

JMU Learning Centers

Annual Report on the Learning Centers' Antiracism Efforts

Academic Year 2021-2022

The Diversity, Equity and Inclusion Committee

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I. Introduction

In the fall of 2021, the Learning Centers (LC) resumed committee work and the justice, equity, diversity, and inclusion (JEDI) task force became formalized as a standing Diversity, Equity, and Inclusion (DEI) Committee designed to contribute to DEI initiatives across campus and to lead the department in enacting the pledges made in the LC Commitment to Antiracism. In the fall, the DEI Committee facilitated a departmental discussion about how best to meet our commitment to providing ongoing antiracism training and professional development to LC faculty and administrative staff. Before the discussion, LC faculty and staff read a literature review article on best practices in antiracism training. From this discussion, the LC decided to dedicate time in each department meeting for faculty-led conversations related to DEI to allow faculty to pose questions to the department and share about their learning and the DEI initiatives they've pursued in their program area. The DEI Committee also revised a second draft of the Commitment to Antiracism document to update the material and present a tone that acknowledges the ongoing learning process inherent in antiracist work and invites readers to join the LC in this work (Appendix A).

In the spring of 2022, the DEI committee scheduled facilitators to lead the conversations on DEI topics during department meetings and continued developing an antiracism-focused training module for student staff across the department. During this semester, the DEI committee generated a set of potential learning objectives, a delivery model, a structure for the online component, and a set of recommendations for the future development of this training (Appendix B).

II. Reflection: How are we fulfilling the pledges in our Commitment to Antiracism?

In the revised Commitment to Antiracism, the LC put forward eleven action-oriented pledges. This section will review our efforts and progress (or lack thereof) in each area.

1. Adopt antiracism as a lens for all of our work, rather than relegating it to a sporadic discussion topic.

This pledge was added in the revision of the Commitment to Antiracism, in which we strove to center DEI work in our daily operations. Many LC faculty have individually taken on this lens in their classroom instruction, educational philosophies, and day-to-day work in the LC. As a department, the most formalized initiative to meet this goal is allotting time during each department meeting for one or more facilitators to lead a conversation on a DEI topic. By

making sure that DEI work is discussed at every department meeting, we communicate it as a core, consistent value. Scheduling these conversations by reaching out to LC faculty to determine who would like to facilitate on which meeting dates will likely be a responsibility of the DEI Committee going forward (for as long as LC leadership supports having DEI conversations during each department meeting).

2. Provide our peer educators, student and professional staff, and faculty with ongoing antiracist training and professional development.

As for department-wide initiatives, this academic year, the DEI Committee set the groundwork for the department-wide student staff training (see Appendix B). Also, in Fall 2021, a book club facilitated by Mary Tam and Beth Cochrane of the SMLC met biweekly with 6 participants (including one peer educator) to read and discuss the text “From Equity Talk to Equity Walk.”

Each of the 5 programs within the Learning Centers pursued antiracist training and professional development for peer educators and faculty members, which is detailed below:

- The Communication Center offered 2 formal professional development sessions on anti-racism and integrated DEI concepts into fall training and throughout regular staff meetings;
- Multilingual Student Services representatives attended the “Plain Language as a Civil Right” webinar by the Center for Applied Linguistics;
- The Peer Assisted Study Sessions (PASS) program developed and provided 3 professional development modules to their peer educators on antiracism and DEI topics (Fostering inclusion and Implicit & Explicit Bias);
- The Science and Math Learning Center (SMLC) offered the DRIEP Antiracism training as paid professional development (14 of 28 tutors completed the training), and during orientation training, included an activity focused on creating inclusive tutoring environments and respecting diversity;
- The University Writing Center (UWC) dedicated a professional development small-group to the topic of antiracism in writing center work each semester, and other small groups incorporated DEI concepts in individual meetings.

Individual faculty members from across the LC also participated in professional development experiences surrounding antiracism, detailed below:

- Beth participated in the College of Science & Math faculty book club on the text “What Inclusive Instructors Do”;

- Kristen attended the Society of Qualitative Inquiry in Psychology Virtual Salons event “Voice-Centered Relational Methods: Using the Listening Guide for Social Justice Research” and “The Politics of Decolonizing the Praxis of Psychology” with Sunil Bhatia and Catriona Macleod;
- Lucy participated in an 8-month facilitated learning experience, “Communities of Practice to Bridge Differences In Higher Education,” hosted by UC Berkeley’s Greater Good Science Center;
- Jenna and Beth participated in the Inclusive STEM Teaching Project (free six-week Massive Open Online Course);
- Kristen and Lucy attended the virtual 2021 Conference for Antiracist Teaching, Language and Assessment, hosted by Oregon State University.

As indicated in the last of these reports, we have made continuing progress on creating training modules for student staff, but a future need may still be more training for faculty and administrative staff, especially from outside expert consultants, to develop a deeper shared knowledge of antiracism constructs, language, and best practices. The DEI discussions at department meetings are meant to allow for this training and development to happen in-house for faculty and professional staff. Importantly, by having our faculty host conversations about DEI concepts and best practices internally, we hope to provide customized and responsive antiracism training that acknowledges the reality that our faculty come to this work from different places and perspectives. Even if we would bring in external facilitators or trainings, we would want training that accommodates and honors the variety of needs and perspectives in the department rather than imposing a one-size-fits-all training on everyone that may also not be specific to a learning assistance context.

3. Ensure that peer educators, staff, and faculty receive feedback and recognition for their efforts related to diversity, equity, and inclusion (e.g., these topics should be addressed in client satisfaction surveys, Faculty Annual Reports, and in peer educator evaluations of faculty).

While committee work was reestablished this academic year, the PAC Committee did not meet. A goal of the PAC Committee (perhaps in conjunction with the DEI committee) going forward may be to address this pledge directly by: (1) asking faculty to articulate antiracism goals (personal and/or professional) as part of the FAAP and (2) adding descriptions of justice, equity, diversity, and inclusion work in examples of satisfactory/excellent teaching, service, and administration in the Policies and Procedures for Annual Performance Evaluation

Limited additional progress has been made on this pledge other than the continued use of

questions related to inclusion on client satisfaction surveys in program areas such as the UWC.

4. Review and revise our recruiting and hiring practices, including the ways that meritocracy and affinity bias limit the diversity of our faculty, staff, and peer educators.

Much of the progress in this category has been maintenance, such as PASS, the SMLC, and the UWC continuing to use the DEI-related questions developed last academic year during their hiring processes and the UWC continuing to use JMU JobLink for Graduate Assistant searches as a strategy for attracting a more diverse applicant pool.

However, progress has been made in three key areas: the Communication Center launched an initiative to improve staff diversity through recruitment and retention as part of training and in the lead up to hiring for 2022-2023; the Communication Center, MSS, SMLC and UWC have made the revised LC Commitment to Antiracism a component of the hiring process (either during the interview process or on the hiring webpage or job posting), and individual LC programs have started building relationships with diversity-minded organizations on campus to broaden their applicant pools. For example, the Communication Center, PASS, and MSS collaborated with the Center for Multicultural Student Services; MSS Representatives attended public sessions of the Madison Hispanic Caucus, and the MSS director maintains membership in the AAAD Accomplice Network, attending events and working with direct referrals from the program; and the SMLC provided tour to Haynes Scholars and discussed opportunities for both learning assistance and job opportunities. Continuing to strengthen these partnerships, and pursue new ones, will be an ongoing area for improvement.

Of note, after this AY, the LC will not be retaining two BIPOC faculty/staff members who are leaving to pursue other job opportunities, which leads to a lack of BIPOC, and especially Black, representation among faculty and staff. It may be especially important to consider recruitment, hiring, and retention in AY 2022-2023. More work can be done in discussing as a department and unify hiring practices (such as expanding the use of JobLink for Peer Educator positions, or standardizing the language of DEI-related questions in hiring). More work will need to be done on some of the action steps that still have not been addressed, such as having programs consult the Office of Equal Opportunity for position descriptions.

5. Revisit departmental decision-making processes to ensure that BIPOC voices and perspectives are heard, considered, and valued.

In the previous AY, to fulfill this commitment (and others) a series of climate surveys were administered to current LC student employees, former LC student employees, and LC clients near the end of the spring semester. The results of these surveys are described in Section 3 of the previous year's version of this report. It may be opportune to discuss again re-administering the client survey (and perhaps others) due to the administrative hurdles and low response rates that hindered the last one. However, this may not be necessary in light of more recent data gathering efforts such as Paul Mabrey's work on the QEP this AY, which involved a comprehensive data sweep of client demographics across the program areas by cross-referencing our records with the demographic data kept in PeopleSoft. This data was then given to the Assessment Committee chaired by Jared Featherstone of the UWC to help guide the assessment and marketing question of who our clients are and who we are not seeing. The LC is committed to data-gathering and being responsive to data, but at this point, has not moved beyond the data collection phase. More attention will need to be paid in the future to make sure this data is not lost, that it is acted upon, and that conversations are occurring about how to best meet this commitment.

6. Review and revise the language of our department's "inclusive" value, with a focus on making it actionable and justice-oriented.

The primary focus of the DEI Committee this AY was to revise the Commitment to Antiracism and work to develop the peer educator training module, so work has still not begun on revising the "inclusive" value. This could be a charge to the Planning Committee (which has done mission, vision, and values work in the past) or a sub-charge of the DEI Committee in the coming academic year, although their focus (as indicated in the timetable section of Appendix B) will still be to design and pilot the peer educator training. Alternatively, the agenda for a department meeting could be turned over to work on this goal, so it is certainly something achievable within the next academic year if made a priority.

7. Use our spaces to promote the accomplishments of BIPOC students, scholars, innovators, experts, authors, and creators.

Some program areas were able to promote the accomplishments of their BIPOC peer educators this AY. For example, the Communication Center invited and encouraged graduate assistant Mercy Faleyimu to present at the National Association of Communication Centers conference on her experience as an international Black student in a U.S. PWI, and MSS amplified their peer educator's accomplishments on their social media platform and attended the Donning of the Kente Ceremony. However, more work could be done in this area across the department and especially in regards to the use of the LC space.

This academic year was still hampered by a readjustment to in-person education and services and marked by complicated transitions, such as the LC's designation as an educational space in which masking was still mandatory for all, to the broader no-masks-required-anywhere mandate towards the end of spring. This made it difficult for changes to be made to the physical space of the LC, so no progress was made on physical display areas such as a "wall of achievers" or posters/murals dedicated to elevating BIPOC accomplishments within the disciplines represented within the LC. Should budget allow, this is an area for simple action that would both beautify the space of the LC and communicate our value of antiracism. This should be a priority in the next academic year.

8. Ensure that our BIPOC peer educators, staff, and faculty have clear-cut avenues for support and processing, potentially in the form of a closed discussion group.

This is a commitment which the LC has had some successes (the aforementioned book club), but unfortunately taken a step backwards in due to unforeseen setbacks. This academic year, because of the administrative and legal concerns of having a group closed to non-BIPOC students, the BIPOC caucus meeting group facilitated by Darius Green of PASS and Rudy Barrett of the UWC did not meet and was disbanded indefinitely. To meet this goal in the future, a focus group or community-building group that is open to anyone in the LC, but which has the goal of advocacy, allyship, and elevation of BIPOC voices and accomplishments could be created. This group will lose the meaningful goal of BIPOC caucuses to create those rare spaces in PWI in which minoritized community members can meet in a space without dominant group members to communicate freely and foster community. However, the potential advantages of this group would be including many more peer educators who are allies and creating more department-wide opportunities for involvement. To meet this commitment, some form of initiative will need to replace the BIPOC caucus model, or an alternative method would need to be considered (such as offering self-care resources). This will need to be a discussion topic in the next academic year.

9. When appropriate, share anti-racist reflections, pedagogies, and practices beyond the Learning Centers via resources, conferences, symposia, and workshops.

Many individual LC faculty members contributed to this goal:

- Kristen Kelly of MSS presented with peer educator Sylvia Chan at the JMU diversity Conference to 46 attendees a talk entitled "Plain Language: How to Make Language Accessible for All";

- Darius Green of PASS Published 2 manuscripts and offered 3 conference presentations/webinars related to antiracism;
- Kristen & Paul co-facilitated a CFI Read & Dialogue Group with 9 faculty participants on April Baker Bell's 2020 book *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* in order to consider how to (further) integrate antiracist Black language pedagogy in faculty's scholarly lives.

This AY, the LC as a department did not communicate externally as it did in the previous year to the NCLCA conference. This could also be made a priority in the next AY to continue collaborating with learning centers as a discipline and to communicate the DEI work being done in our context.

10. Seek out collaboration and feedback on this work from outside sources, such as the Office of Access and Inclusion and Center for Faculty Innovation.

A standing responsibility of the DEI Committee is to regularly review the university efforts being published around anti-racism so as to stay abreast of community work (for example the Campus History Committee), which happened informally throughout the year (e.g., conversations with CFI faculty). However, we would benefit from a more strategic approach going forward. For initiatives such as publishing the revised Commitment to Antiracism and determining whether to disband the BIPOC caucus group, we also sought and received feedback from university legal services.

Since learning that the LC does not have an assigned DEI representative, another goal for AY 22-23 should be to establish such representation next year. This spring, Lucy contacted David Owusu-Ansah, who reached out to Access & Inclusion (Art Dean and Kimberly Moubray) on our behalf to pursue this initiative. We did not hear back and should consider following up in the fall.

Other ways the department advanced this pledge are as follows:

- Lucy met with Brent Lewis, Associate Vice Provost for Diversity, Equity, and Inclusion to discuss DEI efforts in the Learning Centers, Student Affairs, and JMU broadly;
- The Communication Center and MSS co-created and facilitated a DEEP Impact program on March 23rd on Linguistic Justice;
- Lucy represented the department in a conversation with campus stakeholders (including Heather Coltman and Tim Miller) following the controversy that resulted in the removal of the Student Affairs student employee DEI training;
- Darius collaborated with the Institute for Innovation in Health and Human Services (IIHHS) to develop training on brave conversations on race & other identities in the workplace;
- Paul, in the capacity of QEP Director, led institutional efforts to identify and close equity-based retention gaps; connecting other areas with LC and advocating for roles that LC can play in more equitable student success and retention at JMU.

A goal of the DEI Committee in AY 2022-203 will be to continue to intentionally reach out to more campus partners with updates about our efforts and seek out opportunities for collaboration, such as with co-facilitating the in-person student staff training.

11. Reflect on and annually assess our anti-racism efforts, allowing them to evolve as we make progress.

This current document and other year-end reporting such as those related to Paul's work on the QEP and Jared's work on the assessment committee contribute to meeting the goal of reflecting on and assessing our progress made as a department on enacting our antiracism action steps.

III. Conclusion

The DEI Committee and the LC as a department have put in effort to make the above progress and particularly on the revised Commitment to Antiracism (Appendix A) and on the early design for a set of learning objectives, delivery model, outline, and timeline for the development of an antiracist training for all student staff of the LC (Appendix B).

That said, many of the commitments above are still works in progress. Partially this is due to how comprehensive, time-intensive, and fundamental these commitments are as they represent a pledge to make DEI a core value in all aspects of our work as a department, and of course to the research, introspection, humility, and adaptability that doing antiracist work in a way that is inclusive and culturally responsive can be.

Perhaps also, as the results of JMU's external campus climate survey bear out, this slow progress is also due partially to the difficult circumstances of an academic year in which many faculty have felt as though they were in "survival mode." Many have reported a sense of overload with the backlog of postponed lockdown-era work, a prevailing sense of fatigue, and an uncertainty about what systemic obstacles we might face in implementing our antiracism initiatives.

Throughout this report, recommendations were made to prioritize some pledges in the upcoming year. The following list includes the most pressing of those recommendations (in order of their pledges, not in a hierarchical order of need):

1. Continue to develop the student staff anti-racism training;
2. Consider the value of external trainings for our faculty and staff (as long as they are customizable and relevant to our context);

3. Develop FAAP and FAR guidelines for doing and documenting DEI work (if the PAC Committee meets);
4. Discuss as a department and work to standardize some inclusive hiring and retention strategies;
5. Revise the language of the LC's "Inclusive" value;
6. Seek budget, approval, and designs for wall art or other decoration that communicate our department's inclusive value to be displayed in the LC space;
7. Create a department-wide special interest group based on antiracist action and allyship to replace the now defunct BIPOC caucus meeting group;
8. Externally share our DEI work in a formal way either through NCLA, the JMU diversity conference, or other conferences or scholarship;
9. Continue to reach out to external campus partners for collaboration, especially to secure a DEI representative and to reach potential co-facilitators for the in-person student staff training.

To reflect the ongoing nature of the work and, especially, the work that must still be done, this report will end with another list of conclusion and recommendations, those from the previous iteration of this document, as they should still be kept in mind going forward:

"We recognize that antiracism is not an accomplishment or a checklist. It is an ongoing commitment that requires humility, adaptability, creativity, and a long view. One of the lessons we learned this year is that doing this work well is going to take a significant investment of time and resources. We also recognize that there is not a standard or 'right' approach to antiracism. The ways we engage in this work should be as diverse as the perspectives, personalities, and areas of expertise that we bring to it. In light of what we've experienced and learned this year, we make the following recommendations for continuing our antiracism efforts next year:

1. The LC should invest in one or more external consultants who can help us develop a shared vocabulary and foundational knowledge regarding justice, equity, diversity, and inclusion.
2. The LC should continue to offer protected time for engaging in antiracist reflection, education, and initiatives on the departmental, programmatic, and individual levels.
3. The LC should find ways to situate its antiracism efforts within learning contexts in order to demonstrate that antiracist pedagogy and other inclusive practices are not political talking points but instead fundamental to learning and learning assistance.
4. The LC should commit to developing a long-term vision for this work (potentially with the help of an external consultant). Where do we hope to be in five, 10, or 20 years?

5. If and when the LC produces “deliverables” (e.g., PAC document policy changes or an antiracism module for student employees), we should seek out consultation from internal and external consultants who can help us evaluate their potential impacts.”

APPENDIX A

Revised Language of “The Learning Centers’ Commitment to Anti-Racism”

I. Introduction

This commitment is part of an ongoing effort within the JMU Learning Centers to identify, understand, and respond to the ways that racism affects who we are, what we do, and whom we serve. Learning assistance programs like ours provide customized, supplemental instruction to students striving to achieve their academic goals. At the heart of our work is the fact that we support students in vulnerable places, whether they are struggling with their coursework, seeking acceptance into a profession or discipline, or figuring out where they belong in an academic culture that can feel unfamiliar, exclusive, and bewildering.

Examining the ways that racism affects our work—and our ability to fulfill our [mission and values](#)—is particularly critical given that JMU is a predominantly white institution (PWI). [Research](#) has shown that the psychological stresses associated with being part of a minoritized group can affect the mind and body in ways that negatively impact learning. Stereotype threat (the fear of being associated with a negative stereotype) and the perception of discrimination have been shown to inhibit academic performance. Additionally, racially inflected interactions with peers and instructors in educational settings influence how BIPOC (Black, Indigenous, and People of Color) students [think about themselves as learners](#).

Our Commitment to Antiracism aligns not only with our department’s mission and values, but also with [JMU’s Core Qualities of Access, Inclusion, and Diversity](#); the [Division of Academic Affairs’ value of Equity](#); and the work of [JMU’s Task Force on Racial Equity](#). Additional information about racial equity, including a helpful [glossary of terms](#), is available on the Racial Equity Tools [website](#) (<https://www.racialequitytools.org>).

We know that our Commitment to Antiracism will necessarily evolve and is by nature incomplete. Still, we share it so that others can join us in this work, hold us accountable, and offer expertise that might help us better enact this commitment.

II. Our Learning Process

As learning professionals, we recognize education as a lifelong process and have collectively committed to deepening our knowledge of what racism is and how it manifests in our work.

While we acknowledge the presence of overt racism (which includes observable and intentional acts such as racial slurs) on our campus, we recognize that racism in learning environments is often covert, taking the form of subtle (sometimes unintentional) slights based on race. We’ve learned that covert racism can be present in learning contexts in a number of ways. Learners or educators may overvalue writing, communication, or teaching practices favored by dominant groups. For example, they may perceive dialect or written accent as error or ignore the contributions of scholars, thinkers, and innovators of color to their fields. Covert racism may also

express as [excluding or ignoring BIPOC](#) individuals, discomfort with or attempts to avoid [discussions of race](#) in learning interactions, [“tokenizing”](#) by asking people to speak as representatives of their races, or stereotyping based on race (for example, assuming that students of certain races are athletes or on need-based scholarships).

We have also learned that racism can be considered systemic or institutional when it is embedded in and central to an organization’s day-to-day functioning. This may be reflected in the administrative power structures at JMU and in the Learning Centers, which are disproportionately white. This might show up in Learning Centers hiring practices, where a “like-me” bias favors those who share similarities to people who recommend potential hires and who make hiring decisions. Because of this, in a learning center at a PWI, qualified BIPOC candidates may be overlooked or might choose not to apply because of a lack of representation among faculty, staff, or student employees.

We acknowledge that these overt, covert, and systemic forms of racism create additional barriers for BIPOC community members to succeed in coursework, pursue employment, and feel safety, support, and a sense of belonging at JMU and within our centers.

III. Our Commitment

As part of our enduring commitment to deepening antiracist practices and pedagogies within our department, the Learning Centers pledges to do the following:

1. Adopt antiracism as a lens for all of our work, rather than relegating it to a sporadic discussion topic.
2. Provide our peer educators, student and professional staff, and faculty with ongoing antiracist training and professional development—in particular, developing a deeper shared knowledge of antiracism constructs, language, and best practices.
3. Ensure that peer educators, staff, and faculty receive feedback and recognition for their efforts related to diversity, equity, and inclusion (e.g., these topics should be addressed in client satisfaction surveys, Faculty Annual Reports, and in peer educator evaluations of faculty).
4. Regularly review and revise our recruiting and hiring practices, including the ways that [meritocracy](#) and [affinity bias](#) limit the diversity of our faculty, staff, and peer educators.
5. Regularly revisit departmental decision-making processes to ensure that BIPOC voices and perspectives are heard, considered, and valued.
6. Review and revise the language of our department’s “inclusive” value, with a focus on making it [actionable and justice-oriented](#).
7. Use our spaces to promote the accomplishments of BIPOC students, scholars, innovators, experts, authors, and creators.
8. Ensure that our BIPOC peer educators, staff, and faculty have clear-cut avenues for support and processing.
9. When appropriate, share anti-racist reflections, pedagogies, and practices beyond the Learning Centers via resources, conferences, symposia, and workshops.
10. Seek out collaboration and feedback on this work from outside sources, such as the Office of Access and Inclusion and Center for Faculty Innovation.

11. Reflect on and annually assess our antiracism efforts, allowing them to evolve with our department and our institutional and cultural context.

For Academic Year 2021-22, our department is prioritizing commitments #1 and #2 as an extension of the work we began last year (see section IV). All departmental faculty are expected to undertake antiracist professional development tailored to their program areas and their individual roles and responsibilities. Additionally, the newly established Learning Centers' Diversity, Equity, and Inclusion Committee is investigating training options for student employees, administrative staff, and faculty.

IV. The Process: Living History

For many years, peer educators, student and professional staff, and faculty within the Learning Centers have been engaged in efforts to learn about and reduce the harm caused by racism within our programs, classrooms, and communities. However, those efforts were often limited to particular individuals or programs, sporadic, and disconnected from each other. It wasn't until the summer of 2020, spurred by a national racial reckoning, that we initiated a coordinated departmental commitment to antiracism. We share the following timeline in the interest of transparency and of demonstrating the complex and evolving nature of this work:

Summer 2020: A group of LC faculty and one peer educator drafted a departmental commitment to antiracism.

Fall 2020: In September 2020, the LC adopted its first Commitment to Antiracism; the Executive Director (with the support of the Vice Provost) suspended committee work for the year in order to give the department the opportunity to begin enacting the Commitment; and a five-member justice, equity, diversity, and inclusion (JEDI) team with faculty representatives from across the department formed to provide leadership in these efforts. Subsequently, the JEDI team composed an "action steps" document to assist the department in enacting the Commitment; and LC faculty and staff engaged in a review of peer educator recruitment and hiring practices that resulted in changes to policies and practices for several programs.

Spring 2021: The LC administered a racial climate survey to its student employees and clients; LC faculty began exploring possibilities for a required antiracism training for student employees of the LC.

AY 2020-21: All LC programs incorporated antiracism into their training or professional development events for student employees; two BIPOC LC faculty created a department-wide meeting group for BIPOC faculty, staff, and employees of the department to foster connections and support in a protected space; and LC faculty and student staff members delivered presentations and talks on campus and at scholarly conferences, drawing upon experiences and developing expertise in antiracism in learning environments, including at the 2021 National College Learning Center Association Conference.

Summer 2021: An LC faculty member led an opt-in departmental reading and discussion group on [Other People's English: Code-Meshing, Code-Switching, and African American Literacy.](#)

Fall 2021: The LC established a diversity, equity, and inclusion (DEI) Committee, which drafted the current version of the LC Commitment to Antiracism; LC faculty, programs, and committees were asked to incorporate antiracism into their work and to report their efforts to the Executive Director; and some LC faculty and peer educators participated in book club reading of [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge in Higher Education](#).

APPENDIX B

Proposed Learning Objectives, Delivery Model, Outline and Timeline for LC Student Staff Antiracism Training

Proposed Learning Objectives

After completion of this training module, participating peer educators will be able to:

Objective 1: Articulate the value of antiracism in the context of Learning Center work and the connection of the Learning Centers' Commitment to Antiracism and its Mission, Vision, and Values.

Objective 2: Demonstrate knowledge of key terms and concepts regarding racism and antiracism (through the racial equity tools glossary).

Objective 3: Identify forms that racism takes in the Learning Centers and **reflect** on how it might affect their work as peer educators or office assistants

Objective 4: Identify strategies and interventions to create inclusive/welcoming environments

Objective 5: Demonstrate a facility with communicating respectfully in difficult or personal conversations

Proposed Delivery Model

Each Fall:

- LC student employees will complete a mandatory online module (designed and maintained by the DEI committee). The module will be interactive meant to be content-focused (e.g. definition flash cards, scenarios)
- Then, LC student employees will attend a mandatory department-wide training event (facilitated by members of the DEI committee and other volunteers). The programming will involve small-group and large-group activities meant to be more experiential (e.g. story exchange, identity inventories, discussion)

Each Spring:

- Each program area will dedicate one professional development hour to an antiracism or DEI-related topic. The DEI committee will curate a resources page with some potential topics, activities, and resources.

Proposed Outline for Online Module

Design Goals: A Canvas module that is largely self-contained and automated, places emphasis on learning not on assessing correctness, is not too time consuming, and is envisioned as a pre-hire component like the LC 101 Canvas module.

- **Section 0: Buy-In.** Features testimonials from peer educators and staff about the value of this module, a statement that we view antiracism as pedagogical not political, a statement on this customized module meeting our values toward customized instruction and meeting our audience where they are at different stages of awareness and involvement with DEI work, and links to self-care resources.
- **Section 1 (Objective 1):** Multiple choice questions about our Mission, Vision, Value statements and other JMU inclusion statements and how they fit into the LC's work.
- **Section 2 (Objective 2):** Matching questions with definitions from Racial Equity Tools Glossary.
- **Section 3 (Objective 3):** Multiple choice questions about covert racism and racism in learning environments
- **Section 4 (Objectives 4 and 5)** Multiple choice scenario-based questions (e.g. "what could the peer educator have done better in this scenario?")
- **Section 5 (Objective 5 and for administrative review):** Open-ended Reflection (How would you apply this? What have you learned? What do you wish you had learned?)

Proposed Timeline for Implementation of Training

The AY 2021-2022 DEI Committee offers the following timetable as a recommendation for the DEI Committee in the next AY:

Fall 2022:

- The DEI Committee can focus on the online module with the goal of piloting it (or beta testing with select students) in Spring 2023
- DEI Committee can start reaching out to potential campus partners for help facilitating the in-person training.

Spring 2023:

- The DEI Committee can focus on the content of the in-person training with the goal of piloting it (or beta testing with select students) in Fall 2023
- DEI Committee can make necessary changes to the online module based on the trial feedback