JMU English Language Learner Services
Social Justice & Diversity Plan

Mission
To facilitate English language acquisition for multilingual students, galvanizing academic success through customized tutoring, responsive programs, advocacy, and quality work experiences for peer tutors.

Vision
A university where all students access learning across languages.

Values:
- **Connection**: an interaction between two or more people that is mutually empathic and mutually empowering. It involves emotional accessibility and leads to "five good things," which are zest, worth, productivity, clarity, and desire for more connection. ([JBMTI.org](http://JBMTI.org))
- **Expertise**: a combination of English language content knowledge and practical intelligence ([Eraunt, 2005](http://Eraunt, 2005))
- **Integrity**: consistency of actions, values, methods, measures, principles, expectations, and outcomes; honesty and truthfulness or accuracy of one’s actions. ([Kang, 2012](http://Kang, 2012))
- **Inclusion**: the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. ([UN.org](http://UN.org))
- **Respect**: being tolerant of differences, using good manners and appropriate language, intentionally causing no harm, and dealing peacefully with difficult situations. ([NEA.org](http://NEA.org))

Recognizing that diversity and broader social justice initiatives are key components of sustainability, ELLS strives for diversity, inclusivity, accessibility and social justice in our staff and in all programs and activities.

**Diversity and Social Justice Goals**

ELLS seeks to:
- Assess and benchmark existing programs’ effectiveness in terms of accessibility, aligning with the goal of promoting diversity and social justice.
- Include diversity and social justice outcomes in the planning and execution of all ELLS programs to enhance fiscal, environmental and social sustainability and promote campus
diversity.

- Create and maintain an open, respectful, welcoming, and just climate for learning and working within ELLS and its programs—and, to the extent practical, in the lives of all with whom ELLS interacts.

**Strategic Approach to Enhanced Diversity and Social Justice**

ELLS’s diversity and social justice approach is threefold:

1. We begin with personal training and goal setting. All ELLS professional staff and student staff are exposed to a variety of training and awareness programs and exercises. Personal diversity awareness goals are integrated in staff work plans and performance evaluations.

2. Our organizational planning and strategy development is broad and inclusive. Annual updates and revisions to ELLS’s Social Justice & Diversity Plan will be discussed, drafted, shared with ELLS’s collaborators, revised and finalized. Evolving approaches to diversity and social justice that emerge from these annual reviews will be included in ELLS’s ongoing strategic planning and operational execution.

3. We continuously strive to identify and implement enhanced social benefits in all our programs. Program planning and execution is based, in part, on answers to the following questions:
   a. What opportunities for social justice outcomes can be planned for and designed into the project or program?
   b. How does the project or program promote the internationalization of the larger JMU community?
   c. What new tools and/or methodologies can the program develop to enhance social benefits?
   d. What (new) partners and/or social/cultural constituencies are involved in project or program planning and execution? What are their reactions and/or recommendations?
   e. How can outcomes be measured for formative adaptation, and to promote sustainable programming?

**Diversity and Social Justice Objectives**

Objective 1) Train a diversity-aware, culturally competent team.

Action Steps:

A. Conduct annual and ongoing diversity education and cultural competency training for all members of the ELLS staff to raise diversity awareness.

B. Dedicate regular staff meeting time to diversity issues.

C. Include information, issues and discussion in retreat exercises.
D. Post a welcoming/safe-zone sign in coordinator's office.
E. Post this policy on the website alongside ELLS’s mission statement.
F. Encourage and respect political diversity.
G. Draft and share annual updates and revisions to the ELLS’s Diversity Plan with ELLS stakeholders before they are revised and finalized.
H. Include evolving approaches to diversity and social justice that emerge from these annual reviews in ELLS’s ongoing strategic planning and operational execution.
I. Include diversity plan and JMU diversity policy in staff documents.
J. Contribute to interdisciplinary, cross-campus conversations and policies in an effort to engage diverse voices about the welfare of the JMU community in regards to linguistic and cultural pluralism.
K. Maintain language regarding diversity in attendance and performance policies.

Objective 2) Diversify the ELLS team.

Action Steps:
A. Work-study students are given hiring priority. This helps to diversify the economic backgrounds of student employees and reduce costs. All reasonable efforts will be made to increase the work-study wage to that of the classified student workers, including stipends, hourly additional pay and other legal alternatives.
B. Update employment application forms and notices to use inclusive language.
C. Conduct special recruitment outreach from traditionally underrepresented campus groups.
D. Increase communication and collaborative programming with diverse cultural groups.
E. Provide multilingual options for information.
F. Rewrite criteria for student positions to include both “abroad-experience” and “language learning experience” in their various contexts.

Objective 3) Develop and maintain a strong focus on programs and academic opportunities to enhance critical thinking in order to promote campus integration.

Action Steps:
A. Increase communication and inclusive programming with diverse cultural groups, including majority and underrepresented groups.
B. Build and maintain relationships/partnerships with campus community groups (e.g. Center for Multicultural Student Services, International Study Center, University Studies, Center for Global Engagement, University Advising, etc.).

Objective 4) Expand partnerships and program synergies with the JMU Diversity Goals and Brand Essence.

Action Steps:
A. Each ELLS staff member will be familiar with the JMU Diversity Goals and Defining Characteristics.
B. JMU diversity content shall be hosted and promoted on the ELLS website and in applicable promotional materials.
C. All ELLS programs will evaluate opportunities to increase social reach within the JMU diversity initiatives

Definitions
advocacy: an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

diversity: human and social difference, including, but not limited to: age, socioeconomic status, sexual orientation, race, ethnicity, language, ability and gender.
social benefits: the increase in the welfare of a society that is derived from a particular course of action.
social justice: the condition in which all members of a society have the same basic rights, security, opportunities, obligations and social benefits; a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity.
fiscal sustainability: the ability to continue operations within the appropriated budget and/or to seek outside sources for expansion efforts.
environmental sustainability: making reasonable efforts to counterbalance our consumption of natural resources with energy-saving choices, recycling, and supporting the local economy.
social sustainability: maintaining a positive reputation with constituents by providing beneficial, useful and responsive services and programs.

Policies
JMU Diversity Policy: Complete information can be found at www.jmu.edu/diversity.

Based on the University of Colorado at Boulder’s Environmental Center’s Social Justice and Diversity Plan.

Drafted: April 2010 by Andrea Secrist and Kristen Shrewsbury

Reviewed and revised:
1. August 2010 by Emily Conroy, Andrea Secrist, and Kristen Shrewsbury
2. April 2011 by Weiwei Xu, Jose Morales, and Kristen Shrewsbury
3. August 2013 by Yang Xue, Lani Furbank, and Kristen Shrewsbury
4. January 2016 by Lulu Yang, KC Collazo, Haley Lawrie, and Kristen Shrewsbury
5. October 2016 by Lulu Yang, KC Collazo, and Kristen Shrewsbury
6. January 2018 by KC Collazo, Alex Conis, Jeff Wang, Qianyu Tan, Jingwen Wang, and Kristen Shrewsbury