

Western Illinois University Anti-Racism Task Force (ARTF)
Meeting Notes
Friday, February 3, 2023 at 2:30 p.m.
Multipurpose Room in the Multicultural Center (MCC)

Present:

Lorette Oden ls-oden@wiu.edu

Tracy Davis tl-davis1@wiu.edu

Andrea Henderson AD-Henderson@wiu.edu

Jalen Carlos ja-carlos@wiu.edu

Jim LaPrad jg-laprad@wiu.edu

Carl Ervin cw-ervin@wiu.edu

Fifi Godwyll f-godwyll@wiu.edu

Kishor Kapale KT-Kapale@wiu.edu

Rebekah Buchanan rj-buchanan@wiu.edu

Tim Johnson t-johnson2@wiu.edu

Not Present:

Ted Renner t-renner@wiu.edu

Merrill Cole m-cole@wiu.edu

Jerel Jones jjones@macombpolice.com

Curtis Pointer cj-pointer@wiu.edu

Derek Watts dj-watts@wiu.edu

Alisha Looney aa-looney@wiu.edu

Hector Maymi-Sugranes hj-maymi-sugranes@wiu.edu

Rob Jeter rd-jeter@wiu.edu

Michelle Narvaez ma-narvaez3@wiu.edu

Ariahna Hightower ad-hightower@wiu.edu

Barry McCrary bs-mccrary@wiu.edu

Opened meeting at 2:35 with Lorette Oden and Carl Ervin as facilitators

1. Approved minutes after changing to include Rebekah Buchanan and Hector Maymi-Sugranes as present.
2. We talked about the BSA Meeting on Monday, January 30 attended by **Dereck Watts, Jalen Carlos, Barry McCrary, Fifi Godwyll, Lorette Oden, and Carl Ervin**. **Jalen** shared that students raised mental health issues (e.g., only 1 counselor who is African American, a lot of students are not able to get into see this counselor, could a support group be raised?, create a survey to start a group?, professional help, general support groups, resources available from WIU that students are not aware of especially regarding academic support, financial aid deadlines, discussed peer mentoring, student success coaches, Gray Matters Collective). **Lorette** shared that one of the students who was a Psych major shared that there was a lack of diversity and they would like to see more support from WIU. Would not have selected WIU if she knew this would be her experience. Another student talked about OPS situation where an intoxicated student who did not live in the halls – called OPS but the response was too late - student had left. Another student felt targeted for keeping their blinker on for 50 meters not 40 (according to officer), license plate light out and did not allow student to get out and look – felt harassed by OPS. Had another student who dealt with some sort of assault and mental health challenges they were dealing with and the response from LEJA professor was that this was “this is not the first time I failed a student and it won’t be the last”. Another student felt like she paid for classes but faculty support was not there. There was a concern for including more than American Black students in BSA and include the increasing Black diaspora reflected on campus. **Fifi** added that 1 in 7 counselors were Black and that person was booked until the end of the semester right now. Fifi spoke to the president about this and was asked to talk with John Smith.
3. Discussed retention issues on campus related to policies about the changed date for removing students from UHDS, the changed date for distributing financial aid, communication around

CARES money and the threshold of money owed in order to be able to register. There seems to be too little communication to faculty and staff about these policy changes that appear to deeply impact retention.

- 4. Lorette and Carl asked each of the subcommittees to read their OKRs (should add these to the [ARTF Google Drive folders](#):

A. ARTF Access & Inclusion Sub-Committee 2023 OKRs (Presented by Kishor)

Objectives and Key Results

Objective 1: Understand the nature and extent of Student Experiences influenced by Biases and Microaggressions

Key Results:

- 1. Create intentional questions for the campus climate survey for all constituencies to directly inquire about their experiences that can be characterized as biased or involving microaggressions.
- 2. Administer the Campus Climate Survey.
- 3. Analyze the results of the survey to determine possible changes in the campus policies needed to enhance “Access and Inclusion” for all students.

Objective 2: Enhance access to Campus Life for Students of All Ethnicities and Cultures

Key Results:

- 1. Study current policies for various student clubs and student organizations.
- 2. Study current policies of the “Office of Student Engagement”
- 3. Suggest language for enhancing “Access and Inclusion” in the literature of various student clubs and organizations and the office of student engagement.

Objective 3: Create sustainable pathways to address issues related to “Access and Inclusion” going forward.

Key Results:

- 1. Enhance the training opportunities for the campus student leadership to be receptive to dealing with student issues on the campus related to Justice, Inclusion, Diversity, and Equity (JIDE).
- 2. Create systems so that the campus student clubs, groups, and organizations become conduits of information related to less than ideal student experiences to accept and pass them on to the Office of JIDE.
- 3. Create communication pathways so that the actions taken to address the student issues are communicated back to the student leadership.

B. ARTF Curriculum Sub-Committee 2023 OKRs (Presented by Rebekah)

Overall Objective: Decrease Incidents of Racism on Campus
Curriculum Committee Objective: Expand DEI in curriculum at WIU.

Tasks	Results
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Campus Climate Survey (to learn about faculty needs around DEI support)	Incorporate DEI into all courses, programs, departments, and colleges campus-wide (including instructional materials, assignments, discussions, and activities)
Complete a campus-wide curriculum audit to inform curricular decisions.	
Department DEI Plans for all majors and minors.	
Provide curricular support for all departments, programs, and colleges to align with campus-wide DEI initiative	
Talk with CITR about programming	Create a DEI mini-sabbatical for faculty to redesign their syllabi and teaching materials.
Look at mini-sabbatical requirements for research	
Create a support program for individuals participating in DEI mini-sabbatical	
Campus Climate Survey (to learn about faculty needs around DEI support)	

C. ARTF Student Success & Retention Sub-Committee 2023 OKRs (Presented by Tracy)

Objective 1: Determine what the campus is like for students and other WIU community members.

- We initially were going to design our own set of questions to assess the current perspectives of WIU community members, but since the larger ARTF is sending a Climate Survey, we decided to use focus groups to add qualitative data to this research.
- Focus Groups: we will run separate focus groups for students. Questions include:
 - "What engages you most at WIU?"
 - "What are you involved in?"
 - "What is missing that you would like to be involved in?"
 - "Do you feel like WIU meets your needs? What needs are not met?"
 - "Are there experiences that make you feel like WIU (other students, faculty or staff) does not care?"
 - "What most interferes with your feeling engaged in WIU?"
 - "What can faculty, staff and other students do to better facilitate your success at WIU?"
 - "Does WIU embrace the diversity that you bring to campus?"
 - "Do you feel like you belong at WIU?"
- Include Black Student Demands

Objective 2: Determine Effective Engagement Practices, particularly focusing on transition into college and the first week on campus.

- Gather data from key informants, including students, faculty and staff to focus on what we are currently doing on campus (e.g. Financial Aid staff, Student Development & Success staff, Residence Life, Hope Scholars staff, Multicultural Center staff, student group faculty advisors, Academic Advising staff, Student Conduct staff).
- Research effective programs and practices (e.g. A new study found that interventions that aimed to improve first-year students' sense of belonging at a broad-access university increased the likelihood of students of color and first-generation students' continuous enrollment in the next two years, as compared to their peers who did not receive these interventions. Students who received these interventions also reported that their feelings of social and academic preparedness increased.) E.g. The Belonging Project: https://med.stanford.edu/psychiatry/special-initiatives/belonging.html?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_5996298_nl_Race-on-Campus_date_20230124&cid=rc&source=ams&sourceid=
- Include Black Student Demands

Objective 3: Determine Effective Student Success practices and programs, particularly focusing on retention strategies.

- Gather data from key informants, including students, faculty and staff to focus on what we are currently doing on campus (e.g. Financial Aid staff, Student Development & Success staff, Residence Life, Hope Scholars staff, Multicultural Center staff, student group faculty advisors, Academic Advising staff, Student Conduct staff, Billing & Receivables).
- Research effective programs and practices.
- Include Black Student Demands

D. ARTF Faculty & Staff Hiring, Retention, Promotion Sub-Committee 2023 OKRs (Presented by Lorette)

Objective 1

Conduct a climate survey at WIU for students, staff, and faculty.

Key Results for Objective 1

1. Design or utilize an existing instrument for the climate survey.
2. Distribute the survey instrument and collect data.
3. Analyze the data and identify key areas to address.

Objective 2

Increase the number of diverse faculty and staff at WIU.

Key Results for Objective 2

1. Review the language on position announcements to ensure applications are received from candidates of diverse backgrounds.

2. Identify additional sites for submission of position announcements during the search and hiring process.
3. Consider the economic market and the starting salaries offered at WIU compared to peer institutions. Review HR classification and compensation structures for various personnel at WIU.
4. Review the benefits of considering a flexible work environment.

Objective 3

Increase the retention of diverse faculty and staff at WIU.

Key Results for Objective 3

1. Identify accountability measures to support diversity at WIU.
2. Provide training, resources and support for diversity at WIU.
3. Obtain buy-in for the need to increase diversity at WIU.
4. Consider the implementation of travel funds to assist faculty with research and professional development.

Objective 4

Increase the number of diverse faculty and staff who are promoted at WIU.

Key Results for Objective 4

1. Encourage departments to develop faculty mentorship programs consisting of senior and junior faculty, if they do not already have one in place.
2. Review the availability and accessibility of resources that support faculty and staff to apply for and be awarded promotion at WIU.

E. ARTF Effective & Sustained Communication Sub-Committee 2023 OKRs

1. Feedback regarding Climate Survey

The subcommittee reviewed the Indiana University 2018 Campus Climate Survey Report, University of Michigan Campus Climate Survey on Diversity, Equity and Inclusion, and the University of Chicago Spring 2016 Campus Climate Survey, as well as the 2018 (most recent) WIU University Diversity Council Campus Climate Surveys. We feel it is best for the ARTF to use the 2018 WIU Campus Climate survey questions since the questions were good and it would allow for comparison.

- **Lorette** talked to Rebecca Van Tine re: 2018 climate surveys. IRB approval may not be necessary since IRB approval granted previously and does not expire. Andrea Henderson has the word documents for the 2018 survey. We should get UDC, M'cherie and Andrea Hyde approval for using this version of the survey. Kishor asked that the climate surveys be added to the ARTF google folder.
- Curriculum Committee noticed that there were few questions on 2018 survey related to Climate Survey. **Kishor** mentioned that we should not worry about needing to get IRB approval, but should do this correctly and seek approval. We need to add questions about the classroom climate, the climate of support services students might need, and consider asking, "In the past 12 months, I have seriously considered leaving Western Illinois University." Responses should be "Yes" or "No". **Kishor and Derreck** added that it would be very

important to include a drop down or open response related to **Why? Someone has considered leaving.**

- There were questions about demographic categories like marriage and religion that may or may not be necessary. Some members were pro, some against. End of the survey and optional. It was decided that demographic data that is not clearly connected to some form of salient analysis should be dropped. It was also recommended that the demographic information come last on the survey in order to avoid dissuading participants from completing due to time.
- **The committee decided to finalize the climate survey during the next meeting Feb. 17th. In order to accomplish this, committee members should look at the 3 surveys (Student, faculty and staff) in the ARTF Google Drive and put comments (off to the side) and then one committee member will be responsible for making changes to the document. The designated authors for the three surveys are:**

Kishor will be the author of the Student Climate Survey

Jim and Rebecca will be the author of the Faculty Climate Survey

Barry will be the author of the Staff Climate Survey

2. **Lorette** would like the task force to draft the Diversity statement and make decisions about how the statement should read (e.g. introduction by the President & Carl and Lorette, include various statements Core Values, etc.
 - We also need definitions like Justice, Racism, Anti-Racism, any others?
 - **Kishor** asked to have a statement describing the history and context of the ARTF charge.
 - We are constructing an ARTF report that may lead to a larger University Diversity Plan. This will be one part or aspect of that plan and may even be a model for constructing a University Diversity Plan. There may be some clarity issues regarding the term “Diversity Plan”. **Several committee members** generally clarified that we believed our charge was to construct an Anti-Racism plan of action that will result in one component of a broader Diversity Plan. We may need to make sure upper administration and the ARTF committee are clear on the language and purpose. In other words, what does a Diversity Plan mean from the President’s perspective vs. the ARTF perspective.

Adjourned 4:30 p.m.