



**URGE Management Plan for James Madison University
Dept. of Geology and Environmental Science - Deliverable**

This is a plan to incorporate deliverables into our department as we continue to develop, assess, and finalize policies and resources. This is a living document that will be updated regularly as part of committee tasks.

| Deliverable | Existing Policy or Resource? | Initial Point of Contact(s) | Where It Is or Will Be Posted | Review/Update Interval | Racial Risk Assessment? | Training Recommended? | Approval, Check, and/or Consequence |
|--|-------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|--------------------------------|---|--|
| Complaints and Reporting Policy | Yes | Ángel Garcia, Steve Leslie | On website already | Already reviewed every 2 years | Not planned | Not planned | Not relevant to our pod |
| Demographic Data | Yes, but limited | Elizabeth Johnson, Steve Leslie | Internal | Annually | Recommended | Not planned | Check annually and make recommendations? |
| Policies for Working with Communities of Color | No | Steve Baedke, Steve Leslie | Post on department website | Annually | Yes | Yes | Approval |
| Admissions and Hiring Policies | Yes | Kristen St. John, Steve Leslie | Internal currently | No set interval, recommend annually | Recommended | Maybe, modify current DEI training for hiring and for student admissions. | Approval by HR and/or upper administration would be required to implement policy changes |



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|--------------|-----|---------------------------------|--------------------|---|---------------|-----|---------------------------------|
| Safety Plan | Yes | Shane McGary, Steve Leslie | Internal currently | Annually, but also after any major reported incidents | Site specific | Yes | Approval and Consequence |
| Resource Map | No | Shelley Whitmeyer, Steve Leslie | Internal | Annual Review | Recommended | No | Departmental Approval Suggested |

Additional considerations for each deliverable (use this space to elaborate on table entries, organize it as appropriate for your pod):

- **We plan to construct a gateway page to consolidate access to all of these items. This will be supported with a Canvas site (password protected) for working documents, plans, and policies.**
- **Agreement** - This agreement can be adapted to outline how you will interact and meet with leadership about these policies, as well as regular meetings with key contacts such as diversity/inclusion committees, HR, etc.
 - **Interaction with Leadership and Communication Opportunities:**
 - Our department liaison to our college (College Of Science of Mathematics) Diversity Committee is Steve Baedke. This committee meets once a month to establish and continue conversations at the college level.
 - Our department faculty meets each week and faculty in our department have an opportunity to bring forward thoughts and concerns to the department head and diversity committee.
 - Our department head (Steve Leslie) meets weekly with the College of Science and Mathematics leadership.
 - The University Faculty Senate provides a venue to raise questions and concerns at a university level. Shane McGary is the department representative for the Faculty Senate.
 - The College of Science and Mathematics has a faculty College Council. The Council meets once a month with all representatives, and the executive board also meets separately with the Dean and Associate Dean once a month to ask questions and set an agenda for meetings. Elizabeth Johnson is currently serving on the executive board of the College Council. The Council meets once a month with all representatives, and the executive board also meets separately with the Dean and Associate Dean once a month to bring up concerns and set an agenda for meetings.



- Personnel Action Committees (PAC) chairs (Kristen St. John) meet twice a year with the Provost office for two-way dialog on promotion and tenure issues.
 - We recommend that faculty serve on external committees dedicated to DEIJ issues, such as those associated with professional societies and organizations. Several faculty already serve on such committees (e.g., Ángel A. Garcia Jr., member-at-large in the Diversity in the Geosciences committee for the Geological Society of America; Kristen St John is a member of the International Ocean Discovery Program Communication and Outreach committee, which has a special emphasis on DEIJ; Elizabeth Johnson is a member of the Diversity Equity and Inclusion Committee of the Mineralogical Society of America).
- **Pod Guidelines** - We plan to adapt pod guidelines into longer term program plans/bylaws.
 - We plan to establish a standing department DEIJ committee. This committee will be composed of the departmental representative to the CSM diversity council, faculty senate members, two other at-large faculty members, and 2 students identified by the faculty. Department head attends. This committee is tasked with:
 - Nominating at least two BIPOC faculty external to the university to be paid speakers in the department semester seminar series (e.g., one each semester).
 - Produce an annual report that includes the following:
 - Items that are actionable for the upcoming academic year.
 - A report of DEIJ activities/outcomes that will be included in the internal department annual report.
 - Ensure that all major department committees follow DEIJ accountability standards.
 - The POD group will present our ideas and proposed plans to the department faculty at an end-of-summer Faculty Retreat. The goals are to share potential plans (including prioritized action items) with others and to establish understanding and participation from other department faculty.



- **Complaints and Reporting Policy** - At JMU we have in place a University-wide Reporting Policy (<https://www.jmu.edu/online/resources/complaint-procedure.shtml>). Additionally we propose that faculty include contact information in all course syllabi so all students know alternative ways of reporting. This information would include contacts at the department, college, and institution level.
- **Demographic Data** - This task may fall into two (or more) categories - data on faculty and staff, and data on our (undergraduate-only) student population. One demographic we have not previously tracked are student employees, specifically (undergraduate) teaching assistants who provide hands-on help for many general education lab courses as well as for major courses. We will document demographics for majors and minors, as well as for students in general education courses. If possible, internal study of factors such as class times, reasons for or timing of W/F could be useful. Data for classes should be available through queries, since an initial accounting was done across the College of Science and Mathematics in 2020. The process is likely different for aggregated (student) course data versus employee data which could involve HR, and we anticipate these data are reported internally for now.
- **Policies for Working with Communities of Color** - Faculty in the department will receive background and training so they understand the importance of this new policy as well as for how to implement the policy itself. The new department DEIJ committee will work to make sure that as faculty travel (for field trips, fieldwork, meetings, etc..) they acknowledge, recognize, and work with communities of color. For instance following the JMU example here: <https://www.jmu.edu/cfi/inclusion-access-equity/indigenous-land-and-enslaved-peoples-acknowledgement.shtml> and updating to reflect information from: <https://native-land.ca/>.
- **University Level Student Admissions and Faculty Hiring Policies** - These are proposed modifications to the existing hiring policy and evaluation rubric(s).
 - These are not public currently, but we recommend posting policies (as much information as possible) publicly on the jobs board for potential candidates and prospective students.
 - Regarding hiring, we recommend allowing more open dialog on community resources with candidates.
 - At the department level, we recommend making it regular practice for faculty and students to participate in SACNAS professional meetings, and to advertise positions more broadly, including direct email to a wider range of universities.
 - Regarding student admissions, this is more challenging as the process is not transparent at the department level. We recommend modifications to practices used in admissions and student recruitment (e.g. Choices program).
 - Different/more effective(?) anti-bias training may need to be part of this as the policies are reviewed and updated by staff to ensure bias does not impact the development of these policies, as well as afterward for implementing the policies themselves.



- We recommend outside consultants evaluate the hiring and student admissions processes.
- We recommend JMU consider investing in initiatives to diversify the faculty using cohort early career models such as done at Virginia Tech (<https://www.inclusive.vt.edu/Programs/FFDP.html>).
- Regarding student admissions, we recommend that JMU adopt a model like that used at University of Texas at Austin – blanket admission of the top ~6% of students of every high school in the state.
- **Department Level Student Recruitment and Retention [not one of the URGE deliverables but important to our program/pod] - At the department level, we recommend priority attention on recruitment to the geosciences from the admitted students and retention of students in the program.**
 - We recognize that recruitment of diverse students to the major has two avenues: internal recruitment from students already admitted to JMU and/or external recruitment of students who have not yet been admitted to JMU. Recruitment efforts will be necessarily different internally vs externally.
 - For external recruitment, areas of emphasis may be building stronger partnerships with 2YCs, and stronger commitment to the JMU Valley Scholars program.
 - For internal recruitment, areas of emphasis may be targeted collaboration with the Haynes Program (a new BIPOC learning community at JMU). In addition, several of the bullet points below focus on internal recruitment and retention.
 - We recognize the value that student research and small group experiences (including field trips, if done with accessible and inclusive practices) can have in building and sustaining a sense of belonging and a welcoming community, and want to adopt these and other practices earlier in the program to attract and retain a large and more diverse group of first and second year students.
 - We recommend the department have a recruitment and retention coordinator, with release time for this work.
 - We recommend faculty work with the recruitment and retention coordinator to reach out to at-risk students early, potentially following a model used by JMU athletics for increased student support and tracking.
 - We recommend modifications to the student advising process in our department to increase group advising and one-on-one advising at strategic times each semester. This includes not holding classes 1 day each semester (in the Spring this can be on Assessment day), and using that time for both mandatory group advising meetings of all majors, and scheduled meetings between



each student and their academic advisor, as well as open meetings for prospective majors (e.g., students in our general education classes). Alternatively, if the advising day is not allowed by the administration (because we may not be allowed to cancel classes), we have an intensive “advising week”, which is kicked off with a mandatory group advising session in the evening for majors. We can record the meeting too and require that students either attend or watch the meeting recording.

- We recommend faculty and student clubs host social lunch and dinner events, modeling what was done in Fall 2020 during the pandemic to foster a sense of community and belonging. We recommend student club officers and members get effective training in DEI, and club officers work with club advisors to ensure their extracurricular activities are welcoming to all students. One club (student AWG chapter) is interested in making their focus be DEI in the geosciences, and two members of the POD are the AWG club advisors.
- We recommend that such DEI components become part of the overall learning goals for students in our program (i.e., embedded in our program’s knowledge, skills, and dispositions document), and are scaffolded (mapped) into classes at the introductory to upper levels. We recommend that land acknowledgements be done for all student presentations, and for field trip sites.
- We recommend that curriculum in all classes (general education and majors classes) incorporate DEI components and that these be discussed and shared so the entire department faculty are aware of what is being incorporated in classes, why, and how. Two faculty (Garcia and St John) are part of a college-level planning grant team that will be developing DEI-related modules used in STEM general education courses.
- We recommend creating a public ‘bulletin board or digital monitors’ with faculty, staff, and student photos if permissible, and including resource lists or links in these displays to help students and faculty put faces and names together and know where to go for resources.
- For external recruiting, we recommend compiling or locating statistics for where Earth Science is actually being taught in high schools across Virginia and identifying regions where exposure to Earth Science for BIPOC students is lacking. These statistics can be used to target areas for recruitment programs in K-12 schools. We could seek collaborations with other Virginia universities for recruitment funding (state grant programs like 4VA).
- **Safety Plan** - Departmental standardization on indoor/outdoor safety protocols that include a JEDI perspective (Lab Manager Ron Phillips can help us to organize it).
- **Resource Map**- The current resource map should be shared with and approved by faculty in our department. This document could be part of onboarding of new faculty and shared with students during new student advising. The current draft resource map contains resources for both students and faculty. We should consider creating two separate documents- one for students and another for faculty.