



CHBS Canopy

Inclusive Excellence

Volume 2 | Issue 13 – April 1, 2024

The CHBS Canopy is our college's newsletter that highlights inclusive excellence efforts within the college, provides insights into issues of inclusion and diversity, and shares learning opportunities on campus and in the region.

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CHBS Highlight

CHBS Participates in the Diversity Conference

The theme for this year's JMU Diversity Conference was "***The Time is NOW: Boldly Demonstrating Commitment to Diversity, Equity, Inclusion, Accessibility and Belonging.***" The keynote speaker was [Dr. Richard \(Rick\) Mitchell](#), Commissioner for the Department for the Blind and Vision Impaired, who shared his family's story and discussed the number of persons living with disabilities visually and unseen. He shared that as a young man, he desired to have few barriers to goals he intended to accomplish as someone who became legally blind at the age of 14. In marathon training, he learned to share his cane with his guide, who would hold one side of his white cane while he held the other. Running across various types of terrain could have been a barrier, but this adjustment allowed him to run with his team successfully. Dr. Mitchell invited conference participants to ask people with disabilities how to be helpful and then to hold one side of the white cane as we run with people with disabilities.



If you were unable to attend this year's Diversity Conference, below are some examples of CHBS's community members' presentations.

Session Title: **Psychology Underserved Undergraduates Realizing Their Potential through Learning Experiences (PUURPLE) Scholars Program: Building Capacity through Community**

Submitted by: *Melanie Shoup-Knox, PhD*

Presenters: Krisztina Jakobsen, Claire Lyons, David Szwed, Benjamin Blankenship, & Melanie Shoup-Knox

This workshop modeled several ways to connect underserved and underrepresented students to experiential learning opportunities beyond the classroom. Presenters discussed both the benefits and the barriers to the Psychology SREUU (Summer Research Experience for Underrepresented Undergraduates) program, which demonstrated success over three consecutive summers. Following a discussion of the challenges to student and faculty participation in the summer program, the organizers described the transition to a novel program model.



PUURPLE Scholars (Psychology Underserved Undergraduates Realizing their Potential through Learning Experiences) is a two-semester professional development course sequence that connects students to experiential learning opportunities within the Psychology major and provides continued mentorship and cohort support during these experiences. Students in this program earn course credit towards curriculum requirements as well as small stipend. The presenters discussed challenges faced while designing the program as well as opportunities for growth. The audience, who represented a variety of units on campus,

provided valuable feedback on ways to improve student awareness, diverse mentorship, student outcomes, and program support.

Session Title: The CHBS LEAD Fellows Program: Building and Supporting Early Career Leadership Development Submitted by: *Christina Kuo, Ph.D.*

During this interactive panel session, the CHBS LEAD Fellows Program development faculty (Dr. Keven Apple, Dr. Christine Argenbright, and Dr. BJ Bryson), LEAD 2020-2021 Fellows (Dr. Tiffany Hornsby and Dr. Ayasakanta Rout), and LEAD 2023-2024 Fellows (Dr. Ben Blankenship, Dr. Raihan Khan, and Dr. Christina Kuo) engaged

with participants in a discussion that addressed higher education leadership development for individuals with



diverse backgrounds and experiences. The LEAD faculty discussed the motivation for such a program as one way of addressing the gap in the presence and visibility of diverse identities in higher education leadership. The faculty discussed the JEDIB [Justice, Equity, Diversity, Inclusion, Belonging] framework and how it is incorporated and embraced in the LEAD Fellows Program. Past LEAD Fellows shared with the audience regarding the program curriculum and the wide range of higher education leadership topics that are explored through the program. Additionally, past LEAD Fellows offered enlightening perspectives on the positive impacts of leadership development. Current LEAD Fellows shared significant learning experiences and perspectives gained. The panel highlighted relationship-oriented leadership, brave space in leadership and its development, and principles of cultural humility. The panel also explored with the audience concepts of authenticity, intersections of personal identities, and navigating inclusive excellence through different opportunities and lenses.

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Disability Advocacy Week In Review- March 25-29

By Bryce Chichester and Kathryn Rathgeber (Office of Disability Services)

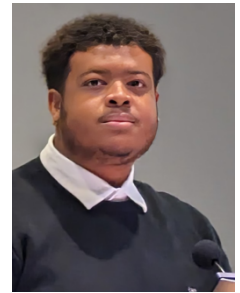
The festivities of the Office of Disability Services' 2024 Disability Advocacy Week have concluded with an excellent turnout. This year's theme was *Minds of All Kinds*, focusing on neurodivergent individuals. If you are interested in learning more about neurodivergent minds, check out the display in Rose Library or view it [online!](#) This year's keynote speaker, Dr. Temple Grandin, gave students, faculty, staff, and community members insight into how all minds are different and valuable. Here are a few highlights from this year's events:

- *Creating Accessible Learning Materials in Microsoft Office (C.A.M.M.O) Training* - C.A.M.M.O. was available to all students, faculty, and staff. This training came with a manual to help people create accessible materials for students and peers with disabilities. The training was in-depth and helped the audience understand how their current practices make their electronic documents inaccessible to students or staff with disabilities.
- *Paint & Pour* - This was the second most popular event during Disability Advocacy Week. Students, faculty, and staff enjoyed painting under dim lighting as they created beautiful pieces, listened to Lo-fi music, and snacked. The event turnout was so high that ODS staff had to bring out ornaments used during prior events for people to paint because the office had run out of canvases!
- *ODS 101* – This session offered the opportunity for anyone interested in the Office of Disability Services to learn about their programs, processes, and answers to common questions. The panel consisted of Graduate Student Kofi Karikari, Social Work Intern Bryce Chichester, Assistant Director Christina Wulf, Assistant Director Kathryn Rathgeber, Faculty Liaison Lori Hostetler, Student Access Advocate McKinley Mihailoff, and Assistant Director Laly Sosa.

- *The Faculty Role in Employment Justice for Students, with Dr. Temple Grandin* - Dr. Grandin spoke to faculty about her experience as both a student and professor to help them find ways to make their classes more accessible and be a more effective advocate. Faculty and staff asked questions about accessibility in the classroom and how they can more effectively help their students with disabilities.
- *Keynote Event - "Great Minds are Not All the Same" - by Dr. Temple Grandin* - Dr. Grandin shared her experience with autism spectrum disorder and how it helped her get to where she is today. She explained the various ways that people think, and how each type aligns with different skills and job fields. If you missed your chance to attend or livestream the event, you can access it via the [James Madison University YouTube!](#)

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CHBS participation included Social Work Intern Bryce Chichester providing opening remarks about how Dr. Grandin’s Keynote presentation provided for the thoughtful inclusion of more participants, including low stimulus spaces and simultaneous closed captioning of the presentation on an app. This provided many insights on how CHBS and its units might improve our inclusion efforts. Occupational Therapy students stayed to



to speak with Dr. Grandin and get books signed. Several CHBS faculty attended the “Faculty Role” session. Students and faculty attended the completely filled Festival Ballroom keynote as Dr. Grandin shared some key strategies for working with students who learn differently. Of the many things shared were concerns about how higher education is losing out on great minds because

we uphold exclusionary processes like mandating passing a particular math class like algebra when it is not necessary for the professional work that students could do. She encouraged faculty to see their role as not orchestrating a classroom and delivering course content in the faculty member’s comfortable style but becoming mentors to students who think and learn differently.

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Maintaining Curriculum

Curriculum or course of study and plan for instruction requires faculty engagement to determine appropriate content and instruction while also recognizing discipline, professional, or accreditation standards. Professional or career-driven curricula, often requiring licensure or certification, have tried to reflect the most current rigorous research in their fields, emerging methods of teaching and learning, and professional trends for often meeting community or service needs. For instance, most faculty have responded to the pandemic’s impact on students and communities with a greater focus on addressing mental health needs in the context of learning and professional standards or concerns for trauma-informed practices.

Scientific research has allowed us to know more and understand better the lived experiences of a multitude of persons whom we serve in the community and who we teach in classrooms. Responsive curriculum development cannot ignore advances or changes in population and living conditions for professional service or care delivery. As an example, a few years ago, society had not recognized the living challenges of ALICE-designated families. [ALICE =Asset Limited, Income Constraint, Employed]

No matter how we try to be responsive, as our society is constructed, there will always be marginalized groups for whom society’s care is minimized or ignored. These are the persons more often subjected to what Young referred to as the [Five Faces of Oppression](#) (exploitation, marginalization, powerlessness, cultural imperialism, violence). Most professionals, like nursing or physician assistants, have not had the option to be selective

about whom to treat when there is a need. Social work and clinical psychology have professional codes of ethics or standards that cannot be ignored when preparing the next generation of professionals.

In the end, shouldn't we include how to care for marginalized individuals, families, and communities within our curriculums as we learn from various communities? Can we add course content on approaching curriculum deficits regarding the needs of diverse groups? One example that has emerged from the pandemic is "medical myth buster" [Joel Bervell](#), the first Black medical student at Washington State School of Medicine. As he often remarks in many [popular interviews](#), because he is present in the classes, he asks questions that other students simply do not think about. His questioning is changing how aspects of medical care are being taught. In addition to his TikTok videos, he is active in public policy efforts, working at the U.S. White House with the Office of Public Engagement and with the Surgeon General's office. Joel Bervell's family are immigrants from Ghana who settled in Snohomish County, about one hour north of Seattle. His sibling, Rachel, started [Hugs for Ghana](#), which provides medical/community supplies and teddy bears for children at Korle-Bu Teaching Hospital in Accra, Ghana.



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Who's at Risk "Today?"

The focus here is on [current information](#) shared in higher education.

The policy, [Florida Statute § 1000.071\(3\) \(2023\)](#) ("Subsection 3"), puts restrictions on the expression of preferred personal titles or pronouns that do not correspond to biological sex. Among its other stipulations, the rule states that "an employee or contractor of a public K-12 educational institution may not provide to a student his or her preferred personal title or pronouns if such preferred personal title or pronouns do not correspond to his or her sex." Three Florida educators have filed a lawsuit challenging a rule that stops transgender and nonbinary teachers from using their preferred pronouns at school, according to the Southern Poverty Law Center (SPLC).

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"Amid book bans, DEI cuts and 'Don't Say Gay' laws, 7 states will mandate LGBTQ-inclusive curricula"

Yes, you read that NBC News headline correctly. Researchers are exploring the sociocultural context in which young people find themselves, and some are focusing on school environments where LGBTQ+ students experience persistent school-based victimization. Schools that incorporate a curriculum that gives positive and inclusive attention to LGBTQ+ people and concerns promote a safer and more supportive school climate for LGBTQ+ students ([Snapp et al.](#)). See the nation's [LGBTQ Curricular Laws](#).



To listen to a brief history of how education is not neutral, listen to the first part of [Dr. Rachel Bailey Jones](#) (6 minutes), Honor's College Co-Director at Nazareth College. The second part focuses on building inclusive classrooms in pre-college classrooms. There are several great resources for developing college-level inclusive classrooms:

- JMU's Learning Access Through Universal Design has a section on building inclusivity in your classroom and teaching.
- Gender Inclusivity in the Classroom (Center for Engaged Pedagogy, [Barnard College](#))

- Has a cute, embedded book on “*how to do better at Getting New Pronouns Right*”
- Teaching Beyond the Gender Binary in the University Classroom (Center for Teaching, [Vanderbilt University](#)).
 - There is a video within this page that may be considered offensive by language/message or triggering. It is part of a project “What’s Underneath”.
- guide to being a trans ally* ([comprehensive 72 pages- considered witty and engaging](#)).

How bad is it for LGBTQ+ students in schools? - LGBT Youth Facts/Statistics

These statistics represent the experiences of secondary students. It helps us to think about what it took for some of our LGBTQ+ students to enter their higher education experience and how important it is to provide a better environment for them and all our students. That includes fostering, demonstrating, and adhering to an inclusive environment in classrooms and holding accountable learning spaces for all to grow into the best version of themselves. The UN Declaration of Human Rights states that all children have a right to an education. [Forms](#) of intimidation, hostile environments, bullying, and violence should not be the normal experience of any youth across the world.

According to [GLSEN](#) (Gay, Lesbian Straight Education Network):

- 90% of LGBT students hear anti-LGBT comments in school
 - On average, an LGBT high school student will hear 26 anti-LGBT slurs per day
 - 1/3 of which come from a school staff member
- 84% of LGBT youth report verbal harassment at school because of their gender identity and/or sexual orientation.
- 74% of Transgender youth report sexual harassment at school based on their gender identity and expression.
- 25% of LGB students have been physically hurt by another student because of their sexual orientation.
- 55% of Transgender youth report physical attacks based on their gender identity and/or expression.
- 28% of LGBT youth drop out of school due to this harassment.

The consequences of school-based harm to LGBTQ+ youth can be poor grades, not wanting to come to school or class, dropping out of school, low grades, or a class repeat. In one study, 28% of LGBT youth dropped out of school due to peer harassment. (GLSEN) Youth with intersectional identities may be at greater risk for harm. Check out [LGBTQ Youth of Color: Discipline Disparities, School Push-Out, and the School-to-Prison](#) produced by the Crossroads Collaborative (University of Arizona) and the Gay-Straight Alliance Network. The “[2024 Black LGBTQ+ Youth Report](#),” generated from research conducted by the University of Connecticut and the Human Rights Campaign Foundation, suggests ways in which parents and educators can help, stating that Black LGBTQ+ youth need support, resources, and allyship targeting their unique identities.

According to the [Trevor Project](#) -

- LGBTQ+ young people are **more than four times as likely** to attempt suicide than their peers (Johns et al., 2019; Johns et al., 2020).
- The Trevor Project estimates that more than **1.8 million** LGBTQ+ young people (ages 13-24) seriously consider suicide each year in the U.S. — and at least one attempts suicide **every 45 seconds**.

FACULTY ALERT! - NOTICE POSTED FOR STUDENTS

The deadline to apply for Spring 2024 disability accommodations is Friday, April 5, 2024 at 5 p.m. EST. If you need to request an exception to the deadline, please submit your reason for needing an exception to disability-svcs@jmu.edu.

OPPORTUNITIES

As we prepare for our National Institutes of Health research session with Dr. Bill Riley on Thursday, April 4, 1:00 – 2:00 p.m., the NIH offers [sexual and gender minority terms and definitions](#). If you are planning on submitting a proposal, these terms may be of interest to you.

Registration for this session is [here](#).

Become A LAUD Fellow!

This fellowship sets a launchpad for JMU faculty participants to develop course components based on Universal Design for Learning (UDL) principles and best practices. When applicable, faculty participants will be supported in documenting this problem-solving process in a real teaching context as educational design research. Each fellow will receive a stipend of \$500 for their active participation between May and December 2024. This program is co-sponsored by the College of Health and Behavioral Studies (CHBS) and JMU Libraries and in collaboration with the Center for Faculty Innovation (CFI). **Applications are due 5/6 at 5PM.**

Check out Dr. Tracy Zinn's experience as a LAUD Fellow highlighted in the [Canopy, V2, Issue 10](#) on February 12, 2024.

EVENTS

Lavender Student Conference Keynote Speaker: Dr. Monica Motley

Sponsored by SOGIE

Saturday, April 6, 2024 - 2:15 PM - 3:15 PM

The Union Ballroom

Faculty, staff, and students are invited to participate in the conference from 9:30 a.m. to 3:15 p.m. **Dr. Motley** holds a MEd in community health education/physical activity, a MPH, and a PhD in Biomedical and Veterinary Science. As a social and behavioral health researcher, she studies individual, community, and environmental influences on lifestyle-related health disparities in minoritized communities. She is also Senior Research Faculty at Virginia Tech's Center for Public Health Practice and Research.



[Registration is required.](#)

DEEP Impact Dialogue: Celebrating APIDA Heritage Month

Sponsored by CMSS

Wednesday, April 17, 2024 - 7:00 PM - 9:00 PM

Success Center 1075

- Come join the DEEP Impact Diversity Educators for a conversation exploring APIDA heritage and history within the US.

FAM (Filipino American at Madison) Culture Show

Saturday, April 20, 2024

2:00 PM - 4:00 PM

Memorial Hall 4110 (Auditorium)

- Annual culture show for Filipino Americans at Madison, performances include skit and cultural dances