

INCLUSIVE EXCELLENCE & HERTZLER-KOSHY FACULTY FELLOWSHIP GRANTS REPORT

2023



**2023 DEI Grants Report:
Diversity, Equity, and Inclusion (DEI) Internal Grants**

(Spring 2022 through Spring 2023)

Jacqueline N. Font-Guzmán, VP for DEI

September 20, 2023

*EMU prepares students to serve and lead in a global context
and opens new pathways and achievement to ALL in a community of learners
where everyone feels a sense of belonging.*

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MESSAGE OF APPRECIATION

Dear EMU Community,

Thank you! Throughout my two and half years at EMU, I have witnessed the extraordinary ways in which our community has leveraged the funds obtained through the DEI grants to cultivate a culture of belonging by embracing diversity and inclusivity.

These grants are inspired by the values and convictions that moved John Asa Hertzler and the late Rebecca Hertzler to make a difference in the world by advocating for racial and gender justice, questioning the status quo, and building relationships across people of different backgrounds and races. The grants fund innovative proposals from EMU students, staff, and full-time faculty to facilitate the development of a culture of belonging by embracing diversity and inclusivity within EMU. All faculty, staff, and students at EMU become agents of change and have the opportunity to transform the lives of our community members.

As of the completion of the report, the Office of DEI has launched RFPs for three Inclusive Excellence Grant cycles (Spring 2022, Fall 2022, and Spring 2023) and one Hertzler-Koshy Faculty Fellowship Grant cycle. Across these cycles, the DEI office has granted a combined total of 24 Inclusive Excellence Grants and one Hertzler-Koshy Faculty Fellowship Grant..

We still have a long way to go, and as we walk this journey together, we are intentional about celebrating the work that you all have done and continue to do. Below, I am sharing how members of our community have brought us closer to opening new pathways and achieving inclusivity for all in a community of learners where everyone feels a sense of belonging, through their projects.



Jacqueline N. Font-Guzmán, MHA, JD, PhD
Vice president for Diversity Equity and Inclusion & Full Professor
EMU

BELONGING TOGETHER VISION

The office of DEI at EMU is driven by the vision to co-create a community of learners where everyone feels connected, accepted, valued, and respected. Together we work towards removing barriers and opening new pathways and achievements for ALL. Our DEI team is committed to advancing and supporting students, faculty, and staff in diversity, equity, inclusion, sustainability, and belonging efforts through institutional transformation.

At the heart of EMU's mission, as an academic institution rooted in the Anabaptist-Mennonite tradition, lies our commitment to an inclusive and equitable campus community—a place where everyone is treated with dignity and respect and where everyone can fully express their authentic selves. Embracing DEI ensures that the university reflects the values it upholds.

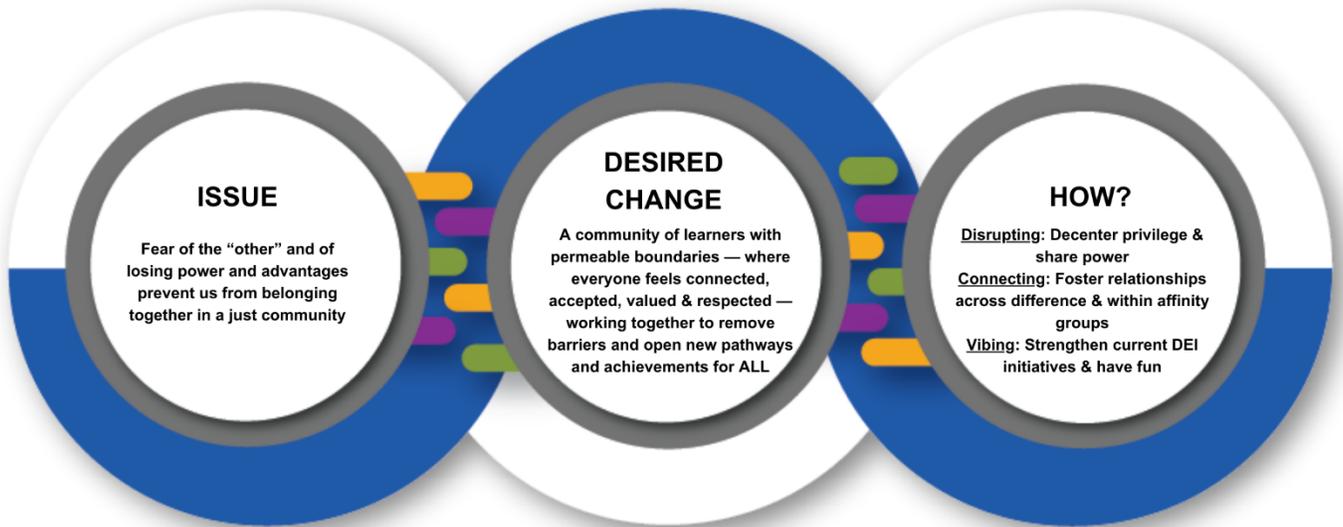
- We strive to extend the richness of the EMU experience to students, faculty, and staff who may have felt marginalized in the past.
- Our aspiration is to share power, stories, challenges, wisdom, and dreams with authenticity, forging a campus community where we embrace our common humanity and build meaningful relationships with each other.
- Our commitment leads us to address historical barriers that underrepresented and marginalized groups have faced at EMU. This requires us to confront the root causes of discrimination, racial injustice, gender inequities, sexual orientation marginalization, structural racism, and various other forms of oppression.
- We aspire to amplify the sustainability narrative by incorporating racial equity and social justice as essential components for advancing environmental and climate justice.

INCLUSIVE EXCELLENCE GRANTS AND EMU'S THEORY OF CHANGE

The Office of DEI has adopted a relational approach to DEI grounded in the values of community, peace, and social justice. We identified that the primary issue impeding our progress towards becoming a community of learners, where everyone feels connected, valued, and respected, was fear—the fear of not knowing how to connect across differences. We are also aware that, in order to eliminate barriers and create new opportunities and achievements for all, the disruption of current norms, policies, and power structures must go hand in hand with building relationships across differences. Milestones and successes are also celebrated (see illustration of EMU's DEI theory of change below).



DEI Theory of ChangeSM



EVIDENCE

Relationships are at the core of sustainable social/institutional change
Communities are strengthened when we build relationships across difference
Minor shifts in institutions may lead to widespread change

Selected sources: Ashutosh Varshney, Baruch-Bush & J.P. Folger, bell hooks, Civity, <https://www.civity.org/>, Jacqueline N. Font-Guzmán, John Paul Lederach, Palma Joy Strand, Robert Putnam, Scott Page, Sean Safford

The DEI grants support our DEI vision/desire change by:

- Disrupting: Funding projects that decenter privilege and or raise awareness on power dynamics
- Connecting: Requiring applicants to collaborate across difference to be eligible for the grant and share their results and projects with the community at large
- Vibing: Strengthening current DEI initiatives and celebrating milestones

Below are some selected examples of how the grants have contributed to accomplishing our desired change through Disrupting, Connecting, and Vibing.

Disrupting

As a predominantly white institution all of EMU's former presidents are white males. The presidential portraits were displayed in a classroom in the library. Many non-white and non-male students and faculty felt that if they weren't white or male, "they did not belong" at EMU. The grant funded the relocation of the portraits from the classroom to another area in the library and facilitated a discussion during convocation about the necessity of diverse representation to foster a sense of belonging and to increase awareness regarding gender and race power dynamics. How does our legacy support our diversity, equity, and inclusion aspirations?

Disrupting

Presidential Portrait Relocation Grant- Spring 2022



Quote by Cindi Boyer '23:

"Virtual representation matters to me because it is important to really show what you represent as a campus. [...] When I walked by...I had a class in that room where the portraits were up. For me it was normal, it wasn't anything. But if the portraits were of diverse characters, I would stop and I would hope that there is something I could read, and be shocked by. When it is just portraits of white men, I just pass by them, it is normal."

[Convocation: LGBTQ+ History Month](#), October 26, 2022

Connecting



Connecting
Sustainability Summit- Fall 2022

Valerie Washington (on the right side of the photo), spoke on “the need to decolonize the environmental movement in the Valley”. Washington stated “Global warming and other environmental injustices are products of colonialism, capitalism, and racism. Even now, solutions in climate action are tone deaf and exclusive.”

The Sustainability Summit- Fall 2022

This grant funded the keynote speaker for the Student Sustainability Summit hosted at EMU. The Summit extended invitations to James Madison University, Bridgewater College, Mary Baldwin College, and Blue Ridge Community College, bringing them to EMU's campus. The keynote speaker addressed the vital topic of intersectionality within sustainability, emphasizing the crucial role of diversity and inclusion in environmental justice. Despite the inherent links between environmental justice, racial justice, gender justice, and indigenous rights, many discussions and movements surrounding sustainability tend to revolve around whiteness. This year's summit encouraged participants to delve deeper into the interwoven aspects of sustainability and justice, aiming to uncover the potential that emerges from weaving diversity and inclusion into sustainability initiatives.

Vibing

The Passion of Martin Luther King, Jr.- Fall 2022

The EMU Music Department received a grant for the Fall 2022 Gala Concert, facilitating the rental and performance of the seldom-performed masterwork "The Passion of Martin Luther King, Jr." This piece incorporates texts from Martin Luther King Jr.'s speeches and was composed by Nicolas Flagello shortly after King's assassination. The composition united the EMU Orchestra, EMU University Choir, and an African American soloist who directly recited King's speeches. This unique opportunity not only diversified our student ensembles' repertoire but also enriched our community by bringing King's impactful words to life. Around 50 students and 30 community members participated as on-stage musicians for this performance. Moreover, approximately 400 individuals attended the concert in person, and the Facebook livestream reached an estimated 1,600 viewers. The grant facilitated a platform for both performers and audience members to personally engage with MLK's profound words, fostering a deeper connection with the civil rights era. Culturally and institutionally, this initiative empowered EMU's music department to enhance representation within ensemble and concert programming.



Vibing

The Passion of Martin Luther King, Jr.- Fall 2022

“My favorite part of the night was ending the concert with Balla, the Chamber Singers and the EMU Jazz Band. We were all dancing and moving around, singing harmonies, clapping different rhythms, and enjoying the music together. It was a magical and energizing way to end the concert, and I am really grateful to Balla for sharing his music with us.” said sophomore music and peacebuilding major Reah Clymer, a soprano with the University Choir and Chamber Singers.

When it all comes together: Disrupting, Connecting, and Vibing

LGBTQ+ Advocacy Fellows Grant- Spring 2022

This project masterfully accomplished disrupting, connecting, and vibing. The project increased awareness about past and current manifestations of the structural and systemic character of LGBTQ+ marginalization at Eastern Mennonite University. It focused on the institutional and cultural capacities that can be amenable for change in order to heal historic harms while promoting a sense of belonging. As EMU seeks avenues for cultivating belonging for LGBTQ+ students, this will continue culture change toward LGBTQ+ inclusivity, safety, and healing in the EMU and assist in the pivot toward collective liberation from systems of oppression at EMU.

The project successfully supported LGBTQ+ people at EMU and elevated their stories and experiences and promoted their vision for change at the university through artistic media. It used community peacebuilding circle processes to invite all participants to practice communicating in a different way than they may be used to. The circle process invited all voices in the space to be heard without coercing people into sharing. Through the circle process, the grantees co-created a space grounded in the needs of participants to share what they need in order to be in a brave space. You may see the work presented at the gallery by looking at the first-ever [LGBTQ+ Digital Historical Collection](#) at a Mennonite university.



Disrupting, Connecting, and Vibing LGBTQ+ Advocacy Fellows Grant - Spring 2022

Quotes from the participants:

“My breath caught in my throat several times and my eyes welled. I viewed a history and a future of difficult things and growing things and healing things.”

“At EMU we’re always out of step. We’re opening up while the larger society moves towards closing. It’s ok to be out of step, but not late!”

METRICS AND IMPACT

The office of DEI launched the inaugural RFP for the Inclusive Excellence Grants in Spring of 2022 and has continued to offer the grants each Fall and Spring semester. As of the writing of this report we have had three application cycles: Spring 2022, Fall 2022, and Spring 2023.

We have had twenty-seven applications to date, awarded twenty-four grants, and denied three for not meeting the requirements. Thirteen of the twenty-four grants have been completed with their final reports submitted and eleven are still actively working on their projects.

We established three metrics to measure success: collaboration across differences, community exposure, and meeting proposal’s objectives.

1. Collaboration Across Differences

- a. Target 1: 100% of project proposals submitted will include a collaboration of people from at least 2 differences
- b. Target 2: 50% of projects will include collaboration of people from more than 2 differences

We categorized these differences into six categories.

- Role that leaders/co-leaders have within EMU: faculty, staff, undergraduate student, graduate student
- Organizational Unit where applicants work or study: For example, Department or Academic School
- Major/Minor: If applicants were students
- Race/Ethnicity according to self-reported values collected based on federal reporting guidelines for higher education. For example: White, Black/African American, Nonresident Alien
- Gender according to self-reported values collected based on federal reporting guidelines for higher education. For example, male, female, non-binary, other
- Geographic location: EMU main campus, Lancaster Site, Washington Community Scholar Center.

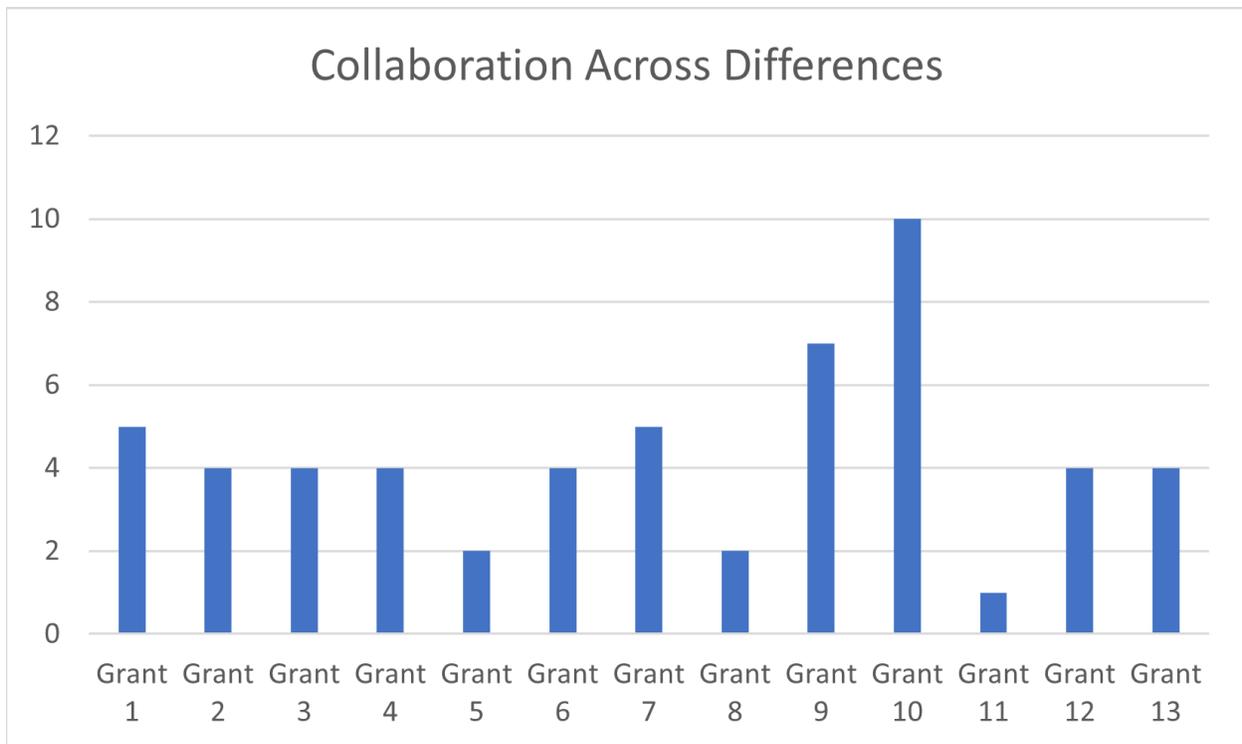


Figure 1 illustrates the number of differences per grant

As illustrated in Figure 1, among the 13 grants, Grant numbers 9 and 10 exhibited the most significant differences. Grant 9, titled "Interfaith Chaplain Leader," featured a team of leaders including faculty, staff, and graduate students, spanning various academic schools/departments, the Intensive English Program, International Student Services, and Faith and Spiritual Life. Moreover, this grant encompassed representation from three distinct racial/ethnic backgrounds as well as two different genders. Melissa May Lecturer for the School of Theology, Humanities and Performing Arts, Intensive English Program reported,

“We were able to offer 3-4 hours a week at the Intensive English Program in which Melvin held conversations with our students from many cultures and multiple religions. He worked well to cultivate an air of trust and reliability in his continuing presence at our program and among our students, especially as they dealt with personal struggles such as war in their home countries and the unexpected tragedy of a car accident.”

Grant number 10, titled "Student Sustainability Summit," stood out with the highest number of differences. This grant involved a substantial number of students from a diverse range of majors/minors, exhibiting variations in terms of race/ethnicity and gender, which collectively contributed to the elevated level of differences.

Grant 11, titled "The Passion of Martin Luther King Jr.," did not meet our measurable criteria for differences based on the applicant data. The leader and co-leader were both males from the same department, and the only distinction was in terms of race/ethnicity. However, this grant displayed more differences when it came to the actual performance of the rented musical piece. The participating musicians included students, staff, and faculty, showing variations in terms of race/ethnicity and gender. Unfortunately, the applicants did not disclose additional co-leaders in their application, preventing us from assessing further differences.

Among the grants, two met the minimum requirement of two differences. Grant 5, titled "Presidential Portrait Relocation," exhibited differences in organizational unit and gender. Grant 8, titled "Improving Sexual Health," demonstrated differences in organizational unit and role. The rest of the grants exceeded the criterion of two or more differences.

In conclusion, out of the 13 completed grants, 92% achieved at least two differences, slightly below our goal of 100% for goal 1. However, we exceeded our target of 50% for goal 2, as 77% of the completed grants exhibited more than 2 differences.

Applicant Roles

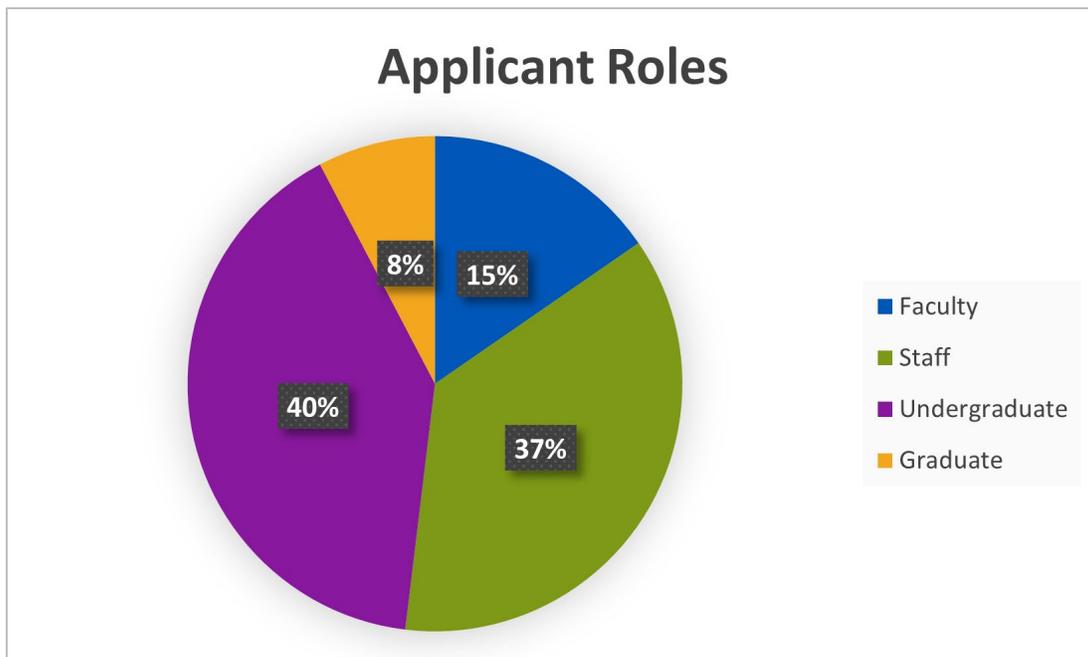


Figure 2 Breakdown of different roles of each of the leaders and co-leaders for all completed grants

Highlights

We had a diverse representation of roles, with undergraduate students and staff accounting for 40% and 37% respectively. Given that the majority of EMU's population consists of undergraduate students, it's logical that they hold a higher representation in the grants. As we progress in this endeavor, we aspire to witness greater involvement from faculty and graduate students. The DEI office will develop an action plan to enhance faculty and graduate student participation.

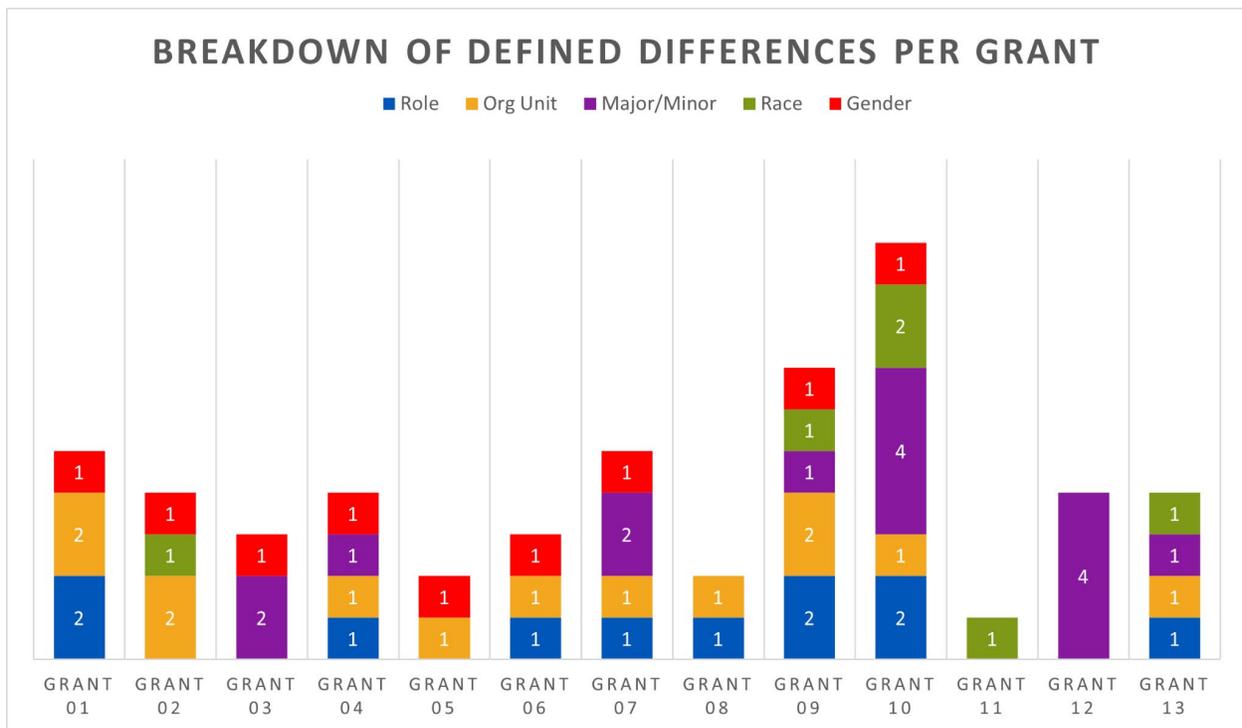


Figure 3: Breakdown of each of the defined differences per grant.

Highlights

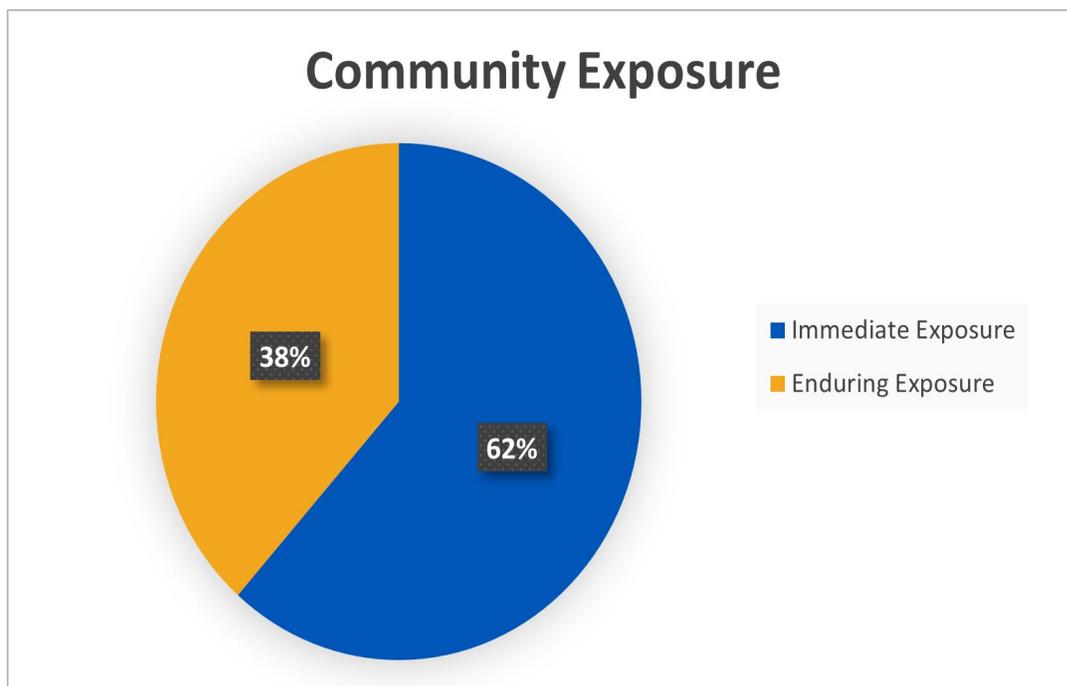
Figure 3 illustrates each metric category per grant. Geographical location is not displayed as all grants share the same location: EMU's Harrisonburg Campus. Roles are categorized as Faculty, Staff, Undergraduate, and Graduate. Org Unit pertains to employees (e.g., Admissions), Major/Minor is relevant to students, Race measures race or ethnicity, and Gender encompasses male, female, or nonbinary. Data collection followed federal guidelines.

For instance, Grant 1 showcases a total of 5 differences spanning across 3 categories: Role (blue), Org unit (orange), and Gender (red). Within each category, we measured the number of differences. For example, in the Role category (blue), there are two collaborations across

differences: 1) collaboration between faculty and staff; 2) collaboration between graduate student and staff.

2. Community Exposure

- a. Does the project provide broad immediate exposure to the DEI initiative? Immediate is defined as less than 6 months. (yes/no) - after gathering benchmarking data for two years, a target percentage of achievement will be established.
- b. Does the project provide broad enduring exposure to the DEI initiative? Enduring exposure is defined as more than six months. (yes/no) - after gathering benchmarking data for the first two years, a target percentage of achievement will be established.
- c. 80% of the funded projects share their results with the EMU community.



*Figure 4 Immediate exposure: defined as 6 months or less
Enduring exposure: defined as 6 months or more of exposure*

Highlights

Figure 4 illustrates that the majority of the grants fell into the category of immediate exposure at 62%, while 38% fell into the category of enduring exposure. Both types of exposure are crucial in our endeavor to disrupt, connect, and vibe. Projects with immediate exposure raise awareness

of specific issues or challenges, highlighting DEI matters that require discussion within our community. These initiatives initiate conversations that can ripple out in ways that create new possibilities for the future.

Projects with enduring exposure, in addition to having immediate exposure, consistently convey a clear message that individuals from underrepresented groups are valued, supported, and significant within our campus community. An example of this can be seen in the LGBTQ+ Advocacy Fellows Grant, which resulted in the creation of the first-ever [LGBTQ+ Digital Historical Collection](#) at a Mennonite university, and the Inclusivity in Science Mural, featuring visual representations of women, queer, and BIPOC scientists in the STEM professions.

3. Meeting Proposal's Objectives

- a. 80% of projects met all of their objectives

We requested participants to include their final report the following: "Describe how you met your goal and objectives? If you did not meet your goal and objectives, reflect on the obstacles and what you learned from the experience." Thus far, all completed projects by grantees have reported accomplishing at least 80% of their goals.

For example, the LGBTQ+ Advocacy Fellows grant stated in their final report,

"Our project aimed to support LGBTQ+ individuals at EMU by amplifying their stories and experiences and advocating for change through artistic media. Outcome: Based on our fellowship evaluation form completed by all participants, we successfully achieved this goal. Among the six respondents out of a total of eight participants, 100% strongly agreed that this project encouraged them to share their stories. Additionally, 100% of participants also strongly agreed that this project prompted them to critically reflect on their experiences at EMU. Moreover, 66% of participants strongly agreed and 44% somewhat believed that they now have a clear understanding of their next steps to advance belonging at EMU."

We noted that some grantees lacked well-defined and measurable goals and objectives. In the upcoming request for proposal cycle, we intend to emphasize the inclusion of criteria for measurable goals and objectives in the rubrics used to evaluate proposals. These goals and objectives should align with the SMART criteria (specific, measurable, achievable, relevant, and time-bound).

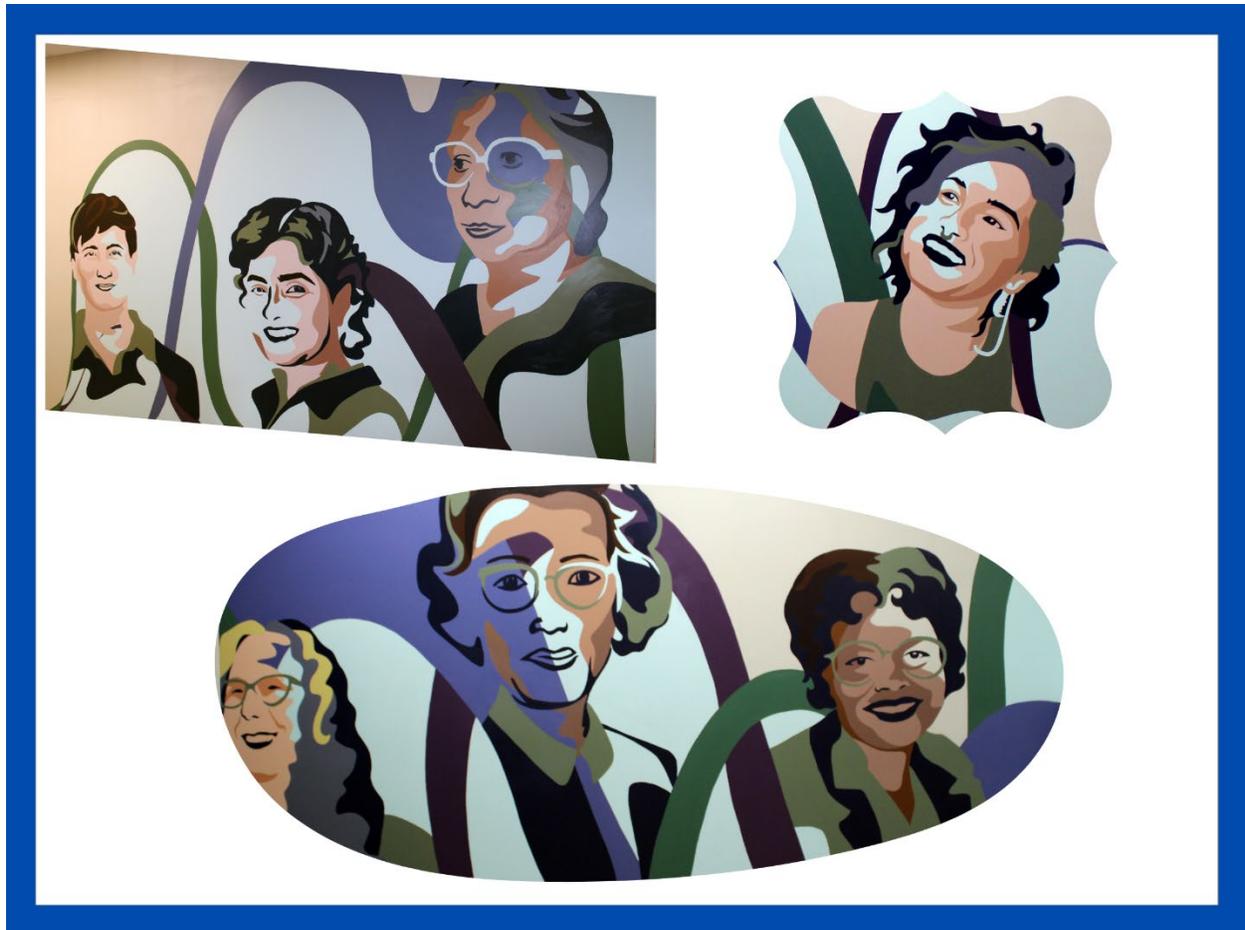
STATUS OF PENDING INCLUSIVE EXCELLENCE GRANTS

As shown in Table 1 below, we currently have six grants from previous grant cycles awaiting their final report, one grant on hold, one still in active status, and four grants slated to commence in the Fall 2023 term as part of the latest cycle. For a comprehensive description of these grants, please refer to the addendums.

BSA Black History Month Project completed, final report pending	Celebración LatinX Project completed, final report pending	Enhancing Religious Lit Project completed, final report pending, but promised to be submitted by August 31st.	People’s Party Project completed, final report pending	Women in Sport Project completed and final report submitted. Evaluation of final report pending.
Interfaith Chaplain Project scheduled to start the Fall 2023 Semester	Music Legends Display Project scheduled to start the Fall 2023 Semester	Rainbow Crosswalk Project scheduled to start the Fall 2023 Semester	Raising Visibility Literally of Intercultural Learning for All Project scheduled to start the Fall 2023 Semester	Inclusivity in Science Mural Painting has been completed pending artist statement, QR Code with bios of scientists, and the final report. See photo and comment below.
Roots Run Deep On Hold				

Table 1: List of Pending Inclusive Excellence Grants

The Inclusivity in Science Mural, situated within the Science Suter Center, prominently features BIPOC, female, and queer scientists. Through this artwork, a compelling message emerges, highlighting that inclusivity holds great significance at EMU, extending even to the STEM fields which have long been dominated by white males. This mural stands as one of the pending grants nearing completion, with the painting phase concluded. We are anticipating the completion of the artist's statement and a QR Code containing biographies of the scientists depicted on the mural by Homecoming 2023. Please refer to the attached photo for a visual representation.



UPDATE ON HERTZLER-KOSHY FACULTY FELLOWSHIP GRANTS FOR FALL 2022-2023 APPLICATION CYCLE

The Hertzler-Koshy Faculty Fellowship Program aims to advance projects that integrate and infuse diversity into the curriculum with a specific focus on race, ethnicity, and gender content in the curricula. Undergraduate and graduate faculty may receive up to three hours of course reduction and a \$500 mini-grant for either the Fall or Spring terms. Due to the academic cycle and loading of courses, we had to wait until the fall semester—September 30, 2022—to launch the first call for applications. We had one application submitted and it was accepted.

The inaugural Hertzler-Koshy Faculty Fellowship Program awardees are [Kathy Evans](#), professor of education, and [Kory Schaeffer](#), a graduate student at the Center for Justice and Peacebuilding. Both of them in collaboration with other students will develop a SafeZone asynchronous online training course. The 3-hour course will be developed in collaboration with students and colleagues to provide education related to LGBTQ+ inclusion and belonging. This asynchronous course incorporates interactive and engaging activities that not only provide information, but also engage participants with a variety of formats, including videos created by students, readings, personal reflection, and conversations.

LOOKING AHEAD

Awarded 2023 Spring Grants

Iftar Meals: This grant facilitated the provision of meals to EMU's Muslim Community during Ramadan 2023. It enabled the distribution of meals and essential resources to Muslim students and facilitated the hosting of one meal each week throughout Ramadan. We have incorporated this grant into our report of completed grants.

Interreligious Companion: This project offers a stipend to an interreligious spiritual leader, aiming to facilitate connections and cultivate a sense of community among the diverse cultures on campus. This spiritual leader also provides counseling services for students and creates a space to support various religions on campus. This is a one-time funding opportunity to pilot this initiative with the intent of gathering the necessary data to determine future implementation.

Music Legends Display: The music department will showcase artists from diverse music genres, allowing students to encounter artists who resemble them and resonate with styles of music they

might already connect with. This initiative will significantly contribute to fostering a sense of belonging for students from various backgrounds.

Rainbow Crosswalk: The Rainbow Crosswalk represents a public gesture celebrating queer identities both on campus and beyond. Throughout this school year, students encountered a protester who repeatedly brought hateful posters onto campus, causing deep harm to the LGBTQ+ community at EMU and their peers. In response to this incident of hate, student leaders have chosen to respond with a powerful expression of love.

Raising Visibility - Literally - of Intercultural Learning for All: This grant will aid in the initial stages of conceptualization, fostering cross-departmental discussions about the significance of the intercultural program, and generating enthusiasm and visibility for the project. The grant funds will ensure meticulous attention is given to the foundational and conceptual phase of the process, with the ultimate objective of creating a high-quality, prominently displayed artistic photo exhibit that showcases the mission, vision, values, and culturally diverse potential of the intercultural program.

Next Fall 2023 Grant Cycles:

The next cycle for the Inclusive Excellence Grants will open on September 4th 2023 and awardees will be notified on October 27, 2023. The Hertzler-Koshy Faculty Fellowship Program Grant cycle will open October 2023.

TEAM THAT REVIEWS APPLICATIONS

The Office of DEI, in collaboration with a team of volunteers who are members of the Committee of Diversity and Inclusion (CODI), reviews the grants. This team employs a dedicated rubric to evaluate all applications, ensuring they adhere to the established criteria.



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Addendums

Addendum 1: Preliminary Report on DEI Grants for the Spring 2022 Application Cycle

Preliminary Report on DEI Grants
Jacqueline N. Font-Guzmán, VP for DEI
October 3, 2022

Inclusive Excellence Grants Spring 2022 Application Cycle Update

We launched the Inclusive Excellence Grants in spring 2022. This year we awarded six grants. Three of the six grants have been completed, and three asked for an extension of time. I am waiting for all the projects of the spring 2022 cycle to be completed to finalize the assessment using the rubric we developed to evaluate the impact that the projects had on our community.

At the Crossroads: Using Photovoice to Envision Belonging for LGBTQ+ Students & Staff at Eastern Mennonite University (DEI-22-IE-CS)

This project has been completed. The project adapted traditional photovoice methods to document LGBTQ+ student perspectives to allow the Office of DEI to learn more about the next steps for campus advocacy and inclusion efforts. The project included visual mediums such as painting, collage, video, sculpture, poetry, theater, photography, essay, and the spoken word. Through this process, awardees co-created space for intimate dialogue about their visions for belonging and reconciliation for LGBTQ+ people at Eastern Mennonite University - a place where queerness has been historically denied. These sessions unearthed powerful stories that allowed participants to connect.

The project leaders (eight students, faculty, and staff) shared their work in a multimedia pop-up museum. The exhibit was opened to the public in the Hartzler Gallery (2nd Floor of the EMU Library) from April 27th to May 9th, 2022. At the opening on April 27, over 82 people attended in person, and about 39 attended via Zoom.

You may see the work presented at the gallery by looking at the first-ever [LGBTQ+ Digital Historical Collection](#) at a Mennonite university.

Belonging Together Training (DEI-22-IE-03)

This project has been completed. The project provided training to begin addressing the challenges and opportunities that emerge as Undergraduate Admissions (UGA) department personnel encounter increasing diversity in the workplace as reflected in employee and prospective student demographics. As a historically white institution, EMU has practices, policies, assumptions, and biases that may hinder creating a deep sense of belonging among the staff and a welcoming experience for prospective students and their families.

The training took place during the UGA retreat and built upon work that is underway at the university and served as a pilot that can be evaluated and revised for expanded use with other employee groups at the university in collaboration with the Office of Diversity, Equity, and Inclusion. Below are a few quotes from the participants of the training:

“I learned more about the deep-rooted issues of EMU, which overall helped me understand that some issues we have been facing in our office are occurring on the larger systemic level as well.”

“I learned to be more cognizant of my conflict style/tendencies and situations where my preferred style can be a barrier or less helpful.”

The work has continued since the retreat. This team is taking active steps to examine its culture in terms of policies and practices with an eye toward becoming more just and equitable.

Outdoor Courts Redevelopment (DEI-22-IE-04)

This project has been completed. The program aimed to foster a space for BIPOC students and create a student-centered space. The Student Programs in the Student Life Division partnered with student clubs to install new equipment and celebrate the newly updated outdoor basketball courts.

In the past, there was little to no space on campus for spontaneous recreational activity. Student Programs saw a need and wanted to fill that need specifically by creating a space where BIPOC students, international students, and community members felt welcomed and included. After the grant approval, the Student Programs created inclusive signs and put resources into updated equipment on the courts. As the space is now officially open with updates and improvements made, the hope is that as the EMU community and larger community become aware of this space, it becomes a welcoming and inclusive space for

everyone.

Presidential Portraits Relocation (DEI-22-IE-05)

This project will be completed and the final report submitted by November 15, 2022. The EMU presidential portraits were originally located in Room 303, Sadie Hartzler Library, and reflected the historical whiteness and maleness of the institution. Many students who are not white or male felt that if they were not white or male “they did not belong” at EMU. The grant funded moving the portraits from the classroom to another area and inviting a discussion across the campus on the need for diverse representation of people to enhance belonging. The presidential portraits were removed from the classroom and will hang on another wall in the library.

On October 26, 2022--at convocation--the awardees will share with EMU faculty, staff, and students the reason for their project. At this time, participants will explore the importance of diverse visual representation on the EMU campus with reflections from a Yale Medical School student and panelists of EMU students, faculty, faculty, and staff facilitated by me. We will explore why the presidential portraits (all white male) were relocated from a classroom in the Hertzler library to a non-classroom space and the need for diverse visual representation on campus. This convocation will contribute to the LGBTQ+ History Month programming at EMU. The event will be live-streamed on [Facebook Live from our EMU Facebook](#) page at 10:10 am, EST. I hope you can join us!



Inclusivity in Science Mural (DEI-22-IE-02)

This project will be completed and the final report submitted by November 15, 2022. The project entails designing and painting a mural at the entrance of the Suter Science Center depicting figures outside the presumed dominant culture of who a scientist is, or can be. To select the scientists to be depicted, the project leaders distributed a survey last semester to faculty, staff, and students at EMU.

Although the mural is not finalized, it is already having an impact.

Dr. Tara Kishbaugh, Dean of the School of Sciences, Engineering, Art, and Nursing shared in an email:

“I am SO! excited! about the Mural [...]. Asha Beck [student/awardee] and others were working on it earlier this week. The faces are still coming but the background is already vibrant and exciting. Students are stopping by to see what it means, which is a nice side benefit of doing the painting while classes are in session.” See photo of Asha Beck below:

Roots Run Deep DEI-22-IE-01

This project is not completed. This project entails selecting a diverse group of EMU faculty and staff to participate in a day-long tour on the history of the African American community from the Zenda plantation in Elkton to the ruins of Newtown, a booming black community until the R4 ravaged it in the 1950s and 1960s, to the current day Northeast Neighborhood.

Awardees have requested a time extension to finalize the project and we have granted the extension. The project will be completed by April 15, 2023.

Inclusive Excellence Grants Fall 2022-2023 Application Cycle

The Request for Proposals for the second cycle of the Inclusive Excellence Grants opened on September 5, 2022. The deadline to submit applications is on October 7, 2022. The selection committee will send the award notifications on October 21, 2022. I have already heard of some exciting projects.

Hertzler-Koshy Faculty Fellowship Grants - Fall 2022-2023 Application Cycle

As you know, the Hertzler-Koshy Faculty Fellowship Program aims to advance projects that integrate and infuse diversity into the curriculum with a specific focus on race, ethnicity, and gender content in the curricula. Undergraduate and graduate faculty may receive up to three hours of course reduction and a \$500 mini-grant for either the Fall or Spring terms. Due to the academic cycle and loading of courses, we had to wait until this semester to launch the first call for applications. A call for applications was sent out on September 30, 2022. The deadline is October 31, 2022. The committee will convene on November 14 to review the applications.

Addendum 2: Abstracts of Inclusive Excellence Grants for Fall 2022 as posted in EMU's Digest

EMU's Inclusive Excellence Grants program funds 13 new projects this year focused on diversity, equity, and inclusion, including a performance of "The Passion of Martin Luther King Jr.," in November 2022. (Photo by Derrick Chirinos)

These grants are possible thanks to the generosity of [Jose Koshy '76](#) and [Jean Koshy-Hertzler '79](#).

"Please join the Office of DEI in congratulating these 13 awardees for bringing our community together through their projects," said **Jackie Font-Guzmán**, vice president of diversity, equity, and inclusion. "It is exciting to see these programs grow in number and have an impact in our community. "

Accessibility Within Text

This project funds new elevator signs and adds braille menus for the Royals Den. \$1,199

Co-leaders: **Cassidy Walker and Christian Knight**, students; **Kathy Evans**, professor of education; **Jon Styer**, director of creative services.

Anonymous Ensemble

EMU Theatre will bring Anonymous Ensemble, a prominent NYC-based performance company, to campus to present two performances.

The first is called "Llon Top," which features the song-poems of Quechua poet and activist Irma Alvarez-Ccoscco, Anonymous Ensemble's *Llontop* celebrates indigenous Andean culture and language. The piece is an intricately interactive installation of Peruvian objects and a live film performance for both in-person and virtual audiences followed by a lively conversation with the artists about the work and about Quechua empowerment.

The second is *Quechua Stories*, an interactive, multimedia show for young audiences. In this trilingual presentation, celebrated Quechua poet and indigenous language advocate Irma Alvarez-Ccoscco shares several tales from her culture in the Peruvian Andes mountains. These stories are translated live and brought to life by the Brooklyn-based experimental theater company, Anonymous Ensemble, with projections, music, and interactive elements. \$1,200

Co-leaders: **Justin Poole**, Associate Professor and Program Director Theater; **Celeste R. Thomas**, director, Multicultural Student Services and advisor; **Ariel Morales Bonilla**, student.

Black History Month Celebration

This project will fund events and convocations during Black History Month, led by Black Student Alliance in coordination with other affinity groups within the EMU as well as the greater Harrisonburg community. One goal is to share that “the Black experience is rich with firsts that the vast majority are not aware of.” \$1,200

Co-leaders: **Celeste R. Thomas**, director, Multicultural Student Services and advisor, Black Student Alliance; **Nardos Haile**, **Nia Boyd**, **Brii Redfearn**, **Zavion Taylor**, **Avrie Shifflett**, **Rachel Saeli**, and **Donesha George**, students.

Celebracion LatinX

Latino Student Alliance will celebrate and share their heritage with the EMU community with a program highlighting music, education, food, dance, and storytelling with performances by students and LatinX community members. \$1,200

Co-leaders: **Ariel Morales Bonilla**, student; **Celeste R. Thomas**, director, Multicultural Student Services.

Circles in the Box

This project provides a container for campus conversations and dialogue related to topics and experiences of justice/injustice, equity, inclusion based in the reality that EMU is a diverse community. The project will build community, create/enhance connections across differences, and provide space for us all to practice dialogue. \$1,200

Project co-leaders: **Sabrina Bellar**, **Jessica Chisolm**, and **Reah Clymer**, students.

Enhancing Religious Literacy

This project will address interfaith engagement as an integral part of EMU’s work towards greater equity and diversity, actively dismantling oppression in our institution in order to build a multi-faith community grounded in justice and radical inclusion. Creating a religious and cultural holidays calendar page(s) on EMU’s website will be a repository to increase religious and cultural literacy on campus. The calendar will host first-person narratives from multi-faith students, faculty, and staff, and brief informational write-ups on the featured holidays. The information will assist faculty and staff about potential student accommodations for holidays, and build a sense of community on campus around shared experiences, values, rituals and traditions. \$1,200

Project co-leaders: **Trina Trotter Nussbaum**, associate director, Center for Interfaith Engagement; **Brian Martin Burkholder**, university chaplain, Office of Faith and Spiritual Life.

Improving Health in Sexual Minority Students

Sexual health intersects with many dimensions of health and wellness. Some sexual minority populations are more susceptible to experiencing stigma, which contributes to increased risky behaviors and underutilization of sexually transmitted infection (STI) health care services. The aim of this program is to improve access to and utilization of STI testing for EMU students. \$1,200

Project co-leaders: **Catherine Rittenhouse**, professor of nursing; **Sarah Moore, Natalie Brown, Will Blosser** and **Ashley Mellinger**, student.

Interfaith Chaplain

This project addresses a growing number of students who are immigrants to the US, particularly within communities at the Intensive English Program, Center for Justice and Peacebuilding, and International Students Organization. Many of these students have the added challenge of growing accustomed to a radically different culture, the challenge of isolation from distant family, and/or the challenge of being from a non-Christian religion who find themselves in a deeply Christian context. This program aims to pilot availability of an interfaith chaplain for conversation and one-on-one prayer, to facilitate shared prayer/worship settings with accessible language, consult with local clergy of multiple religious traditions, and plan events that will foster spiritually enriching community. \$1,111.11

Project co-leaders: **Melissa May**, instructor, Intensive English Program; **Micah Shristi**, International Student Services; **Brian Burkholder**, University Chaplain; **Merlyna Bernal**, student.

People's Party

Black Student Alliance, Latino Student Alliance and the Asian Pacific Island Alliance plan to host a "People's Party," bringing the three groups together to celebrate their cultures with food, music, and fellowship. \$1,200

Co-leaders: **Ariel Morales Bonilla** and **Nardos Haile**, students; **Celeste R. Thomas**, director, Multicultural Student Services.

Student Sustainability Summit Keynote

EMU will host a keynote speaker who highlights the intersectionality of sustainability and diversity, equity, and inclusion during the Student Sustainability Summit April 1, 2023. The summit connects students from EMU, JMU, Mary Baldwin University, Blue Ridge Community College, and Bridgewater College around issues of sustainability, environmental justice, and food justice. Having a keynote speaker who emphasizes these intersections will lead to a greater community understanding of sustainability and its connection with justice. \$1,200

Co-leaders: **Jim Yoder**, program director for biology, chemistry and environmental science; **Olivia Hazelton**, **Mana Acosta**, **Micah Buckwalter**, **Ally Welty Peachy** and **Zach Bauman**, students.

'The Passion of Martin Luther King Jr.'

This project supported the performance of a seldom-performed masterwork "The Passion of Martin Luther King, Jr." by Nicholas Flagello. [Read more and watch here](#). This work combines the forces of the EMU Orchestra and EMU University Choir, plus an African American soloist who sings direct texts from King's speeches. \$1,107.01

Co-leaders: **Benjamin Bergey**, assistant professor of music; **David Berry**, associate professor of music.

Weight Room Education and Upgrades

This collaborative project between the Intro to the Weight Room Program and EMU Residence Life will encourage more people to use the weight room. New equipment and welcoming signs will signal that this is a safe place to come and interact with others. \$1,181.20

Co-leaders: **Jason Dwyer**, **Hunter Sturgeon**, and **Garrett Nyce**, students; **Tim Jones**, Residence Life.

Women in Sports

This project supports EMU's Women in Sports event while creating more opportunities to celebrate, educate, and empower our female athletes. The events will create awareness and support for women's athletics programs, give female athletes a sense of belonging, and create a culture that takes pride in women in sport at EMU and in our community. \$1,200.00

Co-leaders: **Ashley Kishorn**, head coach, field hockey; **Carrie Bert**, director of athletics.
Posted in [Digest](#)

Addendum 3: Abstracts of Inclusive Excellence Grants for Spring 2023 Application Cycle

Iftar Meals

EMU has undergone a transformative journey from its origins as a predominantly white and Christian institution to becoming a more culturally and religiously diverse university. With this evolution, there has arisen a growing awareness of the changing needs of our students, staff, and faculty, highlighting the importance of creating inclusive spaces on campus for various religious and cultural celebrations, accompanied by educational initiatives. The aim of this project is to enhance the sense of belonging within EMU's Muslim community and enrich the

overall student experience by fostering understanding of diverse religious and cultural observances. Through this grant, we seek to provide meals and essential resources to EMU's Muslim students and our partners in the CIE's Muslim community for four iftars during Ramadan, with the intention of hosting one per week throughout the month. These evening meals will serve not only as educational events but also as opportunities for social interaction among the broader EMU student body. Additionally, we are pleased to extend our support to the Ramadan panel scheduled during a Convocation Breakout Group on March 22nd, providing nourishment and supplies for the event. \$1200.00

Co-leaders: **Trina Trotter Nussbaum**, Center for Interfaith Engagement; **Adesola Johnson**, student

Interreligious Companion

This project is dedicated to fulfilling the needs of IEP students by providing them with spiritual nourishment, facilitating meaningful emotional connections, fostering a sense of community, and celebrating the rich diversity that exists within all religions and cultures. The comprehensive approach we are taking addresses various levels of oppression. We aim to bridge gaps between religions, denominations, languages, and cultures to combat interpersonal oppression. To tackle institutional oppression, we recognize the need for additional campus spiritual leaders who can promote interfaith collaboration in worship, prayer, and religious practices. Lastly, in addressing internalized oppression, our efforts involve leading and demonstrating spiritual practices that promote healing from self-hatred, guilt, and feelings of inferiority often experienced by marginalized groups. \$1111.11

Co-leaders: **Melissa May**, Intensive English Program; **Micah Shristi**, International Student Services; **Trina Trotter Nussbaum**, Center for Interfaith Engagement; **Brian Burkholder**, University Chaplain; **Taha Abdulrahman**, IEP alumnus; **Philip Quoqui**; **Shahin Amini**, and **Merlyna Bernal**, Students

Music Legends Display

Representation matters. As we have worked toward making our curricular offerings more diverse, we have drawn many more students of different backgrounds to our classes. Our world music class this semester has 35 students and our Folk-Rock to Hip-Hop class is full as well. These classes have very diverse enrollment, with students from all types of majors. Many of them are exploring a creative arts course for the first time and walk the halls of Lehman auditorium every day to go to their classes. With this project, they will be able to see artists that look like them and represent styles of music to which they may already have a connection. This initiative will go a long way toward nurturing a sense of belonging for students from various backgrounds. Beyond the EMU community, we have many pre-college students from kindergarten through high school that regularly attend lessons in Lehman auditorium as a part

of the Shenandoah Valley Preparatory Music program. The enduring impact of witnessing diverse musical artists during these formative years is bound to leave an indelible mark on these young students. Lastly, we have many community members who visit our space to enjoy concerts. In a recent concert, the EMU jazz band performed a joint concert with the Harrisonburg High School jazz band. The Harrisonburg high school jazz band is very diverse, and the families of the students attended the concert and walked our halls. If we had pictures of artists like jazz legend Duke Ellington, and salsa queen Celia Cruz, the walls themselves would speak something about the inclusiveness of our program. Displaying portraits of iconic figures like Duke Ellington and Celia Cruz on our walls would resonate powerfully, becoming a visual testament to the inclusivity that defines our program. \$1177.00

Co-leaders: **David Berry**, EMU Music Program Director, Associate Professor of Music; **Kim Souther**, Director of Shenandoah Valley Preparatory Music Program, Instructor of Music; **Kyle Remnant**, Director of Bands, Assistant Professor of Music; **Benjamin Bergey**, Director of Orchestra and Choirs, Assistant Professor of Music

Rainbow Crosswalk

EMU has named diversification and celebration of identities as one of the core parts of the strategic plan of the institution. In order to implement this goal, EMU must consistently show up for all students and staff while celebrating the diverse identities present on campus. The Rainbow Crosswalk is one public step in the celebration of queer identities on campus and beyond. During this school year, students were faced with a protester who brought hateful posters onto campus multiple times. This act was deeply harmful to the LGBTQ+ community at EMU and their peers. In response to this act of hate, we believe as student leaders that we must respond with a greater force of love. This project is one small way that we can stand together and loudly declare our togetherness and love. This crosswalk, located in a central part of campus, will also act as a prideful signal of welcome to prospective students. The crosswalk will also be a physical acknowledgement of the ongoing alienation of LGBTQ+ students, staff, and community members on campus while committing to walking forward together to create an EMU that embraces diversity and celebrates all identities. \$1200.00

Co-leaders: **Veronica Horst**; **Cassidy Walker**; **Hannah Beck**; **Meredith Lehman**; **Greta Schrag**; **Indigo Gott**, students; **Jessica Albright**, Masters in Counseling Graduate student; **Melissa Hinton**, Masters in Counseling Graduate student

Raising Visibility - Literally - of Intercultural Learning for All

The EMU intercultural program is a unique, integral part of EMU education, with multiple possibilities for students to choose from. But where on the EMU campus is the centrality of this EMU component visible? It is mostly invisible. A high quality, highly visible, artistic, broadly

supported photo display depicting the value, culturally diverse, and varied possibilities of the intercultural program would be an important addition to campus. This grant will assist the initial stages of conceptualizing, creating cross-department conversation about why the intercultural program is vital, and generate enthusiasm and visibility for the project. Grant funds will help ensure care is given to the foundational, conceptual stage of the process. The grant will provide resources to help draw together representatives from a broad spectrum of campus “actors,” provide funds for a skilled facilitator, stipends for student assistance in researching and evaluating quality of photos, etc. Ultimately, we want the diverse prospective and current student population to see reflections of themselves in the images that are displayed. \$1200

Co-leaders: **Byron Peachey**, Assistant Professor of Intercultural Programs; Director - Curricular Support Hannah **Nichols-Murch**, Admissions Counselor; **Ryan Good**, Associate Professor of Urban Studies, Washington Community Scholars Center

