

## Diversity, Equity, and Inclusion Essential Competency Committee Charter

The Diversity, Equity, and Inclusion Essential Competency Committee will be a Faculty Senate Committee that will vet courses for the Diversity, Equity, and Inclusion Essential Competency (DEI EC). This committee will also have a sub-committee responsible for assessing the DEI Essential Competency. Committee membership will be a combination of Faculty Senators and the faculty at large. The purpose, oversight, liaison, and membership will be as stated below.

### **Purpose:**

- To vet courses for the Diversity, Equity, and Inclusion Essential Competency (DEI EC) using as criteria the outcomes and action steps
- To assess DEI EC courses
- To work with the Faculty Senate, the Director of the TCU Core Curriculum, and the Director of Institutional Effectiveness and Institutional Accreditation Liaison to carry out assessment of DEI EC learning/institutional goals
- To work with the Director of the TCU Core Curriculum to maintain an accurate record of the courses approved
- Prior to every semester confirm with the TCU Registrar's Office the number of DEI EC courses offered for the upcoming semester
- Maintain an accurate record of the faculty who have completed the required training to teach the DEI EC courses
- Prior to every semester confirm that the faculty scheduled to teach DEI EI courses have completed the DEI training

**Oversight:** Faculty Senate

**Liaison:** The Chair of the Committee will liaise with the FSEC and the Faculty Senate.

### **Membership:**

There will be a total of ten (10) committee members. Ten (10) faculty, two (2) of whom must be elected by, and from, the Faculty Senate, seven (7) faculty nominated by the Faculty Senate Committee on Committees, and one (1) non-voting, ex-officio member from the School of Interdisciplinary Studies. One of the members from the Faculty Senate shall serve as the Chair of the Committee. The selection process must be made with the following criteria in mind:

- Broad departmental representation
- At least 3 members must teach, have recently taught, or be scheduled to teach, a course consistent with DEI EC
- At least 3 other members must teach, have recently taught, or be scheduled to teach, a course consistent with DEI EC and/or Cultural Awareness (CA) or Citizenship and Social Values (CSV)
- A non-voting, ex officio member of the School of Interdisciplinary Studies
- The Director of the TCU Core Curriculum, non-voting and ex officio

The Committee on Committees will work in conjunction with the Executive Committee of the Faculty Senate to achieve the necessary balance and representation. Although effort should be made to represent the various colleges, it is not imperative that all be represented at all times. Consultation with those well-versed in DEI will be the norm.

# Diversity, Equity, and Inclusion Essential Competency Committee Charter

## Terms of Service:

Members elected from the Faculty Senate will serve rotating three-year terms. Non-Faculty Senate members will be appointed for rotating three-year terms. Members may serve as many terms as desired. A term year will be considered September– August.

## Special considerations:

To help with the initial workload and the implementation of the DEI EC, there will be three additional committee members. The FSEC will appoint two (2) committee members from the DEI EC Implementation Committee, and the Committee on Committee will nominate one (1) member. Of these three additional committee members, one (1) will be appointed for a term of three (3) years and two (2) will be appointed for terms of two (2) years. The full contingent of faculty at large will be appointed for 2023-2024 and thereafter. Thus, the size of the committee will be 11, 11, and 10, respectively for the transition period of 2020 – 2023.

Term year	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Senate members	2	2	2	2	2
Regular members	5	5	6	7	7
Additional members	3	3	1	0	0
Ex-officio SIS member	1	1	1	1	1
Total	11	11	10	10	10

## Assessment Subcommittee

The Diversity, Equity, and Inclusion Essential Competency Assessment Subcommittee will be responsible for conducting the assessment of the DEI EC courses. The course assessment process will be annual and will include communicating the results of, and recommendations from, the assessment to faculty, especially those who taught the DEI EC courses reviewed in the assessment process.

The assessment process will also include a larger periodic assessment of the DEI EC learning goals and institutional goals. The DEI EC Assessment Subcommittee will work with the Director of Institutional Effectiveness and Institutional Accreditation to conduct this component of the assessment, and will share outcomes of these assessment tools with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.

## Purpose:

- To assess courses with the DEI EC designation in the TCU Core Curriculum
- To work with the Faculty Senate, the Director of the TCU Core Curriculum, and the Director of Institutional Effectiveness and Institutional Accreditation to carry out assessment DEI EC learning/institutional goals
- Assist the DEI EC Committee with maintaining an accurate record of number of courses approved for the DEI EC
- Assist the DEI EC Committee with maintaining an accurate record of the faculty who have complete the required training to teach the DEI EC courses

# Diversity, Equity, and Inclusion Essential Competency Committee Charter

**Oversight:** Faculty Senate

**Liaison:** The Chair of the Subcommittee will liaise with the FSEC, the Faculty Senate, and the Director of Institutional Effectiveness and Institutional Accreditation

## **Membership:**

- Three to five (3-5) members of the larger DEI EC committee
- The Chair of the subcommittee must be a member of the DEI EC committee
- It will be acceptable for members to rotate between vetting courses and assessing courses
- Two to three (2-3) outside committee members
- Outside committee members must teach, have recently taught, or be scheduled to teach, a course consistent with DEI EC and/or Cultural Awareness (CA) or Citizenship and Social Values (CSV)

## **Assessment Process**

### **I. Assessment of Courses:**

Using the information faculty submitted when vetting courses for the DEI Essential Competency, the DEI EC Assessment Subcommittee will collect a representative sample of DEI EC courses taught across colleges and schools in each academic year. In addition, the DEI EC Assessment Subcommittee will utilize a random sampling method to assess courses within a particular college or school to ensure that courses are not overrepresented or underrepresented from any single academic department or unit on campus. The DEI EC Assessment Subcommittee will request artifacts of student learning indicated on the vetting forms, and review those artifacts to determine how well students met the DEI EC competency. The Assessment Subcommittee should work with the Director of Institutional Effectiveness and Institutional Accreditation to develop an appropriate assessment strategy and assessment tools that align with the competency statement for the DEI EC.

The DEI EC Assessment Subcommittee will share outcomes of the assessment with faculty, widely, and especially with faculty who taught DEI EC courses in that academic year.

### **II. Assessment of Institutional Goals:**

A. The DEI Essential Competency Committee and Assessment Subcommittee will work with the Director of the TCU Core Curriculum, and Director of Institutional Effectiveness and Institutional Accreditation to create a brief survey aligned with concepts in the Intercultural Competence work, and designed to capture data on:

- Student and faculty perceptions of DEI efforts, including the degree to which participants report they have progressed in terms of the competency statement and as related to the particular student outcomes identified for inclusion in the course (i.e., ability to communicate/engage with and across diverse communities and identities; self-awareness; action; and application to the discipline)
- Student and faculty perceptions of the value of the work products/artifacts/readings in the course related to DEI efforts
- Student and faculty perceptions of the range of “critical social identities” addressed in the course through readings, dialogues, and/or assignments.
- Student and faculty connections of learning experiences with application (in personal/professional relationships; in classrooms and/or the workplace; with regard to current events) [open-ended item]
- Student and faculty suggestions for strengthening/improvement of the course (or courses) with regard to DEI outcomes.

## Diversity, Equity, and Inclusion Essential Competency Committee Charter

This survey would, in the ideal, be deployed approximately  $\frac{3}{4}$  of the way through the semester, with results fed back to instructors for reflection/revision of future courses if needed, and aggregated for presentation in a report to the DEI Essential Competency Committee.

B. The DEI Essential Competency Committee and Assessment Subcommittee will develop a checklist/brief report form to be requested of a college/school-level representative selection of randomly sampled DEI EC courses taught that academic year. The checklist/brief report would ask the instructor to:

1. briefly synthesize course-level evidence around student progress on the pertinent learning goals;
2. provide this brief (100 word, maximum) synthesis of course DEI outcomes;
3. Include 2-3 artifacts related to the synthesis (e.g., work samples/papers with student names redacted) to the DEI EC Assessment Subcommittee.

The DEI EC Vetting Committee and Assessment Subcommittee, working with the Director of the TCU Core Curriculum, and the Director of Institutional Effectiveness and Institutional Accreditation will determine how frequently to conduct the survey described above in item II., A and the checklist described above in item II, B., but no less than once every three years.

The DEI EC Assessment Subcommittee will share outcomes of these assessment tools with faculty, widely, and especially with faculty who taught DEI EC courses in that academic year.