UF College of Education

Diversity & Inclusion Committee

June 29, 2020

9:00 a.m. – 10:00 a.m.

**Meeting Minutes**

**FPC Members Present:**

Lindsey Chapman (SESPECS)

Elliot Woehler (HDOSE)

Taryrn Brown (STL)

Gage Jeter (FPC/STL)

**Others Attending:**

Maria Leite (Coordinator, College Assessment and Diversity Initiatives)

**Absent:** Joni Splett (SESPECS)

Hannah Bayne (HDOSE)

Nancy Waldron (Dean’s Rep)

Election of Committee Chair:

* Gage Jeter volunteered to serve as committee chair and was unanimously approved by voting members.

2020-2021 Action-oriented committee focus:

* In the past, our committee work has centered on “events” that allowed for individual and collective learning without much follow-up or intentional implementation strategies. There’s an urgency now – more than ever – that we must go beyond this.
* This year, we aim to frame our committee work around policy, professional learning experiences, and ongoing support structures regarding the critical examination and intentional revision of courses in the College of Education at the undergraduate and graduate levels, including, but not limited to, the following:
  + Required, suggested, and optional readings/other resources
  + Course objectives
  + Expectations
  + Assignments
  + Evaluation and assessment
* Utilizing an agreed-upon inventory/framework, we will initiate a review process of current course offerings to attend to concretely defining key concepts such as social justice, equity, diversity, and inclusion. Part of this work involves accessing the ways in which these terms are currently understood and subsequently articulating shared operational definitions to move our examination/revision processes forward.
* While we aim to enact policy requiring diversity/inclusion statements be included in all course syllabi, we recognize the recursive processes that must occur in order to enact such statements.
* We argue that anti-racist work must cut across all courses and programs, regardless of “content,” and that a way-in to embedding this work is through the critical examination and intentional revision of COE courses through a social justice and equity-oriented lens.
* Preliminary ideas for implementing professional learning experiences and ongoing support structures for more inclusive (specifically anti-racist) course design and delivery include the following:
  + Conduct an inventory of COE courses:
    - Determine specific courses/instructors who are embedding diversity/inclusion theories, concepts, and practices – specifically around race
    - Organize a team of peer consultants who meet with faculty throughout the review/revision processes
    - Establish faculty workgroups to enhance support and accountability measures.
  + Seek out resources to support the critical examination and intentional revision of courses:
    - COE faculty
      * Our own Dr. Chris Busey helped to put together a guide for decolonizing the syllabus/classroom. In addition to challenging all faculty to read and reflect on this information (and other resources), we also aim to collaboratively unpack, apply, reflect, and act with the goal of sustained change.
    - ETC team
    - Multicultural & Diversity Affairs
    - UF Quest
    - Center for Teaching Excellence
    - Relevant texts of multiple modes and mediums (books, book chapters, journal articles, news/magazine articles, podcasts, social media, websites, etc.)
      * <https://www.academics4blacklives.com/day-7-committing-to-blackliberation>
        + Academics for Black Survival and Wellness put in so much labor, so we plan to explore funding opportunities to support Dr. Mosley and her lab in exchange for using some of the content as resources for our continuous work.
      * <https://thehellebore.com/decolonize-your-syllabus-an-interview-with-yvette-dechavez/>
      * <https://www.whiteallytoolkit.com/workshops-videos-publications>
        + Dr. David Campt facilitates a group focused on training anti-racist White allies. We’d like to explore whether we could have institutional access to one of the online trainings they conduct and/or purchase some of the workbooks or boot camp access.