



CHBS Canopy

Inclusive Excellence

Volume 1 | Issue 9 – February 13, 2023

YOUR HELP NEEDED!

Have You Used the Equity Tools?

The CHBS Inclusive Excellence Curriculum Task Force seeks input from faculty who are willing to share their stories about the use of equity tools to improve their inclusive teaching practices. We hope by having concrete examples faculty can learn from their peers about how to use the tools to promote reflection and action within their own teaching. If you would like to share your story, please reach out to either Modjadji Choshi (choshimm@jmu.edu) or Lori Gano-Overway (ganoovla@jmu.edu).

If you have not used equity tools and are interested in learning more, the CHBS Inclusive Excellence Curriculum Task Force will hold a virtual workshop entitled, Building and Strengthening Capacity for Inclusive Teaching, on April 14th from 11:00 am – 12:30 pm as part of the CHBS Professional Learning Communities Series. [Register](#) here.

Student Wellness

[The American Psychological Association](#) reported that, by nearly every metric, student mental health is worsening. According to the [Healthy Minds Study](#) more than 60% of college students meet the criteria for at least one mental health problem. These concerns are not solely pandemic-related as many higher education institutions saw a rise in mental health service demands and tension related to inadequate capacity of mental health services on campuses. Some students have accessed mental health care prior to their college experience, contributing to lessening stigma about seeking mental health care. Universities are engaged in many efforts to address the demand and mental health concerns students are experiencing when they arrive on campus.

Faculty members are often the first line of defense, witnessing concerning student behaviors in the classroom or their offices. Lack of appropriate mental health care can lead students to struggling with academic requirements, destructive behaviors, and falling through the cracks of support by simply withdrawing from school. Some student classroom or office behaviors a faculty member may witness are:

- Rise in tardiness or failure to attend class sessions
- Not responding to emails
- Lack of engagement in group work with peers
- Failure to submit assignments
- Expressed mood fluctuations in class or office
- Disheveled appearance for class
- Being sleepy or sleeping in class

Still other students may exhibit similar responses to societal concerns and external wellbeing issues. Cultural or intergenerational transmission of trauma may be experienced by students who witness harms to their community or identity group members such as the George Floyd murder, the Colleyville synagogue standoff, or the Pulse Nightclub shooting. These feelings can be reinforced by everyday experiences of microaggressions or discriminatory acts within the environment. Managing the anxiety that arises from repeated media stories of harm to your identity group members can result in an unsure existence and feeling unsafe in one's environment, especially in spaces where the obvious presence of your identity group is limited.

Faculty can feel ill-equipped to provide supportive and appropriate assistance to students. What can we do? Learn about students' mental health experiences and resources in our community. Work with others to develop strategies for responses in helping students and for us to not feel overly burdened by these challenges.

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Please join Dr. David Onestak, Director of the University Counseling Center for an in-person update on the student experience and how faculty can assist distressed students on February 24 for an in-person session. [Register](#) here.

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February is Black History Month, an annual celebration observed in the United States and Canada to recognize and honor the contributions and achievements of African Americans throughout history. The National Museum of American History has an [excellent collection of digital resources](#) that document key moments in Black history and give us a glimpse into the time period in which they unfolded.

Here are some articles you might find interesting:

[**The White/Black hierarchy institutionalizes White supremacy in nursing and nursing leadership in the United States**](#)

Nurses with proven leadership records in have greater opportunities for advancement. By denying Black nurses mentorship opportunities and experiences in lower or entry-level managerial and leadership opportunities, they are invariably denied access to higher levels of leadership. As long as the White/Black hierarchy continues to be institutionalized, US nursing cannot be tasked with dismantling IR in the healthcare system. IR must be dismantled in the nursing field in the US first, before nursing can be used to address systemic disparities.

[**Medical Racism from 1619 to the Present: History Matters**](#)

(58 minute presentation)

Lack of trust in the US healthcare system among communities of color is inextricably linked to the history of systemic racism in this country. With fewer than half of Black American adults indicating that they will definitely or probably get vaccinated against COVID-19, understanding the roots of this hesitancy—which dates back centuries—is critical to battling the disease. Speakers on this panel examine the roots in slavery of contemporary African American mistrust of the healthcare system, the lack of trust in medical providers fostered by experiences of everyday racism, and the African American community's long dependence, born of necessity, on care from within the community.

Racism in Health: the harms of biased medicine

(39 minute podcast)

When COVID-19 hit it didn't kill indiscriminately. In the US, being Black, Hispanic, or Native American meant you had a much greater risk of death than if you were white. And these disparities are mirrored across the world. In this episode we explore the complex tale behind this disparity. Throughout history, racism and biases have been embedded within medical technology, along the clinicians who use it. Cultural concepts of race have been falsely conflated with biology. The way medicine is taught, has reinforced flawed stereotypes. Disease itself, has been racialised. All of this adds up to barriers to care and worse health outcomes for many people, just because of the colour of their skin.

Black Social Workers Matter: Using Parallel Narratives to Discuss Social Work History

This article presents parallel narratives as a pedagogical strategy to increase awareness, facilitate critical reflection, and dialog about the role of Black social work pioneers in the development of the social work profession. Using this approach, history is reconstructed and presented in ways that decenter Whiteness and avoid marginalizing people of color. The Black settlement house movement that occurred simultaneous with Jane Addams’s Hull House, the work of Lugenia Burns Hope alongside Mary Richmond, and the work of W. E. B. Du Bois and Bertha Reynolds, are parallel narratives discussed. This article intentionally shares the history of the social work profession with multiple narratives, and in addition emphasizes that doing so is a step toward the realization that Black Social Workers Matter.

Articles Identified by VGEC

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For Staff – From JMU Talent Development

Session
<u>DEI Microaggressions</u> (Virtual) February 21, 2023 3:00 – 5:00 PM
<u>Equity Allyship</u> February 23, 2023 10:00 AM – 12:00 PM
<u>Gateway to Inclusion</u> Wednesday, March 15, 2023 1:30 – 4:30 PM
<u>We Can Talk About Race at Work</u> Wednesday, April 19, 2023 10:00 AM – 12:00 PM
<u>Insider-Outsider Dynamics of Inclusion</u> Wednesday, May 3, 2023 1:30 – 3:30 PM

For Faculty

Session Title: **An Update: Recognize, Respond, Refer: JMU Faculty’s Role in Assisting Distressed Students**

Presenter: David Onestak, PhD, Director of the University Counseling Center

February 24, 2:00 – 3:30 PM (In-person)

[Register](#)

Session Description:

Dr. Onestak returns to provide an update on the “new normal” of college students, specifics about JMU’s students, define distress, discuss faculty’s role, and provide strategies/resources to assist faculty.



Session Title: **Building and Strengthening Capacity for Inclusive Teaching**

Presenters:

Ana Abad-Jorge, Modjadji Choshi, Jeanie Corey, Lori Gano-Overway, Raihan Khan, Jill Lassiter

April 14 at 11:00am - 12:30pm (90-minute Virtual Workshop via Zoom)

[Register](#)

Description: This interactive workshop will focus on ways that attendees can build further capacity to engage in inclusive teaching practices. Attendees will self-assess their current inclusive teaching practices using the Inclusive Teaching in Higher Education Rubric prior to the workshop. During the workshop participants will share resources and strategies they have used in their areas of strength, and learn from others how to modify their own inclusive teaching in areas self-identified for improvement. Presenters will share additional resources and a guidebook for continuing to build capacity and evaluating teaching practices.

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Have you checked out

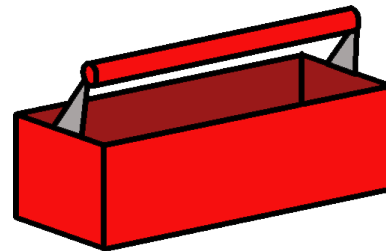
CFI: Teaching Toolbox

Written by Emily Gravett, PhD.

Are you filling your academic toolbox with helpful information? There is a list of possible titles to read. You may also subscribe. [Find out information here.](#)

Some titles stand out for our IE purposes –

- Giving Students Feedback
- Linguistic Justice, a CFI Read and Dialogue
- Managing Eco-Anxiety for Earth Day



EVENTS FOR EVERYONE

SUNDAY, FEBRUARY 19TH

CELEBRATE GIRLS & WOMEN

IN SPORT WITH EMU ATHLETICS



4:15 – 6:30PM IN YODER ARENA

FREE YOUTH SPORTS CLINIC

GIRLS GRADES 1ST – 8TH



National
Girls & Women
in Sports Day
Powered by WSF

REGISTER
EMUROYALS.COM



The EMU Athletics Department is hosting a Free Clinic to girls in grades 1-8. The event will be Sunday, 2/19 from 4:15-6:30pm in Yoder Arena (indoors!). To register: [Free Clinic Registration Link](#)

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We Are What We Need: Restorative Justice Workshop

Wednesday, February 22, 2023
The Union, Taylor 404
6:00 – 8:00 pm

This workshop is open to JMU faculty, staff, and students. There are 25 spots available and registration is required. Please follow this link to register: [RJ Workshop](#) and/or pass it along to your students. Sponsored by The Center for Multicultural Student Services (CMSS) and the Office of Student Accountability and Restorative Practices (OSARP).

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AAAD

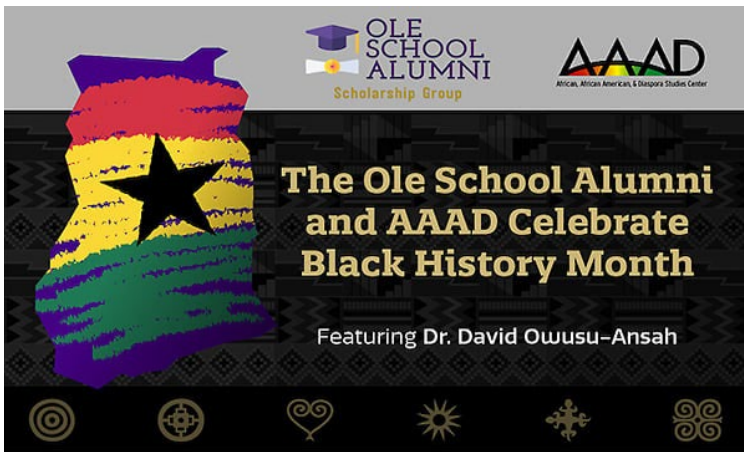
Registration 2023 | Festival Center Directory | Info for In-Person Participants | Archive

“Roots. Limbs. Leaves.”

13th Annual African, African American, and Diaspora Studies (AAAD) Interdisciplinary Conference 2023
Festival Conference Center, James Madison University
February 14-17, 2023

This year's hybrid conference includes both in-person and virtual access to events.
Modalities are listed for each event. All times are listed in Eastern Standard Time (UTC -5)

For more information: aaadstudies@jmu.edu



Celebrate Black History Month

February 16, 2023
 6:00-8:00 PM
 Madison Union Ballroom

Please join the Ole School Alumni Scholarship Group (OSASG) and the African, African American, and Diaspora (AAAD) Studies Center for an evening of song and dance to celebrate Black History Month at JMU with special recognition of the contributions of Dr. David Owusu-Ansah.

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Dedication of the Reddix Center for First Generation Students

JMU invites you to the dedication of the Reddix Center for First Generation Students during Black History Month.

Saturday, February 25, 2023
 10:30 am - Registration



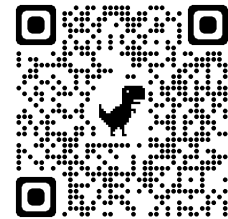
*Student Success Center - 2nd Floor
 738 S. Mason Street
 Harrisonburg, VA 22807
 Parking: Mason Street Garage 3rd and 4th Level*

*Ribbon cutting and reception immediately following celebratory remarks.
 Light refreshments and beverages will be provided.*

Celebrating visionary donors Dr. Angela D. Reddix ('90) and Carl E. Reddix ('88).



Photos: David Krieder
Design: Josh See



Join us for music, dance, and speeches by remarkable women

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JMU Diversity Conference

Theme: **Moving from Awareness to Action**

Festival Ballroom and Conference Center

March 22, 2023

[Additional information.](#)

Lavender Student Conference: Liberation Through Queer Joy

April 8

9:00 AM to 5:00 PM

Union Ballroom.

[Additional information](#)