

James Madison College Diversity, Equity, and Inclusion Strategic Plan

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Executive Summary

James Madison College DEI Strategic Plan

In the fall of 2020, members of the James Madison College Inclusion Committee were charged with developing the institution's first ever strategic plan for Diversity/Equity/Inclusion (DEI). A subcommittee constituted of four students (Cody Evans, Madison Gladney, Kris Hill, and Safiya Webster) and two faculty members (Sejuti Das Gupta and Steve Rohs) was formed. We were joined by acting Dean Linda Racioppi as an ex-officio member. During that fall semester, our group studied DEI plans from other colleges at Michigan State University as well as the University of Southern California and the University of California-Berkeley in order to form a template for our college. In the months following, the subcommittee explored the college's past efforts and discussed the contemporary climate of the college. In the larger strategic plan, we detail a number of action items that will help us achieve our DEI goals (see pages 27-33). What follows is a summary of the longer proposal.

The DEI plan begins with a "Statement of Norms and Values" generated by the Inclusion Committee in 2020 and affirmed by the Madison community (including students, staff, and faculty) in the spring of 2021. We were guided by those sentiments and by our understandings of "diversity," "equity," and "inclusion" articulated in the early pages of this document. In fashioning the plan, we felt it important to consult two previous "racial climate reports" of James Madison College completed in 2009 and 2016, and to consider what the college has done in the intervening years as we were deliberating on our proposals for the next 3-5 years. Notable in the sources reviewed by the committee were documents written in the summer of 2020 by the W.E.B. DuBois Society and a group of JMC alumni that detailed ways that the culture and curriculum of the college can become more inclusive. (The documents are included as appendices to the plan.) We took note that, especially in the 2016 report, three arenas of social and academic endeavor – the constitution of the college community, curricular offerings, and the culture of the college and residence halls – have been points of emphasis. Paired with an awareness that the larger Inclusion Committee had been deliberating (in 2020-21) on ways that the college has been facing ongoing problems in these three areas for more than a decade, we have chosen in this plan to propose changes that would address them directly.

The subcommittee has been gratified to learn that three of our recommendations have already come to fruition:

- a. Student representatives on the Inclusion Committee asserted that one obstacle to retaining first-generation students or those from under-represented communities was the expectation that they navigate a rigorous curriculum in the first year. While the JMC Writing Consultancy can provide some assistance, the challenges posed by some readings included in first-year courses can be intimidating. A "Reading Consultancy" that will help new students navigate the expectations about their comprehension of these texts will provide a second tier of assistance. The college could eventually develop a centralized learning center that would direct new and

- continuing students to the reading and writing consultancies, to counseling services, and/or other resources available to them. Such efforts could address the gap in 4-year graduation rates between white and BIPOC students (see page 24 below).
- b. Assistant Dean for Diversity/Equity/Inclusion: while the college has attempted in the last decade to make the college more welcoming to students from historically under-represented communities, the work has fallen heavily to the Director of Inclusion and Student Engagement. Providing an administrative position that would consult with the Inclusion Committee, track recruitment and retention efforts, and oversee data collection (see below) will provide greater focus for these initiatives in the college. The new Assistant Dean, who began in this position starting January 2022, will also be a resource for staff and faculty, helping to ensure that the culture of the college can become more inclusive and equitable, and can help to support faculty efforts to diversify curricular offerings.
 - c. The subcommittee recommended hiring a recruitment specialist to assist with diversifying the student body: one of the greatest challenges the college has faced since the publication of the 2009 report is diversifying the student body to reflect the demographics of the state of Michigan. Despite efforts to reach out to a wide range of high schools and to work with the MSU Office of Admissions, the percentages of BIPOC students at JMC have remained low in comparison to Michigan populations. This has especially been true for African-American students, and Hispanic/Latinx students to a lesser degree, with substantial declines in African-American student numbers and recent increases in Hispanic/Latinx student numbers (see pages 15-19 of the plan). The university has now provided funding for a DEI specialist focusing on recruitment, advising and retention that can redress this ongoing historical disparity.

Composition:

While the addition of a DEI specialist and Assistant Dean for DEI, as well as redoubled efforts at retaining students from historically under-represented groups, will offer significant improvements to diversify the college community, the subcommittee believes that other efforts are necessary as well. We found that despite initiatives by the college administration and especially new programs instituted by Jasmine Lee and Amber Benton, the two Directors of the Office of Diversity Programming and Student Engagement in recent years, efforts at recruiting and retaining students, faculty, and staff from historically marginalized communities have not been met with significant improvements. This has been especially true for the recruitment and retention of African-American students. There has been modest progress in diversifying our faculty, though the administrative staff (other than temporary student employees) remains entirely white. Encouraged in a meeting with MSU vice president and chief diversity officer Dr. Jabbar Bennett to consider the state of Michigan demographic data as a benchmark for our institution, we propose several ways to improve.

- a. One of the most successful innovations in the past several years has been the Madison Academic Diversity Initiative (MADI) overseen by Jasmine Lee and Amber Benton. This has especially served to welcome first-year BIPOC and first-generation

students into the college community. However, expanding this program to create an “early start” for high school students who have enrolled in JMC could improve both recruitment and retention efforts. The program could especially help to bridge the gap between high school and JMC. This initiative would require significant funding, so the annual APP&R as well as the college Development Office should include this as a goal for the future.

- b. In the 2016 Racial Climate Report, JMC was encouraged to develop a Madison “Ambassadors” program intended to assist in building relationships with Michigan high schools that graduate diverse populations. The college should redouble these efforts, building on connections between current students and alumni to make the benefits of a JMC education more visible to those prospective students.
- c. In an effort to make DEI considerations central to the hiring and retention of college employees, we propose that the new Assistant Dean for DEI as well as the Inclusion Committee play an important role in the hiring process.

These all speak to our most pressing concern: improving the recruitment and retention of students, faculty, and staff who are from marginalized/under-represented communities.

Curriculum

The Racial Climate Report released in 2016, which included a survey of the JMC student population, indicated that perceptions persisted among marginalized or under-represented students that the college curricular offerings did not always fully represent the histories and experiences of their communities (see pages 24-25). A parallel examination of select syllabi suggested some gaps the faculty might address and advised fields to meet periodically with students to review syllabi. This subcommittee proposes returning to those recommendations, with an annual process in mind. We recognize that the faculty are the appropriate owners of the curriculum and should be the arbiters of its contents. However, we believe that such a periodic, transparent review and reflection - which includes student representatives, the Dean, and the Assistant Dean for DEI as advisors in the process - can enable faculty to consider new directions, and can build confidence among student groups that their concerns are being heard. Specifically, we propose:

- a. That a process for reflection upon the college curriculum be instituted, with the intention of assessing the diversity of its offerings. The process should be overseen by the College Curriculum Committee, with the Dean and Assistant Dean for DEI providing guidance and counsel. This process should identify curricular strengths and gaps related to diversity/equity/inclusion, with a view towards identifying strategies to address the gaps.
- b. That each field periodically (at least every two years) reviews its curricular offerings to identify strengths and gaps related to diversity/equity/inclusion in the field curriculum. This process should include student representatives. Each field should then share reflections with the Curriculum Committee, as well as the Dean and the Assistant Dean of DEI, as well as the Inclusion Committee.
- c. That faculty annual reviews reward commitment to diversifying the curriculum.

- d. That the college continue to offer workshops for diversifying the curriculum in response to particular issues that arise as part of this process.
- e. That the college undertake an external review to study the diversification of the college curriculum.

Culture

The 2016 Racial Climate Report also revealed in its survey that marginalized/under-represented students reported ongoing incidents of micro- and macro-aggressions in the culture and social life of the college and in college classrooms. A college-wide forum in the fall of 2019, and online conversations in the summer and fall of 2020, echoed those perceptions, particularly as they were influenced by events external to the college (see pages 25-26). Such incidents continue, despite college-wide efforts to offer faculty, staff, and student training and workshops intended to address these problems. The subcommittee recognizes the important role such training plays, but we believe that systematic efforts to gather information about the culture of the college and classrooms are warranted. Specifically, we propose:

- a. That student groups (including Inclusion Committee representatives and others from the JMC Student Senate and interested student organizations) organize an annual open forum to discuss current DEI concerns.
- b. The Assistant Dean for DEI facilitate a mid-semester survey about culture of the college related to DEI, and report back to the Inclusion Committee.
- c. That the college use the information gathered to enhance continuing workshops required for faculty, staff, and students on making the college inclusive in terms of college experiences in and out of the classroom, in the residence halls, and in online encounters associated with the college.

James Madison College

Strategic Plan for Diversity/Equity/Inclusion

Statement of Purpose

James Madison College is a college of public affairs that cultivates learning, belonging, and an inclusive environment that celebrates culturally diverse identities and practices. Beginning in the fall of 2020, the college's Inclusion Committee initiated a process that culminated in the following plan intended to advance diversity, equity and inclusion throughout the college.

The multi-year effort involved soliciting feedback from our many constituencies, and drew from recent data as it pertained to recruitment and retention of students and employees, graduation rates, experiences of the culture of the classroom and college generally, and the challenges of interdisciplinary learning. Student representatives on the Inclusion Committee initiated the process in the spring semester of 2020, drafting a statement of "Norms and Values" that was revised later that year by the committee-at-large. A survey sent to the college community in the fall of 2020 garnered widespread support for the statement, and feedback offered as part of the survey shaped a revised version of the document in 2021, which has been approved by organizations representing the students, as well as the staff and faculty of James Madison College. In the fall of 2020 a subcommittee that included administration, faculty, and students was organized to formulate the DEI strategic plan.

The Statement of Norms and Values below guides the assessment of our college's efforts at promoting diversity, equity, and inclusion, both in the past and present, and helps to frame our proposals for future aims and goals. Though this is but one element of the process by which James Madison College will be formulating a broader strategic plan for the college, we envision this effort as a guide for any future vision for the mission of the college. Moreover, we intend for this plan to build upon and implement the broader University's 2021 Diversity, Equity & Inclusion Plan.

James Madison College Community Norms and Values

As a residential college designed to cultivate learning, belonging, and human relationships, we promote a community based on the practice of these core values:

Integrity: building trust, honesty, mutual respect, reliability, and ethical behavior

Diversity: ensuring compassion, empathy, and the value of (respect for) difference

Equity and Justice: creating an environment in which equity and fairness are prioritized; promoting and valuing the wellness of all persons

Accountability: being willing to reflect upon as well as take responsibility for one's actions and behaviors in ways that are guided by community norms and values

Shared governance: collectively enhancing the inclusion of all community members in transparent decision making and knowledge related to the college

Pursuit of knowledge: valuing intellectual growth and acquisition of knowledge

Engagement: participating in service efforts related to the betterment of communities locally and around the world

How do we define diversity, equity, and inclusion?

We recognize that diversity, equity, and inclusion are central components of inclusive excellence in research, teaching, service, and outreach and engagement.

DIVERSITY: represents our varied collective individual identities and differences, including characteristics of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, nationality, migratory status, disability/abilities, political affiliation, veteran status and socioeconomic background. In order to achieve and sustain a diverse community, where people's social identities and backgrounds are represented and valued, we are committed to engage, understand, promote, and foster a variety of perspectives. We affirm our similarities and value our differences.

EQUITY: requires that we intentionally and actively dismantle structural barriers, challenge discrimination and bias, and institutionalize access to resources that redress historical and contemporary social inequalities. Equity goes beyond notions of equality, fair treatment, opportunity, and access to information and resources for all, although these are crucial to the success of the college. Rather, equity can only be achieved in an environment built on respect and dignity in an environment that acknowledges historic and contemporary injustices. By adopting equity-based practices, we will identify and strive to eliminate policies, practices, attitudes, and cultural messages that reinforce achievement barriers.

INCLUSION: actively invites everyone to contribute and participate. In the face of unjust societal power dynamics, we strive to create a JMC community where all voices and identities are valued and respected. Our community will thrive when members are able to participate in relevant decision-making, raise concerns without retaliation and have their concerns addressed.

By understanding the intersectional nature of diversity, equity, and inclusion, we will utilize these definitions to actively transform James Madison College into the institution we hope that it may be.

SECTION 1: DEI Accomplishments 2016-2021

Background: 2009 and 2016 Racial Climate Reports¹

James Madison College undertook two studies of the racial climate at the college that were completed in 2009 and 2016. The “Racial Climate Committee Report” of 2016 explored the ways the college attempted to address problems raised in the 2009 “Report of the Racial Environment at Madison” in the years since the first report was submitted. In addition, the 2016 report was also framed in response to two letters, one from African-American alumni and one from African-American faculty, detailing instances of systemic inequity, microaggressions, and implicit bias, and addressing concerns about under-representation in the student body and the curriculum.

As the result of a college-wide survey and a series of focus groups, the 2016 report concluded that though the college had made improvements in several areas, including diversification of the composition of the student body and faculty, the survey indicated that problems persisted. White students remained the largest group (78 percent), while approximately 20 percent identified as students of color. (Two percent did not report a racial/ethnic identity.) The survey also found that because they were under-represented in the college, students of color reported experiences of marginalization and “microaggressions and microinvalidations” (15) in classrooms and other places, including the residence halls and events sponsored by the college.

Though many students surveyed appreciated the intellectually challenging environment of JMC classes, some, including representative voices from white students and students of color, indicated that while some classes and some instructors actively interrogated perspectives about race, ethnicity, and nationality, others fostered an environment in which marginalized or “controversial” perspectives were dismissed, summarily rejected or prematurely foreclosed. Other students of color said that their peers “fail to adapt and cultivate a broader, more inclusive perspective,” and that they found themselves less confident that they would experience a supportive peer environment at JMC (16-17). Letters from African-American alumni and student groups as well as survey respondents indicated that official events (like the college “Parade of Honors” and graduation ceremonies) as well as services offered to students tended to overlook or

¹ Information in this section comes from the 2016 Racial Climate Report. It is included as an appendix to this report.

marginalize their experiences, and that first-year orientation, diversity programming and college co-curriculars needed to be more robust in helping all students adapt to a more diverse environment.

The same letters and survey data indicated that there was a lack of diversity in the curriculum (a perception echoed by a 2020 letter from JMC alumni -- see below). A review of college-wide courses as well as survey responses suggested that while curricular review is and should be attuned to the nuances of syllabus design, instructor intent and pedagogy, there were gaps in some courses (like MC 201) regarding the teaching of race and ethnicity, and that further diversification of curricular offerings, especially expanding beyond a “white/black” dichotomy, was warranted. The report also called for the college and its four primary fields to be more transparent and more responsive to student inquiries about the curriculum, as pronounced divisions among students regarding the coverage of race, ethnicity, and nationality in the curriculum remained (27).

Recommendations from 2016

Composition/Diversity

The report made specific recommendations intended to diversify the composition of college constituencies, including student body, faculty, and staff. These aims were to improve the recruitment and retention of historically under-represented student groups, and to facilitate more equitable hiring practices of faculty and staff. The recommendations included:

1. Improved efforts of local and international recruitment of under-represented populations
2. Improved efforts at retaining under-represented students
3. The creation of a JMC “Ambassadors” program in which current JMC students from marginalized communities would be employed to assist in recruitment of under-represented students
4. Collaborations with alumni/ae as a way to expand recruitment efforts
5. Expert presentations on bias and inclusion in faculty hiring

In addition to recommending that the college redouble its efforts in recruiting and retaining BIPOC students, the 2016 report indicated that other changes would be necessary to make the college more inclusive and diverse:

1. The creation of a college Inclusion Committee “with a broad mandate” for promoting inclusion.
2. Plans for programming, with “expert presentations on bias and inclusion”
3. Efforts to make public events more inclusive (specifically the annual “Parade of Honors,” and commencement)

4. Expansion of student orientation to address issues of diversity, equity and inclusion
5. Improved communication about efforts the college is making

College Culture of Inclusiveness and Equitable Opportunity/Curricular Review

The 2016 report also responded to concerns about intolerance, aggression, and hostility as part of classroom culture and within the residence hall. Incidents of microaggressions and implicit bias, as well as lack of transparency about decisions involving opportunities for students, faculty and staff suggested particular areas of concern. In addition, ongoing questions about the diversification of the curriculum were tied to questions of inclusion and equity for students in JMC classes.

In response, the committee made these specific recommendations on classroom culture and broader college experiences:

1. Each of the fields (CCP, IR, PTCD, SRP) would be encouraged to hold periodic meetings to discuss improvement of the classroom culture:
 - a. More deliberately employing field and college-wide co-curricular events to make students aware of DEI concerns and the way they might relate to what they are learning in class
 - b. Greater efforts made to invite experts to make presentations on DEI issues to faculty, students, and staff
 - c. Expanded support for international students, especially in efforts toward improving retention and making college resources more accessible
 - d. Constituting faculty focus groups to gauge the effects of DEI efforts
 - e. Planning ongoing faculty colloquia on curriculum diversification and classroom culture
 - f. Re-examining the processes of annual reviews and revision of faculty “white forms”
 - g. Encouraging each field to review the report and its own practices in regard to these recommendations

The committee also made the following recommendations for ongoing curriculum review:

1. The college would sponsor ongoing faculty colloquia on curriculum and individual faculty review of syllabi
2. Each of the fields (CCP, IR, PTCD, SRP) would be encouraged to hold meetings to discuss their curriculum periodically
3. Proposal of new elective courses in Latinx/Native American/Indigenous Studies

4. The inclusion of a new (at the time) Race and Justice Course that would be offered college-wide
5. Periodic reviews of course offerings (assisted by the Inclusion Committee)

Commitment to Change 2016-2021²

Over the past five years, James Madison College has instituted new programs and practices intended to diversify the composition of the student body and faculty, to improve the culture of the college in classrooms and the residence hall, as well as reinforce ongoing efforts that had been present before the 2016 report. In particular, the JMC Office of Diversity and Student Engagement expanded its efforts to encourage retention of underrepresented students, to promote a culture of inclusiveness, and to provide a range of sources to students, staff, and faculty, from workshops to college fora to mentoring and leadership initiatives. In 2021, this office was expanded to become the JMC Office of Diversity, Equity, and Inclusion, led by a new Assistant Dean position. The first Assistant Dean for Diversity, Equity, and Inclusion, Dr. Brian Johnson, began in this position at the beginning of 2022. Under him, there has also been the creation of a DEI Specialist position that will be filled by the end of 2022.

Diversity and Engagement Programs for Students

The many efforts include initiatives directed at retaining students, and educating them about college life and DEI practices:

1. Madison Academic Diversity Initiative (MADI) which supports underrepresented students (“first-generation college students, students of color, LGBTQIA-identifying students, out-of-state, international, and/or from low-socioeconomic background”) during their transition into James Madison College, while focusing on creating a more diverse and inclusive environment.
2. Creation of a reading consultancy to support success of students coming from various academic backgrounds
3. A first year mentor program, pairing first-year students with upper-class mentors. (This was expanded in 2020 to include all students during COVID crisis)
4. “LIVE IT!” And “Speak About It” programs for incoming students that provide them with opportunities for guided discussion about college life, the college

² Information in this section comes from the annual APP&R document from the fall of 2020 and the college response in July 2020 to a student organization (The WEB DuBOIS Society) and JMC Alumni in their calls for change within the college in the wake of racial violence across the country that summer. These documents are included as appendices to this report.

community, equitable and inclusive behavior, and issues in public affairs more generally.

5. A monthly “Ask Big Questions” program to encourage dialogue across social differences, to seek understanding and build community. (In 2020, this was opened up to students from across the university.)
6. Madison Diversity Leadership Program, which encourages leaders and activists from underrepresented groups and communities; it includes an on-campus leadership course, an internship, and international field experience. (The program is on hiatus until 2022.)
7. The annual Social Justice Art Festival (first held in 2018) which takes place during the week of Martin Luther King, Jr. Day to promote learning around social justice topics.
8. Diversity and microaggression training for student organizations and the student body as a whole.
9. Online etiquette and online presence training for students.
10. New student orientation that included: videos about MADI and the first-year mentor program; increased length of initial advising enrollment appointments; and hands-on diversity training by the Director of the Office of Diversity Programming and Student Engagement.

Faculty Development and Training

The Diversity office, the Faculty Affairs Committee, and the JMC administration have also instituted ongoing faculty development programming around DEI issues, including:

1. Work with the Office for Inclusion and Intercultural Initiatives on anti-racism inclusive curricula, including providing workshops on curriculum development.
2. Work with the Office for Inclusion and Intercultural Initiatives on dialogue workshops.
3. Faculty and staff diversity workshops aimed at improving classroom culture and making faculty and staff aware of implicit bias and microaggressions.
4. Efforts among the five fields that constitute the college to address inclusion in an era of remote teaching and learning.

Transparency and Administrative DEI Efforts

In keeping with University priorities and the college’s own values, the college has also endeavored to increase accountability and transparency. These efforts have taken multiple forms:

1. Clarifying our annual faculty review practices via workshops and mentoring.

2. Introducing weekly staff meetings to share information, coordinate communication, and respond to staff concerns.
3. Introducing monthly deans and directors meetings.
4. Updating policies on hiring of student workers to ensure access and inclusivity.
5. Increasing transparency and participation in governance, including dean's office consultation with the Faculty Affairs Committee (FAC) on the direction of the college (budgeting, staffing, programming).
6. Redesigning the college's website, with a more intentional effort to be inclusive.
7. Updating information concerning commitments and actions to diversity and inclusion taken on our social media.
8. Improving the college's development planning process.

Partnerships Across MSU:

JMC has also partnered with other units across the university on DEI initiatives. In 2020, Madison joined with other residential colleges on two projects that won Creating Inclusive Excellence Grant (CIEG) awards: Madison and RCAH for their jointly-sponsored Social Justice Arts Festival; and all three residential colleges for their proposal, Advancing Racial Equity and Advocacy (AREA). That (AREA) program involves the residential colleges' efforts to provide student fellowships, undergraduate certificates, a bridge program, and racial equity and advocacy teach-ins. Our partnerships also involved the MLK Advancing Inclusion Through Research Awards which encourage students to submit research or creative works for consideration for these awards from the college.

Recruitment

A core ongoing concern for the college has been the need to diversify the student body via deliberate efforts to expand its efforts to attract historically underrepresented students to the college. Ongoing efforts and new initiatives have included:

1. Admissions sessions for first generation students and families and BIPOC and their families
2. Working with student employees to build linkages with communities of color, including the JMC Ambassadors program which was instituted soon after the 2016 Racial Climate Report
3. The JMC recruiting office in 2020 designed a high school awareness/ recruitment program intended to improve efforts into the future
4. Working with the MSU office of admissions to expand the scope of college efforts. The collaboration has included:

- a. Sharing data of admitted students
- b. Occasional shared visits to high schools, including college fairs
- c. Attendance at some office of admissions events and presentations

Development

The college has also pursued a development strategy intended to increase scholarships to first generation students (based on financial need) and increasing resources to be used for DEI programming. One initiative in 2020 established the \$1 million Stephen O. Murray Endowment for a scholar-in-residence of LGBTQ studies.

College Inclusion Committee

The creation in 2016 of a “College Inclusion Committee” with a broad mandate to address issues of Diversity/Equity/Inclusion in the college. With the director of Diversity Programming and Student Engagement, the committee has sponsored open fora to solicit feedback on challenges the college has faced in promoting an inclusive, diverse, and equitable college environment and regularly meets to discuss and address challenges the college community faces, whether they involve problems with the culture of the classroom or broader college community, recruitment and retention, hiring practices, or external events that affect members of the community.

In 2020-21, the committee composed a “Statement of Norms and Values”; the process involved active student involvement in identifying key terms and concepts, solicitation of feedback from the college community, and several stages of revision. The completed document is a central part of the DEI strategic plan. The committee also is the body charged with composing this strategic plan.

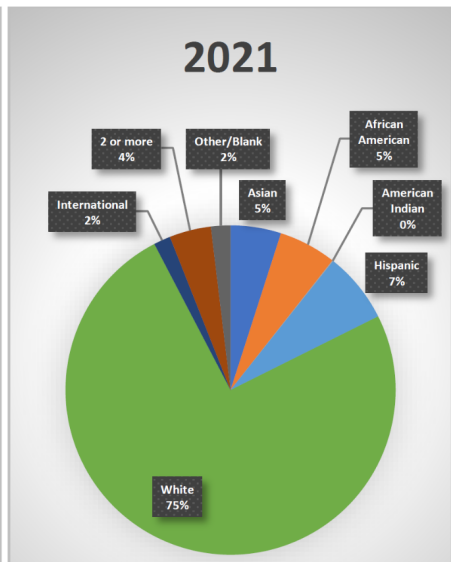
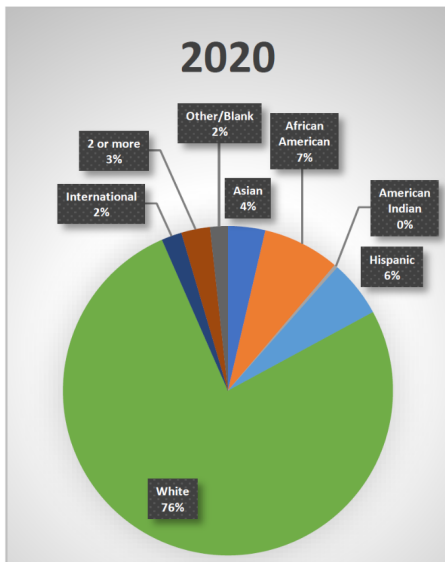
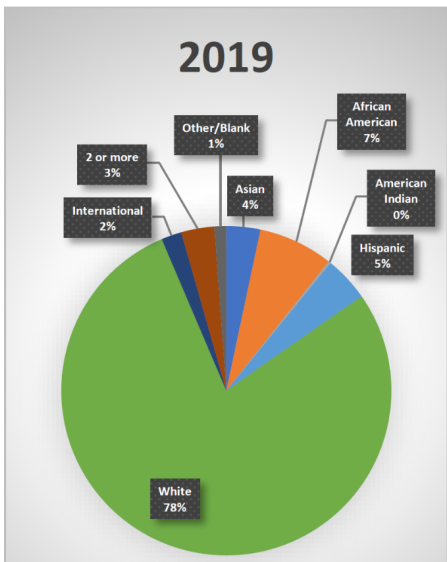
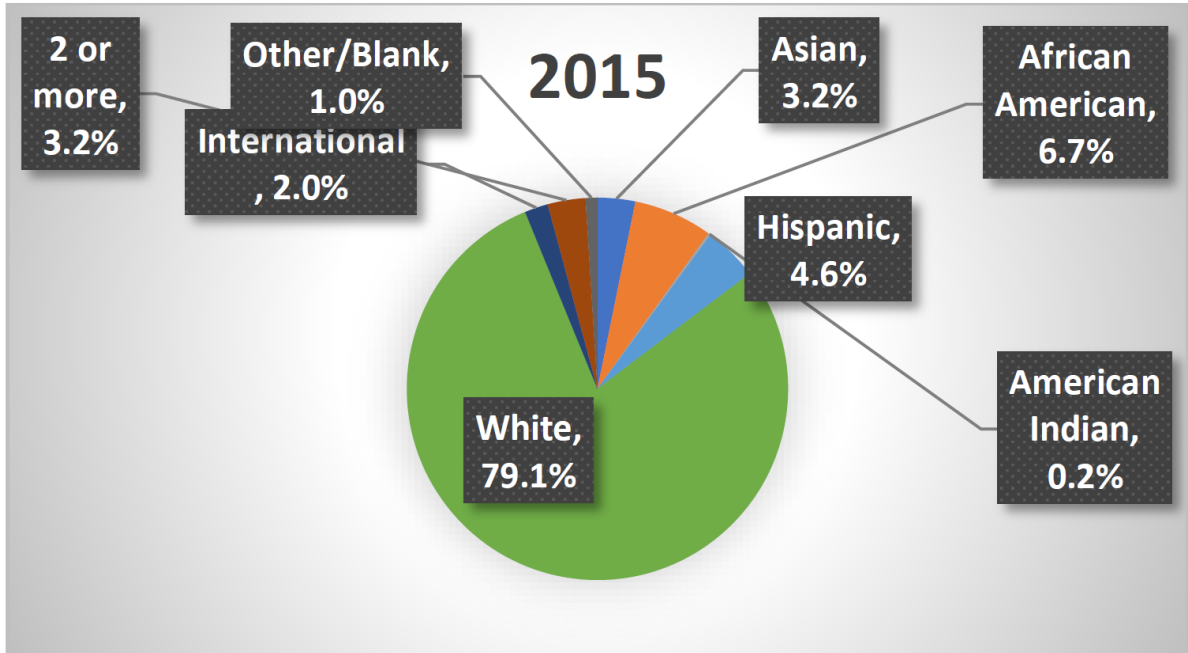
SECTION 2: Ongoing Areas of Concern

Part I: Composition of College Community

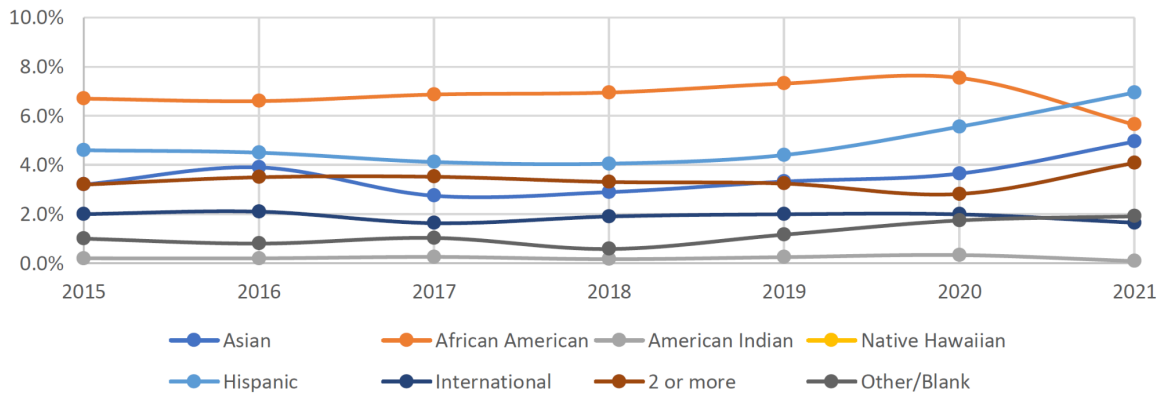
College Composition: Students³

Both the 2016 “Report of the Racial Climate Committee” and the 2009 “Report of the Racial Environment at Madison” identified ongoing problems of under-representation of BIPOC students at James Madison College. From 2009-2015, the percentage of African-American students enrolled at the college ranged from 3% (2010) to 9% (2014-2015), lagging behind the percentage of African-American residents in the State of Michigan by 5%-11%. The total percentages of “students of color” ranged from 12% (2010) to 25% (2014). Enrollment data from 2015-2019 reveals similar patterns. Between 2015 and 2021, the percentage of African-American students ranged from 5.6% (2021) to 7.5% (2020). The data indicated modest gains, but the highest number in 2020 was still 1.5% lower than the 2014 school year. The total percentages of BIPOC students from 2015-2019 ranged from 19.9% (2018) to 25.3% (2021). While percentages of students of color were much higher than the lowest number from 2009-2015, only 2021 compared favorably to the 25% enrollment of students of color in 2014. There has been a consistent increase in students of color from 2018-2021, though the specific groups represented have changed dramatically over that time period. On the whole, these numbers lag behind state demographics for most groups of students and have failed to improve overall on the high marks from 2009-2015. 2020 and 2021 demonstrate substantial shifts in JMC student demographics. For instance, there was an ongoing increase in students of color over the two years, returning to 25% in 2021. However, this outcome is driven primarily by increases in Asian and Hispanic students, as well as those noting “2 or more” identities. After four years of growth among the African-American student population, there was a sharp decline in 2021, from 7.5% to 5.6% of the student body. Further analysis will be required to determine whether this shift is a pandemic-year anomaly, a trend to be confronted, or the result of shifting data practices (e.g., if it were related to the increase in those identifying with “2 or more” categories). It is also notable that much of the 2021 decline in African-American students is among African-American women (see figure below).

³ The following data is derived from the MSU Office of Planning and Budget Institutional Research Site. Category designations relating to racial, ethnic, gendered and other identities reflect institutional correlations with federal categories.



JMC % Students of Color (Fall Enrollment)



Most recent U.S. Census data suggests that the percentage of white students in the past were over-represented in relation to Michigan demographics. In 2010, the census reported that White residents represented about 76.6% of the population, which demonstrated that White student enrollment was over-represented from 2015-2019, which spans 78.3% (in 2019) to 80.1% (in 2018). However, the 2020 census revealed that the white population of Michigan decreased to 72.4%, making the over-representation of White students more marked, despite the decrease to 74.7% of the student body in Fall 2021.

While African-American enrollment at the college similarly remained somewhat consistent (from a low of 6.6% in 2016 to a high of 7.5% in 2020), it remains consistently below the demographics of African-American residents of the state of Michigan, which 2020 Census reports indicate to be about 13.5%. There was slight improvement for a few years, but it has not yet brought the college closer to that benchmark. The 2021 African-American enrollment, at 5.6%, reverses these gains, though it may be an anomaly rather than a trend.

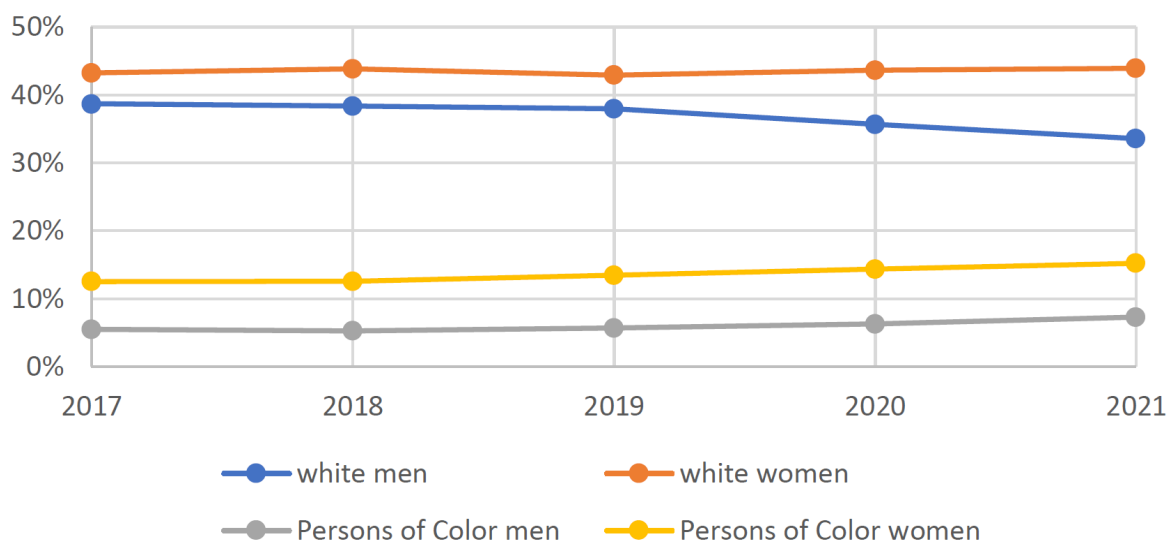
The percentages of “Hispanic/Latinx” students reported over the past few years has also been lower than the comparable population in the state of Michigan, though the gap is not as large. In 2017 and 2018, 4.1% of students enrolled at JMC identified as “Hispanic,” and while numbers for 2016 (4.6%) and 2019 (4.4%) were better, they are all lower than the percentage of Michigan Hispanic/Latinx residents (5.6%) according to the 2020 census. Recent increases (5.6% in 2020, 6.9% in 2021) suggest a positive trend to continue watching.

The population of Asian students at JMC has ranged from a low of 2.7% in 2017, followed by annual increases up to 4.9% in 2021. While the lower numbers don’t

match Michigan demographic data (3.3%) for Asian residents, the higher numbers exceed it. The college has had very small numbers of “American Indian/Alaska Native” students enrolled (0.1%-0.3% for each of the years surveyed), marginally lower than the .7% of Michigan residents reported by the Census.

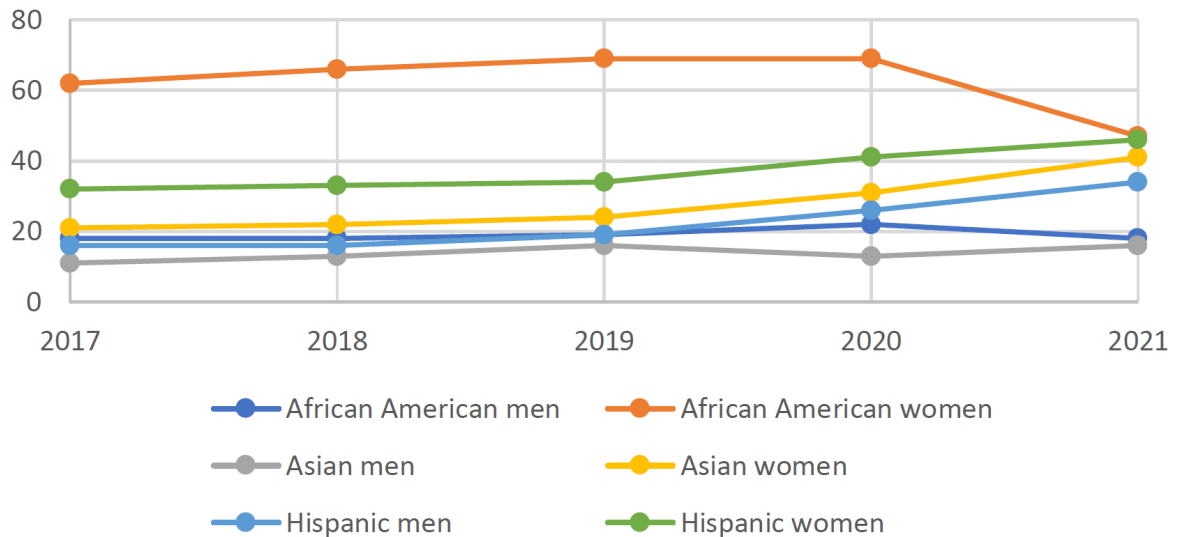
Intersectional analysis requires identifying whether there are additional differences driven simultaneously by two or more identity characteristics. To that end, we explore student enrollment data by gender and race/ethnicity to determine whether certain combinations of group identity are more marginalized than others.

JMC Fall Enrollments, by gender and race/ethnicity



Women outnumber men consistently in JMC student enrollments over the last six years. However, as the next graph shows, this divide is particularly acute among African American and Asian students, though the steepest decline for Fall 2021 is among African American women:

JMC fall enrollment among selected groups, by gender and race/ethnicity



These disparities require further attention to better understand challenges across multiple group identities. In addition, it is crucial to determine diversity across other factors in addition to race and ethnicity. Unfortunately, University data does not currently provide sufficient information to make such determinations.

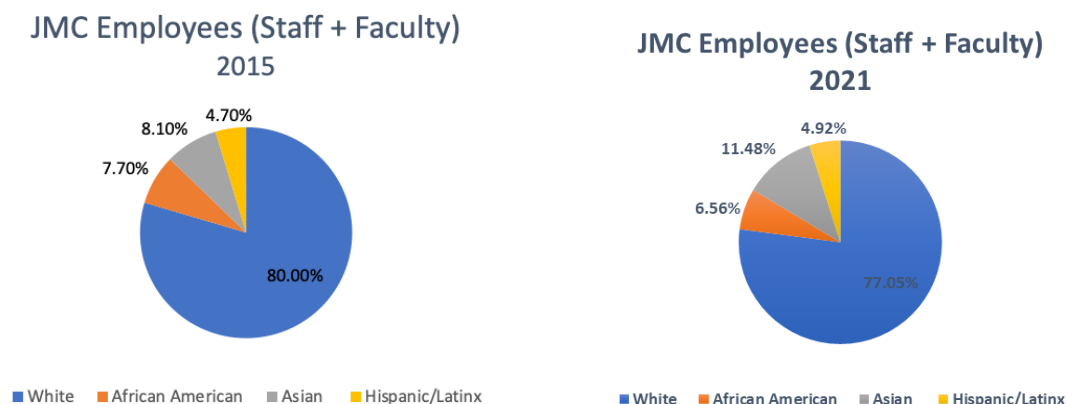
In the fall of 2019, a college-wide forum sponsored by the College Inclusion Committee and the Office of Diversity and Student Engagement identified the need to recruit a more diverse student body as a pressing concern. The data above indicates that such concern is warranted, especially regarding African-American, “American Indian/Alaska Native” and international students. Admissions data over the past decade reveal consistent patterns that suggest little has changed for these groups. However, the Latinx/Hispanic population in the college has continued to increase. Following calls in 2009 and 2016 for diversifying the student population of the college, the relative percentages of white students and students of color has moved towards the state population distribution. However, it remains to be seen whether this is a long-term trend, and there are particularly ongoing challenges in representation of African-American and Native populations. AT ISSUE: DIVERSITY, INCLUSION.

College Composition: Employees (Faculty and Staff)

The 2016 “Report of the Racial Climate Committee” also recommended diversification of the JMC faculty and staff, and while the administrative staff composition (excluding temporary student employees) remained unchanged in

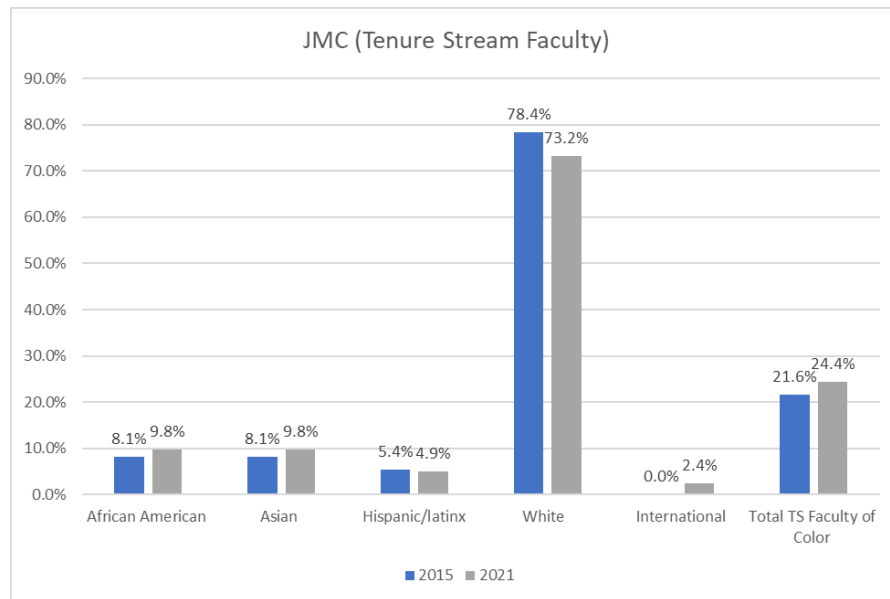
terms of racial and ethnic diversity (100% white throughout this period), some modest gains were made with tenure stream faculty hiring. The data in this section reflect fall 2021 information, and do not include new faculty and staff who started positions in early 2022. Employees listed as “international” are not further identified by race or ethnicity in MSU data, and therefore constitute a separate category here.

1. Diversity: JMC employees: race/ethnicity

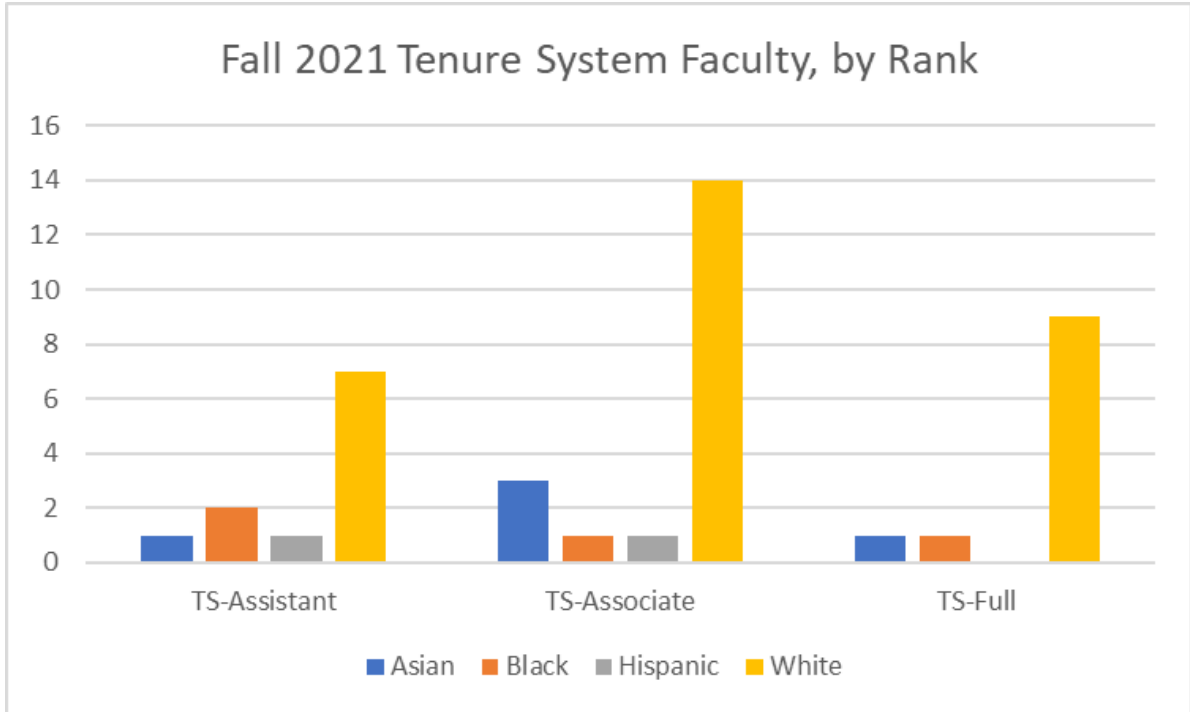


- a. Total employees of color rose from 10 to 14 (16.7%-25.5%) between 2015 and 2021, reflecting changes in faculty/academic staff, but not support staff (which remains at 0%). Tenure system faculty of color rose from 8 to 10 (21.6%-24.4%) over this period.
- b. The number of African-American faculty and academic staff ranged from 4-7 over this period (7.7%-12.1%) but stood at the low end of that range in fall 2021. African-American faculty in the tenure system rose from 3 to 4 during this period (8.1% to approximately 10% depending on the total number of faculty in any given year).
- c. Asian faculty and academic staff rose from 3 in 2015 to 6 in 2021 (8.1%-10.9%), with 4 of those 6 faculty members in the tenure system.
- d. Tenure stream Hispanic/Latinx employees remained the same at 2, reflecting 5.4% of faculty in the tenure system in 2015, but only 4.9% in 2021 as the overall tenure system faculty size increased. One additional Latinx/Hispanic fixed term faculty member joined the College in 2021.
- e. The number of international faculty ranges between 1 and 3 over this period.

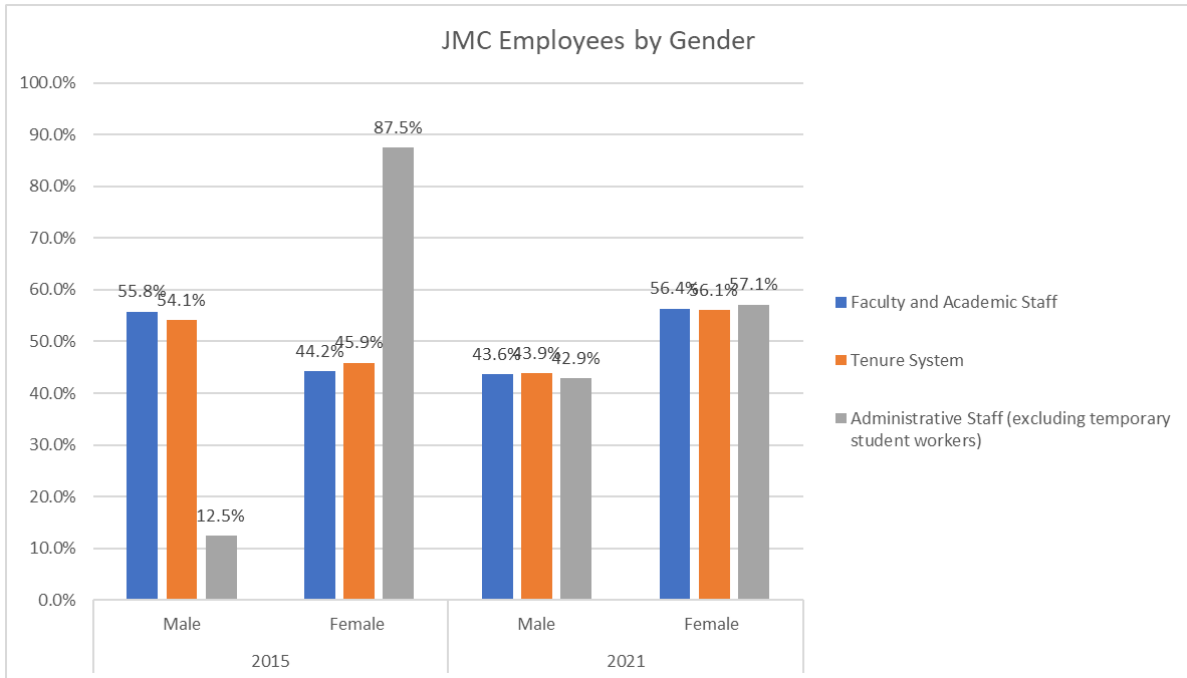
- f. There is currently no representation among “American Indian/Alaska Native,” “Hawaiian/Pacific Islander,” or “Two or More Races” categories.
- g. White employees rose from 48 to 52 from 2015 to 2019, then declined to 47 in 2021 (fluctuating within a range between 80% in 2015 down to 75.8% in 2021), including a rise of tenure system faculty from 29 in 2015 to 32 in 2019, and subsequent decline to 30 in 2021. These numbers indicate a change from white faculty members representing 78.4% of the tenure stream in 2015 to 73.2% in 2021.
- h. The total number of employees (including tenure stream faculty) rose and fell annually throughout this period.



Another important measure is promotion to Associate or Full Professor with tenure. Demographic change in this realm happens slowly because someone must serve in this role for a few years before consideration for promotion or tenure. As such, the following graph shows that faculty of color are still mostly represented in the Assistant Professor (pre-tenure) category. Given national trends related to promotion and tenure, it will be essential to ensure that junior faculty members - particularly faculty of color - receive the necessary support to continue advancing through the tenure system and eventually achieve promotion to full professor status.



2. Administrative staff representation (excluding temporary student employees) did not change over this period -- all were white (100% of 8 employees in 2015, 100% of 7 employees in 2019).
3. Diversity: JMC Employees: gender



- a. Total employees: in 2015, 50% of all employees were female, and 50% were male (30/30). By 2021, 27 employees were identified as male, and 35 as female.
- b. Faculty and Academic staff: in 2015, 23 employees were female (44.2%), while 29 were male (55.8%). By 2021, 31 employees were female (56.4%) while 24 were male (43.6%)
- c. Tenure system: in 2015, 17 tenure-system faculty were female (45.9%), while 20 were male (54.1%). By 2021, 23 tenure-system faculty were female (56.1%), while 18 were male (43.9%). Tenured faculty (Associate and Full Professors in the tenure stream) now include an equal number of women and men (15 each), suggesting that the earlier hiring shifts have gradually resulted in more gender balance among tenured professors. This shift continues to emerge at the full professor level, which included 6 men and 5 women as of Fall 2021.
- d. Support staff: In 2015, 7 administrative staff employees (excluding temporary student workers) were female (87.5%), while 1 was male (12.5%). By 2021, 4 support staff employees were female (57.1%), while 3 were male (42.9%).

The college has made modest gains since 2016 in diversifying the composition of the faculty. However, the support staff remains 100% white, as noted in the data above. Efforts to diversify faculty through search and hiring practices that continue the trends above are advisable, and should include consultation with the Assistant

Dean for DEI, the college Inclusion Committee, or both. More pressing is the need to diversify the support staff for the college, particularly since recruitment and retention of a diverse student population can depend on a staff that mirrors the composition of the college. AT ISSUE: DIVERSITY, INCLUSION.

Part II: Ongoing areas of concern: graduation rates⁴

In the JMC report submitted to the MSU Provost in the fall of 2020 (the most recent data available while preparing this report), the college administration revealed a concerning gap in graduation rates between white students and BIPOC students at the college. According to that data, the four-year graduation rate for “Persons of Color” is 62.5%, compared to the 82.2% rate for white students. While that compares favorably to the university numbers as a whole (57.7% graduation rate for all students, 41.1% for students of color), the gap (approximately 20%) reveals significant costs for BIPOC students, who have to pay additional tuition, and start their careers later than white students. An important side note is that by the sixth year, a higher percentage of BIPOC students graduated (95.10%) compared to white students (94.6%), it will be essential to address this gap in the future to diminish the added costs of a higher education for students of color.

Unfortunately, student loan debt is a problem that affects millions of students and disproportionately affects students of color and first-generation students. Student loans may affect retention because students may transfer to a less expensive school, switch to a major that will take less time or money, or drop out altogether. Money should not be the reason why any student in the JMC community has to leave. JMC should be committed to providing resources to minimize the burden of student debt. This would increase the retention of JMC students, especially students of color and first-generation students.

The gaps in graduation rates reported by JMC reveal opportunity costs between the higher early graduation rates for white students, and the lower early graduation rates for BIPOC students. Though those numbers shifted over time, the extra costs for completing a degree in one or two extra years for Students of Color are worth addressing in our recommendations. AT ISSUE: EQUITY

Part III: Ongoing areas of concern: curriculum

The 2016 Racial Climate Report, drawing from surveys of the student body and faculty, recommended ongoing efforts to diversify the college curriculum. While a

⁴ The data from this section comes from the James Madison College “Background” document provided to the MSU Provost in fall of 2020. It is included as an appendix to this report.

“Race and Justice” (MC 290) course was part of the curriculum for two years after the report, it has not been offered since 2018. The college has held workshops and symposia to encourage individual faculty members to refashion syllabi, as well as to think collectively about diversifying curricular offerings. In the year after the 2016 report, the four majors in the college were encouraged to consult with students and consider how each field reflected on its offerings periodically. New faculty hires have provided opportunities for the majors to expand and diversify course offerings.

However, feedback from students and alumni in the last year continues to reveal perceptions that the college curriculum could offer more diverse perspectives, whether it might involve new course offerings or more diverse perspectives in required or elective courses. An open letter from James Madison alumni in the summer of 2020 called for the creation of a college-wide course on racial inequities. A cohort of Asian-American students meeting in fora in the spring of 2021 expressed disappointment that their experiences and perspectives were not well-represented in the classes they were taking at James Madison College. And student members of the college’s Inclusion Committee and the subcommittee working on this very strategic plan, speaking for marginalized and under-represented populations as representatives of student organizations, expressed similar concerns throughout the 2020-2021 school year. Recommendations in the 2016 report that fields hold periodic meetings to consult with student senators about curricular issues were met with surprise among student members of the CIC.

One of the central foci of the 2016 Racial Climate report involved a study of the curriculum in the college. Because that report recommended that the faculty, who own the curriculum, engage in ongoing reflection about whether their classes and the coursework in their fields adequately represent diverse perspectives and the experiences of diverse populations, the college has planned and held a number of faculty workshops, programs, and seminars to address this concern. Recent complaints from students and alumni suggest that some recommendations in that report be revisited. Specifically, the proposal should be revisited that fields hold annual or semi-annual meetings with student representatives to reflect on and study the inclusiveness of the curriculum. The Inclusion Committee can play a role by eliciting responses from each field annually, and composing annual or biennial reports on progress the fields are making. AT ISSUE: DIVERSITY, EQUITY

Part IV: Ongoing areas of concern: culture of the classroom and the college

The 2016 survey of students and faculty at James Madison College indicated that in the daily life of the college, from the residence hall to in-class experiences, students

of color and other marginalized groups often suffered micro- and macro-aggressions that affected their academic performance. Following the recommendations of the report, the college instituted diverse forms of training, from workshops (2016 and 2021) identifying and remediating micro- and macro-aggressions to education about DEI approaches to classroom management (2020). At the same time, students of color have continued to report troubling incidents, from feeling targeted in the classroom by faculty and other students to incidents in the residence halls. In the fall of 2019, for instance, public bulletin boards of organizations representing students of color were vandalized in Case Hall, and a subsequent college-wide forum revealed that many students felt unsafe in the residence hall. The W.E.B. Du Bois Society, which represents African-American students at the college, sent a letter to the dean in the summer of 2020 requesting better access to counseling services, partly as a result of events that spring, but also in reference to daily stresses they felt as an under-represented and marginalized group in the college. In the spring of 2021, Asian-American students also revealed ongoing incidents of micro-aggressions which affected their performance in class.

Accessibility Concerns

In addition to micro- and macro-aggressions, some students have expressed concerns regarding accessibility of classroom and event spaces, as well as access to course materials. Historically, those who identify as deaf or blind, or facing other disabilities that may be invisible, still experience equity concerns within the college and we want to acknowledge that we value those with disabilities and are actively working to make the classroom and college environment overall more inclusive. Currently, JMC does not have data regarding disabilities among students, faculty, and staff, but this strategic plan supports additional collection of data - to the extent feasible and appropriate - and actions to address any inequities that result from such challenges.

Though each of these reports might be anecdotal, as might be observations this year from student representatives on the Inclusion Committee that similar incidents continue to occur, they echo many of the comments in the survey from the 2016 Racial Climate study. Though it remains unclear how persistent and widespread such incidents are, each report raises the possibility that the culture of the college and of the classroom is not welcoming to students of color, and that their performance in class can be negatively affected as a result. AT ISSUE: EQUITY, INCLUSION

SECTION 3: Proposals

As this committee has revisited racial climate reports from 2009 and 2016 and reflected upon the efforts of the college to address DEI concerns in recent years, we have three primary areas of concern: the composition of the student body, faculty, and staff; the curricular offerings; and the culture of the college. As a result of our discussions, we make the following proposals for change, which are intended to address opportunity gaps related to diversity, equity, and inclusion in the college.

The particular findings detailed involve:

1. Diversity: Despite calls in 2009 and 2016 for diversifying the student population of the college, the relative percentages of white students and BIPOC students has not been altered substantially. (See pages 15-20.) There have been modest gains, particularly among Hispanic/Latinx student enrollment, and it is crucial to maintain these gains.
2. Diversity: While the college has made modest gains in diversifying the composition of the faculty, the support staff remains 100% white. Efforts to continue faculty diversification are advisable, but more pressing is the need to diversify the staff. (See pages 22-23.)
3. Equity/Inclusion: The significant gap in the four-year graduation rate between BIPOC students and white students is concerning. Though slightly higher rates of BIPOC students ultimately graduate within six years, a much higher rate of white students complete graduation requirements within four years. The added costs for completing a degree over additional years constitute a form of inequity and can be a sign that more inclusive efforts are needed, both socially and academically. (See page 23.)
4. Diversity/Inclusion: While workshops and symposia have been offered in recent years aimed at diversifying curricular offerings, recent comments and complaints from both current students and JMC alumni require that recommendations about faculty efforts offered in the 2016 Racial Climate Report be revisited. (See pages 24-25.)
5. Equity/Inclusion: Ongoing feedback from historically marginalized student groups as well as more widely-publicized incidents of micro- and macro-aggressions demonstrate that continued work is needed to make the college more inclusive and equitable. A college-wide forum in the fall of 2019, and online feedback in the summer and fall of 2020 all spoke to problems of the culture of the college in the classrooms and residence halls. The college must be more proactive in gathering information and educating

its faculty, staff, and students about these ongoing issues. (See pages 25-26.)

The college in 2021 affirmed in its “Statement of Norms and Values” a set of aspirations that might help improve the experiences of all community members. That came about as part of a process in which the college, like the university, is now reflecting on its history in an effort to identify troubling trends. It is our goal that this reflection can prompt real structural changes in the diversity of the student body, faculty, and staff, as well as providing equitable experiences and opportunities for all.

The proposals below are guided by that statement of norms and values and by our understanding of the meanings of diversity, equity, and inclusion outlined above. We articulate in the following pages broader goals for the college, particular objectives that specify the connection between the goals and ongoing problems the college has experienced, and actionable proposals that can help to achieve those objectives. In the sections on outcomes, we propose methods to measure the outcomes that we hope to achieve.

Part I: COMPOSITION OF COLLEGE COMMUNITY

Goals

1. To make significant increases in the diversification of ***JMC faculty, staff and students***, by hiring more employees and accepting more students who identify with historically marginalized groups.
2. To increase retention rates for students, faculty, and staff who identify with historically marginalized groups.

Objectives

1. Diversify the student body to reflect Michigan demographics:
 - a. Increase the percentage of African-American students from recent percentages (5.6-7.5%) of the student body to at least 13.5%, reflecting the demographics of the state of Michigan, taking into special account of the steep decline in African-American enrollment for Fall 2021.
 - b. Maintain the current percentage of Hispanic/Latinx students (recently increased to 6.9%) to at least 5.6% of the total student body, reflecting the demographics of the state of Michigan.
 - c. Ensure that numbers for other historically underrepresented student groups, including Asian, Asian-American, “American Indian/Alaska

Native”, Hispanic/Latinx and LGBTQIA+, are monitored with annual surveys, and maintained.

2. Increase four-year graduation rates for BIPOC students to match graduation rates for white students.
3. Continue efforts to diversify the faculty, and make concerted efforts to diversify the college support staff.

Action Items: Composition

As this subcommittee has been writing this report, James Madison College has already instituted three items we recommended in our deliberations:

1. The creation of a “Reading Consultancy” that pairs with the long-standing “Writing Consultancy” to contribute to a more centralized learning center that can provide a range of resources in support of student learning and progress toward their degrees.
2. The hiring of the “Assistant Dean for DEI” position that can assist with recruitment and retention of historically underrepresented students, as well as provide guidance on diversifying the curriculum and making the college a more welcoming place for all.
3. Creating a “DEI Recruitment Specialist” to assist with diversifying the student body, faculty and staff.

Because the diversification of the composition of the college community (students, staff, faculty) remains a multifaceted process, however, we further recommend these actions:

1. Develop and assess an early arrival or “early start” program for high school students that specifically expands on the success of the MADI program. This will provide an opportunity for high school students who have enrolled in JMC, which can have a dual benefit of improving recruitment and retention of BIPOC and first-generation students. This may also include a course, MC 100, to be made more widely available through the college to help BIPOC and first-generation students adapt to the college curriculum.
2. Enhance the JMC “Ambassadors” program intended to assist in building relationships with Michigan high schools that graduate diverse populations. The college should redouble these efforts begun after the 2016 Racial Climate Report, building on connections between current students and alumni to make the benefits of a JMC education more visible to those prospective students.

3. In an effort to make DEI considerations central to the hiring and retention of college employees, the new Assistant Dean for DEI as well as the Inclusion Committee play an important role in the process of hiring faculty and staff.
4. Continue to collaborate with and document joint efforts with the MSU office of admissions to implement new ways to get the student population to reflect Michigan demographics. As we document such efforts, it can provide measures by which the college may assess its efforts.
5. Propose a by-law change to reward service of faculty who mentor under-represented students, thus contributing to retention of BIPOC students. This should be reflected in a revised annual review process.

Outcomes

In 3-5 years, the college may assess the success of efforts to diversify the composition of the college community.

1. A central concern should be how closely the percentages of underrepresented student groups, especially African-American and Hispanic/Latinx students, have come to mirror populations in Michigan.
2. Efforts at retention, particularly the development of a reading consultancy and learning center, as well as the expansion of MADI to include an “early start” program should be in process, and should offer an opportunity to assess their effects.
3. Four-year graduation rates for BIPOC students should be closer to, or should mirror, those of white students.
4. The Assistant Dean for DEI should assess the hiring process for BIPOC faculty and staff, and take note of changes in the intervening years.
5. The college should consider a change in by-laws that would reward (via annual reviews) efforts of faculty who mentor students in under-represented groups.

Part II: CURRICULUM

Goals

1. Provide a holistic education with diversity of perspectives and disciplines.

Objectives

1. Create a process by which curriculum is regularly reviewed and any changes assessed, with identification of gaps and strengths related to diversity/equity/inclusion as the focus.

2. Ensure that the curriculum includes the voices, experiences, and perspectives of historically marginalized groups. (Review could include how well such perspectives as these are represented in the curriculum: “American Indian/Alaska Native,” “African-American,” “Asian” (APIDA), “Hispanic/Latinx,” “Two or more races,” and “LGBTQIA2S+.” Additional review from various fields might consider other definitions of diverse “voices, experiences, and perspectives” based on recent research in the relevant disciplines.)

Action Items

1. A process for reflection upon and potential revision of the college curriculum writ large should be instituted, overseen by the College Curriculum Committee, with the Dean and Assistant Dean for DEI providing guidance and counsel.
2. Returning to the recommendation from the Racial Climate Report of 2016, each field should periodically (at least every two years) review its curricular offerings to identify strengths and gaps related to diversity/equity/inclusion. Faculty in each field should include student representatives in this process. Each field should share written reflections with the College Curriculum Committee (CCC) as well as the Dean and the Assistant Dean of DEI.
3. The results should be shared with the Inclusion Committee for review.
4. Strategies should be identified for filling any identified gaps, including potentially through requests for additional hiring needs.
5. The college should continue to offer faculty workshops for diversifying the curriculum in response to particular issues that arise as part of this process.
6. The college should undertake an external review to study the diversification of the college curriculum.
7. Faculty annual reviews should reward commitment to diversifying the curriculum.

Outcomes

In 3-5 years, the college may assess the success of efforts to diversify the college curriculum in a few ways:

1. The development of a process of review and reflection on the curriculum.
2. The existence of field committees and annual/biennial reports by the College Curriculum Committee, Dean and Assistant Dean for DEI.
3. Annual/biennial reviews of curricular changes by the Inclusion Committee.
4. The addition of DEI curricular success to annual reviews.
5. The institution of a process of annual or biennial review of the curriculum.

Part III: CULTURE OF THE COLLEGE AND CLASSROOM

Goal

1. To foster a college environment where all individuals are consistently conscious of present cultural and social disparities; the development of a culture that encourages the treatment of others with respect and value during course-related interactions and in residential settings.
2. Improve the culture of the classroom by creating a more inclusive and respectful learning environment.

Objectives

1. To have a significant decrease in racially-motivated and politically-charged hate incidents against students of color and other historically marginalized groups in the academic and residential halls.
2. To receive positive feedback on polls and in fora from diverse students relating to their feelings of accessibility, comfortability and acceptance within the college.

Action Items

1. In an effort to formalize dialogue about issues of inclusion, student representatives on the College Inclusion Committee, as well as the JMC Student Senate and interested student organizations should organize at least one annual open forum to discuss current DEI concerns. Guest speakers may be invited to facilitate wider conversations about equity and social justice, and the presence of a CAPS member is recommended.
2. The Assistant Dean for DEI should facilitate at least one survey each school year to solicit feedback about how students across the college are experiencing issues related to equity and inclusion in the residence halls and classrooms. The survey should be reported to the College Inclusion Committee, with the intention of reviewing the results and proposing future improvements.
3. The Inclusion Committee should collaborate with the Assistant Dean of DEI to organize and facilitate DEI workshops for faculty and staff, provided at faculty retreats or during the school year. Faculty should be encouraged to make decisive changes to their syllabus and adopt more equitable practices in classrooms. Faculty and staff should use information gathered in the survey and fora to make the college a more inclusive environment via discussion, advising, and mentoring.

Outcomes

In 3-5 years, the college may assess the success of efforts to promote a more inclusive college and residential culture in these ways:

1. The institution of annual fora organized by students and reflection on what they have revealed.
2. The institution of annual surveys of college and residence hall culture; an increased sense of community, support, and acceptance as reported by JMC students, faculty, and staff, with particular emphasis on marginalized perspectives.
3. Ongoing workshops for faculty, staff, and students that utilize information gathered to make the college more inclusive.

APPENDICES

Contents:

1. Racial Climate Committee Report (2016) (This also includes the 2009 Report of the Racial Environment at Madison, as well as the 2016 survey and results)
2. W.E.B. Society Letter to James Madison Community, June 2, 2020
3. JMC Alumni Letter to the college from July, 2020
4. Letter from Interim Dean Racioppi, Assistant Dean Jeff Judge, and Director of Diversity Programming and Student Engagement Amber Benton to JMC Alumni, Students, and Friends of the College, July 8, 2021
5. Background Information document prepared for the Provost, September 2020

LINK TO APPENDICES

<https://drive.google.com/drive/folders/1gh4mgtdVcmGI192FVZsYY4HCT7v32lx4?usp=sharing>