



**Legend:**

Primary Focus for Current Year

Related to Primary Focus

Met/Maintaining

1. **Student Spaces:** Create spaces for under-represented CSM/STEM students for community and support. Spaces equating physical locations for student affairs (academics, student organizations, and support services) and planned events by the Student Success Coordinator.

**Specific Actions:**

- a. **Shorter-term: Rotating Space for Support Services.** Recognizing that a permanent physical space ask is a long-term goal, CSM will work with CISE to create a space in the interim where resource offices from Student Affairs and Academic Affairs can be present on a rotating basis in an East Campus location with high volume student traffic (i.e., in EnGeo). Schedule pop-up events for student programs such as CMSS, SOGIE, ODS in our East Campus spaces. These events could be coordinated with other STEM groups (i.e., BioSOC, etc.) and new partners (i.e., TORCH). The same location, day of week, and time of day will be used for each event. Pop-up events can also be held during recruiting events such as Open Houses and CHOICES. Faculty can request space each week in their respective departments
- b. Now: Develop CSM events geared toward building community amongst students within the different departments of CSM. (I.E. Cookie Bash, Student Career Conference, and Wellness events.)
- c. **Long Term:** Find permanent space.

**Timeline:** on-going

(#4 AP 1.0; #2 AP 2.0; #2 AP 3.0)

2. **Student Success and Retention:** Student and Alumni Stories about Inclusion/Exclusion. Formalize a process for listening to and sharing student and alumni stories and experiences on how they see exclusion/inclusion in their classrooms and STEM community.

- Intended outcomes for this listening process:
- To provide a space/opportunity for under-represented students/alumni to share stories/experiences through student-led meetings.
- To provide a space/opportunity for faculty and students in the majority to hear these stories/experiences.
- Identify ways to move forward as a community (e.g., design a Green Dot Training for Anti-Racism).

**Specific Actions: (Items beyond A may change based on student feedback.)**

- a. Expand the student council for CSM with diverse representation. Continue to acquire feedback from the student council. Have the student council be involved in CSM events. At least one event in the Fall 2023 and Spring 2024.  
**Timeline:** Fall 2023/Spring 2024
- b. Departments will use appropriate methods for listening to under-represented students/alumni that are dependent on the department context (see below for examples):

- i. For departments with a large enough under-represented student populations to provide “safety in numbers”: use the Gray Area approach for a student-led inclusion task force similar to that used in CBC. (D.E.E.P. Impact (Center for Multicultural Student Services) may be asked to train the CSM student leaders or to serve as facilitators).
- ii. Some departments may identify an ombudsperson to serve as a contact for under-represented students/alumni to share their stories/experiences.
- iii. For departments without safety in numbers or for under-represented students/alumni who prefer another way to share, the CSM IE Council will create and deploy a common form that can be used by all CSM members so the same process is used across the college.
  1. Examples are developing surveys that lead to reflecting on their inclusion experience.

**Timeline:** on-going

- c. Departments will identify ways to confidentially share stories about exclusion/inclusion with faculty and students in the majority.

**Timeline:** on-going

(#5 AP 1.0; #3 AP 2.0; #3 AP 3.0)

### 3. **Recruitment: Increase CSM efforts to recruit BIPOC students.**

#### **Specific Actions:**

- a. Continue to advocate for increased transparency and equity in the admissions process, including asking questions to examine existing systems. Venues could include those available to CSM Dean personnel, JMU Diversity Council.

**Timeline:** on-going.

- b. Increase efforts to connect with diverse high schools, in particular, the math and science curriculum coordinators in diverse divisions across Virginia to share information about CSM programs.

**Timeline:** on-going

(#13 AP 1.0; #4 AP 2.0; #4 AP 3.0)

### 4. **STEM+IE Focused Talks/Seminars: CSM will host presentations/talks and/or seminars by BIPOC (Black, Indigenous, Persons of Color) scientists, mathematicians, statisticians, STEM leaders, and JMU alumni that will connect STEM to inclusive excellence (IE) initiatives and that provide networking opportunities (STEM+IE Speaker Series).** Note that this is an action plan item where we are intentionally inclusive of indigenous people and people of color.

#### **Specific Actions:**

- a. Plan event for Fall 2023 and an event for Spring 2024. These talks will include Q&A and networking opportunities for our faculty students. Structured discussion following these seminars on IE in STEM at JMU. (*Ideally the college events would be post-gray area discussion, so that awareness and nomenclature is understood.*)

**Timeline:** Scheduling completed by early October 2023.

- b. Events planned for Fall 2024 and Spring 2025.

**Timeline:** Completed by end of Spring 2024.

- c. Maintain the CSM webpage to promote the STEM+IE Speaker Series and CSM

department IE-focused speakers.

(#2 AP 1.0; #5 AP 2.0; #5 AP 3.0)

**5. Increase the Number of Under-Represented Minority Colloquia Speakers: Departments will invite under-represented minority researchers for colloquia.**

**Intended outcomes for these events:**

- To introduce students to diverse role models.
- To provide a space/opportunity for faculty of color to interact with other faculty of color.
- To provide a space/opportunity for faculty of color to see their colleagues interact with other faculty of color.
- To provide a space/opportunity for all students to see collegial interactions (and respect) among faculty of various ethnicities (i.e., between white, black, Hispanic, and Asian faculty)
- To provide opportunities to increase research collaborations with faculty of color from other institutions.

**Specific Actions:**

- a. CSM Dean will add accountability to this as a measurable outcome to annual STAR (strategic planning annual report) for IE related outcome. Units will be asked to address this in annual report.

**Timeline:** now

- b. CSM will assist with honorarium.

**Timeline:** now

- c. Department colloquium committees will be proactive in identifying under-represented minority researchers and their area(s) of expertise through disciplinary lists and networks (e.g., [diversifychemistry.com](http://diversifychemistry.com), <http://crosstalk.cell.com/blog/1000-inspiring-black-scientists-in-america>).

**Timeline:** now

- d. To strengthen networking, where sister professional organizations exist, maintain a consistent presence/network (not just when we have positions to fill).

**Timeline:** now

(#3 AP 1.0; #6 AP 2.0, #6 AP 3.0)

**6. Student Success and Retention: Actively incorporate IE-J+ work in CSM classes**

- Through inviting language in syllabi and in class environment;
- Through inclusive teaching practices; and/or
- Through modified curriculum

**Specific Actions:**

- a. Faculty will incorporate inclusive teaching practices in their courses, specifically strategies to create a sense of social belonging and practices that provide equitable learning experiences. (See #12 for professional development for faculty to learn about inclusive teaching practices.)

**Timeline:** on-going

- b. To demonstrate the value of inclusive teaching practices, faculty will be asked to consider incorporating an expectation for faculty to describe efforts towards inclusive teaching in

Annual Activity Reports and ultimately in Tenure and Promotion applications.

**Timeline:** on-going

- c. Support the development of IE in science courses and course content, including how our disciplines have been and continue to be discriminatory.

**Timeline:** long-term

(#7 AP 1.0; #7 AP 2.0, #7 3.0)

**7. Communication about IE+ opportunities and initiatives: Use Student Success Coordinator & IE Director, College faculty meetings, and communication channels (for faculty and students) to advertise opportunities related to IE and highlight new initiatives.**

- a. IE Director and AD FS& D Create a communication board (a potential newsletter or canvas page) for faculty and students to receive IE opportunities and initiatives.
  - i. Recognize faculty going above and beyond within IE.
  - ii. Provide IE education by means of definitions or examples
  - iii. Highlight funding for new initiatives for faculty and students related to IE.

**Timeline:** Fall 2023/Spring 2024

(#10 AP 1.0; #8 AP 2.0; #8 AP 3.0)

**8. Student Success and Retention: We (CSM community members including administration, faculty, staff, and students) will explicitly identify and celebrate student success and retention due to additions of/improvements to academic and non-academic supports and removal of barriers to success.**

**Specific Actions:**

- a. Monitor language and actions to ensure we are avoiding the use of a deficit model/language when considering student success.
- b. Departmental programs will reexamine relevant data to provide baseline information about student performance and experiences in targeted courses that provide insight into important issues for the department (e.g., DFW rates by race for gateway courses (for 2-year and 4-year student) in CSM.)

**Timeline:** now

- c. Using data from (B), identify next steps to ensure student success (e.g., identify possible sources of bottlenecks/issues in the curriculum and possible solutions such as interventions or scheduling changes)

**Timeline:** Spring 2024

- d. Implement solutions, assess the impact on student success, and use this information to inform any further adjustments to curriculum/environment. (This cycle of implementation-assessment-implementation could tie into other items on this action plan e.g., targeted seminars, workshops.)

**Timeline:** long-term.

- e. Assistance in identifying resources to implement solutions.

**Timeline:** long-term.

(#11 AP 1.0; #9 AP 2.0; #9 AP 3.0)

- 9. Creating and Maintaining a Welcoming and Professional Environment: We (CSM community members including administration, faculty, staff, and students) will be more mindful of our words and actions and the potential impact of those words and actions on members of our community with the goal of creating and maintaining a welcoming and professional environment for all members to thrive.**

**Specific Actions:**

The above statement will be adapted as a value statement within CSM. The CSM website and departmental sites will be updated to contain the statement.

**Timeline:** Fall 2023/Spring 2024

Develop an informational card containing important offices and faculty of support for students. The intent of the card is to be a tool for students and to provide anonymity for utilizing the resources.

**Timeline:** Spring 2023

Make existing departmental spaces safer for under-represented STEM students so they can network, feel safe, and be themselves (e.g., develop a code of conduct for these spaces).

**Timeline:** now

Provide workshops on inclusion etiquette. Examples of workshops include and are not limited to unconscious biases, micro/macroaggressions, and psychological safety. These workshops may be in person or virtual.

**Timeline:** long-term

(#12 AP 1.0; #10 AP 2.0; #10 AP 3.0)

- 10. Faculty IE+ Resources: Maintain and update a faculty resources section to the CSM Inclusive Excellence webpage and encourage Departments to advertise activities and resources on their own.**

<https://www.jmu.edu/csm/diversity-inclusion/facultyresources.shtml>

**Specific Actions:**

Add additional links to organizations, JMU offices, and resources on and off campus on a regular basis with community input.

**Timeline:** on-going.

(#6 AP 1.0; #11 AP 2.0; #11 AP 3.0)

- 11. Inclusive Excellence Engagement : Increase departmental participation in professional development, workshops, and educational programs related to IE-J+ issues and best practices in and out of classroom and lab settings (e.g., workshops or book clubs on best practices for dealing with racism and empowering faculty and staff to speak up when a racist statement or action is made; best practices in instruction for inclusive pedagogy; microaggressions; the experience of Black students, faculty and staff in the academy).**

The long-term goal is for faculty to implement what they have learned through these PD opportunities into their courses and interactions with students, ultimately improving student success.



**Specific Actions:**

- a. Units will deploy professional development for faculty specifically focused on how to incorporate teaching practices that support social belonging and equitable learning experiences. These could include having faculty who are using inclusive teaching practices to share ideas at a department meeting, to discuss short readings about inclusive teaching practices at department meetings, and more formal professional development through workshops and seminars.  
**Timeline:** now
- b. Support other professional development related to diversity, equity and inclusion (e.g., The Inclusive STEM Teaching Project MOOC). "IE Activators" in each department will identify at least one Professional Development opportunity for the year. (Could be formal PD workshops, short readings to be discussed prior to department meetings, required book club participation/discussions, etc.)  
**Timeline:** long-term
- c. Units/CSM will consider seeking funding (e.g., through the Provost's Diversity Curriculum Development program) for external facilitators for book club discussions or professional development workshops.  
**Timeline:** long-term
- d. Engage in a reflection process that uses these educational experiences to update the unit's diversity action plan, as well as CSM's plan. Use CSM leadership and IE Council meetings to update and renew action plan. Report back to CSM community about the changes.  
**Timeline:** on-going (#8 AP 1.0; #12 AP 2.0, #12 AP 3.0)

**12. Recruitment and retention of diverse faculty and staff: Remain committed and expand efforts to hiring of a diverse group of faculty and staff. Support departmental efforts for the retention of Black and underrepresented minority faculty and staff.**

**Specific Actions:**

- a. Units will advertise in a broader array of locations including venues specifically targeted at diverse audiences. (This requires increased funding to support searches and networking opportunities more broadly into communities that have been traditionally overlooked.)
- b. The College will explore cluster hires across disciplines.
- c. Units will highlight research collaborations with under-represented minority researchers.
- d. Units will explore various strategies to expand efforts of hiring diverse groups of faculty and staff including but not limited to:
  - i. Using free websites to check for biased language in job advertisements.
  - ii. Blinding parts of applications (e.g., applicants can be asked to remove/blind names and institutions from their teaching and research statements and then search committee members review these statements first).
  - iii. Sharing some phone interview questions with candidates prior to the phone interview.
  - iv. Hiring a faculty member associated with the Preparing Future Faculty program at JMU.

- e. Units will explore how to support networking of diverse hires, including learning from the Preparing Future Faculty program at JMU about how they help faculty in that program find and engage in networking opportunities.

**Timeline:** now

- f. The College will support University efforts to recruit underrepresented faculty by participating in Be a Part of the Change, a collaborative initiative with the Office of Strategic Initiatives and Global Affairs.

**Timeline:** Fall 2023/on-going

- g. The IE Director and Associate Dean for Faculty Support & Development will proactively attend conferences to recruit faculty.

**Timeline:** Fall 2023/on-going

(#9 AP 1.0; #13 AP 2.0; #13 AP 3.0)

**Note:**

We recognize that assessment/accountability is inadequate at this stage and will be a long-term goal once we have a better handle on what to assess.



**Maintenance Mode****I. Student IE+ Resources: Maintain and update a student resources section to the CSM Inclusive Excellence webpage. <https://www.jmu.edu/csm/diversity-inclusion/studentresources.shtml>****Specific Actions:**

- a. Add links to additional student organizations, JMU offices, and resources on and off campus on a regular basis with community input.
- b. Advocate for a JMU list of events at JMU and in the community. Such a list can be populated using Cascade events tags.

(#1 AP 1.0; #1 AP 2.0; #1 AP 3.0)

**II. Student Success and Retention: Student and Alumni Stories about Inclusion/Exclusion. Formalize a process for listening to and sharing student and alumni stories and experiences on how they see exclusion/inclusion in their classrooms and STEM community.****Specific Actions:**

- a. Reinstate and engage the student council for CSM with diverse representation. In Particular ask for their feedback on this listening process.

(#5 AP 1.0; #3 AP 2.0; #3 AP 3.0)