

**ADMINISTRATIVE & PROFESSIONAL FACULTY PROFESSIONAL DEVELOPMENT**

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**RECOMMENDATION TITLE:** Data as a Tool to Enhance the Success of Minoritized Students

**PROBLEM STATEMENT/ISSUE:**

- A best practice identified in From Equity Talk to Equity Walk, the authors suggest that universities should provide faculty, staff, and administrators with better access to data to inform decisions that lead to greater student success. In addition, the authors posit that universities should check with and monitor the social and academic progress of minoritized students periodically throughout the year. Doing so allows universities to identify equity gaps, mitigate related problems, and celebrate related successes on an ongoing basis well into the future. By doing so, the success of minoritized students will be enhanced.
- JMU gathers a lot of data on students that could aid in such an effort. Currently, the Office of Institutional Research reports and provides accurate data sets for many stakeholders.
- Currently it is not widely known that data is available from JMU in a form that could assist important decision-making to enhance student success. Further, some decision-makers do not know what to ask for, in what form, or how to utilize the data once it is received.

*Recommendation, Rationale and Success Measures follow on next page*

**WORKING GROUP LEADERSHIP**



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## **A&P Faculty WG—ADVERTISING FUNDING TO ENHANCE DIVERSE APPLICANT POOL**

### **RECOMMENDATION:**

To mitigate the problem noted, JMU should take an inventory of the types of data it currently has to meet its goals, and to determine who has access to the data, who needs the data, how to maintain transparency of the data, and how to use it to identify and close equity gaps for students, faculty, and staff.

Attention should be brought to existing DEI dashboards and methods to determine if JMU needs to collect and share other data.

JMU should provide easy access to data and in so doing, should include the voices of minoritized students as part of the data through the gathering of qualitative data from under-represented students. Such data should be made available that is disaggregated by race, ethnicity, and gender.

Based on the data, minoritized students' progress should be reviewed academically and socially (co-curricular growth) at specific check-in points throughout the year. Then, after each review, JMU should identify equity gaps, mitigate related problems, empower collaborative partnerships within JMU, and celebrate related successes on an ongoing and sustainable basis well into the future.

If not currently being done, data should be available for faculty and administrators in disaggregated form to determine student equity and performance gaps.

The availability of data should be communicated or advertised to Faculty, staff, and administrators, as should how to request it, and how to use it to inform decisions.

Consideration should be given to including members of student focused TFRE (Task Force on Racial Equity) Working Groups when determining how this recommendation is implemented.

### **RATIONALE**

- This recommendation should be accomplished so that accurate and disaggregated data can be made more widely accessible and available to inform decisions made at all levels to make changes that lead to the success of minoritized students, faculty, and staff.

### **SUCCESS**

- Faculty, staff, and administrators:
  - ◇ Report easy access to disaggregated data that helps inform them about changes designed to enhance student success.
  - ◇ Can explain how to access and use data to enhance student success.
- The success of minoritized students improves based on current metrics.
- Minoritized students report feeling cared for, supported, successful, and hopeful.