DEI-J+ ActionPlan 3.0 for 2022-2023   5/23/2022

DEI Action Plan 3.0

COLLEGE OF SCIENCE AND MATHEMATICS
JAMES MADISON UNIVERSITY.

Students

1. Maintain and update a student resources section to the CSM Diversity and Inclusion webpage. (#1 AP 1.0; #1 AP 2.0)

2. Create spaces for under-represented CSM/STEM students for community and support. (#4 AP 1.0; #2 AP 2.0)

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

4. Increase CSM efforts to recruit BIPOC students. (#13 AP 1.0; #4 AP 2.0)

5. CSM will host STEM+DEI focused Talks/Seminars (#2 AP 1.0; #5 AP 2.0)

6. Departments will invite under-represented minority researchers for colloquia (#3 AP 1.0; #6 AP 2.0)

7. Actively incorporate DEIJ+ work in CSM classes. (#7 AP 1.0; #7 AP 2.0)

8. Use College faculty meetings and communication channels (for faculty and students) to advertise opportunities in Diversity, Equity and Inclusion and highlight new initiatives. (#10 AP 1.0; #8 AP 2.0)

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

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

Faculty/Staff

11. Maintain and update a faculty resources section to the CSM Diversity and Inclusion webpage and encourage Departments to advertise activities and resources on their own. (#6 AP 1.0; #11 AP 2.0)

12. Increase departmental participation in professional development, training, and educational programs related to DEI-J+ issues and best practices in and out of classroom and lab settings. (#8 AP 1.0; #12 AP 2.0)
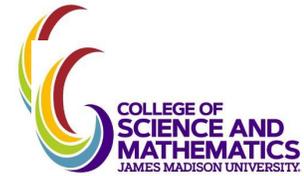
13. Remain committed and expand efforts to hiring of a diverse group of faculty and staff. Support departmental efforts for the retention of Black and underrepresented minority faculty and staff. (#9 AP 1.0; #13 AP 2.0)

Legend:

| Primary Focus for Current Year | Related to Primary Focus | Met/Maintaining |

1. **<u>Student DEI-J+ Resources</u>: Maintain and update a student resources section to the CSM Diversity and Inclusion 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.
   Timeline: on-going.   (#1 AP 1.0; #1 AP 2.0)

2. **<u>Student Spaces:</u> Create spaces for under-represented CSM/STEM students for community and support.**

   Specific Actions:
   A. 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

   B. **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). Student feedback will be gathered at the end of the Fall 2022 semester.
   Timeline: Fall 2022/Spring 2023

   C. **Shorter-term: Pop-Up Events.** 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. Student feedback will be gathered at the end of the Fall 2022 semester.
   Timeline: Fall 2022/Spring 2023

   D. **Long-term:** Work with CISE to identify a physical space on East Campus for under-represented students to network, feel safe, and be themselves. Combining efforts with CISE creates power of numbers in two senses: the increased total number of students served makes success more likely, and combining across multiple STEM majors results in community for those in smaller majors.
   Timeline: Conversations are on-going, but securing permanent space is a long-term goal.
                                   (#4 AP 1.0; #2 AP 2.0)

3. **<u>Student Success and Retention:</u> 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. Reinstate and engage the student council for CSM with diverse representation. In particular, ask for their feedback on this listening process.
   Timeline: Fall 2022.

B. Departments will use appropriate methods for listening to under-represented students/alumni that are dependent on the department context (see below for examples):
   - 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).
   - Some departments may identify an ombudsperson to serve as a contact for under-represented students/alumni to share their stories/experiences.
   - For departments without safety in numbers or for under-represented students/alumni who prefer another way to share, the CSM Diversity 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.
   Timeline: Now.

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)

4. <u>**Recruitment:**</u> **Increase CSM efforts to recruit BIPOC students.**

   Specific Actions:

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

   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: ongoing.   (#13 AP 1.0; #4 AP 2.0)

5. <u>**STEM+DEI Focused Talks/Seminars:**</u> **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 diversity, equity, and inclusion + (DEI+) initiatives and that provide networking opportunities (STEM+DEI 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 2022 and an event for Spring 2023. These talks will include Q&A and networking opportunities for our faculty students. Structured discussion following these seminars on DEI 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 September 2022.

   B. Plan events for Fall 2023 and Spring 2024.

Timeline: Completed by end of Spring 2023.
C. Maintain the CSM webpage to promote the STEM+DEI Speaker Series and CSM department DEI-focused speakers.

(#2 AP 1.0; #5 AP 2.0)

6. <u>**Increase the Number of Under-Represented Minority Colloquia Speakers**</u>**: 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 DEI 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://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)

7. <u>**Student Success and Retention:**</u> **Actively incorporate DEI-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. The CSM Diversity Council will collect from faculty new examples of anti-racism statements for syllabi to share across the college.
   Timeline: By mid-Fall 2022.
   B. 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

C. 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.

D. Support the development of DEI 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)

8. **Communication about DEI-J+ opportunities and initiatives: Use College faculty meetings and communication channels (for faculty and students) to advertise opportunities in Diversity, Equity and Inclusion and highlight new initiatives.**

   Timeline: Ongoing.   (#10 AP 1.0; #8 AP 2.0)

9. **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 examine 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: 2022-23.
   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.
   F. Advocate for the hiring of a Student Success Coordinator.
   Timeline: now.   (#11 AP 1.0; #9 AP 2.0)

10. **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:

In situations where it is necessary to report incidents, we recognize that providing multiple options for reporting is the best approach. To that end, we advocate for university, college, and department level reporting mechanisms. In 2020-2021, there were revisions made to the university-level reporting system to report harassment not covered by Title IX (https://www.jmu.edu/oeo/how-to-file-a-complaint/index.shtml) and now includes 3 anonymous reporting options: Silent Witness, LiveSafe, and now Not@JMU. Below are action items for college and department level reporting mechanisms, with the goal being that all community members can make/report racist incidents without fear of repercussions.

A. College-level: Identify a college-level ombudsperson who is trained to serve in this role and serves as the initial point of contact for reporting incidents.
Timeline: Fall 2022

B. College-level: Create and make available a common form that members of the CSM community can complete to report racist incidents. This completed form would be sent to the college-level ombudsperson and can be submitted anonymously. (Alternatively, the CSM member could meet with the ombudsperson and not complete a form.) The CSM member may identify someone else they wish to report the incident to (e.g., AUH, faculty member/staff, student, etc.). The ombudsperson will share the reported information with the indicated person(s).
Timeline: Fall 2022

C. Departments may wish to identify a department-level ombudsperson who can serve as another avenue for reporting incidents. This person should be trained to serve in this role.
Timeline: Fall 2022

D. Add these reporting options to the student and faculty/staff resource pages on the CSM Diversity and Inclusion webpage (could use a flowchart to explain reporting options). For the student resource page, use student-friendly language.
Timeline: Fall 2022

E. Inform and train faculty members on the different reporting options available including how information moves from faculty or students up the ladder.
Timeline: Late Fall 2022

F. Inform CSM students about the different reporting options available including how information moves up the ladder.
Timeline: Late Fall 2022

G. Gather feedback from students, faculty, and staff about these reporting mechanisms.
Timeline: Spring 2023.   (#12 AP 1.0; #10 AP 2.0)

11. <u>Faculty DEI-J+ Resources:</u> Maintain and update a faculty resources section to the CSM Diversity and Inclusion webpage and encourage Departments to advertise activities and resources on their own.
https://www.jmu.edu/csm/diversity-inclusion/facultyresources.shtml
Specific Actions:

A. 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)

12. <u>Student Success and Retention:</u> Increase departmental participation in professional development, training, and educational programs related to DEI-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). "DEI 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 Diversity Council meetings to update and renew action plan. Report back to CSM community about the changes.
Timeline: ongoing.   (#8 AP 1.0; #12 AP 2.0)

13. **<u>Recruitment and retention of diverse faculty and staff:</u> 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 hiring 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.   (#9 AP 1.0; #13 AP 2.0)

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.