<table>
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<th>Sub Committee</th>
<th>Classroom Inclusivity Working Group</th>
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| Co-Chairs & Attendees | Co-chairs  
- Kyle Gipson, Engineering  
- Cara Meixner, Center for Faculty Innovation & Graduate Psychology  

Members  
- Pia Antolic-Piper, Department of Philosophy and Religion  
- Mecca Baker, Undergraduate Student  
- Hope Erdmann, Graduate Student  
- Cindy Funes, Undergraduate Student  
- Alexander Gabbin, Department of Accounting  
- Dion Gray, Undergraduate Student  
- Bree Riddick, Graduate Student  
- Aarij Siddiqui, Undergraduate Student  
- Mary Tam, Learning Centers  
- Alexa Tamosaitis, Undergraduate Student  
- Stefanie Warlick, Libraries  
- Linette Watkins, Chemistry and Biochemistry |
| Meeting Dates |  
- November 1, 2017  
- December 1, 2017  
- January 8, 2018  
- February 1, 2018  
- March 13, 2018  
- March 14, 2018 (Diversity Conference)  
- April 17, 2018 |
| Summary of Accomplishments |  
1. Situated ourselves, as faculty, staff, students, and administrators, in the work of inclusive excellence at James Madison University (e.g., shared our stories and experiences, discussed barriers that preclude engagement in inclusion work, etc.).  
2. Drew from the literature and personal experiences to arrive at a working understanding of classroom inclusivity, i.e.,  
   - Welcoming, accepting, and celebrating all forms of diversity within the classroom.  
   - Fostering intellectual conversations that promote critical thought about normative perspectives, ideas, and positions.  
   - Cultivating a classroom atmosphere where everyone feels an equal member of the group – and feels their lived experience is valued  
3. Solidified a set of working outcomes designed to ground our work in the year to come, such as:  
   - Feel one’s and other’s opinions and diversity are embraced, celebrated.  
   - Walk into the classroom excited about learning and growth.  
   - Engage in difficult, intentional conversations. Listen in ways that allow one to honor the other’s position.  
   - Recognize the effects of silence and silencing/othering. Take action.  
   - Appreciate that tension and discomfort propel and foster growth.  
   - Developed an appreciation and understanding of different experiences of in/exclusion. |
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<th>Action Items for ’18-’19</th>
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<td>1. Support the onboarding of a University-wide Climate Study.</td>
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<td>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.</td>
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<td>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.</td>
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- Ensure that all parties know what they should expect in a given classroom, recognizing their responsibility to co-create the environment.
- **Conducted internal and external scans** (i.e., best practices).
- **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**.
  - Informed the creation of a repository of micro-level faculty development resources on the CFI website: [http://www.jmu.edu/cfi/inclusion-access-equity/_index.shtml](http://www.jmu.edu/cfi/inclusion-access-equity/_index.shtml)
  - Asked Access and Inclusion to create a universal clearinghouse wherein resources, trainings, and activities are centralized.
- **Held a focused conversation at the Diversity Conference**.
- **Met with the Provost to brainstorm meso- and macro-level strategies**.