and the forming of a standing committee in the following section:

Recommendations

Ad Hoc Committee Charge: "*craft concrete proposals for ways that the Senate specifically, and the faculty at large, may better represent and promote equity, inclusion and diversity within our campus and community*"

It is recommended that the University Faculty Senate create a standing committee, starting Fall Semester, 2021, focused on enhancing and supporting campus-wide efforts surrounding diversity, equity, inclusion, and social justice. Furthermore, it is recommended that this committee provide an annual update on data, collaborations, and initiatives to the Faculty Senate. The following represent the recommended goals of this proposed standing committee.

Possible Title of New Standing Committee

- Faculty Senate Committee on Diversity, Equity, Inclusion (DEI), and Social Justice

Collaborations

- This committee will collaborate with analogous committees of the University Staff Senate and of the University Student Government (i.e., the Diversity, Inclusion and International Affairs Committee)

- Partner with the Office of Inclusive Excellence, the President’s Council for Inclusive Excellence, and the Racial Equity Task Force about programs, events, and initiatives. Perhaps the VP for Inclusive Excellence may be invited to meetings with some regularity to promote such a collaboration
- Collaborate with Chairs and Deans to ‘buy into’ a focus on DEI and social justice

Senate Diversity Statement

- Create a formally approved Diversity Statement focused on the faculty’s commitment to DEI and social justice – one that reflects the view from which all Faculty Senate decisions will judge university decisions (e.g., see FBPC statement)

DEI and Social Justice Initiatives

- Center systems of oppression (including intersecting oppressions) as the focus of initiatives, goals, and work (including but not limited to racism, ableism, sexism, cis sexism, transphobia, heterosexism)
- Center the voices, experiences, and needs of members of oppressed groups as experts on their experience, with a commitment to the labor & humility of those who do not hold oppressed statuses
- Work with the Office of Inclusive Excellence to ensure the continuous support for and development of initiatives that promote DEI and social justice
- Work to promote the development of a DEI and Social Justice standing committee in each college
- Evaluate and monitor DEI and social justice initiatives directly relevant to the Faculty Senate
- Develop and expand policies and procedures relevant to DEI and social justice for Faculty Senate
- Conduct focus groups with minority populations to identify opportunities to improve DEI and social justice on campus
- Work with Senate EC to promote diverse representation on Faculty Senate and on Senate committees
- Evaluate the effectiveness of pre-existing & new initiatives centered on DEI and social justice
- Collaborate with WSU Marketing to ensure materials authentically represent the diversity at WSU
- Collaborate with WSU Cultural and Identity Centers to sponsor social and holiday events that promote diversity among students, faculty, and staff

Academics

- Examine and adjust, as necessary, the requirements for the Global Studies Core Requirement (e.g., the requirement for students to take, essentially, a European History course)
- Examine courses approved under multi-cultural competence requirement of WSU Core
- Examine admission requirements/policies to undergraduate and graduate programs and make recommended changes that promote DEI and social justice
- Create a DEI and social justice statement that faculty may use in their syllabi
- Promote the development of more Service Learning courses, particularly focusing on under-represented groups

Faculty Recruitment, Retention, and Development

- Make recommendations to HR on language for all new faculty position descriptions to include language related to DEI and social justice
- Support the interviewing and hiring of diverse new faculty and staff
- Work with HR and the WSU Office of Inclusive Excellence to develop (or use external expert) a required orientation session, for all new hires, that focuses on DEI and social justice; that provides faculty with an understanding of their role and responsibilities related to DEI and social justice; and that addresses WSU’s commitment to DEI and social justice
- Make the new hire orientation available to all faculty on campus who desire to participate
- Ensure orientation is widely advertised and is also offered during the academic year
- Create a mentoring program for new/junior faculty members to support the retention of diverse groups

- Work with HR to create & implement retention programs for members of oppressed groups
- Monitor faculty turnover rates and include questions about DEI and social justice in exit interviews
- Assess and evaluate, annually, recruitment, retention, and development strategies being implemented
- Work with Office of Inclusive Excellence to ensure the development of workshops focused on colonization/decolonization with respect to pedagogy; provide educational models and resources/examples of decolonizing courses and syllabi
- Work with collaborators to incentivize attendance at events that promote DEI and social justice

Demographic Data

- Create and distribute anonymous and voluntary survey to all faculty, annually. Specifically include information on oppressed identities (e.g., disability, oppressed religions, immigrants, sexual minority (LGBQAP), gender minority (transgender and gender diverse). Separate out questions about immigration/visa status from “race/ethnicity”. Distinguish between race and ethnicity and include Native/Indigenous people. Allow individuals to specify multiple racial and ethnic identities rather than having to choose ‘two or more’. Consider Latino/a/x or Hispanic; Asian or Pacific Islander.
- Work with HR to use appropriate language and options when asking about ‘legal sex’ and ‘gender’

Annual Collection, Organization, and Distribution of Data

- Work with Human Resources, ODS, Institutional Research, etc., to ensure that demographic data are collected **annually** and to ensure WSU creates a dedicated accessible website that houses the data for each of the past 10 years
 - Demographic data should be disaggregated by following: (1) faculty, (2) staff, (3) students, (4) chairs/deans, (5) upper administration (e.g., vice presidents, provosts, president, business managers, finance office leaders, COO, etc.), and (6) the Board of Trustees
- Collect and share demographic data of the: (1) University Faculty Senate, (2) the EC, and (3) the Senate President/VP annually, as a whole as well as at the college level
- Work with Marketing and Admissions to use demographic data website as a recruitment tool