



CHBS Canopy

Inclusive Excellence

Volume 1 | Issue 8 – January 30, 2023

National Girls & Women in Sports Day

February 1



MORRISON BRUCE CENTER
JAMES MADISON UNIVERSITY

Let's celebrate the good work of the student-run Morrison Bruce Center that is supported by Drs. Liz Edwards and Sarah Carson Sackett of Kinesiology. Named after two pioneering faculty members whose professional careers were dedicated to expanding and enriching physical activity opportunities for women. Drs. Lee Morrison and Patricia Bruce hoped the center would improve the lives of girls and women beyond JMU's campus.

Title IX turned 50 in June of 2022, establishing gender equality in sports through research, advocacy, education, and leadership development. Girls still do not have the participation opportunities provided to boys pre-Title IX (3.4 million girls vs. 3.6 million boys). Since Title IX, women's participation in college athletics has increased. Today, women make up 44% of all NCAA athletes (compared to 15% pre-Title IX, when fewer than 30,000 women played college sports). Despite this progress, women's collegiate athletics still lags behind men's opportunities.

Since Title IX, women's participation in college athletics has increased. Today, women make up 44% of all NCAA athletes (compared to 15% pre-Title IX, when fewer than 30,000 women played college sports). Collegiate women are doubly impacted by the lack of opportunity and the correlating lack of scholarship dollars that are often associated with them. BIPOC women still lag behind white women in collegiate sports participation, with 30% of all college athletes being white women, compared to 14% BIPOC women.



The Morrison Bruce Center is working to positively impact girls and women through a variety of program initiatives and to reduce gender disparities in sports. Some of their programs include:

- Healthy Kids
- Girls Have H.E.A.R.T.
- EmpowHER
- Movin' and Groovin' Day
- Women's Health and Wellness Program

Check them out [here](#). View the Womens Sports Foundation infographic [here](#).



GO RED FOR WOMEN with CHBS

To participate, wear **RED** on **Friday, February 3**, and catch our photographer on the ground floor of HBS near the 'GO RED FOR WOMEN with CHBS' sign. Our photographer will be there periodically throughout the day.

OR

Take your own selfie with the 'GO RED FOR WOMEN with CHBS' sign and email it to creative@jmu.edu or post it to your own Instagram with "#JMUCHBS"

Photos will be included in the official JMU CHBS Instagram story on.

Cardiovascular disease is the leading cause of death in women. Women, especially low-income and women with diverse backgrounds, experience less positive health outcomes for a variety of reasons. **Health equity** means that everyone has a fair and just opportunity to be as healthy as possible. Join us to increase awareness – **Go Red!**

Learn more about women's heart health - www.goredforwomen.org/en/



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Women and Cardiovascular Disease

Modjadji Choshi, PhD, School of Nursing

February 1-4 is **Go Red for Women** initiative by the American Heart Association designed to bring awareness to and the health disparities experienced by women in relation to their heart health. A goal is not just to wear red but to commit to improving women's heart health by taking action for yourself, your mothers, grandmothers, and daughters. Heart health outcomes for women are poor for a variety of reasons.

According to the American Heart Association (AHA), cardiovascular disease (CVD) is the leading cause of death for women in the United States, accounting for 1 in 3 deaths yearly. Some forms of CVD include coronary heart disease, peripheral artery disease, stroke, and high blood pressure. There are greater CVD disparities among some groups of women, with higher rates and prevalence of CVD than others, e.g., African American, Mexican American, American Indian, Native Hawaiian or other Pacific Islander women.

The CVD statistics are quite alarming:

- Cardiovascular disease kills more women than all forms of cancer combined.
- 90% of women have one or more risk factors for developing heart disease.
- Only 55% of women recognize that heart disease is their greatest health threat.
- 64% of women who die suddenly of coronary heart disease have no previous symptoms.

Many women remain unaware of cardiovascular risk factors and many healthcare providers who care for women are also poorly informed and feel ill-prepared to assess women for cardiovascular risk. The most common CVD in women is coronary artery disease, caused by atherosclerosis (a buildup of plaque in the arteries) that can cause a heart attack. Several risk factors for women include high blood pressure, high cholesterol, smoking, diabetes, obesity, a sedentary lifestyle, family history of heart disease or gestational diabetes.

It is important for women, and those who love them, to be aware of these statistics and to take steps to reduce their risk factors through lifestyle changes such as eating a healthy diet, getting regular physical activity, not smoking, managing any medical conditions such as high blood pressure and diabetes, and preventative measures such as regular check-ups and screenings. The AHA and other health advocacy groups have been pioneers in educating, empowering, and increasing awareness of CVD in women and reducing the gender- and ethnic-related gaps in care.

To advance equity in CVD care for all women, health systems must focus on reducing the barriers and consider the social determinants of health and socio-cultural aspects influencing women's health. To reduce disparities in care we must focus on practical and culturally appropriate strategies and interventions to deliver high-quality care to improve CVD outcomes. Consider our specific strategies in preparing students to work with women in general and diverse women in particular. Let's work to improve CVD outcomes for women through better training and clinical experiences that help future healthcare workers develop better knowledge and skills. Other strategies include working to improve healthcare systems or engaging in interprofessional teams for care.

Note: Citations are available on request.

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A Guide to Improving Inclusive Teaching Through Self-Reflective Practices: *Request for Input*

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

Inclusive teaching or inclusive pedagogy is one of the five dimensions of inclusive excellence in higher education (Salazar, Norton & Tuitt, 2010) and has been an increasing focus in higher education for over 20 years. As faculty, where do we begin or continue our journey to integrate inclusive excellence into our teaching? One approach involves intentionally using equity tools to assess our current inclusive teaching practices and reflect on ways we can enhance inclusion in our classrooms. This process is not a static one, but rather an iterative, ongoing process which requires review, reflection, action, and evaluation. As such, the CHBS Inclusive Excellence Curriculum Task Force has developed a guidebook to assist faculty members in improving their inclusive teaching practices. The guidebook is designed to provide faculty with a selection of equity tools (e.g., Inclusion by Design, Inclusive Teaching Strategies Checklist) which can be used to reflect upon current inclusive teaching practices. The intention is for faculty to use these tools and corresponding reflections to identify areas for growth which will direct their learning activities each year. We then encourage faculty to use their new knowledge and/or skills to make changes to their inclusive teaching practices as well as evaluate the effectiveness of their practices.

While we have the guidebook prepared, we are seeking input from faculty who are willing to share their stories using 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 be holding 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.

National Black HIV/AIDS Awareness Day

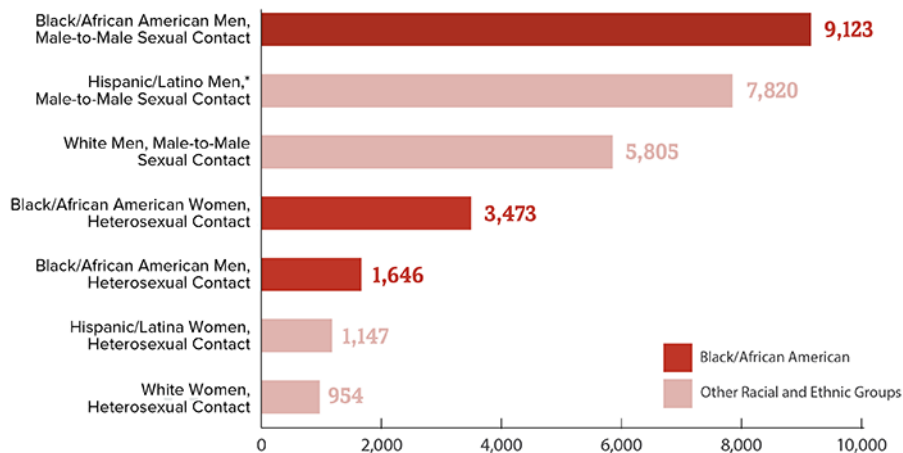
February 7

Starting in 1999, this day of observance acknowledges how HIV disproportionately affects Black communities. According to the CDC, Black/ African Americans still account for a higher proportion of new HIV diagnoses and people living with HIV than other groups. HIV stigma, homophobia, poverty, healthcare barriers, and racism drive these disparities. In 2019, Black/African American people made up 13% of the US population but 42% (15,305) of the 36,801 new HIV diagnoses in the United States and dependent areas.

How can we address this disparity?

- Increase your knowledge about HIV/AIDS and share it with others
- Know the risk behaviors and be able to talk about them without guilt or shame
- Work to reduce healthcare access barriers to treatment
- Fight health & medical stigma
- Share treatment knowledge and emerging prevention strategies
- Support people when they disclose their status but never pry

New HIV Diagnoses Among the Most-Affected Populations in the US and Dependent Areas, 2019



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International Day of Women and Girls in Science

February 11

Started by the UN's Commission on the Status of Women in 2011, seeking to improve access to science education for women and girls.

Check out the UN's [video](#).



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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: **Teaching with Belonging | The Foundation for inclusive excellence**

Presenters: Nicole Wilson & Elane Kaye, JMU Libraries

February 3, 2023, 10:00 – noon (Virtual)

[Register](#)

Session Description:

“Belonging is a practice that requires us to be vulnerable, get uncomfortable, and learn how to be present with people without sacrificing who we are.” - Brené Brown (Atlas of the Heart)

In this session, faculty will explore the role of cultivating a sense of belonging in our classrooms and on our campus through reflection and dialogue. Faculty will also learn more about how physiological and psychological safety are important to the concept of belonging and how we can create these spaces in our classrooms, on our campuses, and beyond. Finally, faculty will have the opportunity to consider, question, and identify a specific teaching practice to adapt, experiment with, or lean into more heavily as a way to cultivate belonging at JMU.

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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EVENTS

Graduate School Meet & Greet

February 6, 2023, 9:00 – 10:30 AM
Holland Yates Hall, Room 4000

You can register using this link: https://jmu.co1.qualtrics.com/jfe/form/SV_brXs7q8BO7Qa6NM.

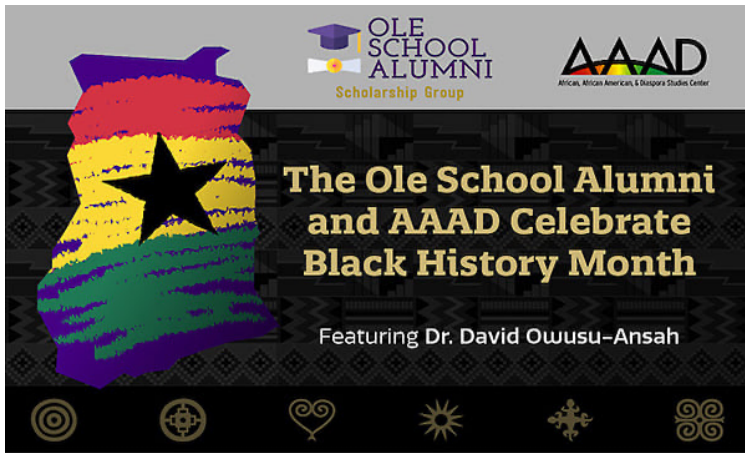
13th Annual African, African American & Diaspora Studies (AAAD)

[Interdisciplinary Conference](#) (Hybrid)

Theme: **Roots, Limbs, and Leaves**

February 14-17, 2023

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.

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.](#)