

LEADing the Conversation
Listening, Engaging, Advocating, and Developing to

100
100

2
3

course evaluations, course offerings, headcounts, the number of trainings completed, and co-curricular event offerings.

The Jacksonville University QEP focuses on creating a just, equitable, diverse, and inclusive campus. The plan was designed to ensure student success by incorporating concepts of diversity, equity, inclusion, and belonging throughout the undergraduate student experience as well as preparing students to become global citizens. Efforts were centered in Academic Affairs, the Registrar's Office, (s)-5 (t)-6 (r) (i)-1 (q)s)-1 (t) (s)-5 (f)19 (34

is designed as professional development that offers training sessions and development opportunities for faculty. At the rec102 Tc 0.048 Tw 00nt oppoved offtsait102 Tc 0.04810,at the Ctn (1)-6er(1)-6eveeynoee s4 5.eak

“My time at Jacksonville University has been an eye opening experience. I have grown to be a better and open minded person in such a short amount of time. I feel happier and that my life is finally turning into something I want to live. JU has been nothing, but welcoming and is built off of community. I feel I have found my place. The friends I have made along the way are such a

8	10/23/2023	Painting Pottery for Pride!	Center for Gender + Sexuality
9	10/27/2023	Among Us Game Night	Center for Gender + Sexuality Gender Sexuality Alliance
0	10/30/2023	"How To Survive a Plague" Documentary about AIDS pandemic	Center for Gender + Sexuality Student Engagement & Leadership
1	2/6/2024	Love Your Look Gender Inclusive Fashion Show	Center for Gender + Sexuality
2	2/8/2024	7 th Annual Walter Visiting Writer Eula Bliss	Center for Gender + Sexuality
3	2/19/2024	BSU and GSA Black LGBTQ+ Jeopardy!	Center for Gender + Sexuality
4	March	Support of Jasmyn donating food, hygiene products, and clothing items	Center for Gender + Sexuality
5	3/19/2024	Coffee & Conversations Heather Noreen discussing "Women in Science: The Power of Influence"	Center for Gender + Sexuality
6	3/20/2024	Coffee & Conversation Lisa Rinaman discussing "The Two Marjories and Other Influential Women of the St. Johns"	Center for Gender + Sexuality
7	3/21/2024	Women's History Month: Navigating the Career World through Gender	Career Management at Jacksonville University Center for Gender + Sexuality
8	3/27/2024	Coffee & Conversations Gabrielle Williams discussing "Bonds Beyond Scars: Unveiling the Tapestry of Friendship, Trauma, and Healing"	Center for Gender + Sexuality Student Inclusion
9	4/15/2024	S.A.A.M (Sexual Assault Awareness Month) Resource Hunt	Center for Gender + Sexuality
0	Ongoing	AIDS Exhibit	Swisher Library Center for Gender + Sexuality
1	1/10/2024	1/10/2024	6/10/2024 1/10/2024 1/10/2024

offering a glimpse into the content that awaits. The modules and synopses are listed chronologically below:

1. **Mastering Inclusive Language: Building Respectful Communication Practices** (Presented by Dr. Parker): In this module, learners delve into the art of inclusive language, honing their communication skills to foster respect and understanding. Dr. Sara Parker, Director of the Center for Gender + Sexuality, guides participants through practical strategies for promoting inclusivity.
2. **Elevation JU: Enhancing Student Development and Performance through Emotional Intelligence**: Gabrielle Williams, Director of Student Inclusion, published author, and subject matter expert, leads this transformative module, emphasizing emotional intelligence as a catalyst for student growth. Learners explore self-awareness, empathy, and effective interpersonal connections, equipping them to elevate their own performance and support others.
3. **Microaggression and Exclusionary Behaviors**: Amy Lannen, a seasoned educator and advocate, sheds light on microaggressions and exclusionary behaviors within educational settings. Participants gain insights into recognizing and addressing subtle biases, fostering a more inclusive environment.
4. **The Power of Difference and Addressing Multicultural Mistakes in the Classroom**: Dr. Victoria McNeil-Young, a trailblazer in multicultural education and Licensed Psychologist, navigates the complexities of diversity. This module explores the benefits of embracing differences, while also addressing common mistakes educators may inadvertently make.

These modules collectively will provide faculty and staff with the tools to foster inclusivity, emotional intelligence, and cultural competence within educational spaces. The *LEAD*ing the Conversation course enables participants to acquire new knowledge, develop essential skills, and ultimately enhance their professional growth and performance within the Jacksonville University community. After finishing the course, faculty and staff will receive a [certificate of completion](#).

Initiative 4: Celebration of Diversity, Equity, and Inclusion









Led by the Director of Student Inclusion, Jacksonville University celebrated diversity, equity, and inclusion with a [Multicultural & Lavender Graduation](#) ceremony. The graduation honored students who graduated with a bachelor's degree who are minorities on campus, and/or come from diverse cultural backgrounds. The Multicultural & Lavender Graduation acknowledged the value and uniqueness of underrepresented student experiences and served to commemorate their matriculation through college all while highlighting their accomplishments. During the Multicultural & Lavender Graduation, each graduate was adorned with a stole that symbolized their cultural heritage or their identity. These stoles served as powerful visual representations, celebrating diversity and inclusivity within the academic community.

The significance of each stole:

1.  (Representing the Black Student Union): The People of Nia stole proudly represents the Black Student Union. Nia, a Swahili term, signifies purpose and collective responsibility. This stole embodies the resilience, achievements, and unity of Black students.
2.  (Representing the Caribbean Student Association): The Way of Water stole pays homage to the Caribbean Student Association. Water, a life-giving force, symbolizes renewal, adaptability, and interconnectedness. This stole celebrates the rich cultural heritage of Caribbean students.

9. Perception of Racism in Minority Group Mothers During Pregnancy and
10. Role of Race, Socioeconomic Status, and Gender on Severity of Traumatic Brain Injury in Children
11. Examining Homoeroticism in post-Revolutionary French Art
12. And On the Twelfth Night, There Was an Exchange of Women
13. Topping from the Bottom: How BDSM Can Empower Shakespeare's Female Characters
14. Ludicrous Monkeys and Men in Frilly Underpants": Responses to Homosexuality in Nazi Germany
15. Modeling Suitable Locations for Bus Stop Tree Plantings in Inequitable Areas of Duval County, Florida
16. Impact of Social and Environmental Factors on Coastal Mississippi During Hurricane Katrina

Goal 1: Engage in Courses and Learning Environment:

Student training related to DEI offered. The Student Inclusion Center provided DEI training for students in AY1. The Student Inclusion Center visited more than 20 classrooms, trained 19

Begin encouragement of DEI-themed research for JU Research and Scholarship Symposium. The QEP Director had discussions with professors on how to best help the JU Research and Scholarship Symposium advance DEI efforts. Some recurring ideas came up from these talks. First, students need faculty mentors and sponsors for their research projects more than anything else. Having DEI-designated courses participate in the JU Research and Scholarship Symposium was also recommended, with those courses displaying their final project or capstone assignment.

QEP Development, Implementation and Assessment:

Appoint QEP Director. The QEP Director began in November of AY1.

LEADing the Conversation Steering Committee appointed. The QEP Director, who began late in the fall 2023 semester of AY1, did not immediately establish a steering committee, opting instead to acclimate to the campus environment. Throughout the spring 2024 semester, the QEP Director focused on advancing annual goals and familiarizing himself with the operational processes and procedures of Jacksonville University. In June 2024, two Provost QEP Fellows were appointed to the LEADing the Conversation Steering Committee. The Provost QEP Fellow of Assessment & Steering Committee Oversight's responsibilities will be to develop committee structure to oversee and assess the QEP. They will work closely with the QEP Director to develop QEP assessment plans and complete assessments with a focus on the academic components of the QEP. They will also expand faculty involvement in the assessment and oversight of the QEP. Lastly, they will work

QEP committee chair. In June 2024, two Provost QEP Fellows were appointed. One Provost QEP Fellow will oversee QEP Assessment and Steering Committee management, while the other will focus on Academic Oversight for the QEP.

Core QEP committee members. For AY1 the QEP core committee members were Drs. Whitney George and Tamara Caudill with Katelyn Neswiacheny.

Student Materials. Funds for student materials were not dispersed during AY1.

ECHO support. ECHO support funds were used appropriately in AY1.

Center for Gender + Sexuality Director Stipend. The Center for Gender + Sexuality Director received a stipend.

Center for Gender + Sexuality Director operating budget. The Center for Gender + Sexuality was properly funded for AY1 with an operating budget supplemented by grants from the Jesse Ball duPont Fund and the Safe Zone Grant.

Annual Research and Scholarship Symposium. No funds were utilized for the Research and Scholarship Symposium during AY1.

Survey Support. No financial support was necessary for surveys during AY1. The QEP Director, in collaboration with the University's biostatistician, conducted the analysis for the 2024 Campus Climate Survey.

Oct	Oct Nov
Campus Climate Survey	<p>The 2024 Campus Climate Survey was emailed to all university stakeholders to collect feedback asking for their perceptions of how the University supports diversity and equity, and experiences with discrimination and harassment. As part of the survey, participants are asked to self-identify (race, gender, sexual orientation, religious affiliation, etc.) and respond to questions pertaining specifically to campus attitudes towards justice, equity, diversity, and inclusion. Results can be found here.</p>
Review of Student Artifacts Using Rubric External Committee	<p>Faculty in DEI-designated courses selected student artifacts and assessments for review. data collected was reviewed by the QEP Director using Standard Rubric provided in the QEP. Feedback will be provided to Faculty. A sample of submission can be found here.</p>

One commendable achievement to highlight is that during the [fall](#) and [spring](#)

IDEA Course Evaluations

Other Assessments

1. The Quality Enhancement Plan's Annual Assessment Report for 2023-2024 can be found [here](#).
2. Number of DI-

1. The QEP sets outcomes related to Vector Trainings which is assessed through the metric of “Number of Vector Training Completers.” According to this outcome, a minimum of 30% of faculty and staff should complete Vector Training on Diversity, Equity, and Inclusion (DEI). Once this threshold is achieved, the goal is to maintain or exceed this percentage in subsequent academic years. However, it is important to note that completion of this outcome measure may not be attainable due to Florida laws that prohibit mandatory training on diversity, equity, and inclusion. Florida’s “Stop Woke Act” restricts diversity training in the workplace. While Jacksonville University can still offer DEI training, participation cannot be mandated as it relates to programs that touch upon specific concepts related to race, color, sex, or national origin. This legal context poses a significant hurdle for achieving the specified outcome in Vector Trainings. The Office of People & Culture is monitoring Florida state laws closely.
2. Adaptable Assessment Practices
 - x Notably, the Climate Survey, which provides valuable insights into the experiences and perceptions of our campus community, will now take place in February instead of its previous timing in November. The rationale behind this shift lies in optimizing the survey administration process. With the semester ending in November, the Interim Provost recognized the need to align the survey with a period that allows for more comprehensive participation. By administering the climate survey in February, the aim is to capture a broader range of perspectives, ensure that the survey results accurately reflect the voices within our institution, and garner a better response rate.
 - x During AY1, Jacksonville University adjusted its data collection sources, discontinuing the use of the National Survey of Student Engagement (NSSE). Instead, beginning spring semester of AY2, Jacksonville University will implement the Student Satisfaction Index (SSI). The SSI is an externally developed tool; however, Jacksonville University developed an internal SSI that can be modified to include some of the NSSE questions providing one comprehensive survey. The SSI was chosen for its cost-effectiveness and relevance to the Jacksonville University community. Additionally, pilot testing of the SSI yielded a higher response rate compared to the NSSE.
 - x The QEP will analyze data from the SSI on

environment conducive to innovation, growth, and Jacksonville University's sustained excellence in its academic endeavors.

4. Establishing strong interconnections between colleges and departments is paramount for the success of the QEP. When faculty and staff-led departments are tightly coupled, their goals, strategies, and initiatives align seamlessly, creating a more cohesive and impactful QEP. This alignment ensures that efforts across various units reinforce each other, fostering a culture of collaboration and shared responsibility for achieving QEP goals and initiatives. Tightly coupled systems enable streamlined communication among faculty, staff, and administrators. This efficient exchange of information, updates, and feedback helps prevent silos and enhances transparency within the university. Such clear communication channels are essential for driving progress and adapting to changes in our rapidly evolving landscape. Interconnected departments not only facilitate efficient communication but also promote a collaborative environment where faculty