A Narrative on Race at JMU
A project of the JMU Task Force on Racial Equity
Compiled by the TFRE on November 9, 2021

Perspective about the Narrative:

Today no corporations, organizations, or universities are perfectly navigating, supporting or engaging with diversity, equity and inclusion especially centered on race —and yet, the ability to acknowledge both shortcomings and potential is the key to progress. Our goal as a university is to address, make changes and continually improve the **organizational** climate and experience for all members of the JMU community especially anyone from an under-represented group.

The curation of this Narrative is one effort to emerge from the Task Force on Racial Equity. The Narrative serves as a touchstone for JMU's strategic plan goal to "*embrace access, inclusivity and diversity because they are the foundational cornerstones of equitable experiences leading to an outstanding education and environment for students, faculty and staff*. Two major initiatives are currently taking place in the fall 2021 semester—the ongoing Task Force on Racial Equity and Climate Survey—along with a number of continued initiatives, programs and opportunities that transform the culture and experience at JMU and celebrate our students and faculty. As a touchstone, the narrative reminds us that each of these efforts are connected to one another, and focuses our efforts on improving the real lived experiences of our students, faculty and staff.

This narrative **document curates** experiences **shared by** almost 200 participants. Their voices are represented throughout this document. As a touchstone for our continued work as a university, the Task Force offers this as a living document, open to additional voices of other members of our community.

We hope this document honors and serves those who have contributed to its content, as well those who have worked for decades to improve racial equity at JMU and those who continue to do so today. The work taking place this academic year build upon previous efforts of the Diversity Task Force and Task Force on Inclusion. We fully recognize that the work is not completed, but leadership and efforts are in place to continually make positive changes at JMU. By offering this narrative we continue to build a strong and continuous effort for DEI transformation at JMU, one that acknowledges both shortcomings and potential as they key to continued progress.

Our thanks to all participants in the narrative effort and to the JMU Leadership for their support.

Narrative Planning Committee:

Cynthia Bauerle, Task Force Co-Chair	Rudy Molina, Task Force Co-Chair
Paula Bowens, Alumni Working Group Co-Chair	David Owusu-Ansah, Task Force Leadership Council
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Brent Lewis, Task Force Co-Chair	Deborah Tompkins Johnson, Task Force Co-Chair
Charles May, Task Force Leadership Council	Felix Wang, Working Group Member

The Narrative Project

The Narrative effort, undertaken by the co-chairs of the Task Force on Racial Equity (TFRE), attempts to begin to openly and truthfully acknowledge where we are as a campus regarding racial relations and racial equity. This effort was supported by a Narrative Planning Team comprised of members of the Task Force on Racial Equity.

In collaboration with the JMU Institute for Constructive Advocacy and Dialogue, the Narrative Planning Team provided a tiered approach to curating a multi-voiced narrative through a series of facilitated conversations from June to August 2021. We directly engaged only a small percentage of the JMU campus community. However, each of the participants also brought into the conversation the voices and experiences of others with whom they engage at the university. (For details on the process and how to provide input to this ongoing/living document, see Appendix A).

Nearly 200 people - students, staff, faculty, donors, and alumni – helped shape this narrative, and we are grateful for their time, commitment and vulnerability in sharing their realities. We hope that all participants recognize their "voices" in the narrative themes that emerged which capture a rich and deep recounting and acknowledgment of the racial landscape at JMU. During the four sessions we heard things that have been shared in other spaces over and over again, which is indicative of a narrative. Our hope is that this first iteration of this living narrative will help to inform meaningful and effective change.

This living narrative provides a touchstone for the many facets of racial equity work at JMU. It grounds the work of the Task Force in the lived experiences of our students, faculty, staff, and alumni, and shows how our many diverse recommendations focus on transformative change in four major areas. Likewise, it links ongoing work across the university by collectively acknowledging common challenges that these diverse efforts seek to improve. As our work continues across the university, we hope this document keeps us accountable to lived experiences and focuses our efforts on making measurable and transformative changes that improve the JMU experience for all.

We hope that this effort encourages many to learn more, and to engage in daily behaviors that shape racial equity at JMU. We anticipate that this model of curating a narrative of personal experience proves useful for other social identity groups who seek to amplify their voices and experiences to pursue intentional change. We believe this narrative serves as a model for doing the hard and necessary work of looking at our flaws or areas for improvement honestly and acknowledging the ways that racism is embedded in our university systems and structures. Until we have more fully reckoned with this reality, efforts to become a more racially just university will not be achieved.

The Narrative in Context

This narrative reflects the experiences, expressions, and concerns of over 200 participants, including students, staff, faculty, alumni. While not every aspect of the narrative will resonate with every member of the JMU community, the themes identified here reflect common and prevalent threads that underlie the lived experiences of our participants. These experiences in the present are informed by JMU's history.

Beginning 1966, JMU saw an increase in black students, while small numbers of students from other racial groups were enrolled. The year 1978 was pivotal, as President Carrier began to establish programs, services and departments that created a welcoming and intentional environment for black students. However, a decline in black student enrollment occurred during 1996-2003, although the Asian student population began to grow. A Task Force on Diversity in 2004 saw the emergence of new programs and initiatives. JMU continues to be intentional in its efforts to be diverse, equitable and inclusive. However, despite intentionality and the creation of programs and services, JMU is still not experienced at being as racially equitable as we desire to be, particularly by students, staff, and faculty of color.

Four overarching themes emerged from the JMU Narrative on Race project. Taken together, these themes offer a view of the current experiences and perspectives of race and racial equity at JMU.

- Theme One: Racial identity impacts the lived experience of JMU faculty, staff, and students of color in ways that sometimes cause harm, and come with additional burdens.
- Theme Two: Greater gains are limited by the inability to coordinate, provide accountability, and sustain emphasis on racial equity efforts and related actions over time.
- Theme Three: Lack of regular and easily accessible information about ongoing efforts to recruit and retain students of color leads to confusion about our progress and priorities.
- Theme Four: Disparate, under resourced efforts are not enough to achieve racial equity and even more fully shape culture change.

This report presents and expands upon each theme, including aspirational ideals toward which we strive and relevant institutional data and information. Combining data and perspectives on lived experience at and with JMU helps us see a more nuanced picture.

These themes identify and confirm the need to: 1. mitigate harm and marginalization, 2. encourage sustainability and accountability, 3. enhance accessible communication and build trust, and 4. strengthen efforts to change culture.

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Theme One: Mitigate Harm and Marginalization

Racial identity impacts the lived experience of JMU faculty, staff, and students of color in ways that sometimes cause harm, and comes with additional burdens.

<u>Aspirations … what we hope to see in the future to mitigate harm</u>

- Everyone will understand and be accountable for ensuring positive learning and living experiences for faculty, staff and students of color and international students
- All members of JMU participate in shaping an environment that allows every member of the JMU community to thrive.
- Access to professional development for all ensures success.
- Members of the community understand and demonstrate inclusive and anti-racist behaviors.

Some faculty, staff and students of color shared that they have a different and less positive lived experience than other individuals of majority backgrounds at JMU. In particular participants noted a lack of shared understanding of the lived experiences of people of color, and only a patchy understanding of the influence of experiencing life on a predominantly white campus. In addition, faculty, staff and students, particularly people of color, experience the burden of extra service regarding work aimed at diversity, equity and inclusion. The burden of this work is unbalanced.

Faculty experience
In addition to feeling obligated to take on much of the work of racial equity and justice, faculty of color also note being treated differently from white faculty, with students apparently feeling emboldened to challenge and critique them in ways they do not confront white faculty members. In addition, support from colleagues about these issues is not consistent or guaranteed and faculty of color do not always feel there are channels to address this or that they can trust that they will be supported. This led to feelings of a lack of emotional support and sometimes concerns of their physical safety.

Staff experience
Classified and wage staff feel as if they are not invited to participate in shaping the university and are often not given the support and time to be at the table, or to participate in events and programs that celebrate their identities. We were told by staff who actively support racial equity work that they sometimes sense the sting of a lack of institutional support and backing for their efforts. The atmosphere for those engaged in Diversity, Equity, and Inclusion (DEI) work or committed to anti-racist practices and approaches to teaching feels fraught, reflecting challenges our society is currently confronting.

Student experience
Some students of color expressed a feeling of a "bait and switch" among some students of color, where they are led to believe during recruitment that they will have support, but the support does not fully materialize when they get to JMU. They lament that they may complete

their studies and never have a class taught by faculty member of color. This also negatively impacts all students at JMU who may not be prepared for the emerging world and ready to compete globally if their education is shaped predominantly by white faculty. And it is not just feeling prepared, but students of color also shared experiences of feeling traumatized by faculty and staff "ignorant" of issues that impact the learning experiences of students of color. Students of color feel as if they have no way to report challenges they encounter in the classroom, and that there is no structure for holding faculty accountable or of supporting faculty to learn through challenging situations.

Many students communicated that they value the services of the Center for Multicultural Student Services (CMSS) and the home they find in CMSS, but also question why they should need a specific place to feel able to be their authentic selves. Many/some students of color still experience that spaces and places on campus are perceived as having racial dividing lines. A specific group that noted a lack of support are some student-athletes of color who do not always feel as if they are given the tools to successfully navigate their identities as *students* of color at a predominantly white institution.

Current, Past or Emerging Initiatives
We offer information to be engaged with alongside the narrative, information about previous and emerging efforts aimed at mitigating harm. This pairing of experience and data permits identification of things that are working that can be better resourced and communicated, and identification of gaps that need to be addressed.

Emerging from the 2003-2004 Diversity Task Force, a new Cabinet Position was established: The first Special Assistant to the President was created to provide leadership, partnership, and accountability for DEI efforts at JMU. Daniel Wubah served in the role from 2004-2007. Art Dean has served from 2007-2021, focusing on student diversity and inclusion, sharing responsibilities with David Owusu-Ansah (2007-2021) who focuses on faculty diversity, and with Donna Harper, Vice President for Access and Enrollment Management.

New President's Cabinet formed in 2020 to be the most inclusive and diverse: https://www.jmu.edu/president/offices-and-staff/staff-senior.shtml

Center for Multicultural Student Services established in 1992 (CMSS): https://www.jmu.edu/multicultural/

Madison Hispanic Caucus established: https://www.jmu.edu/mhc/

Asian Pacific Islander Desi American Caucus, https://www.jmu.edu/apida/

Sisters in Session is organized: https://www.jmu.edu/diversity/sis/index.shtml

Data:

- Instructional Faculty by Race and Ethnicity, 2010-2020, see Appendix B
- Faculty Recruitment and Hiring Data, 2020-2021, see Appendix B
- Employee Demographics by Race and Ethnicity, 2003-2020, see Appendix B
- Current Task Force on Racial Equity Working Group recommendations that are aimed at Mitigating Harm, see Appendix B

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Theme Two: Encourage Sustainability and Accountability

Greater gains are limited by the inability to coordinate, provide accountability, and sustain emphasis on racial equity efforts and related actions over time.

Aspirations …what we hope to see in the future to improve accountability, sustainability, and communication of DEI efforts

- A comprehensive DEI strategy is in place.
- Efforts are supported by the entire population including white people.
- Senior leaders are aware of outcomes, measure results, and expect action to ensure the achievement of the outcomes on a timely basis.

There is a sense among many that our racial equity and other DEI efforts are not well communicated, sustainable or coordinated and then it feels like there are repetitive efforts (i.e., University convened ad hoc task forces, working groups, committees, etc.) that yield information and ideas that fade away until the next effort. These efforts to advance racial equity feel to some as if we are trying to run a marathon on a treadmill, and not getting anywhere. The programs we do have that advance racial equity, diversity, and inclusion are seen as decentralized. Some people expressed that a lack of clear goals and accountability with regards to racial equity makes efforts feel untethered and ineffective. In addition, there is a perception that accountability is lacking; we need to do more to evaluate or assess whether efforts are creating the change needed.

There is a tension between the best idealized parts of JMU Racial Equity efforts, and the challenging realities that many live day-to-day.

Even many well-intentioned people do not know what to do, or how to participate in sustained, well-coordinated, well-resourced transformative action toward change—especially among many white people who comprise the campus majority and thus need to be involved. Some perceive that this work is carried by few, mostly people of color (POC), and that there is little recognition of the emotional costs of this work. The feeling is that as long as the burden is carried primarily by POC, and not shared by all members of the community, to some there does not appear to be an institutional commitment.

Current, Past, or Emerging Initiatives
We offer information to be engaged with alongside the narrative, information about previous and emerging efforts aimed at improving accountability, sustainability, and communication of DEI efforts. This pairing of experience and data permits identification of things that are working that can be better resourced and communicated, and identification of gaps that need to be addressed.

2012-2013 Diversity Task Force: https://www.jmu.edu/diversity/reports-andpublications/diversity-task-force.shtml

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Diversity, Equity and Inclusion are embedded in the University Mission and Strategic Plan, see Appendix C

Diversity, Equity and Inclusion, and specifically, an anti-discrimination agenda are embedded in the Academic Affairs Strategic Plan: https://www.jmu.edu/academic-affairs/aasp.shtml Current Task Force on Racial Equity Working Group recommendations that are aimed at improving accountability, sustainability, and communication of DEI efforts, see Appendix C

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Theme Three: Enhance Accessible Communication and Build Trust

Lack of regular communication and easily accessible information about ongoing efforts to recruit and retain students of color leads to confusion about our progress and priorities.

Aspirations…what we hope to see in the future that will enhance transparency and communication about student recruitment policies, practices and goals.

- A strategic, well-funded student recruitment plan is in place that is followed, revisited annually yet still allows for adjustments when key circumstances change.
- We engage in a data-driven approach to student recruitment.
- Recruitment efforts are the responsibility of many.
- Senior leadership ensures that action steps are completed and results are attained.
- Key functions are completed by paid staff to achieve the desired results.
- Responsible individuals deeply understand the market for BIPOC students, can describe it, and draw a relationship between market forces and the actions taken.

Many constituencies seek information and data regarding JMU's recruitment goals and attainment. This raises questions about JMU's commitment to recruitment goals for students of color. Acknowledging a changing context, some alumni in particular nevertheless express frustration at the loss of what were perceived as successful programs in previous decades aimed at recruiting, supporting, and retaining students of color.

Participants stated that JMU approaches to recruitment may not be tapping the student base in the Commonwealth and beyond that will build the diverse student body needed for educational excellence in the 21st century. Efforts to recruit a diverse student body are also hampered by the lack of sufficient financial aid to meet the needs of many prospective students, including those who may not qualify for financial aid but still require financial support. This particular barrier merits continued attention.

When reflecting on efforts to retain students, participants expressed that retention relies on students finding and building community on campus and within their academic area. The Center for Multicultural Student Services is one place that community exists, however, as expressed in Theme One, some students of color still perceive that this welcome and feeling of belonging is not universal across campus. A participant expressed that they are often asked by prospective students of color, "is this a place where I will be welcomed and feel comfortable?"

Current, Past, or Emerging Initiatives

We offer information to be engaged with alongside the narrative, information about previous and emerging efforts aimed at improving awareness and greater understanding/transparency about student recruitment. This pairing of experience and data permits identification of things that are working that can be better resourced and communicated, and identification of gaps that need to be addressed.

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Student Enrollment Data, 1980-2020, see Appendix D

Richmond-based Admissions recruiting position is established in 2004

Strategic Partnerships with pre-collegiate programs expanded in 2004, https://www.partnershipforthefuture.org/, AVID in Fairfax County and Mid-Atlantic Region, College Partnership Program from Fairfax County

Professor in Residence Program elevated in 2004, emerging from a recommendation of the 2003-2004 Diversity Task Force: https://www.jmu.edu/diversity/programs-and-events/pir.shtml

Centennial Scholars program established in 2004 as a recommendation of the 2003-2004 Diversity Task Force: https://www.jmu.edu/centscholars/whoweare.shtml

Valley Scholars: https://www.jmu.edu/valleyscholars/index.shtml

JMU Chapter of National Society of Minorities in Hospitality, https://www.jmu.edu/hartschool/students/student-organizations.shtml

Minority Programmers Association, student club.

Diversity and Inclusion in Global Security (DIGS), https://beinvolved.jmu.edu/organization/jmudigs

National Society for Black Engineers, https://beinvolved.jmu.edu/organization/nsbe

The Haynes Scholars Program, an academic residential learning community for incoming first-year STEM majors at JMU who identify as Black, Indigenous American, Latinx/Hispanic, Asian/Pacific Islander, or as part of other underrepresented groups in STEM fields. https://www.jmu.edu/mathstat/Haynes/index.shtml

Current Task Force Working Group Recommendations related to student recruitment, see Appendix D

Theme Four: Strengthen Efforts to Change Culture

Disparate, under resourced efforts are not enough to achieve racial equity and even more fully shape culture change.

Aspirations…what we hope to see in the future that will enhance resources to advance racial equity and promote positive DEI culture change

- Our talk and actions reflect a value for all people, surpassing dialogue and commentary regarding the beauty of our campus.
- It is obvious that the JMU culture prioritizes racial equity because it is important.
- JMU faculty and staff demonstrate that to achieve racial equity, they must be courageous rather than comfortable.
- JMU focuses on race consciousness and DEI sensitive transformational learning that comes with education, professional development, and the growth of the individual.

Efforts to make our campus diverse and inclusive are not perceived to be a priority for all on campus. Some members of the JMU community (Faculty, Staff and Students) are able to navigate the campus experience without having to think about their own race or the racial experience of others on campus that might be different than their experiences. It was acknowledged that where a university allocates its resources reveals its priorities. Progress is being made by JMU to more adequately fund racial equity and other DEI infrastructure, support, professional development, and recruitment and retention efforts, however the sense is that we have much more work to do.

There are efforts on campus seeding culture change, but they are under-resourced and lack institutional support. Students of color are passionate and committed to culture change, but the perception that students must continually demand long-term cultural change is disheartening for students and can seem ineffective and unjust.

Our central identity is that of an institution of higher education, and yet participants reported a sense that we do not yet have a clearly communicated strategy or resources for supporting and motivating faculty and staff to develop and practice skills that sustain racial equity. We have faculty and staff who do not feel as if they have the skills to support individual peers or students of color, facilitate conversations, or navigate the challenges of racial inequity in action. Some faculty desire to and seek ways to gain these skills while others feel as if this is not part of their role as an educator. There are some students as well, who seem to be ill-prepared to engage in conversations regarding race and other differences among people.

Current, Past, or Emerging Initiatives
We offer information to be engaged with alongside the narrative, information about previous and emerging efforts aimed at enhancing resources for DEI work and promoting positive culture change. This pairing of experience and data permits identification of things that are working that can be better resourced and communicated, and identification of gaps that need to be addressed.

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Legacy and Current JMU Presidential Leadership on DEI, see Appendix E

Task Force on Racial Equity Working groups have expanded, in the short term, the number of people at many levels of the university involved in DEI work and change: https://www.jmu.edu/president/racial-equity/index.shtml

DEI coordinators and councils in many units, and more DEI specific administrative positions added: https://www.jmu.edu/avphr/DiversityEquityandInclusion/index.shtml

Building Re-Dedication emerges from JMU campus history efforts: https://linktr.ee/campushistory

Diversity Conference: https://www.jmu.edu/diversity/programs-and-events/diversityconference-index.shtml

Innovative Diversity Efforts Award (IDEA) Grants to fund testing and development of sustainable activities and projects to enrich diversity and inclusion established: https://www.jmu.edu/diversity/programs-and-events/idea.shtml

Provost Diversity Curriculum Grants established as a recommendation from the 2012-2013 Diversity Task Force, https://www.jmu.edu/academic-affairs/diversity/grant.shtml

Diversity Education Empowerment Program (DEEP Impact): https://www.jmu.edu/deepimpact/index.shtml

The Beacon Newsletter: https://www.jmu.edu/diversity/newsletters/index.shtml

Preparing Future Faculty program hosts underrepresented faculty fellows completing their dissertations annually: https://www.jmu.edu/diversity/programs-and-events/preparing-futurefaculty.shtml

Center for Faculty Innovation programs including Interrogating White "Allyship" online faculty community, African, African American and Diaspora Critical Perspectives and Pedagogies Institute, and Preparing Faculty to be Inclusive Teachers Institute

WakeUp White Racial Identity Book Clubs for faculty and staff

D.E.E.P. Impact, Diversity Education Empowerment Program, monthly Diversity Dialogues, https://www.jmu.edu/deepimpact/diversity-dialogues.shtml

A Climate Study is being conducted at JMU, emerging as the top recommendation from the 2017 Task Force for Inclusion: https://www.jmu.edu/president/climate-study/index.shtml

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Appendix A

The Process of Curating the Narrative on Race

This process involved three opportunities for JMU community input about the current state of racial experience and racial equity at JMU. Each of the input sessions was facilitated and had dedicated notetakers to ensure that participants' contributions were captured. The processes were designed to allow participants to share their experiences, perspectives, and questions in areas including Student Experience, Faculty and Staff Experience; Recruitment and Retention; Overall Culture; Diversity, Equity, and Inclusion Efforts and Support; and Classrooms, Curriculum and Student Success.

The Task Force on Racial Equity utilized the services of the JMU Institute for Constructive Advocacy and Dialogue (jmu.edu/icad), collaborating with its director, Dr. Lori Britt, who facilitated all of the sessions and led the team through the organization of this undertaking to begin to curate the narrative on race at JMU.

June: (Virtual) To start the process, the Narrative Planning Group invited the TFRE Working Group CoChairs and Leadership Council, DEI College Directors and representatives from CMSS, SGA, and the Board of Visitors Student Representative.

July: (Virtual) In July, the group invited the June participants to rejoin us for deeper conversations, and also invited Diversity Council Chairs and Representatives, and leaders and representations from JMU student organizations that serve the needs of underrepresented students.

August: (In-person and Virtual) Seeking to continue to expand opportunities for participation, previous participants and invitees were joined by leaders of racial curriculum programs and all members of the Task Force on Inclusion, plus graduates and students from under-represented racial groups,

During the process, working drafts were made available online throughout the process to allow for additional contributions, and additional individuals emailed feedback and comments that were included in the data collection.

The notes from each session were organized and the Narrative Planning Group engaged in analysis across the themes which resulted in the emergence of the four primary themes presented in this document.

This Narrative on Race at JMU is a living document. This first iteration was compiled based on conversations with a little over 300 JMU faculty, staff, students, and alumni throughout the summer of 2021. We welcome your continued input to assist with shaping this document and helping us as a JMU community to hear, respond and support all voices around race. Please use this email address to share any additional information to enhance this narrative: racialequitytaskforce@jmu.edu

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Appendix B

Information and Resources Related to Theme One: Mitigating Harm and Burdens for Faculty, Staff and Students of Color

JMU Instructional Faculty: Demographics with percentages						
	2010-2011		2014-2015		2019-2020	
Total Instruc Faculty	904		993		1,045	
	Num	%	Num	%	Num	%
African-American	26	2.80%	27	2.50%	32	3%
Alaskan/Native American	1	0%	3	0.30%	4	0.30%
Asian American	41	4.50%	47	4.70%	59	5.60%
Hispanic American	17	1.80%	26	2.60%	32	3%
International	24	3%	30	2%	28	2.60%
Hawaiian Pacific Islander		0		0		0
Multiracial	2	0.20%	7	0.70%	13	1.20%
Total non white	87	9.60%	110	11%	140	13%
Non white plus International	111	12%	140	14%	168	16%
White/Caucasian	768	85%	793	80%	828	79%
Not Reported	49	5%	60	6%	49	4.60%

Two categories (Hawaiian/Pacific Islander and Multiracial added in 2010-2011)

Faculty hiring summary AY 20-21

2019-20	Total # Applicants	Total Applicants of Color	% BIPOC	2020-21	Total # Applicants	Total Applicants of Color	% BIPOC
Applicant Pool	3011	621	21	Applicant Pool	1807	717	40
Interview Pool	398	105	26	Interview Pool	309	140	45
Hired	73	21	29	Hired	61	25	41

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Total Employee Demographics with percentages

	2003-2004		2005-2006		2010-2011		2015-2016		2019-2020	
Total Employees	1,959		2,159		2,486		2,884		3,053	
	Num	%	Num	%	Num	%	Num	%	Num	%
African-American	62	3%	74	3%	68	3%	95	3%	102	3%
Alaskan/Native American	4	0.001%	2	0.00%	3	0.00%	6	0.00%	5	0.00%
Asian American	26	1.30%	43	2%	56	2%	73	3%	86	2.80%
Hispanic American	19	1%	23	1%	28	1%	53	2%	85	2.78%
International	n/a	n/a	n/a	n/a	31	1%	26	1%	37	1.20%
Hawaiian Pacific Islander	n/a	n/a	n/a	n/a	2	0.00%	1	0.00%	1	0.00%
Multiracial	n/a	n/a	3	0.00%	5	0.00%	28	1%	40	1.30%
Total Non white	111	6%	145	7%	162	7%	256	9%	319	10.40%
Non white plus International					193	8%	282	10%	356	11.60%
White/Caucasian	1,848	94%	2011	1	2198	1	2437	1	2566	84%
Not Reported	n/a	n/a	3	0.00%	126	5%	165	6.00%	131	4.30%

Two categories (Hawaiian/Pacific Islander and Multiracial added in 2010-2011)

Narrative theme	Task Force on Racial Equity Working Group Recommendations
Mitigate harm	Equity Walk Discussion Recommendation: Faculty and staff professional development
	Full-time JMU Employment Recruiters
	Ally for Racial Equity Training
	Clarifying pathways for reporting and responding to inequitable treatment
	Academic Unit, Personnel Adv Cmte Chair Leadership Development
	Strengthening DEI Education within the General Education Program
	Mentoring Champions
	AAC&U Truth, Racial Healing & Transformation Center

Note that all the items in black are still in development, items in blue are in various stages of finalization/implementation. Additional recommendations will also be forthcoming.

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Appendix C

Information and Resources Related to Theme Two: Coordination, Accountability, and Sustained Emphasis on Racial Equity Efforts and Actions

Narrative theme	Task Force on Racial Equity Working Group Recommendations
Accountability/sustainability/ communication	Equity Walk Discussion Recommendation: Communications/Transparency
	Equity Walk Discussion Recommendation: Policies & Procedures Review
	Centralized website for DEI-related training
	Required Faculty syllabi Statement on DEI and Access
	Leadership Messaging/Visibility of Expectation
	Develop and Execute a Marketing and Education Program
	Woman and Minority Owned Business Connection
	Racial Equity Statement
	Planning – Beyond the Task Force on Racial Equity
	DEI Online Organization Chart

Note that all the items in black are still in development, items in blue are in various stages of finalization/implementation. Additional recommendations will also be forthcoming.

Diversity, Equity and Inclusion is Embedded in the JMU Strategic Plan

https://www.jmu.edu/jmuplans/

Strategic Priority: Priority #2 – Embracing Diversity, Equity and Inclusion (DEI)
We will advance access and affordability for qualified students from all backgrounds, diligently removing obstacles to success.

Value: JMU has six values one of them is the value of Diversity

Diversity: We strive to be an inclusive community that values the richness of all individuals and perspectives.

Core Quality: Access, Inclusion and Diversity

We promote access, inclusion, and diversity for all students, faculty, staff, constituents and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission.

University Goals

Goal 3A: The university will determine the composition of the student body that is both appropriate and adaptable to the changing needs of the university and the Commonwealth.

Goal 3B: The university will expand access, building new bridges to cross existing socioeconomic, geographic, learning and/or physical barriers to participation in academic pursuits and campus activities.

Goal 3C: The university will show evidence of a continuously improving environment that is welcoming and inclusive; such that events, messages, symbols, and services express mutual respect.

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Goal 3D: The university will continue personal and professional development related to enhancing understanding of diversity while leveraging increased diversity through university/community partnerships.

Goal 3E: The university will increase merit and need-based scholarship offerings.

Goal 3F: The university will infuse a value and culture of diversity into the primary teaching, research and service approaches of academic units.

Appendix D

Information and Resources Related to Theme Three: Easily accessible information about ongoing efforts to recruit and retain students of color

JMU Student Enrollment by Racial/Ethnic Categories 1980-2020

	1980		1990		2000		2005		2010		2011		2015		2020	
Total Enrollment	8.817		11.011		15,236		16,938		19,434		19,722		21,227		21,594	
African-American	268	3%	947	8.6%	672	4.4%	557	3.2%	759	3.9%	745	3.8%	915	4%	1066	4.9%
Alaskan/Native American	5	0.1%	23	0.05%	25	0.16%	39	0.23%	44	0.26%	35	0.17%	37	0.17%	25	0.11%
Asian American*	18	0.2%	215	2%	633	4.1%	775	4.6%	816**	4.1%	816	4.1%	898	4%	1009	4.7%
Hispanic American	32	0.4%	149	1.4%	238	1.6%	351	2%	592	3.0%	658	3.3%	1,187	6%	1510	7%
International	n/a		n/a		241	1.6%	154	0.9%	290	1.5%	302	1.5%	593	3%	318	1.5%
Hawaiian Pacific Islander	n/a		n/a		n/a		n/a		77	0.3%	69	0.34%	26	0.1%	22	0.1%
Multiracial	n/a		n/a		n/a		n/a		n/a		316	1.6%	803	4%	1014	4.7%
Total Number Non-White	323		1,334		1,568 (1,809)***		1,722 (1,876)		2,288 (2,578)		2,639 (2,941)		3,866 (4,459)		4,646 (4,964)	
Total Percentage Non-White	3.60%		12%		10.29% (11.87%)		10% (10.9%)		11.5% (13%)		13.4% (15%)		18% (21%)		21.5% (23%)	
White/Caucasian	8.494	96.3%					14,294	84%	15,380	79%	15,746	80%	16,049	76%	16,245	75.2%
Not Reported							768	4.5%	1300	6.6%	975	5%	719	3%	385	1.8%

* in 1980 and 1990, the Asian American category was "Oriental."

**In 2011, the Asian American category was updated at the federal level, with "Hawaiian Pacific Islander" being added for reporting.

***( ) represent statistics including international numbers

Narrative theme	Task Force on Racial Equity Working Group Recommendations
Student recruitment	Graduate Students DEI Programming
	First Generation Strategy
	Creating a mobile app for JMU Students of Color and Commuter Students
	Increase diversity of images and language on Pre K-12 Youth Programs
	Admissions outreach to local pre-college students
	Create Pre K-12 Youth Program Directory
	Pre-College Outreach Programming

Note that all the items in black are still in development, items in blue are in various stages of finalization/implementation. Additional recommendations will also be forthcoming.

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Appendix E

Information and Resources Related to Theme Four: Resourcing Racial Equity and More Fully Shaping Culture Change

JMU Presidential Leadership on Diversity, Equity and Inclusion

President Ronald Carrier's Legacy:

- President who closely interacted with all students. African-American students felt connected and supported by him.
- He desired to create a homecoming and campus cultural set of programs and events for African American students (He went to student affairs and its leaders to create the following events at JMU, he made sure the resources were in place: Homecoming Step Show, MLK program Recruitment efforts in Admissions)
- The ability for CMSS to grow, develop and support students was directly connected to his leadership.
- He empowered individuals like Forest Parker, former Associate Director of Admission, Daphyne Thomas, former Assistant Director of Admissions, and Byron Bullock, first director of JMU's Center for Multicultural Student Services, to make great changes to recruitment and retention efforts at JMU.

President Linwood Rose's Legacy:

- Served in a variety for roles at JMU prior to his ascendency to the presidency in 1998.
- He saw the declining enrollment of African American students in 2003 and created JMU's first Task Force to address the retention and recruitment issues. (Created cabinet leadership position, Centennial Scholars Program, Professor in Residence and a number of key programs and initiatives still present today at JMU)
- Under his tenure JMU saw a significant increase in the student enrollment of African-American students.

President Jonathan Alger's Continued work:

- Lifetime of leadership, work, scholarship, and commitment to efforts related to affirmative action, diversity, access and inclusion
- He played a leading role in the Grutter vs. Bollinger case that went to the Supreme Court defending affirmative action. He represented the University of Michigan and defended Affirmative Action, coordinating the largest amicus brief effort in Supreme Court history and developing arguments and research to support the educational benefits of diversity for all students and institutions
- Created the Valley Scholars Program, focusing on first-generation students in the Shenandoah Valley: https://www.jmu.edu/valleyscholars/index.shtml
- Launched the Second Diversity Task Force that created over 40 initiatives for inclusion at JMU including new standards and best practices for recruitment and selection of new

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faculty and staff; development of a campus-wide standard for the representation of all forms of diversity in JMU's communication and marketing information, and the expansion of the Preparing Future Faculty partnerships.

- Convened a subsequent Task Force on Inclusion: This group was broken into four sub committees designed to look for best practices, information and resources to support JMU becoming a more inclusive community. Classroom Inclusivity, Student Climate, Employment Climate and History in Context: https://www.jmu.edu/president/inclusion/index.shtml
- Led and supported efforts to recognize the contributions of Black faculty, staff, students and alumni through the renaming of three buildings on the university's historic quad
- Supports a Salary Equity study every three years
- His administration has created new positions to help provide leadership for DEI efforts (e.g., in Student and Academic Affairs), as well as enhanced academic areas of focus (e.g., in African, African American, and Diaspora Studies)
- JMU today, and in the past several years, has the most diverse membership of its Board of Visitors under his leadership.
- Convened the Task Force on Racial Equity: https://www.jmu.edu/president/racialequity/index.shtml
- Climate Study: https://wwwjmu.edu/president/racial-equity/climate.shtml

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