

JAMES MADISON UNIVERSITY TASK FORCE ON RACIAL EQUITY

STUDENT ACADEMIC SUCCESS WORKING GROUP

WORKING GROUP MEMBERS:

Mahogany Baker - Student

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Working Group Recommendation Co-Champ:

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TITLE: Catalog, Curriculum and Pedagogy Audit

PROBLEM:

The catalog is the space that defines the rules, regulations, and academic culture of JMU. The catalog has been created over the life of the institution. Due to the fact that JMU was focused on educating a specific population (race, gender, and sexual identity-wise) until the 1970s, the catalog may have language or courses, that reflect, create, or promote a racially segregated, class based curriculum. In addition, these ideas create systemic inequalities that lay a framework for the structure of life at JMU including faculty hiring practices, course creation, and pedagogical approaches that served a specific population.

Disciplinary practices and pedagogical approaches to racial equity are constantly changing. In light of the national attention that these topics have brought in recent years and the changing demographics of Virginia and the United States more attention is being brought to the recruitment and retention of diverse student, faculty, and staff populations. JMU should be an institution that reflects and represents this diversity and best practices in student education and engagement. Curriculum and pedagogy are at the core of the work of JMU. In order to reflect current disciplinary practices and changing demographic trends, academic units should be aware of these changes and their program requirements should reflect best practices of their respective disciplines.

In order to reflect the changing demographics of our society, JMU should be forward thinking about how to best suit the needs of these populations.

See following page for The Recommendation, Rationale and Success Measures

WORKING GROUP LEADERSHIP



Hakseon Lee, Leadership Council



Marquis McGee, WG CC



Rudy Molina, WG CC



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RECOMMENDATION:

JMU should undergo an audit of the catalog, curriculum and pedagogy focused on best practices related to diversity, equity and inclusion (DEI). Each academic unit/program should plan for implementation of any suggested changes within the next five years and make these changes core to their Academic Program Reviews (APR).

This should allow unit/programs to verify that their curriculum:

- Reflects current disciplinary practices regarding DEI
- Identify areas for growth and expansion of these initiatives
- Allow space to revise degree requirements to include the perspectives of Black, Indigenous, People of Color (BIPOC) students, staff, and faculty.
- Consider how curriculum and pedagogy might have an adverse impact on LGBTQ+, women, and BIPOC students
- Develop pedagogical practices that support LGBTQ+, women, and BIPOC students.
- Training of faculty and staff about how to see bias in the curriculum and pedagogy, for example, academic units should address D, F, W rates of diverse student populations.

RATIONALE:

Create a culture in which units/programs within Academic Affairs regularly revisit their curriculum and pedagogy through the lens of DEI. Academic Affairs programs should build DEI into their strategic plan as part of their external review in preparation for these items to be required from their accrediting bodies. Academic Affairs would create additional spaces for the expansion of BIPOC populations into the student body and faculty hiring.

In order to stay in alignment with best practices at the national level, JMU academic programs should exceed national standards of their disciplines related to DEI.

SUCCESS:

Success will be measured through

- Student- Surveys ([i.e. National Survey of Student Engagement](#)), Focus Groups through academic units and colleges.
- Staff- Surveys regarding how their areas are creating a culture for DEI.
- Faculty-Surveys about their awareness of the needs of incoming student populations, surveys about how their accrediting bodies envision DEI.
- Publish reports related to how DEI can be implemented into the curricular requirements, courses, and pedagogy
- Gen Ed Council- Surveys about how the Gen Ed faculty implement DEI into the courses.
- Curriculum & Instruction Process- addition of a DEI component into External Academic Program Reviews
- Academic program strategic plans updated with DEI components.