LEADing the Conversation

Listening, Engaging, Advocating, and Developing to Create a Just, Equitable, Diverse, and Inclusive Campus

February 20 ï 23, 2023

About Jacksonville University

Jacksonville University is a distinctive institution built on engaged learning, the integration of thinking with doing, and the combination of professional preparation with a strong liberal arts foundation. As a comprehensive, independent private university community, Jacksonville University prides itself on a tradition of customized personalized service, close student-faculty interaction, and the provision of an extensive array of educational and co-curricular programs at both the undergraduate and graduate levels, including select graduate programs designed to build on the campusû unique location and strengths, such as healthcare and business concentrations that meet industry needs. The universityûs goal is to help students realize their full potential and prepare them for lifelong learning and growth through our investment in them as individuals.

As a community that prizes personal interaction among faculty, staff, and students, Jacksonville University recognizes the importance everyone brings to campus. Admission into Jacksonville University for domestic and international students occurs with the expectation that they will successfully complete meaningful academic work; that our faculty offer exceptional instruction while undertaking impactful research and discovery; and that our staff enhance the learning environment through excellent customer service and overall belonging by supporting and respecting the institutional mission and our studentsû individual characteristics. Our institution operates through shared governance and works to ensure the academic freedom of all community members.

Jacksonville University is in a vibrant, urban setting, rich with

1.1.2 Student Demographics

The University is focusing LEADing the Conversation on its undergraduate student population intentionally due to the identified student learning and student success outcomes. While Jacksonville University's overall enrollment has remained stable over the past decade, the percentage of all students who

collected data helped demonstrate the additional layers of diversity on our campus that needed to be proactively considered.

1.1.4 Mission, Vision, Core Values, and Strategic Plan

indicated at the .01 level (***), .05 level (**), and .1 level (*). While some differences may not be statistically significant, they were deemed important for our considerations given their potential impact and context.

1.2.1 National Survey of Student Engagement

In 2016 and 2019, Jacksonville University administered the National Survey of Student Engagement (NSSE) to first-year students and seniors on campus. The 2019 administration had a 21% response rate from both groups (3 points less than the NSSE administration average in both cases); the 2016 administration had a 36% response rate for first-year students and 33% for seniors (11 points higher than the NSSE first-year student average and 8% higher than that of seniors). An analysis of NSSE survey data guided the selection of our topic by revealing the existing strengths of our campus efforts and growth opportunities.

Reflective & Integrative Learning

Four questions within the NSSE instrument speak directly to reflective and integrative learning at Jacksonville University. Appendix A Tables A.5- A.13 show results of

year. Comparative information shows that our student responses for these events are also less than at other Florida private institutions in most areas ð but especially during senior year. This is an area for focus and improvement through LEADing the Conversation as it stresses the importance of a well-rounded, co-curricular approach to diversity, equity, and inclusion on campus.

A summary table is included in Appendix A that looks at each relevant question from NSSE and its change from 2016 to 2019 for first-year students and seniors. These points were examined during the selection of a topic and the drafting of this QEP.

1.2.2 Climate Survey

In fall 2019, Jacksonville University administered its first campus climate survey

Between both iterations of the climate survey, more than a quarter of non-white faculty, staff, and students indicated being dissatisfied with both ñthe campus experience/environment regarding diversity at Jacksonville Universityò and ñthe extent to which you experience a sense of belonging or community at Jacksonville University.ò Moreover, nearly 30% of minority respondents disagreed with the statements Jacksonville University éñdemonstrates

As with the other datapoints examined from IDEA, the two most related learning objectives for the QEP have the most significant deficit compared to the IDEA database average. This further demonstrates the need to focus on these areas at Jacksonvil

sessions aimed at gathering additional, deeper insights from all areas of campus. The consultant met with multiple groups of faculty, staff, students, alumni, and administrators throughout the week to gather as much insight as possible. Guiding questions for these sessions were:

1. What do you believe the institution is doing well today?
2. What do you think the institution is not doing as well today?
3. What would you like to see the institution do over the next five years?
4. What key areas should the institution seek to prioritize for improvement over the next five years?
5. What role should the institution play to help the city/state/regi

Table 2.1 Results of Campus and Community -Wide Initial Topic Survey

Topic	Average

Based on these survey results, institutional priorities, and

- The importance of human value and dignity represented by specialized focus on and respect for race, gender, ethnicity, national origin, immigrant status, culture, sexual orientation, religion, age, ability, familial/caregiver status, socioeconomic diversity, and mental wellbeing.
- The system under which privileges exist and the responsibility and consequences of privilege.
- Global citizenship and intentional commitment to education around experiences focused on those living in different countries and culturesdex0 g0 G[(dex0 g0 G6127 792 reW* nBT/F4 1.04 Tf1 (

certain characteristics (identity), or culture (ethnic, religious, linguistic) which distinguishes it from the rest of the population; and c) possessing a sense of solidarity or will to safeguard these characteristics. Courses fulfilling this requirement will consider the policies, laws, and the history of strengths of and inequalities faced by domestically marginalized groups. Additionally, the political, economic, and/or social significance of race, gender, ethnicity, national origin, immigrant status, culture, sexual orientation, religion, age, ability, familial/caregiver status, socioeconomic diversity, and mental wellbeing of those living in the United States will be discussed.

Faculty members who wish to have their course approved with a DEI designation have two options:

1. Faculty can request to have a one-time approval for a course they plan to teach with 40% or more content focused in one or more of the three DEI areas. For these courses, the syllabus would be submitted to the Experiential Learning committee along with a justification summary indicating why this course should be considered and the semester this course would be offered.
2. Faculty and/or unit administrators can seek approval for a course they would like to have designated in the Course Catalog as a DEI class, regardless of the instructor teaching the course. For these courses, a curriculum proposal would need to be completed and submitted to the Experiential Learning committee and the Curriculum committee (or if applicable the Core Curriculum Committee) for universal and ongoing approval for the course designation. This process would be the same for a faculty who is developing a new course seeking DEI designation.

For the initial approval of courses, the faculty group reviewed all courses in the Catalog using just course descriptions for a one-year conditional approval. This list was also provided to the Deans of each college and Academic Affairs for conditional approval. Approved courses through summer 2028 are:

Brooks Rehabilitation College of Healthcare Sciences
CSD (Communication Sciences and Disorders) 323/ES323 - Epidemiology
NUR 339 - Global Health Promotion
NUR 340 - Holistic Nursing
NUR 587 - Population Health Informatics
MHC 509 - Social and Cultural Foundations
MHC 511- Human Sexuality Counseling

College of Arts & Sciences
BIOL 417 - Conservation Ecology
ECON 307 /INB 307 - Comparative Economic Development
ECON 335 - Sustainability
EDU 231 - Meeting the Needs of Diverse Learners
GEOG 311/SOC 311 - Cultural Geography
GEOG 314 - Population Geography

SOC 321 - Race and Relations in American Society
SOC 331 - Women and Crime
SOS 365 - The Sociology of Sex and Gender
SOC 415 - Human Sexuality
SUST 215 - Environmental Ethics

Linda Berry Stein College of Fine Arts & Humanities
ENGL 189- Literature and Food
ENGL 342- Multiethnic Literature
ENGL 343 - Multi-ethnic US (United States) literature
ENGL 425 - Gender and Literary Perspectives

engagement with diversity, equity, and inclusion. DEI education takes on great significance in the

25) defines engagement as ñthe time and energy students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities.ò Drawing from Student Involvement Theory, (Astin, 1984), it is understood that it is educational policies and practices that lead to student involvement and therefore result in student learning and personal development, both in the classroom and on campus. To fully engage students in out of class activities that help to aid success, it is helpful if universities create policies and practices around co-curricular involvement, thereby aiding the students in fully engaging with the university and the many opportunities to increase a sense of belonging and community (Burch et al., 2015).

Several universities have documented efforts to implement a ñpassportò type program to increase student retention and promote student co-curricular participation (Blais, 2008; Ramirez, 2004; Thayer, 1998).

- Great Works, Bad Behavior: The Humanities in the Age of #CancelCulture
- Understanding Dobbs's Reversal of Roe: A Conversation about Law, Policy, and Politics
- The Right to Privacy: What Is in the Constitution?
- Hispanic Heritage Month Celebration and Concert
- Pride Mixer
- HLSA's Dia de Los Muertos Sugar Skull Decorating!
- Let's Talk! Mental Health in the Latinx Community
- Lift Every Voice: Singing with Purpose: Community Music Festival featuring Gwen Moten and Jeanette McCune

and inclusion climate when diversity training was included as part of the faculty, staff, and student experience. These types of training helped to raise awareness of microaggressions that can occur among faculty members and students, increased inclusion awareness and knowledge of DEI issues, and impacted participants' practice of behavioral skills such as speaking up as allies when they were bystanders to discrimination or non-inclusive behavior (Kossek et al., 2022). Training held for faculty and students through various offices, programs, and student organizations can enable them to lead change in diversity, equity, and inclusion.

Design

University funding will be dedicated to programs, offices, student organizations to encourage the creation and provision of justice, equity, diversity inclusion, and belonging-based programming. An emphasis will be placed on events, speakers, and facilitated interactions among students from di

- Develop the skills needed to succeed at Jacksonville University, including reading comprehension, critical thinking, collaborative learning, effective written and oral expression, time management, and information literacy;
-

outcomes of LEADing the Conversation were finalized, so pilot data presented below consist of

experiences. These laws create a sense that LGBTQIAA+ persons are not welcomed nor full members of society. This also increases social and emotional stressors for these young people.

Now more than ever, Jacksonville University needs to be prepared to support youth matriculating from Florida K-12 schools. However, at Jacksonville University, there has not been a unified focus on creating and supporting resources, events, mentoring, and a place for community.

Design

Jacksonville University is committed to attaining gender equality on its campus by empowering women and LGBTQIAA+ individuals to be their authentic, powerful selves. By understanding the social constructs of sex, gender, and sexuality, the Center will help build awareness of the inequalities experienced by subordinate groups such as women and LGBTQIAA+ individuals. Training and programming to increase awareness of diversity is one approach to creating a more inclusive and supportive environment. Mentoring is another form of support recommended to help narrow the pay, inclusion, and advancement gaps. Increased training and programming as well as structured mentoring will be offered by the Center.

The Jacksonville University Center for Gender + Sexuality will focus its work on understanding important human domains such as health disparities and equity; culture, literature, and media; advocacy and activism; and diversity and inclusion in organizations and leadership. Women and LGBTQIAA+ people will have access to mentorship support to increase their opportunities as future leaders. They will also be provided with enhanced connecti

Continued Plan of Action

The Director set the following goals specific to the Center:

- By the end of the first year, at least four faculty will have received intensive mentorship training. This training, offered by Academic Impressions, is the first of its kind offered to Jacksonville University faculty and will be integral in providing responsive and personalized

Design

Whereas earlier goals ensure that students learn about diversity, equity, inclusion, and social justice, here we aim to develop campus stakeholders to be well

Design

LEADing the Conversation will play a role in the Annual Research and Scholarship Symposium by

Activities/Components	Pilot Year		AY 1		AY 2		AY 3		AY 4		AY 5	
	F	S	F	S	F	S	F	S	F	S	F	S
Relevant assessment of Center for Gender + Sexuality	X	X	X	X	X	X	X	X	X	X	X	X
Develop internal faculty and staff DEI certification program					X	X						
Run pilot of internal faculty and staff DEI certification program							X	X				
Adjust internal faculty and staff DEI certification curriculum as appropriate								X				

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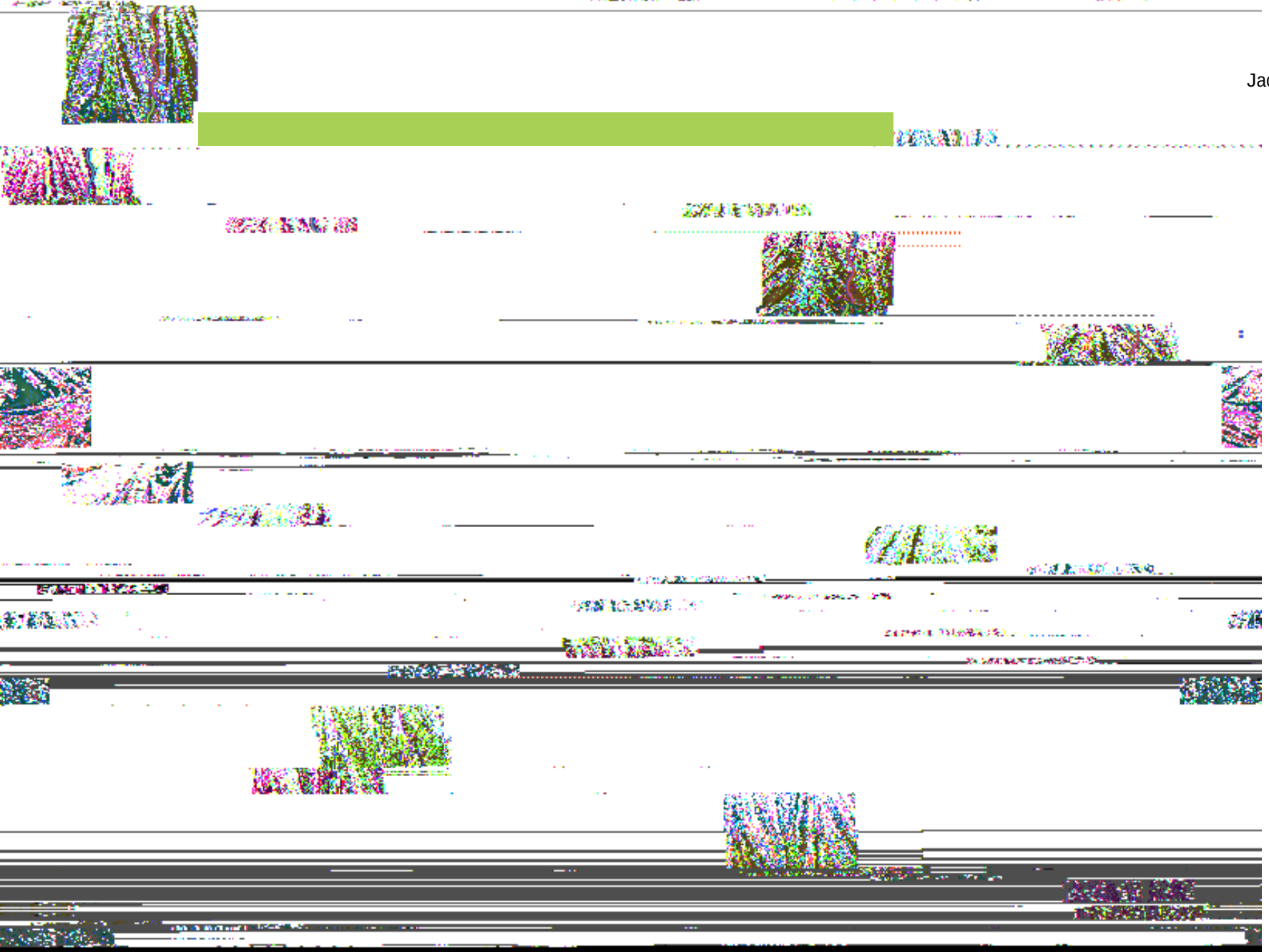
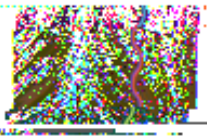
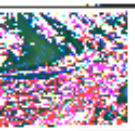
IV. Commitment of Resources to Initiate, Implement, and Sustain LEADing the Conversation

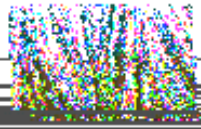
Jacksonville University has established an organizational structure to support the ongoing management of the QEP. LEADing the conversation will be monitored by the QEP Steering Committee. This committee will consist of six representatives across campus and be led by the QEP committee chair. The table below includes the monetary breakdown of each crucial area pertinent to the success of the Quality Enhancement Plan. This budget demonstrates the University's commitment to a successful and meaningful QEP. Included in this budget is support for student materials such as textbooks and classroom materials so that cost is not a barrier toi-998 (h)-3598 (a)15 (



Assessment Measure	Pilot 2022 -2023	Year One 2023 -2024	Year Two 2024 -2025	Year Three 2025 -2026	Year Four 2026 -2027	Year Five 2027 -2028
5HYLHZ RI)<6 &XUULFXOXP	Administered March	Administered $SSULO	$GPLQLVWHUHG $SSULO	$GPLQLVWHUHG $SSULO	$GPLQLVWHUHG $SSULO	$GPLQLVWHUHG $SSULO
Review of Student Artifacts Using Rubric Embedded		Completed Fall and Spring	Completed Fall and Spring	Completed Fall and Spring	Completed Fall and Spring	Completed Fall and Spring







Assessment Measure	Pilot 2022 -2023	Year One 2023 -2024	Year Two 2024 -2025	Year Three 2025 -2026	Year Four 2026 -2027	Year Five 2027 -2028
DEI Co-Curricular Events Offered		Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring
DEI Co-Curricular Events Attendance		Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring
Number of Faculty/Staff Participants in Certification Program				Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring
Number of Students Visiting or Utilizing the Services of the Center for Gender + Sexuality	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring
Number of Faculty Receiving Intensive Mentorship Training through the Center for Gender + Sexuality	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring	Counted at Conclusion of Fall and Spring
Headcount of Students Enrolled						

Appendices

Appendix A: Data Appendix

Table A.1 Gender Identification

Identity	Undergraduate Students	Faculty/Staff
Female	66.2%	62.6%
Male	30.7%	32.4%
Non-binary	1.4%	0.6%
Transgender Female	0.1%	0.0%
Transgender Male	0.0%	0.0%
Prefer not to disclose	1.1%	4.3%
Additional category		

Sexual Orientation	Undergraduate Students	Faculty/Staff
Questioning or unsure	1.5%	0.2%
Same-gender-loving	0.1%	0.0%

Religion	Undergraduate Students	Faculty/Staff
Seventh Day Adventist	0.8%	0.0%
Shinto	0.1%	0.2%
Sikh	0.0%	0.0%
Taoism	0.0%	

Table A.9 Discussions with Diverse Others Growth (2019)

During the current school year, about how often have you had discussions with people from the following groups?

NSSE Question	First -year Students	Seniors	Growth
People of a race or ethnicity other than your own	3.15	3.25	+0.10**
People from an economic background other than your own	3.19	3.15	-0.04
People with religious beliefs other than your own	2.89	3.11	+0.22***
People with political views other than your own	3.00	3.17	+0.17***

Table A.10 Discussions with Diverse Others Comparison (2019)

During the current school year, about how often have you had discussions with people from the following groups?

NSSE Question	First -year Students Compared to Florida

Table A.12 Supportive Environment Comparison (2019)

How much does your institution emphasize the following?

NSSE Question

NSSE Question First -

Table A.15 Student Ratings of Progress on Relevant Objectives

Learning Objective	Institution Average	IDEA Average	Gap
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures*	3.7	3.9	-0.2*
Learning to analyze and critically evaluate ideas, arguments, and points of view*	3.9	4	-0.1
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	4.2	4.2	0
Acquiring skills in working with others as a member of a team	3.9	3.9	0
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	3.9	3.9	0

Appendix C: Survey questions from Qualtrics on QEP topic interest and highlights

1. Which of the following roles have you had at Jacksonville University? [select all that apply]

Undergraduate Student (Full Time)
Graduate Students (Full Time)
Full Time Faculty Member
Staff
Alumnus/Alumna
Parent
Local Community Member
Donor
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Appendix D: Glossary for Outcome Measures

Outcome	Outcome Measure
Campus Climate Survey	The Campus Climate Survey is mailed to all students to collect feedback on areas such as asking students, faculty, staff, and administrators about 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, such as ñThe Campus environment is free from tensions related to individual or group differenceò and ñTo what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?ò Our goals are a representative survey population and increased student satisfaction and sense of belonging as shown in the qualitative data.
Review of Student Artifacts Using Rubric External Committee	Faculty in DEI-designated courses will select one assessment for external review and provide no fewer than 3 samples of student work. The QEP committee will review the assessment and corresponding artifacts using a standard rubric and provide feedback to faculty, as needed. The data collected will be reviewed by the QEP Director.

Appendix E: Standard Rubric for Student Artifacts (First Year Seminar)

Criteria	Masterful	Skilled	Able	Developing	Wa y Off
Focus & Purpose	40 points Engaging and full development of a clear focus as appropriate to assignment purpose.	35 points Competent and clear focus as appropriate to assignment purpose.	30 Points Mostly competent and intelligible ideas.		

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Thank You

LEADing the Conversation

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