Diversity Task Force Final Report

James Madison University

May 29, 2013
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Executive Summary

The Diversity Task Force (DTF) was commissioned in the fall of 2012 by President Alger and chaired by Ms. Linda "Casey" Carter, Mr. Arthur Dean, Dr. Robert Kolvoord and Dr. David Owusu-Ansah. The Task Force was charged with taking a comprehensive look at JMU diversity efforts, soliciting best practices, and compiling a list of “Big Ideas” that support or enhance the retention and recruitment of all under-represented groups at JMU (faculty, staff and students). Mr. James Robinson was added as a co-chair to focus on “staff” perspectives and opportunities. Fifty individuals representing every division and employee classification were selected to become members of the Task Force.

The members of the Diversity Task Force appreciate the opportunity to conduct this review of Diversity and applaud President Alger and the Senior Leadership Team (SLT) for their interest and support of Diversity and Inclusion.

The DTF Committee also wishes to thank each individual and department that submitted an idea or shared information with us during the Spring 2013 semester. Over four hundred submissions were made in various forms and duplicate ideas were reduced to a single idea for this report.

We wish to emphasize two key recommendations arising from our work.

1. If Diversity and Inclusion efforts and programs are to be successful, faculty and staff members beyond the VP for Access and Enrollment, the Office of Diversity, Admissions, the Center for Multicultural Student Services must become and continue to be engaged, implementing and becoming accountable for making JMU a diverse and inclusive community.

2. To gain a clearer perspective of what JMU faculty, staff and students experience and where there are opportunities to make transformative change, we recommend that a first step be that an external group conduct a climate study. The DTF recognizes that barriers to access, information and the challenge of being a minority (of any type) can create challenges and stress amongst some members of the JMU community.

This report highlights the central themes derived from focus groups, ALANA surveys, comment cards, a Qualtrics survey, e-mail submissions, and Task Force meetings and discussions. The Qualtrics survey and e-mail submissions were designed to collect ideas and programs that could enhance diversity at JMU in all formats. The other collection methods provided the campus community the opportunity to share ideas, areas of concern and opportunities for JMU.

We have organized the document to share ideas and recommendations as follows: Community/Combined, Faculty, Student, University Wide and Research (Best Practices) along with a non-diversity related section. We have retained the list of individuals and groups who submitted ideas and information for future committees and information gathering.
Our goal is that the document offers key ideas to either implement or research for future consideration. Each idea has a suggested implementation timeline. The timetable can change based on the desire to implement the idea, the resources available and the people that might need to come together to create synergy and passion around a project.

Configurations and designs for divisions, departments along with themes and individual expressions of support, frustration or acknowledgement of campus conditions were included in the Appendices. We have provided this information as given to the Task Force in order to make this document an inclusive record of our deliberations. The Chairs would be happy to provide any additional information or suggestions that stem from consideration of this report.
METHODOLOGIES

The methods the Task Force used for collecting information varied. The wide range of methodology employed reflects a concerted effort to gather accurate and meaningful data from the JMU community. Members of the campus community had the opportunity to participate in a Qualtrics survey designed to assist JMU in maintaining and enhancing an inclusive campus experience. Survey questions were designed to capture information regarding individual diversity experiences. Survey questions were also sent to various diverse campus groups, such as the African, Latino, Asian and Native American Association (ALANA) faculty, in an attempt to provide views from all segments of the university. ALANA is an informal group comprised of members from each ethnic group.

All members of the Diversity Task Force posted observations, reflections, ideas and suggestions from across campus about external programs related to diversity into a shared document. This mechanism for data collection proved to be especially productive with a yield of over three hundred submissions. Individuals were also encouraged to send documents, research and ideas on the topic of diversity to diversityweb@jmu.edu. Anyone who preferred to share his or her input with a task force member one on one was encouraged to do so.

Task force members reviewed the findings of the Madison Future Commission for related information to incorporate into this report. A task force member worked with a professor to have the survey administered in her large classes of PSYC 160 in an effort to gather more student input.

The four Roundtable discussions organized by the task force were theme- and/or topic-based. Each table had an individual assigned to facilitate the discussion and an individual whose role was to take notes on the proceedings. The Roundtable discussions were open to students, staff and faculty. Notification of the Roundtables consisted of posters, Facebook invitations, outreach to campus student organizations and electronic messages.

An important consideration in gathering the information was the need to preserve confidentiality and respect for each participant. The Diversity Task Force encouraged the campus community to present their ideas, questions and concerns by whatever means they felt most comfortable employing.

Two ALANA surveys were sent out. One was sent to only ALANA faculty (10% of the ALANA faculty participated) and the other survey was sent to all underrepresented university employees with a 40% participation rate. Both surveys are included in the Appendices.

One hundred and twenty-five classified Comment Cards were sent out. Forty-eight were completed and thirty-two partially completed cards were submitted or returned to the Task Force. The comments and suggestions from classified staff are included in the Appendices.
FINDINGS

The following themes emerged from our deliberations and are derived from focus groups, ALANA surveys, staff comment cards and Roundtable discussions:

- Underrepresented populations valued the opportunity to share their experiences, express opinions, and add their voice to efforts to improve diversity at JMU.

- Conducting a climate study resonated with every group.

- Some individuals expressed frustration that despite all of the talk about diversity, they desire more specific and concise action.

- Faculty/AP Faculty Recruitment/Retention
  - There was a clear consensus on the importance of a directed effort to recruit and retain diverse Faculty and AP Faculty.

- Key offices that support underrepresented students must be supported, considered and placed in visible locations. (What resources are allocated to support diverse faculty and staff?)

- Certain communities struggle to find/build relationships (especially the LGBTQ community members).

- Acclimating students to the JMU academic and collegiate culture. There are challenges for some international, first generation, rural and multicultural students. Some students were concerned with faculty rigidity with regard to language barriers and “American cultural references and norms.” (Student advocacy and support).
  - These students report feeling overwhelmed in coming to the JMU community.
  - Students recruit students (If they have a great first year they will recruit their friends, or the opposite as well).
COMBINED (FACULTY/STUDENTS/STAFF) RECOMMENDATIONS


A comprehensive Campus Climate Study should be conducted by an external consultant(s). The study would include faculty, students and staff members. This would include both survey and qualitative data gathering in order to develop independent, reliable data about campus needs on a variety of diversity issues. This would provide JMU with quantitative data to understand the strengths and areas of opportunity/barriers in creating an inclusive campus community.

2. Review and Expansion of Academic Programs

a. Expansion/Area Studies (2013-2014 committee to review with recommendations to the Provost): Develop a team to review the Area Studies Minors. Determine which ones, if any, could be augmented to form majors over the next seven years. This would provide the following at JMU:

   i. Create academic and research mechanisms focused on diversity themes and interests.
   ii. Attract faculty to JMU who are experts in those fields of study.
   iii. Provide students the ability to minor, major or double major in topics of interest while creating research opportunities for students.
   iv. Provide JMU the opportunity to conduct research and facilitate learning within the Harrisonburg community (which provides a great backdrop of diversity).
   v. Explore the Virginia Tech American Indian Studies program. Is this minor an option to bring to JMU? Program embraces a holistic, collaborative approach to Native American Studies where faculty and students develop and maintain meaningful relationships.
   vi. Research Washington and Lee’s Interdisciplinary Study of Poverty and Human Capacity. Courses, volunteer opportunities, summer service-learning projects working with impoverished people and communities are a feature of this program. This program also features lectures and seminars presented by national and international speakers. It would allow students to engage their learning outside the classroom and to develop an awareness as well as firsthand knowledge of poverty and its effects.
   vii. Conduct research within Virginia to determine which majors are available at other Institutions and what opportunities are available to JMU.


A strategic plan was developed between Harriet Cobb and Art Dean to guide the direction of the IGD here at JMU. Art plans to host a meeting in June with...
everyone invested in the program to review the plan and coordinate the next steps.

JMU has integrated the Dialogue Program into the campus community through three partnerships formed with the Center for Faculty Innovation, Undergraduate Academic Programs and Graduate Psychology.

Center for Faculty Innovation (CFI):

i. JMU faculty and staff have been able to participate in a dialogue through the CFI during the fall and spring semesters.
ii. CFI has provided time during the May Symposium for training of new IGD facilitators.
iii. Through the academic courses and CFI, data collected can demonstrate the impact of the program.

Academic Departments/Honors Program:

i. Speech Communication and the Honors Program have each hosted a three-credit IGD course. Both classes were successful and there is interest in adding IGD to the regular class-offering schedule. The Honors Program is looking for three sections of IGD during the spring semester.
ii. Three other departments have expressed interest in hosting an IGD course.
iii. Coordination of release time/class swap or trade for faculty to teach an IGD course must be done through departments and College Deans (Dean Halpren has provided significant leadership).
iv. Support for AP Faculty (Stipend) to teach a course.

Graduate Psychology:

i. Graduate Psychology has been supportive IGD by encouraging their Doctoral and Graduate Students to teach within the program.
ii. Typically, they teach 6-8 week courses for undergraduate students.

Recommendations:

i. Creation of Stipends for Faculty/AP Faculty who teach the course for either CFI or as an undergraduate course (Faculty can receive release time to teach the course for their department).
ii. Stipends: $600 per eight week and $1,500 for a semester long course.
iii. Doctoral and Graduate students teach for the experience and evaluation.
iv. Academic Programs: Total cost: $18,000 (3 Honors sections, 2 CFI, 1 SCOM, 1 or 2 Graduate, 1 or 2 Undergraduate not affiliated with a department).

C. Diversity component within General Education (Fall 2013): Create a Human Diversity Cluster within General Education. The idea was submitted
on the premise of ensuring that all JMU students have the opportunity to learn about diversity and inclusion. Dr. Margaret Mulrone has data that can validate how diversity is currently taught in General Education.

d. **Expansion and Elevation of Diversity Resources (2013-2014):** Continue to expand the list of resources for teaching and scholarship around diversity. JMU has developed a top-level library research guide of diversity resources for faculty. This guide includes links to academic subject guides for areas related to diversity (e.g. Africana Studies, Philosophy & Religion, Women’s Studies) and diversity-related offices and organizations at JMU. "Promote JMU Libraries resources relating to diversity issues to facilitate academic research in these areas." As many aspects of diversity do not fall neatly within the realm of a specific academic program, the Libraries & Educational Technology (L&ET) Diversity Council began work on additional sub-guides to direct researchers to relevant databases, journals and websites. A Gender & Sexuality guide was launched in Spring 2011 and a Disability Studies guide in Spring 2012. Program contacts: Kelly Giles, Chair, JMU Libraries & Educational Technologies Diversity Council.

**Recommendations:**

i. Develop a list of resources to be added to the Library’s collection for faculty to access for teaching and scholarship. (The Office of Diversity has compiled a list of faculty that students selected as the best teachers of Diversity and can ask them to begin the process of creating a list of resources needed in the classroom. (DVD’s, books, articles, etc.).

ii. Develop ways to promote the resources created by JMU Libraries in CFI, CIT and academic units and departments.

iii. Create a process for faculty to submit new recommendations to the Libraries and Educational Technologies.

iv. Promote the existing websites located in CFI and the L&ET that provide support for scholarship and teaching.

3. **Awards and Recognitions (2013-2014) Total cost $6,000:** There is a clear desire for recognition and value of scholarship and service from members of underrepresented groups. This recognition would validate and support the work on Diversity by those within the community, and increase visibility and effort from those within the JMU community. The Madison Gender Caucus, NAACP, MLK, Hispanic/Latino, and Allied Education Program each have awards recognizing their communities and constituents on campus. The goal would be to elevate the Diversity Enhancement Awards to represent all forms of Diversity. It does now, but monetary and promotional efforts can elevate the work done by those within the JMU community. Recognition could happen at the Divisional and Presidential Opening meetings to begin the fall Semester.

a. Expand the Diversity Enhancement Award program to be the President’s Award for Diversity. Continue to award them during the Annual Diversity Conference.
b. Each VP would recognize the winners in their divisional meetings (so that they are recognized by their peers).

c. Attach a monetary award to each winner ($1,000 per winner).

d. Have JMU Communication and Marketing develop a written message about one of the winners in a university web or written piece.

e. Key winners would be recognized during the President’s opening meeting.

4. Accessibility Assessment for Ability & Access: Develop a committee to create an overall accessibility review for the University. This plan would look at buildings, campus access, programmatic support (interpreters, parking, and access) and resources to support physically/mentally challenged guests, visitors and faculty. The Office of Disability Service has created an assessment of buildings, campus routes and additional information about the challenges and opportunities for traversing JMU. Ask appropriate personnel in Facilities Management to participate, review the data and add their input and information to the report. Recommend standards for JMU in the following formats:

a. Physical Access/Buildings (Accessibility and Renovations: Determine which buildings need to be renovated, and determine a timeline with costs to coordinate this effort).

b. Campus Accessible events/programs (University Standards and Resources for key programs and events to maintain an accessible campus environment).

c. Services (Currently ODS is structured to serve students. JMU doesn’t have an office or department to coordinate with guests/visitors, community participants, and individual/family needs of parents and alumni)

d. Faculty/Staff Resources (Two faculty members presented at the Diversity Conference and while presenting they realized they had received different information about accessibility at JMU, and had access to different resources).

e. Access to Key University Programs: Designate certain JMU events to be supported through accessible means for the audience and participants. ODS does not provide these resources but place them in a central office designed to coordinate the use of interpreters, closed caption and access.

Recommendations:

Below are listed ideas and/or recommendations for Access and Ability collected through Task Force, they are listed as examples:

a. Review the list developed by ODS of building and access challenge points for JMU. *(Summer 2013).*

b. Ask the appropriate person in FM to review the list and add their input. (Create a list of buildings and a renovation time-line when older buildings will be brought up to code). *(2013-2014, report to VP Charlie King/President Alger).*
c. RRMM Architects conducted an Accessibility Study in 2007. While some of the information is out dated, this report will provide us with a starting point in reviewing buildings, needs associated with supporting constituents with disabilities and identifying roles and responsibilities to meet those needs.

d. Godwin Hall (Example): Handicap accessibility of Godwin Hall needs revision; multiple handicap professors working in this building - only one elevator and it is on the other side of the building from where these people are working. In addition, handicap parking is on the opposite side of the building from the elevators. Doors are very heavy (although they put in automatic door button openers). What other buildings might provide the same challenges? (Research 2013/Cost exploration).

e. Structural Access: The following examples reinforce the need to review large venues on campus to ensure that bathrooms and other facilities are handicapped accessible. "When a wheelchair-bound speaker came to Festival to present a program, she was unable to turn the water on, reach the soap or reach the hand towels. ‘How can this happen in today's environment?’ I witnessed this myself and was truly embarrassed for JMU." (Research 2013/Plan to make sure each major building provides this type of Access).

f. Accessible Parking Symbols — Faculty and students at Gordon College in Massachusetts have led a movement to improve the blue and white International Symbol of Accessibility that covers all accessible parking spaces. They updated the static, stick-figure wheelchair symbol to a more movement-oriented symbol. The NYC Office for People with Disabilities has agreed to use the symbol in the city to portray a more progressive symbol of disability. More information about the adoption of the new symbol in the Chronicle of Higher Education: http://chronicle.com/article/New-York-City- Embraces/139355/?key=ST4lcFRoNHYSMcItNjxjYD9UbXxqNkt0anVlYn0iblBQEA%3D%3D.

“I would like to see JMU be open to the conversation of considering a similar change. As a person who walks with crutches and has an active lifestyle, a wheelchair symbol does not represent my values or me. This new symbol portrays movement and can be an essential step in tearing down stereotypes of people with disabilities.” (Seems inexpensive and a one-time expense: 2013-2014)

g. Language on Signs — this is an example from Commencement, but this type of signage could be used throughout other JMU events and programs. “I attended commencement for the first time as a JMU faculty member this May and noticed that many of our signs are severely outdated with regard to accessibility and disability. I attended the graduate hooding ceremony in the Convocation Center, and all of the signage near accessible seating read "Handicapped Seating." Review our directional signage for building access, from disability parking sites. A more updated and accurate sign would have adhered to person-first language, which prefers the use of "Accessible" rather
than "Handicapped" due to the negative stigma associated with "handicapped." The signs would be better suited to read "Accessible Seating."
One valuable resource I use for my own person-first writing is from the University of Kansas:

I think this may be beneficial to share with a significant amount of departments on campus that serves people with disabilities, either primarily or secondarily.” (Summer 2013).

h. A similar example from Commencement that reflects the community-wide need for consideration: “During December commencement, the faculty and student processional went down the stairs to the floor area. Rather than navigate the stairs, I used the ramp and met up with my peers when they walked down. I was confused as to why all faculty and students were not directed down the ramp to make the processional inclusive for all, rather than send them down the stairs and then send myself and another student who had mobility challenges to the floor in an alternative route. An inclusive approach would have kept everyone together and used the ramp rather than use the stairs that limit some faculty and/or students.” This critique may be better suited to be passed along to the Events department for future commencements in the Convocation Center. (Summer 2013).

i. University Standard for Access for Key University Programs:
There is not a JMU standard for interpreters and other resources to make key JMU programs accessible. Ask a small group to identify the key programs, lectures or speakers and develop a budget as well as provide access to the resources in a central location. (Fall 2013 or Spring 2014, a small committee with a short report).

j. Include Accessibility Information within the New Faculty and Staff orientation programs. (Fall 2013, or at-least Fall 2014).

k. Student Recruitment: How does JMU reach out to recruit specific accessibility-challenged communities to JMU? What support does the Admissions Office need, and how faculty and students can assist JMU in knocking down barriers, if any, in the recruitment physically and mentally challenged students? (Ask questions and share information now)

l. JMU has decentralized approach to the employment of technology across campus. Constituents with disabilities should have the same opportunity and ease of use as other technology users. Thus, in order to remain compliant with legal imperatives and to provide meaningful access, it is important that institutional policies and training practices reflect universal design principles and the requirement and expectation of accessibility. With meaningful
policies and training in place, reasonable audits for access could be useful to minimize risk to the institution and provide better accessibility.

m. American Sign Language (ASL) Interpreters and Captioning options.

i. Consider JMU practices and funding strategies for provision of interpreter services. Currently, for nearly all events on campus, an individual must request accommodations to include an interpreter. For many events or classes, this may be reasonable. However, for large-scale public events (examples include graduation, Orientation, and some performances), interpreters and/or captioning should routinely be made available. For all events, notice about how to request interpreters (or captioning) should be provided on advertising whether print or electronic.

ii. Consider the JMU academic offerings in sign language.

a. Improve the ASL offerings to attract and serve more students and prepare them for working with deaf people in professional roles.

b. Improve the ASL offerings to reach a level at which students could take sign language as the equivalent for the Foreign Language requirement.

5. **Coordination of University Programs to provide access to members of the local community who might not otherwise access JMU.**

JMU faculty, staff and students provide service within Harrisonburg and Rockingham County community. Members of the JMU community serve on boards and lead key programs. Based on the submissions to Task Force, a large number of JMU programs and departments provide service and access to specific organizations within Harrisonburg. Below is a brief list of local community organizations were accessing JMU programs could break down barriers and provide awareness and opportunities for students to be exposed to learning and college.

**Recommendations: (research and coordination meeting 2013-2014 academic year)**

a. Develop a team to research which current programs can provide a pipeline to college for participants (what types of programs or information is missing?)

b. Coordinate a meeting with JMU program owners (how/what are doing to recruit participation?)

c. Certain partnerships with Merck, RMH and the school systems exist on an individual or departmental level but not a university perspective.
**Strategic Partners**

a. Big Brothers and Big Sisters  
b. Second Home  
c. Boys and Girls Club  
d. Harrisonburg School System  
e. Rockingham County School System  
f. "Ruby Slippers" Volleyball players work on academic and life skills with participants from the middle school female population in city schools.  
g. Overcoming Barriers: JMU Men’s and Women’s Soccer teams work with Kinesiology to provide training to local disabled youth. To give disabled individuals the chance to attend training that will improve skills related to sports. Overcoming Barriers program serves local disabled youth from ages 2 to 24.  
h. 21st Century partnership with Harrisonburg City Schools and the College of Education.  
i. IHHS Outreach Programs  
j. Community Service Learning

6. LGBTQ Community

   a. **Safe Zones (2013-2014):** Safe Zone is a voluntary network of faculty, staff and students who believe that every member of the university community should have an equal opportunity to grow and learn in a safe and open environment. Our LGBT students, faculty and staff can feel nearly invisible on our campus and may sometimes find the climate uninviting or even hostile. The safe zone symbol sends a message to students and colleagues. This message is one of understanding, non-judgment and knowledge of gay, lesbian, bisexual, and transgender persons' needs and concerns. It is symbolic of willingness and a commitment on our part to provide an atmosphere of acceptance and assistance.

   b. **Community Awareness (2013-2014):** Allied Education Center and GLBTQ advisory board provide a resource for members and supporters of the GLBTQ community. We need to continue to explore ways to make these resources visible to those who could use the support and advocacy. (Consider having the chair of the advisory board join the Diversity Council Chairs as a representative and advocate for issues and concerns).
FACULTY RECOMMENDATIONS

1. Provost’s Advisory Committee Recommendations for Searches and Recruitment (2013-2017: The Advisory Committee along with HR and OEO can begin to determine what actions below can be phased in over the next three years and research what items are feasible)

Prior to the Search

a. Recruiting needs to go on year round. Each department can initially identify faculty who are active on the national level. Any faculty member involved in national level commitments can work to build relationships outside JMU that could help increase JMU diversity. We recommend asking departments for a specific commitment regarding additional diversity travel. We recommend that the Provost enhance department travel funds for participating departments for sending more faculty to conferences in order to promote relationship building.

b. We endorse the IDEA grant proposed by Jennifer Kester and Kellie Dovel. They have requested funding to purchase a package of unlimited online posting for one year with Diverse Jobs. By consistently advertising our vacant positions on Diverse Jobs, we would be able to build a strong presence as a diversity friendly employer.

c. We want to find legal methods for identifying diversity candidates within candidate pools (right now it is literally a guessing game since Human Resources is not allowed to identify diversity candidates – only provide overall data as to the diversity of the pool). Determine how to provide this information to search committees. Include these procedures in a revised Faculty Recruitment Handbook, including how committees can then utilize this information.

d. Units must abide by the rules for composing a search committee. Because we don’t want to overburden the same faculty for each search, we recommend that every search committee have a diversity advocate. This could be someone internal to the unit, or it could be someone external. We recommend that the Provost’s Office create a list of faculty who are willing to serve as diversity advocates, and let this list be a common resource.

Diversity refers to any historically under-represented group in that particular field or profession. Diversity includes, but is not limited to: sex, race, ethnicity, religion, disability, sexual orientation, gender orientation, political orientation and appearance.

Advocate refers to any faculty member who is personally or professionally committed to diversity; who has attended a diversity workshop [in the last three years]; and who is tenured. We see this person as a way to add a friendly colleague to the mix who can assist in enhancing our sense of community.
e. All members of a search committee should attend a workshop on diversity and read the posted materials.

f. Academic Affairs should emphasize its commitment to diversity on its own webpage, as should the webpages of the academic units, and with a direct link to all commitments and activities related to diversity on the university homepage. The Provost should post a statement explaining the commitment of Academic Affairs to Diversity for faculty, staff, students and curriculum. The statement should illuminate how the commitment underscores a commitment to excellence and how the two are connected.

g. We ask that affinity groups be given a prominent position on the Academic Affairs website and the JMU website. The JMU website needs to be more diverse in its orientation, but without overstating things.

h. Academic Affairs should encourage the Faculty Senate to make revisions in the Faculty Handbook and the Faculty Recruitment Handbook that reflect our commitment.

i. Articulate what “diversity” encompasses at JMU and specifically “faculty diversity.”

j. Present strategies for expanded recruitment efforts that can diversify candidate pools.

k. Address the issue of unconscious bias in the hiring process. Recommend steps for committees to take to overcome unconscious bias (or, conscious bias for that matter).

l. Present methods (that can be deemed acceptable/legal by Human Resources and University counsel) for “valuing” diversity as a criterion in the hiring process.

m. The Provost should ask each academic unit to develop and post a statement explaining its commitment to diversity and the ways it will measure and document progress each year.

**During and After the Search**

a. Enhancing campus visits. We recommend that the search committee take time to phone the candidate before his or her campus visit. Ask them about any concerns and questions they might have and then be prepared to address those concerns during the visit.

b. Prior to identifying candidates for a campus visit, the search committee should give the department head and dean an unranked list of acceptable candidates for feedback.
c. We recommend that these procedures apply to all academic affairs administrative searches as well.

d. Both Special Assistants to the President should be available to meet candidates during the search process. This has happened but is not a formal part of the interview process.

e. Send teams to visit schools that are doing well in their diversity recruitment and report their strategies and challenges. On a similar note, talk with JMU departments that have a good record of diversity hiring and find out about their strategies.

f. Develop faculty led workshops on diversity recruitment. We want the workshop to be supportive for search committees, not an imposition. Some things that can contribute to this collegiality:

   i. Let them be seminar style centering on discussion of peer-reviewed, evidence based scholarship
   ii. Cultivate a blame-free approach
   iii. Provide faculty with benchmarking data
   iv. Find a way to reward faculty and units who are already doing a good job in diversity recruitment

   g. Take some time to identify “why JMU” relative to this theme of diversity. What do we have to offer that is unique? What are our best selling points?

   h. Build relationships with schools that have large URM populations but may not be minority-serving institutions. Many schools and grants target institutions such as HBCU’s. However, our time may be better-spent building relationships with institutions with more diverse student populations that are not being targeted by every other university.

   i. Recruiting a more diverse student population will help our efforts to increase faculty diversity.

   j. Cultivating and encouraging a more diverse curriculum will help our efforts to increase faculty diversity and student diversity.

   k. Create a means of oversight for key faculty or administrators to ensure faculty searches are implementing strategies to increase faculty diversity.

   l. Consider the creation of a faculty committee, or assign to an administrative office, the task of supporting the diversification of candidate pools.

   m. Identify public advocacy positions and steps that the University can begin to pursue. Regardless of the outcome of these efforts, we need to be seen publicly as being on the forefront of issues related to multiculturalism and diversity hiring. This is one way we can begin to increase our visibility to historically underrepresented groups and begin to establish JMU as a
“diversity friendly” institution and community in which to live and work. This can help increase the diversity of our candidate pools and help get the entire JMU community on board with the direction in which we are headed. This would include taking a strong public stand on domestic partner benefits for LBGTQ and other faculty and staff.

n. Provide spousal hiring assistance for all candidates. The Provost could have positions reserved for making matching offers where there is compatibility with other units in high-need areas. (Review our partnership with HERC)

2. **PFF-Preparing Future Faculty Partnerships (2013-2015):**

   a. Develop a process for each College to create a PFF position. This would allow each College to participate in the PFF program.
   b. This program includes faculty and dissertation mentoring
   c. Builds relationships with faculty and department chairs from HBCU’s.
   d. Using the COVPA and COE models, ask each College to explore how they can expand JMU’s relationships with Morgan State and Howard University (Virginia’s HBCU’s as well)

3. **Provost Minority Postdocs positions: (Fall 2014-Fall 2015):** Creation of two positions within the division of Academic Affairs

   a. Provides JMU with the flexibility to retain a PFF candidate and/or to bring in an outside Postdoc to work on an RTA for two years after the completion of their Ph.D.
   b. This would provide JMU the ability to enhance the diversity of the faculty, mentor underrepresented faculty and build relationships with doctoral programs looking to place graduates.
   c. Cost for the position would be Stipend and Research
      i. $40,000/Stipend
      ii. $ 4,000/Research

4. **Expansion of the Cultural Connections Program (2014-2016) Phased in over three years at $10,000 per College:** The College of Visual and Performing Arts has been able to provide transformative programming, scholarly lectures, artistic shows, master classes, dances, and theatrical performances that provide JMU students and faculty with the opportunity to learn from some of the best in their perspective fields. This model has provided more than fifteen faculty members in residence over the past five years. Such artists will spend from a week to a semester during these visits, conducting master classes, showing exhibitions and giving presentations of programs that will contribute to the academic enhancement of our programs. "This effort impresses on our students and faculty the accomplishments of artists of diverse cultures and ultimately to encourage search committees to look more broadly for such pools during faculty searches.

   The suggestion is to expand the program to each College. It costs about $30,000 per year for the program with the cost to be divided by the Dean’s Office, Office
of Diversity and individual departments. Increase the Office of Diversity budget by $20,000 per year for next two years to partner with the other Colleges.

The CVPA diversity council reviews applications and selects the annual winners. This could be a model to enhance the work of each college diversity council.

5. **Provost/Presidential Diversity Scholarship Excellence Award (Fall 2014):** Provide a modest amount of money to support a Provost’s Award for Diversity Scholarship. This would encourage diversity scholarship among faculty and raise the profile of diversity scholarship on campus. Those selected would receive a $1,000 stipend and be required to present their work during the next Noftsinger Celebration of Madison Scholarship.

6. **Diversity Scholarship Capacity Building Grant (research 2014-2015):** These capacity building grants would go to JMU instructional and AP faculty who want to create teams of JMU and external researchers to pursue external funding available for diversity scholarship.

   a. Build internal JMU collaborative networks to support development of external funding applications.

   b. Create internal faculty affinity groups.

   c. Augment capacity for securing external funding.

7. **Noftsinger Celebration of Madison Scholarship (2014-2015):** In May of 2011, the Center for Faculty Innovation and the Faculty Research Council successfully launched the first Celebration of Madison Scholarship and brought together faculty members from across the academic disciplines to discuss their scholarly interests and explore ways to expand interdisciplinary collaboration.

   Hosted in the Forbes Center for Performing Arts, this event includes faculty performances, discussions of innovative ways to expand scholarship, and an opportunity to expand fellowship with colleagues from different departments. This annual event highlights and celebrates faculty scholarship from all disciplines, as well as, provides a networking opportunity via a social mixer.

   Note: The opportunity here lies in the scholarship showcases after the performances—one table each year could very easily highlight stellar faculty diversity scholarship. Approximately 100 faculty and administrators attended and satisfaction surveys on the event show a high perception of the event. Highlighting diversity scholarship may lead to encouragement for more diversity scholarship.


8. **Support for international travel related to research (Fall 2014):** Additional resources for travel for international conference presentations and international research opportunities would continue to increase the internationalization of the campus. Some faculty lack funding for international travel, even when their research is primarily international. While ad hoc support is sometimes available, clearer commitment to international research and more funds for this endeavor
would be very helpful. The Office of Diversity, Office of International Programs and the Provost’s Office could provide an estimated amount to be allocated to support international travel annually.

9. **Expansion of the IDEA Grant Program (Fall 2014-2015):** Expand the IDEA Grant program to include mini-grants for diversity research. Increase the Idea Grant support by $24K. This would provide enough support for faculty research related to diversity.

10. **Transition program or support for International Faculty (Research the Visa portion; Orientation 2013-2014 conversation with OIP):**

   a. **Payment of visa fees for international faculty and staff:** It is more expensive to hire an international faculty member due to immigration requirements and fees. At this point, the cost of those fees for many hires has been largely born by the Office of International Programs. The practice of payments has varied greatly from department to department, with some paying a portion of the cost and others not contributing at all. OIP has spent approximately $30,000 in this fiscal year alone for these expenses. Encouraging diversity among faculty would be much better served by not adding these expenses to departments wishing to hire a well-qualified international applicant. However, neither can the OIP shoulder the burden of these expenses without additional money added to its budget. There is currently a proposed policy which would call for shared responsibility for the expenses (split between OIP and the department) but it would serve the university and the hiring departments much better if money would be set-aside specifically for this purpose. The hiring decision should not be in any way influenced by the additional costs of an international candidate vs. a domestic candidate, but as long as departments are partially responsible for these costs, that danger exists.

   b. **Develop a program to assist international faculty in understanding the cultural and potential language barriers they could face adjusting to JMU.**
STUDENT RECOMMENDATIONS


   a. College Partnership Program of Fairfax County:  
      www.fcps.edu/is/schoolcounseling/collegesucess/cpp.shtml

      i. The Primary goal of the College Partnership Program is to increase the number of students, particularly first generation and minority students that enroll and succeed in college.
      ii. Each Fairfax County High School has a CPP.
      iii. CSP sends students to all colleges throughout the east coast.
      iv. JMU has two alumni who currently serve in this program (Derek Steele and Sia Knight).
      v. Over the past two summers, College Partnership Program has hosted their weeklong summer experience at JMU. We accidently landed this opportunity and for the past two summers the Centennial Scholars, the Office of Diversity, and CMSS students have presented.
      vi. The College Partnership Program has also visited JMU through the general Admissions tour and presentation.

   Recommendations:

      a. Ask President Alger, VP Donna Harper and Art Dean to coordinate a meeting with the Superintendent of Fairfax County Public Schools and Sia Knight to discuss ideas and opportunities for a partnership with their program
      b. Potential Opportunities:

         i. Develop a pipeline of exposure and interest to the students in the CPP and JMU
         ii. Increase JMU’s exposure to First Generation and Minority students in Fairfax County
         iii. Engage Alumni in the JMU recruitment effort
         iv. Hosting some CPP events consistently at JMU
         v. Providing JMU faculty and staff an opportunity to travel to NOVA to present and share information with Fairfax County school staff

   b. Access College Foundation (Tidewater Virginia): www.accesscollege.org

      i. The Primary goal of the Access College Foundation is to provide students, who may not have the opportunity, the path to attend and complete college. Since 1988, they have assisted 39,000 students from South Hampton Roads to go to college.
      ii. Schools located in the following cities participate in the program: Norfolk, Chesapeake, Virginia Beach, Portsmouth and Suffolk
      iii. JMU has been fortunate to have students from Access College enroll in JMU. JMU has never created a formal relationship with the organization. Tatiana Torruella former President of SMO, graduated
JMU spring 2013 was an Access College participant from Indian River HS. Tatiana and I have communicated with their staff over the past two years.

iv. Once every three years the program has visited JMU through the general Admission tour and presentation.

Recommendations:

a. Ask President Alger, VP Donna Harper and Art Dean to coordinate a meeting with the President and CEO Bonnie Sutton to discuss ideas and opportunities to create a partnership.

b. Potential Opportunities:
   i. Develop a pipeline of exposure and interest to the students in the ACF and JMU
   ii. Increase JMU’s exposure to First Generation and Minority students from the Southern Tidewater Region
   iii. Engage Alumni in the JMU recruitment effort
   iv. Hosting some ACF events consistently at JMU
   v. Providing JMU faculty and staff an opportunity to travel to Tidewater to present and share information with various schools

2. Student Recruitment (VP of Access and Enrollment and Dean of the Graduate School to lead the committee; 2013-2014): Develop a comprehensive recruitment plan of Undergraduate and Graduate Students from multicultural backgrounds.

a. University Recruitment Plan
   
i. Develop a coordinate plan that involves Admissions, Alumni Relations, CMSS & Student Affairs, Office of Diversity, Academic Affairs, Advancement, Graduate School, and other key units to develop and unified plan with objectives and goals
   
   ii. Purchasing Names of the top minority/under-represented students taking AP and Honors classes in VA
   
   iii. Coordinate focus groups of current under-represented students at JMU to determine why they enrolled and how can JMU increase their representation
   
   iv. Target all forms of diversity (Socio-economic, Racial, Cultural and Regional)
   
   v. JMU is well positioned with being two hours from Richmond and NOVA
   
   vi. Idea between Alumni Relations and Office of Diversity to recruit legacy minority students during the month of April through communication and JMU gift
   
   vii. Alumni Relations, CMSS and Office of Diversity reaching out to the increased number of African-American Legacy Students enrolling at JMU
   
   viii. Expand the current partnership between Graduate School, Office of Diversity and graduate programs. Explore ideas on how to support each program creating a diversity recruitment plan, which is required for some
accreditation programs and thus support/enhance the work of the department.

ix. Strategically explore which programs have been successful in recruiting under-represented graduate students and which universities. (Explore using graduate Alumni and Virginia College and Universities)

3. JMU Research Scholars Program (key interest people ready; research and ideas by Fall 2013, if accepted look to implement 2014-2015): Create a JMU Scholars Program designed to take JMU under-represented undergraduate students and prepare them for careers in the professorate at JMU and beyond. JMU recently applied for the Ronald E. McNair Trio program grant and the application was not accepted. JMU submitted a competitive application but why should JMU wait for the Department of Education to deem our efforts worthy of their support. This program would meet the hallmarks of access and opportunity and transform student’s career opportunities. Honors Program, Center for Faculty Innovation, JMU faculty who graduated from McNair Program and the Office of Diversity are interested in creating this program. Other JMU departments would have to be involved to create a broad and successful program. Here are some key components to make the program successful:

a. JMU has the fifty-page application that provides the data, research and structure for a campus program that supports twenty-four students (12 Juniors and 12 Seniors). The budgetary information is included within the application.

b. JMU has four faculty members who participated in the McNair program at four different institutions. They and other members of the JMU community are aware of the research and barriers to the success of under-represented students trying to enter the Academe. (Two were PI’s along with Art Dean on the McNair Application)

c. This program could be leveraged with 4VA and the Governor’s initiative to grow by degrees and shared academic knowledge and resources. (No VA Institution of Higher Education was awarded a McNair Program) JMU and other institutions would mentor, develop and prepare a small number of undergraduates for entering into the professorate. Virginia’s research one institutions would recruit the students and those programs would be aware of the research and dissertation training provided by the JMU program thus making the students very competitive for graduate studies.

d. Some of this work is happening on a smaller scale, but a coordinated effort within the JMU community would allow this program to expand and become sustainable.

e. Conversations with the following offices have happened once this idea was submitted: Honor Program, Center for Faculty Innovation, Office of Diversity, and JMU Faculty Members who were participants in a McNair program before arriving at JMU.

f. If in the future JMU wanted to reapply for the McNair Scholars grant the infrastructure for a successful program will already be in place

g. Key: Make sure the proper personal and departments are included in the conversation in creating this program at JMU. This would be
transformation and set JMU apart in using the efforts of the Centennial Scholars, faculty mentorships and other programs at JMU.

h. Budget: The cost to operate the program based on the McNair Narrative is $440,000 per year. This includes three cohorts (12 students per cohort), faculty mentors, research student stipend and a research method course in the summer between their sophomore and junior year. JMU could reduce some of the cost easily with an extensive review of the budget. **First year implementation expense was $182,404.**

4. **Supporting under-represented students who are not enrolled in the Centennial Scholars Program:** Multiple submissions about the creation or expansion of current programs to support under-represented students from PIR schools and beyond once they enroll at JMU. A male minority mentor program is being developed through CMSS, exploration of ideas to support current PIR students not enrolled in the Centennial Scholars Program and suggestions/ideas for first generation students. The idea is for JMU to create a formalized program, that is flexible but with many components. Encompasses more that expanding the successful Centennial Scholars Program

   a. College Support: The College of Health and Behavior Studies has volunteered to be a pilot by informing them of PIR students in their first-year in their college, and by reaching out to them to as they enter JMU
   b. VP for Access and Enrollment
   c. Provide subtle guardian support to students arriving from PIR pipeline to avert poor decisions, unwise choices, missed opportunities, etc. Earn recognition as campus and community where dreams come true.

5. **Student Leadership Trainings:** Certain departments have implemented strong leadership training programs with diversity being a key component.

   a. Use the Model of training through Office of Residence Life, Presidential Leadership Academy, Orientation, and Center for Multicultural Student Services to create a standardized training for JMU’s key student leadership organizations from recruitment to retention.
   b. The Office of Diversity provides leadership training to these organizations and others under Student Activities and Involvement
   c. Create a team to develop a list of key student learning objectives around inclusion and diversity for student leaders
   d. Begin to integrate this training in Summer 2014
   e. Develop a list of internal and external speakers/trainers about diversity for students
   f. Orientation video: “We are JMU” is a great example of students taking the lead in expressing their ideas and opinions about diversity

6. **Scholarships:** The idea of creating additional opportunities for all students through scholarships was echoed throughout the university.

   a. International students: We currently have virtually no money to offer in scholarships for international students. I believe that the Undergraduate
Admissions Office has a total of $3000 per year to offer students. They are not permitted to lump that money together and give it to one student, but they are only able to offer it to individuals at no more than $1000 per year each. Because international students are required to pay out of state tuition, $1000 per year is unlikely to sway anyone in their decision to select JMU. If JMU is interested in diversifying the student body, more money will have to be available to scholarships for international students. The lack of full scholarships means that we will attract only the upper class students from around the world. Representation from developing countries is likely to be non-existent, as is representation of any socio-economic mix.

b. Serving other under-represented student populations
UNIVERSITY WIDE RECOMMENDATIONS

1. Campus Compliance Office (research 2013-2014): The suggestion for the creation of a Compliance Office and Accountability Officer was submitted through multiple individuals. The model referenced was from Rutgers University.

**Compliance Office:** Create a Compliance Office similar to the one located at Rutgers University. Include an office that oversees state and university policies with the authority to ensure all policies are enforced in the spirit of the policy. Create a Compliance Office with compliance officers to oversee all policies whether faculty or staff to ensure conformity. This office could coordinate with existing offices charged with certain aspects of compliance.

http://generalcounsel.rutgers.edu/compliance.shtml

Recommendations:
   a. Develop a committee to review the various aspects of compliance at JMU
   b. Recommendations from the committee on structures and where /if to house or create a Compliance Office
   c. Review policy and compliance decision making with regards to diversity and equity (committee make up and personal)

2. Coordination between Human Resources and the Office of Equal Opportunity (2013-2015): Some of these ideas are included in the Faculty recommendations. This recommendation is expanding beyond the Instructional Faculty recommendation to include AP Faculty.

   a. **Faculty and AP faculty search committee training:** This project would require mandatory training every three to four years for search committee chairs. This training would ensure that all searches are conducted on a similar format and that inclusivity and diversity are hallmarks of each Faculty and AP faculty search process. After an initial training the rest of the trainings could be offered on-line.

   b. **Creation of JMU recruitment packet:** The packet provides applicants about the information about the community, school systems, and JMU information. Each department and division would highlight their specific information but this is creating a template for all departments (Provided by HR when an advertisement is created, and the majority of the information could be accessed on line)

   c. **Advertisement of Positions:** Develop a minimum standard for the advertising of all JMU Faculty and AP Faculty positions. Certain departments have the necessary resources and can advertise nationally in multiple formats, some departments either don’t have resources or have not allocated their advertising dollars to reach beyond the familiar advertising formats. Provide HR with the necessary resources to ensure certain advertisements are automatically funded. Examples such as: Diverse Issues in Higher Education, advertised on certain/specific list serves, National organizations
such as HACU, NADOHE and other national organizations for Women and Under-represented groups. Also, utilize our ALANA network to share advertising/employment opportunities through their list-serves and national relationships.

d. **Exit Interviews:** Create a standardized process to allow departing faculty and staff an opportunity to share their experiences at JMU before they leave the JMU. This information might be valuable in building mechanisms to recruit and retain faculty/staff especially faculty/staff from an underrepresented background. Human Resources and the Office of Diversity would have to create a safe environment to gather this information. (Other departments might have to be included on the creation of an exit interview process)
   i. Create a committee to make recommendations on how to create and use this process for JMU. (HR, OEO, Diversity, and any appropriate departments)

3. **Communication and Marketing (2013-2014):** Develop a campus-wide standard for the representation of all forms of Diversity in JMU’s communication and marketing information for both print and web. The goal is not to over-represent but to provide and fair and balanced approach to the imagery of groups and peoples who attend and work at JMU. We do a great job of highlighting diversity imagery during key events and campus programs.

   a. Develop a University Standard in conjunction with University Communication. One departmental website shows a 60% diverse population while another shows only 10%.
   b. Each Vice President to share the standards and make appropriate revisions to their websites to represent all forms of Diversity (support and guidelines)
   c. Some departments are doing this well, others just need some guidance on to do it

4. **Expansion and use of the Student Affairs Multicultural Competency Training (2013-2014):** SAUP Diversity Council developed an excellent program/workshop that introduced diversity to their division through a focus on awareness, knowledge and skill.

   Three suggestions:

   a. Ask the SAUP Diversity Council to share their model with other Diversity Councils and see if the current program could be offered to other divisions/areas on campus
   b. Partner with both Training and Development and the Center for Faculty Innovation to create or use components of the training to train their constituents/participants (maybe offered once a year)
   c. Determine who needs to be at the table for a discussion to plan opportunities for people who complete the training and are looking for additional training or service opportunities related to diversity and inclusion
Human Resources, Office of Diversity, Office of Equal Opportunity, Center for Faculty Innovation and Training and Development

   a. Convene a small group/committee determine the necessary components that need to be addressed in all formats of new employee/faculty hiring information
   b. ALANA created a list of interested faculty/ap faculty mentors. Determine ways in which to promote this service to new faculty/AP faculty as the become members of the JMU community. This would be above and beyond PAC or formal mentorship through a department. The original ALANA mentorship list could be expanded

6. **Diversity Lecture Series (coordination 2013-2014, implementation 2014-2015):** JMU continues to host a large number of lectures and speakers through a variety of departments, programs and student initiatives.

   a. Coordinate a meeting with key department and offices to create a Diversity lecture series schedule for the campus community
   b. This lecture series or set of speakers can be advertised at the beginning of each fall semester to encompass the entire academic year
   c. A list of speakers can be developed, and a topic or theme for each year can be coordinated. (Bring in speakers through Training and Development, Center for Faculty Innovation, including keynote speakers for annual and monthly celebrations)
   d. Focus on all aspects of diversity
   e. Provide $20,000 to the Office of Diversity to create partnerships within this lecture series

7. **Diversity Council Chairs (spring 2014 Membership of the chairs and their roles):** Diversity Councils are a key component is making sure everyone’s voice is heard. The process of being included and at the table was elevated through the comments and information collected through this Task Force. Gender Caucus, LGBTQ Advisory and Disability Advisory boards have been operating in support of their constituents, but their input hasn’t always been integrated into the Diversity Councils, and thus departments and divisions of the University.

   a. Over the past seven years, the most effective and sustainable initiatives have been implemented and supported by key administrators or leaders within a diversity council. CVPA, Athletics and Student Affairs and University Planning are models of excellent programs and initiatives with key leaders attending the Diversity Council Chairs meeting)
   b. Add the Chair of the Dominion Women’s Gender Caucus, LGBTQ and Disability Advisory boards to become permanent members of the Diversity Council Chairs committee.
   c. Assign one or two tasks to research and provide recommendations to the Senior Leadership Team each year. This report may provide some assignments.
8. **Athletics Climate Survey (2013-2014):** *Athletics* Internal Climate Survey of administrators, coaches and students. "Administered an internal climate survey for administrators, coaches and students. The goal was to determine the culture and climate within" "Used the results of the survey to determine what type of workshops/speakers would assist in developing an inclusive environment in Athletics. Department of Athletics has used this survey and exit interviews of student athletes to guide training and speakers needed within the Department of Athletics. Athletics realized in 2009-2010 that a significant number of student athletes were not completing the survey. Began to ask the questions during the senior exit interviews, which provided a safe environment for transparency and the collection of information pertaining to the culture of the department. Program Contacts: Jeff Bourne & Kevin White, Athletic Department

   a. This survey and collection of data can be used by other departments working with students
   b. Fold Athletics speakers and trainings into to greater campus partnerships with University departments and programs

9. **Expansion of the JMU Apprenticeship Program (Targets Staff positions) (2013-2014 research of potential positions):** Facilities Management and Public Safety started an intern project that provided participants with an entry-level opportunity, with the hope that as they gained experience, skills and knowledge of positions, they would be viable candidates for full time positions as they became available.

   a. Determine why the previous Apprenticeship participants where successful
   b. Determine which staff positions on campus could support an Apprenticeship (Can the Program be expanded beyond Administrative and Finance?)
   c. Begin to fund one new Apprenticeship annually
   d. Look to expand the program as resources become available

10. **JMU’s Professional Development Award - Madison Caucus for Gender Equality (2013-2014):** The Professional Development Fund offers grants annually to support any activity that would advance professional growth. There is no restriction on the focus of the project, however activities addressing gender issues will be given special consideration. Funding may be applied to conference travel, publication costs, and research expenses but are not restricted to these endeavors. It is the intention of the Caucus to provide up to $300.00 to one or 2 members each academic year. Proposals can come from an individual, team or a group. Grants will be adjusted accordingly. [http://www.jmu.edu/caucusgenderequality/fund.shtml](http://www.jmu.edu/caucusgenderequality/fund.shtml)

11. **Continue to Increase the Partnership with Aramark (2013-2014):** Aramark has been a great partner

   e. Increase communication about holidays, events and programs with Aramark in the summer before each academic year
   f. Develop a list of key programs, departments and Aramark staff to coordinate dining celebrations and meet diverse dietary needs
12. **Formal mentoring program (research 2014-2015):** CMSS and ALANA have both recommended a mentoring program for students and faculty.

   a. CMSS is developing a program to target ethnic minority males as the first group, based upon a recommendation from student male leaders. If the program were successful, the next step would be to replicate it for other students at JMU.

   b. ALANA has mentioned creating the opportunity for new faculty and staff to have the option of having a research or administrative mentor for their transition into JMU.

   c. There is research that supports the idea of providing cultural capital, critical mass, and transitioning support for underrepresented students, faculty and staff. Most underrepresented faculty at JMU already provide, and sense a burden to provide, mentorship and leadership to new and continuing under-represented faculty.

**Recommendations:**

   a. Develop a team to look at our various mentorship programs for students (successful model in CSP) to provide suggestions on what type/s of program, where to house it/them, and how to implement the program

   b. Develop a team from the Alana group, and other faculty and staff to craft ideas and recommendations for the implementation of a formal mentorship program for new or recent under-represented faculty, administrators and staff.

13. **University of Richmond's Common Ground Program:** Institute of courses and programs promoting diversity for all. Full program of activities. Good for orientation, 1st year experience. Encourages institutional commitment to diversity. [http://commonground.richmond.edu/programs/index.html](http://commonground.richmond.edu/programs/index.html)
RESEARCH (Best practices)

This is a list of some best practices that need to be vetted and studied to see if they are compatible with JMU. Committees, Diversity Council Chairs and other bodies can be assigned to provide recommendations to the Senior Leadership Team.

1. **AAUP: Recommended Procedures for Increasing the Number of Minority Persons and Women on College and University Faculty:** Report on the AAUP’s finding on topic including best practices and action plans [http://www(aaup.org/AAUP/pubsres/policydocs/contents/AAplans.htm](http://www.aaup.org/AAUP/pubsres/policydocs/contents/AAplans.htm)

2. **Office of Disability Services Faculty Resources on Universal Design:** To provide resources on principles of universal design. To encourage faculty to construct courses using principles of universal design. Promoting diversity through inclusive pedagogies and curriculum. Program contact is Valerie Schoolcraft [http://www.jmu.edu/ods/Facultyresources.shtml](http://www.jmu.edu/ods/Facultyresources.shtml)

3. **University of California’s online report: University of California Policies for evaluation contributions to diversity (Evaluations of Faculty):** Reports on how diversity of educational initiatives of faculty is to be evaluated in promotion. To recognize faculty contributions to diverse educational experiences. [http://www.ucop.edu/academic-personnel/_files/documents/eval-contributions-diversity.pdf](http://www.ucop.edu/academic-personnel/_files/documents/eval-contributions-diversity.pdf)

4. **Gender Bias in Teaching Evaluations:** Journal article supplied to faculty that discusses the role of teaching evaluations in relationship to instructor characteristics. Resource designed to create more informed use of student evaluations of teaching. To promote diverse (educational/teaching) experiences of faculty - particularly in how faculty are evaluated. [http://www.jmu.edu/cfi/programs/innovation/index.html](http://www.jmu.edu/cfi/programs/innovation/index.html)

5. **Education Advisory Board’s Breakthrough Advances in Faculty Diversity:** Step by step, guide to examining faculty searches to maximize diversity. Help improve faculty searches to maximize diversity - clear, systematic directions informed by best practices across a range of institutions. Clear and easy to use. More diverse faculty searches and ultimately more diverse hiring. [http://www.eab.com](http://www.eab.com)

6. **Higher Education Recruitment Consortium (HERC):** "HERC’s Commitment to Diversity: HERC helps its member institutions to recruit and retain the most outstanding and diverse employees and contributes to diversifying the pipeline of faculty, staff, and executives in academe. Increasing employee diversity is not only the right thing to do, but also essential to achieving the academic missions of HERC’s member institutions. Educating people of all backgrounds, beliefs and cultures takes a diverse academic workforce. HERC particularly understands the acute need to remove barriers to the recruitment, retention, and advancement of talented faculty and staff from historically excluded populations who are
7. **University of Georgia Diversity Summit: Diverse Faculty Recruitment:** This site has a large collection of scholarly articles and references pertaining to recruiting diverse university faculty.
   [http://www.usg.edu/diversity_summit/resources/diverse_faculty_recruitment](http://www.usg.edu/diversity_summit/resources/diverse_faculty_recruitment)

8. **Duke University’s Resources/Best Practices for Mentoring Faculty:**
   Mentoring is key to retaining and promoting a diverse faculty body and for enhancing the professional development of educators. To promote diverse educational/teaching experiences of faculty. To promote diverse (educational/teaching experiences of faculty.
   [http://www.provost.duke.edu/policies/Faculty_Mentoring_Initiative.htm](http://www.provost.duke.edu/policies/Faculty_Mentoring_Initiative.htm)

9. **Online study - Mentoring Underrepresented and Women Faculty:**
   Mentoring is key to retaining and promoting a diverse faculty body and for enhancing the professional development of educators. To promote diverse (educational/teaching experiences of faculty.
Appendix A - ALANA SURVEYS

ALANA Social Survey: 02/25/2013

1. I would be interested in participating in JMU sponsored social activities outside of JMU i.e. mixers, bowling night and/or wine tasting etc.

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<td>No</td>
<td>19</td>
<td>27%</td>
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2. I would be interested in networking/social activities with other neighboring colleges and universities.

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3. I would be interested in participating in JMU sponsored recreational activities catered to faculty and staff.

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4. I would be interested in networking/social activities specifically catered towards singles.

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5. As it relates to the question above, which community would you prefer to engage with:

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<td>Surrounding Colleges &amp; Universities</td>
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<td>23%</td>
</tr>
<tr>
<td>Harrisonburg &amp; Surrounding Counties</td>
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6. I would be interested in networking/social activities specifically catered towards families.

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<td>No</td>
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7. As it relates to the question above, which community would you prefer to engage with:

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<td>Harrisonburg &amp;</td>
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<td>42%</td>
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<tr>
<td>Surrounding Counties</td>
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8. As a professional staff/faculty member, I would be interested in participating in a mentoring program.

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<th>Answer</th>
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<tr>
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<tr>
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<td>39%</td>
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9. As it relates to the question above, in what capacity would you like to participate:

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<td>55%</td>
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<tr>
<td>Both</td>
<td>11</td>
<td>9%</td>
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10. Are there any other areas related to wellness and social activities that were not addressed that you would like to see?
   a. I would like to meet people not only at surrounding colleges and universities but also in Harrisonburg and surrounding counties.
   b. Some other activities I would like to see would be a book club, political discussions, local ventures and seasonal gathering centered around getting our opinions about diversity, faculty retentions and other hot button topics on campus.
   c. Development of consistent activities for professionals to meet and network at JMU - opportunities for people to connect across college campuses and local community
   d. Meditation, Yoga
   e. I did not see any wellness activities addressed. In addition, one should have been able to select multiple communities with which to engage.
   f. The truth is that we cannot afford to only stay in the JMU campus community. I like to have a divide between work and personal social time. Thanks.
   g. I would prefer F&S did not include graduate assistants
   h. Happy hours at local places!
   i. Since this is a diversity survey, I would like to offer that there are not many activities offered for child-less married couples. I do not like to complain about it because it is our choice to not have children, but most people we interact with on a social basis think either we are unable to have children or we are just waiting. They do not seem to understand that we chose not to. Therefore, most work-sponsored social activities are awkward for us, to say the least. We also feel a small bit of discrimination against us (I'm speaking for my husband and myself)
in the workplace. For example, coworkers with children are always the first to be offered flexible schedules because of childcare issues or other child scheduling matters, and tend to be the first to get raises or promotion (I’m assuming the justification is because they have families to support?) Again, I do not mean to complain because I would want the same generosity for my brother and his wife who have three children. I just thought I would take this opportunity to point it out.

j. I selected no for the question related to activities geared towards singles and towards families because I would prefer activities that don’t have either as a focus rather it is opportunities for JMU professionals to engage with each other, engage with the community and/or professionals from other universities in different settings. Thanks for considering this.

k. Clubs, groups or organizations for faculty and staff

l. Special discounts for wellness based activities in the community (5ks, etc.).

m. A return to events like the old Employee Appreciation Day with music and workshops provided great social interaction along with personal development. I know there were accountability problems but it was a shame to have a few individuals causes this to be canceled. Other ideas like music after work (at the new park) would be great if we could fund it from sources other than student fees.

n. Meditation groups

o. Pet Socials - Dog walk at the PARK

ALANA Faculty Survey Response March 26, 2013

1. What attracted you to JMU?

• Two teaching positions
• Good school, good department
• The positive atmosphere of working in Higher education.
• The university focuses on teaching and research equally.
• Size and resources
• Teaching load was reasonable
• Bill’s Barbecue in Richmond
• Location
• Students and location
• Went to school here
• The quality of its students and the diversity in local schools, which would support my research.

2. How was your transition to JMU?

• It was rocky because of racism and chauvinism in the English Department.
• Smooth.
• Slow, I am still getting use to the culture
• A bit rougher than I had imagined.
• Good
• It was ok, people are nice, but very busy with work and there is not much to do as a single young professional here. Feel suffocated
• Belief challenging
• Fine
• Easy
• Fine
• Personally, it was a great transition. Professionally, I realized that one had to have a personal relationship with the boss to have access to professional opportunities.

3. Based on the question above, is there anything JMU could have done to support this transition?
• The leadership could have been more in tune with the problems.
• Cannot think of any.
• Professionally, be inclusive of everyone and personally, stand up for the rights of people
• Personally- pay fees for immigration related expenses
• More meaningful network (e.g., mentoring) than just random social events
• Help faculty with diverse background to know each other
• No
• Aware of the Climate already
• Have top leadership that knows what is happening in their building and is willing to hold faculty accountable for their unprofessional behaviors.

4. What type of mentorship would you prefer or would work best for you?
• I believe it would be good if each new faculty member had a faculty mentor with whom to do research and write articles.
• Personality and willingness to mentor
• Define type of mentorship?
• Similar scholarship or teaching in and out of departments
• Grief counseling
• Face to face
• Would be great to have a mentor
• I do not think it works when junior faculty is assigned a mentor. I think junior faculty should have some time to get to know the faculty in their department/college and then decide whom they would want as a mentor.

5. Would you look at positions outside of JMU?

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<tr>
<th></th>
<th>8</th>
<th>73%</th>
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<tbody>
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<tr>
<td>No</td>
<td>3</td>
<td>27%</td>
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• City size
• Too inbred of JMU people and not that open to change.
• Salary is the primary reason.
• Salary, feel more comfortable in a community with more diversity
• Salary
• Salary
• Lack of effective and fair leadership in my college.

7. What makes JMU a positive draw for ALANA faculty?

• It is growing and has the potential to be more diverse.
• Don’t know.
• Thing from a far are much more positive than it truly is.
• Small size.
• Many open minded and collegial colleagues, quality programs and services
• Nothing
• What is ALANA?
• Relatively open-minded colleagues
• Students and faculty
• Great place to raise a family
• If being part of a vibrant and educated Latino community had been a very important priority when deciding to take a faculty position, I would not have chosen JMU.

8. Based on your perception of diversity at JMU, are there any suggestions for structural changes or diversity?

• Yes. More needs to be done to support diverse faculty who are here.
• No.
• Talk is cheap! Everything is about enriching the lives of students, which does not include faculty.
• I wish there should be more acknowledgements of the diversity contributions to JMU that ALANA faculty brings. Most people take colorblind approach and are not aware of diverse perspectives and backgrounds of ALANA that could be valuable assets.
• There is not much diversity here. JMU needs to hire more diverse faculty
• There needs to be a critical lens put forth to some of the things occurring on campus as these things apply to diverse folks. Not systematically and intentionally telling more of the full story so that mis-education does not happen.
• More minority faculty members, staffs and students
• No
• Invest in the community. Get staff involved with outside groups.
• JMU needs to really look at the effectiveness of the leadership that is responsible for the growth of the colleges. If they don’t they will lose good faculty.
APPENDICE B - FOCUS GROUP REPORT (CLASSIFIED)

PROFESSIONAL DEVELOPMENT FOCUS GROUP REPORT

Diversity Task Force – 2/8/13
Professional Development – Internal and External Scan

Purpose
To determine the internal climate and external policies regarding professional development

Internal Scan
The following was information gathered from four focus groups in the area of Students’ Affairs. All responses came from classified employees.

Areas of Strength
• Training and Development offer great classes to develop classified employees both professionally and personally
  o Classified employee(s) report gleaning important knowledge that improves them as an employee at JMU, and as a person
  o Classified employee(s) report that instructors are often interesting and engaging
• Adult Degree Program is a great way to continue education and development
  o Classified employee(s) report gratefulness that academic classes are available to take without tuition cost while working at JMU

Areas for Improvement
• The term “professional development” is vague. Classified employees and supervisors don’t know if it includes taking training and development classes through HR, academic classes, mentoring, etc.
  o Classified employee(s) report not being able to take classes that were unrelated to their position or duties
  o Classified employee(s) report not being able to place academic classes on their IPDP
  o Classified employee(s) report using vacation time to meet with a mentor (another JMU employee) on campus
  o Classified employee(s) report using vacation or leave time to take academic classes at JMU even though it does not exceed the 4 hours of missed work allowed during the work week
  o Classified employee(s) report concern that there will not be enough time to complete the degree or stay active in the program due to class availability online and after 5pm as well as decreasing leave balances
• There are large differences between departments. Leaving such discretionary decisions to the director has created an inequity between classified employees
o Classified employee(s) report talking to peers about differential benefit administration in other offices create discouragement and a feeling of not being supported

• There are large differences between A/P Faculty and Staff professional development
  o Classified employee(s) report that they are required to report to the department on what they learned when they return from professional development. This is instituted not as a means to improve the department but to “justify” their absence and is not applied to A/P Faculty in the office.
  o Classified employee(s) report having to make up the time in the office after returning. This policy is not applied to A/P Faculty in the office.
  o Classified employee(s) report A/P Faculty being allowed to take classes as well as do their homework while at work. This is not applied to classified employees in the office.

• There is a sense that JMU is only concerned with the success of certain “classes” of people – mainly Faculty and Students
  o Classified employee(s) report low morale due to lack of support and encouragement from supervisors when seeking professional development
  o Classified employee(s) report extra scrutiny on work performed and time away from the office when seeking professional development
  o Classified employee(s) report that using vacation time to seek professional development is not true support and encouragement
  o Classified employee(s) report that there is a hierarchy when it comes to professional development opportunities: Instructional Faculty → A/P Faculty → Staff → Wage
  o Classified employee(s) report feeling that JMU values education and development for everyone on campus except “us”

External Scan
The following are notes from conversations held with HR departments from different institutions in Virginia regarding professional development.

UVA
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 3 credit hours per semester
    o Must be approved by the department
    o Not required to make up time or use vacation time
  • Contact: 434-982-0123
VA Tech
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 6 credit hours per semester
    o Must be approved by supervisor and department head
    o Must make up all hours missed during the work day
  • Contact: 540-231-9331

William & Mary
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 2 classes each term – each course cannot exceed 4 credit hours
    o Must be approved by supervisor
    o Required to make up time missed in the office or deduct from the appropriate leave category
  • Contact: 757-221-3169

Virginia Commonwealth University
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 6 credit hours per semester
    o Must be approved by the department
    o It is left to the discretion of the department whether or not the time must be made up
  • Contact: 804-827-1770

George Mason University
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 6 credit hours per semester
    o Must be approved by supervisor
    o Required to make up time missed in the office or deduct from the appropriate leave category
  • Contact: 703-993-2659

James Madison University
  • Professional development offered to all employees without penalty
  • Academic course policy:
    o 2 classes and 1 lab per semester
    o Must be approved by supervisor
    o Absence from work must not exceed 4 hours
  • Contact: 540-568-3970
**Conclusion**

To retain a diversified staff at the university, there needs to be unilateral policy written to apply to all classified staff regarding professional development. In particular, policy needs to clearly define what the term professional development includes: T&D classes, academic classes, mentoring, etc. In addition, policy needs to clearly define whether vacation or leave time must be taken to be professionally developed. Leaving certain policy regarding professional development to the discretion of the department has created a sense of inequity, which will adversely affect a diverse staff from continuing at the university.
APPENDICE C – JMU STAFF COMMENT CARDS

NON-DIVERSITY IDEAS/RECOMMENDATIONS

1. The current Facilities Management on-call system by which housekeeping staff are informed to return to campus to clean either on weekends or after work hours needs to be reviewed. FM housekeeping staffs are concerned with safety issues that might result from having to return to campus after having little or no rest at the end of the workday. There is a higher chance of accidents or physical injury with the current process. Participants suggested that a “weekend crew” be created and scheduled to cover nights and weekend housekeeping needs. This will ensure a safe and healthy work schedule for housekeeping staff. The possibility to have housekeeping staff work a 4-Star rotation (12 hour rotation) would allow around the clock coverage and even weekend coverage.

2. Waged staff raised concern about the level of wage compensation and the amount required of them to pay for parking. The suggestion is that the current structure be revised to adjust parking fees with wage employees’ rate of pay.

3. Create a single written policy that applies to all classified staff regarding professional development. Personal enrichment is important for employees to feel part of the university. Such personal development activities may include an academic class that may even not directly reflect on the employees’ day job.

4. Provide mentors and leadership program for staff employees that include working outside of their respective division/unit. Provide a framework that allows others to develop into leadership roles within the university and make transparent a process by which staff employees may seek inter-departmental transfers and mobility without fear of retribution. Assess this every year.

5. Supervisors and program directors must be made to understand the mission of the institution and they should be encouraged to improve staff moral and support those staff members who seek professional development.

6. The university should offer classified employees the opportunity to build relationships through social groups. These social groups could be established at the various health and wellness facilities as well as on-campus venues. This is important as many staff employees do not feel comfortable using UREC facilities and feel that those facilities are for students and faculty.

7. Create a position or an office to be effectively endowed to enhance staff inclusion and a welcoming community. A staff success office is important to address such concerns.
8. Create a buddy system (mentorship program) for all new employees

9. Senior Leaders host a series of lunches to meet lower-level employees and learn about their projects and experiences at JMU.

10. All brochures/websites that highlight the organization/institution should be revised to include pictures of the makeup of our workforce.

11. Create or included publish articles about the accomplishments of FM and classified staff and not just faculty or students.

12. Invite employees to be part of field trips to see other universities or colleges to gain perspectives.

13. Set up summer internships for potential employees of the university.

14. Create opportunities for staff to work with local high schools.

15. Institute networking and true professional development opportunities for all employees.

16. Provide opportunities for classified employees to seek cross-unit transfers without repercussion.

17. Listen, provide a true open-door policy and educate classified employees about how such channel(s) might be accessed.

18. Develop channels by which all employees (especially those at the lower levels of employment) might contribute ideas for the improvement of their own work environment and the general climate of the university.

19. Create an environment of sharing and dialogue about how to improve the work environment without supervisors and directors dismissing employees' suggestions as complaints.

20. At present, the best way for the university to share information such as with FM staff is through "supervisors and team leaders." Unfortunately, not all supervisors and team leaders share important information with their staff. A structured and required communication pathway is needed to assure effective flow of information to FM staff.

21. Faculty senate represents faculty interests, student government represents student interests, yet staff supervisors inform their employees that they have no direct avenue(s) to communicate with upper level administrators in their
employment division(s) without fear of repercussion. In fact, several FM employees who responded to our call for information reported being “bullied” and discouraged when they have expressed job-related concerns.

a. Have on-going staff recognition to highlight the work staff does for the institution. The JMU main portal content is all about students and faculty with no mention of staff. A staff success office would contribute to address many of the concerns.
APPENDICE D - ROUNDTABLE DISCUSSIONS

Round Table Discussions: Center for Faculty Innovations should conduct a May Symposium on Infusing Diversity Education.

- Use faculty who have been through things to be able to build those learning experiences appropriately.
- See the assets all around you.
- Training should be required because it is always the same people.
- Diversity should be reflected in performance evaluations from the students, supervisors, subordinates etc.
- Stereotypes and similarities need to looked into closely
- Teaching faculty need training so they can actually use the teachable moments about diversity in class rather than ignoring them.
- Students and faculty completely disrespect staff members especially the housekeeping and other FM areas.
  - Hierarchy seems to flow: Students > Faculty > Staff > Housekeeping and FM employees

Round Table Discussions - New Faculty Orientation:

- Include breakout sessions where people from the Harrisonburg community come in to talk with them about the community. Share information about where African American’s can get their hair done.

Round Table Discussion – LGBTQ:

- This person is newly out and considers it “dangerous.”
- JMU needs to take a lobbying position.
- University of Washington has curricular structure that supports LGBTQ, gender and sexuality studies
- Politics pains us, particularly the LGBTQ aspect because there is not state support. People could literally be fired for their identities.
- Sick and tired of just talking about this all the time. Implement things already.
- Act like you were listening because it feels like empty words, “be the change” at the institutional level.
  - Not allowed to express opinions.

Round Table Discussions - International Faculty:

- Are not respected by students in beginning and receives personal attacks on evaluations.
- One faculty member works for excellence in all her domains by pushing herself to the maximum level. Has a need to do this in order to break the stereotypes.
Round Table Discussions – International Students:

- At Christmas, some international students face a difficult situation. Some do not celebrate Christmas and often have nowhere to go during the holiday break.
- Training students to be global citizens, think of what we are saying more carefully.
- Example: Sexual harassment training may seem unnecessary to some cultures. It is challenging to teach our culture to International students.
- Example: Academic plagiarism standards are not cross-cultural
- Male first year student from India
  o I choose JMU for the following reasons:
    ▪ Academics
    ▪ Better value for his money
    ▪ Popularity amongst students who were attending JMU
    ▪ Proximity to Northern Virginia for internship/employment opportunities
- From foreign country so aware of barriers of what it's like to pursue education as an international student.
- International students are mistreated. Assessed by majority standards. Culture teaches them not to advocate for themselves.
- American, white standard is not the only way to achieve excellence.
- Feels like she has a responsibility that should not be hers just because she has been through that.
- Worried about how to mentor students without stepping on their toes.
- Coordinates JMU socials with Korean Faculty affinity group.
- It is hard for International students to do Extra Curricular activities due to the required course load, hard work etc. This makes them even more marginalized.
- Faculty members are reluctant to understand their language needs. There should be a location where they can register for language accommodations.
- Faculties have rigidity when it comes to language expectations and there is a cultural backdrop that has missed Pop Culture references.
- Typically, have not been included in the “diverse” definition in the past.

Round Table Discussions – Non-Traditional Students:

- JMU does not seem to have a large compliment of non-traditional students. These students could bring a lot to the campus in wisdom, experience and maturity. Different perspectives. This could also present housing problems.
- Veterans coming to campus as students would probably bring vastly different experiences with them that may clash with the typical student mindset. Would there be housing issues associated with putting an older veteran freshman with a younger freshman?
  o Family in-service.
  o Need advice and assistance to get started.
  o Not a lot of students are embraced for what they bring to the table “empty diversity statement”
- Adult degree in COB does not accept life experience as other competing programs.
• COB does not recognize Honors courses from cross-listings. (This conversation was many faceted.)
• Cohort structure not always manageable for grad students with demanding job schedules or family obligations. Flexibility may increase interest and enrollment. Taking two courses per semester can be both a time and financial strain.

• Nontraditional Students – Typical Traits
  o Not your typical 18-22 on campus students
  o Older than 22
  o Working full time
  o Part time student
  o Military
  o Transfer students
  o International students
  o Commuter student
  o Taking online classes
  o Married
  o Children (dependents)
  o Taking care of parents

• Traditional Students – Typical Traits
  o 18 – 22 years old
  o Right out of High School
  o May or may not work
  o Lives on campus
  o Not married, no children
  o Full time student

• What we are doing well?
  o Adult degree Program
  o Moving online to service them
  o PLA – portfolio
  o Military credit
  o Return 2 Madison
  o 4-VA degree completion
  o Articulation agreements with CC

• What we need to do better?
  o Open an adult and military reentry center
  o Improve and increase the number of articulation agreements with CC
  o Thorough Orientation for nontraditional students*
  o Provide computer lab specific to nontraditional students
  o Make tuition more affordable for the students who have mortgages, children, medical bills, car payments, etc.
  o Take into consideration that these students may have spouses that need to be included
  o Create an “adopt a student” program for international students or students who can’t make it home who have nowhere to go during school breaks
  o Have dorm rooms available if our commuter students need to spend the night
  o Online orientation to be successful with online courses
Advising
- Scholarships for nontraditional students
- Provide more options
- Create ways for adult students to socialize with one another
- Make students feel like they are part of the university
- Faculty training on working with adults and vet
- Child care

**Services**
- Provide welcome wagon
- Off campus housing
- Employment options for spouse
- Doctors/dentist
- Schools/daycare
- Churches
- Community service opportunity
- Recreation
- Salons

**Round Table Discussions – Access & Ability:**

- Disability is a struggle for all higher education institutions regardless of the size.
- Disability office feels frustrated that it is left up to whether or not the individual faculty members buy into the accommodations. No feeling of empowerment for students.
- JMU does not abide by the Section 508 requirement for Web sites. IT people do not seem to be on this.
  - Training is needed for all who publish to JMU Web.
  - Cavalier attitude has no place here for this.
- There is a need to overcome the stigma related to disability to empower students with them to step forward to receive help. Currently, not all students are stepping forward.
- Student recommends having more than one elevator in each building. Has all of his classes on the second floor of Harrison, elevator was broken, could not go to class that day.
- Attract a more diverse student population – all parts of campus should be involved, not just ODS
- CFI – how to teach the teacher to design things to meet all students’ needs. Students shouldn’t have to ask for some accommodations, they should already be built in
- Educate students the best time and way to ask for accommodations. Email vs. text vs. face to face. Students lack knowledge of what is best.
- Recommendation – have a semester long first year orientation course (life skills, how to talk to people, diversity in an academic setting)
- Recommendation - Add a Human Diversity Cluster to the General Education Program
- More scholarships are needed. Donor criteria for scholarships are so specific for those with disabilities. They are hard to award because of lack of desire/fear to disclose. Better promotion of available scholarships would be helpful. Promote from various JMU sites.
People with mobility issues also have a distinctly different campus tour. We are purposefully segregating these populations.

A CSPA GA in ODS would provide a great training experience for them and help our capacity to continue to offer excellent programing and training.

Roundtable Discussion – Ability:

- Lack of awareness – people don’t mean it, but just might not know any better – where does the responsibility lie? Need more commitment
- JMU needs a proactive approach, rather than being reactive. Recommendation – having an ADA coordinator position to work with many areas of campus (CFI, HR, Procurement, etc.)
- Visible vs. Invisible Disability – stigma associated with invisible disabilities due to lack of knowledge
- Exposure on campus – people seeing things they haven’t seen before (CP student climbing the rock wall at UREC)
- Schools that do it well (University of Minnesota, University of Wisconsin)
- Recommendation – create an Office of Access to represent all underrepresented groups on campus (ODS, LGBTQ, CMSS, etc.)
- Recommendation – create an access map for campus – to include accessible routes for each building, what door to use, where the elevators are, best place to park, fire emergencies, etc.)
- LGBTQ community has said JMU is tolerant but not accepting. Feel ok on campus, but not in the community.
- Location of campus might be a cause of the lack of diversity
- The sentiment is that Harrisonburg/JMU is a great place to live and work.
- JMU departments have a tendency to use jargon familiar with their processes that might not be easy for others to understand. Acronyms abound.
- Equally Done: We have laws in place that prohibit discrimination. We are a country now that recognizes everyone as equal. Let us now enforce the laws. Let us please drop the diversity games and organizations, so that we can proceed as one nation with liberty and justice for all. At this point, all of the hoopla about diversity is only creating a feeling of difference and creating new barriers of separation. Equality is good; the reverse is not. We as a country have accomplished great positive changes, why keep pushing towards the reverse. Huge cost savings by eliminating many programs.

Round Table Discussions – Socioeconomic & Geographic:

- Prospective students from rural communities may feel overwhelmed by the pace and volume of information presented on the lengthy and high-volume standard Admissions Tour. Discussion participants shared stories of students who chose smaller colleges or those with a more intimate tour process after visiting JMU.
- Admitted students – freshmen now create their own schedule from home via web functions. Lack of Internet service can be insurmountable—leading to late registration or being closed out of the process.
• Other issues involve the lack of guidance through this process -- both in terms of academic advisement / technical support, and general help and navigational assistance for 1st generation college students.
• Dual Enrollment Credits are not always accepted when provided through community colleges. This can be discriminatory if the only DE option for students is offered through the community college system.
• Geography can also play a role in motivating children to be educated. Rural parents may be afraid of sending their kids to college for fear of the unknown environment.
• Student applicants have long list of travel, community service experience and those with fewer of these experiences may be overlooked because they did not have the financial means not to work while in high school. No time for extra-curricular activities.
• The Admissions office also has “second look” criteria for student applicants.
• Admissions office offers campus tours in various languages depending on who is on staff at the time. Accommodations are made as needed. They have had to tailor their programs to meet the needs of parents who have no college experience and students who have limited support. Admissions/financial processes are explained in a manner that is more easily understood. Students are reluctant to ask questions, so it is incumbent on staff to reach out to them to encourage them to express their needs. Reluctance to disclose.
• Triples are not a good idea in dorms. Usually ends up pitting two against one.
• Some majors have distinctly similar students with homogeneous backgrounds and appearance. Campus “Take a Look Day” is misleading. It falsely represents campus diversity.
• I didn’t have a particularly happy experience as a young, black male new to campus in the programs I was involved in so I didn’t want to expose my friends, peers to this or encourage them to be a part of something that I did not enjoy.
• Empathize with students with poor socio-economic background.
• Awareness of perceptions that students are well off.
• Financial Aid and work-study tell a different story.

Roundtable Discussions General:

• Health Center is probably not the best place to house LGBT resources because of the perception of having a health issue. This is also true for offices providing disability services.
• CMSS appears to be busting at the seams and has a basement-like feel to their office space. Student perception is that this office is a low-priority area for the university.
• LGBT population should have access to state health benefits. Some fringe benefits exist, but because we are a state institution, we cannot openly advertise them such as UREC access for same sex partners. VA Tech and UVA seem to offer more. They are de-centralized from the state. This is not apparent to the average employee. JMU would benefit from more transparency.
• The question was raised, how many diverse applicants actually make it through the screening process to be accepted or hired?
• Panel member said she wished Harrisonburg/JMU had more sidewalks and pedestrian overpasses. She has seen students walking along South Main Street to where they park their cars but there is no sidewalk along the way. Wish Taxis were more prominent on and around campus. Walking, drunken students present a very dangerous situation.

Roundtable Discussion – Geographic & Cultural Identities:

Because this is a great topic: Our University does not understand the impact of bringing different cultures together. We need to think about groups, open ourselves to things we do not know. Need to figure out what we should be doing. American University is full of International diversity; we should take a road trip and see how they progressed in this.

• Some cultures are afraid of authority and some not.
• Seniors citizens in our country often go to nursing homes, not in so much in other countries. They go to live with their families during their last years.
• Pets in some cultures are used for security (guard outside of the home), working animals. It is different in our country where pets are companions and often live indoors with families.
• My wife’s family members were treated badly when visiting US. That impression stayed with them until they visited a different area of the US.
• Interracial marriages being accepted vary from state to state in the US. More accepted in the Harrisonburg areas with are larger population of interracial families
• Because we are in the Valley, we are often considered at a disadvantage, disagree, we have many resources. JMU perceived as having no cultural resources. How do we make potential students aware of these resources? Media...marketing tools school systems info to them, use in PR schools, billboard. Use SMADD to develop.
• Understanding that JMU has a small population of multicultural students how do we utilize are marketing to recruit diverse students in the area of race and gender.
• Understanding student Identity, do parents support them with their diversity/disability or do they hide it? Do they seek help?
• Communications has changed, i.e. texting, emails. As result, students are lacking communication skills when communicating with their academic advisor face to face.
• How to address the above? What does authority mean? If dealing with cultural differences. Then layer in other issues. Are there any best practices? A place with so much diversity that there are no issues?
• Mr. Alger using the visual, “rubber hit the road” sends a message. We are watched closely by the community so we should use that dynamic to promote diversity, create awareness.
• Need to have round table discussions year-round, this is a living, breathing, ever changing process.
• Focus and develop ways to retaining faculty/staff and students once they are here
• Think big and Live it! We need to lead!
• Invest in our Diversity
• Continue forums, present challenges.
APPENDICE E – QUALTRICS SURVEY DATA/RESULTS

QUALTRICS SURVEYS:

- Alana Faculty only survey (11 Participants)
- Alana Social Survey (70 participants)
- Idea Collection Survey (570 started/partial submission, 39 fully completed surveys)
APPENDICE F – EMAIL SUBMISSIONS

EMAIL SUBMISSIONS:

- 30 ideas submitted through e-mail submission
APPENDICE G – GOOGLE DOCUMENT

GOOGLE DOCUMENT:

- Used by the Task Force members to submit ideas (168 submissions/ideas)
APPENDICE H – JMU DEPARTMENTAL CONFIGURATIONS

JMU DEPARTMENTAL CONFIGURATIONS

• **Community Liaison Position:** The University needs a community liaison position designed to build relationship with diverse populations provide information and look for opportunities to recruit new employees and partner with new efforts and ideas. This type position was previously tried before in HR but the focuses become more of an HR employee with increased office responsibilities versus and community relations role. Since the Office of Diversity has increased community relations, built some opportunities, but needs a staff member to carry out and explore these opportunities. This person can be housed in the Office of Diversity or another office that can strategically work together.

• **Expansion of Senior Leadership Team:** Include two representatives for instructional faculty and classified staff on the Senior Leadership Team to provide a well-rounded voice for the complete campus community. This will provide a voice for both faculty and staff outside the previous administration-governing role. Discussions and decisions will be made with a complete perspective of everyone in the JMU community. Current examples were classified staff member’s input would have been imperative:
  - Summer hours adversely affected many classified staff.
  - Differences in pay increases creating inequity and lowering morale among classified staff.

• **Reconfigure Committees:** Committees such as Compensation, BAT, Executive Policy, Construction, and Compliance committees should have representatives on the committee with a perspective of all of the university instead of one or two units of the university. Conduct a complete review all leadership committees and cast employees that have a good representation of all of the issues that should be address when constructing policies, procedures, which includes construction. Example: Construction planning for the university should consider placing someone from the University’s Disability Awareness team as part of the planning process to insure that accessibility is a major part of the planning process.
  - Provide a full-time administrative assistant to work with faculty search committees in communicating with candidates, planning and implementing visits, and conducting follow-up.
  - Create a Vice Provost for Diversity position in Academic Affairs. Without someone to coordinate and guide unit activities, and without someone to remind us of accountability, it will be difficult to maintain momentum. This person needs to be a visible, outspoken advocate for a more inclusive, diverse faculty environment.
• **Expansion and structure of the Office of Diversity (Office of Inclusion Excellence):** Multiple submissions about the creation or expansion of the Office of Diversity. Below is a list of departments and programs to work within this office.

  • **Department Oversight and Supervision**
    o Diversity
    o Centennial Scholars Program,
    o Equal Opportunity Office
    o Center for Multicultural Student Services
    o Disability Services
    o Human Resources Classified Staff Liaison
    o Recruitment Specialists or community liaison
    o Professors in Residence
    o Middle School Visit Program
    o Preparing Future Faculty
    o LGBTQ and Ally Education Programs
    o ESL Programs
    o International Programs
    o New Women’s Center

  • **Gender/Women and Work-life Balance**
    o Gender Equity
    o Day Care
    o Climate (Campus Environment)
    o Coordination of Gender and Women’s program
    o GLBTG
    o Accessibility
    o First Generation
    o Multicultural
    o International
    o Lower SES

• **Create a position to assist the President with Gender Equity**
  o Special Assistant to the President for Diversity: Gender Equity and Access
    • Provide executive leadership for achieving
    • Will consult and collaborate regularly with the Gender Minor, Women and Gender Studies on Gender, departments, programs, faculty groups and key university departments
    • Work closely with the Vice Presidents, Academic Personnel, the President, key academic leaders such as Deans and Provosts, and appropriate faculty governance groups to ensure that JMU reaches its goals for diversity.
    • Initiate programs, training sessions, and discussions to foster institutional awareness of, and commitment to, gender and access diversity goals, including gender equity and equal opportunity for all qualified candidates for appointment and promotion.
    • Identify and work on issues regarding gender inequalities at JMU.
- Work on issues related to gender of “work life balance” to support diverse family needs such as daycare, eldercare, flexible work schedules, alternative work sites, compressed work schedules, as well as others to be determined at JMU.
- Create a campus-wide Women & Gender Center to provide a safe and affirming space for the faculty, staff and students at JMU, while supporting systemic change to end all forms of oppression within our community.
- Direct and support the current LGTB & Ally Education program and staff at JMU
- Support and contribute to studies of institutional needs and trends in areas related to women, gender, LGBTQ and work life balance issues and accessibility; disseminate findings to inform campus efforts to diversify the faculty, staff and students.
- Lead the design and deployment of leadership development programs that foster career progression, institutional support structures for members of under-represented groups and awareness of issues of equity and access for all.
- Coordinate and manage the leadership programs for women such as HERS, The VA Network Seminarian Program, Ace Fellows, etc.
- Develop a professional mentoring program for women of all ages
- Participate in panels, roundtables, and workshops at the local, state, and national level on issues of diversity.
- Fund and help secure additional campus and external funding for programs and initiatives advancing diversity.
- Develop or contribute to cultural events that represent diverse traditions and experiences for faculty.
- Collaborate with and empower students, faculty and staff to create an accessible and inclusive environment by identifying, minimizing, and where possible, eliminating barriers to equal access while encouraging equal participation for students with disabilities.
- Provide leadership that will help create an accepting and welcoming environment for individuals with disabilities at JMU.

**Campus Diversity Planning**

- Advise the Senior Leadership Team on diversity issues.
- Support and serve as a member of the JMU Diversity Committee
- Continue integrating diversity planning into the campus strategic planning process
- Be available to advise academic administrators, Academic Senate officers and committees on matters of academic planning and development
- Contribute to and, as possible, support initiatives promoting campus diversity

The goal is to take a comprehensive look at the structures within JMU to determine what formal and informal relationships for departments and staffing needs.