



CHBS Canopy

Inclusive Excellence

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Shenandoah Valley Migrant Education Program

[SVMEP](#) is one of the many programs that are part of IIHHS and one of our CHBS gems to be recognized. It focuses on supporting the academic achievement of migrant family children in the cities of Harrisonburg and Winchester and the counties of Clarke, Frederick Fauquier, Rockingham, and Shenandoah. Families speak a variety of languages, such as Kurdish, Arabic, or Spanish, and reflect many needs.



Stephania Cervantes, Community Outreach Specialist (middle) with volunteer and student intern.

It is hard for students to study if their basic needs are not met. SVMEP does its best to garner in-kind resources for these families.

You may have seen a couple of CHBS student-directed projects this year collecting food, hygiene products, or other in-kind items like coats in the winter.

This term, SVMEP opened its first “Free Store” for its clients, allowing them to shop for items needed from donations rather than preselected items by others. This is another example of CHBS “IE nuggets” at IIHHS and falls among our community domain for change (improving and serving the community). For more information, contact shenvalleymigrated@jmu.edu.

Did you know?

Former President George H.W. Bush signed a bill in 1992 establishing May as Asian-Pacific American Heritage Month.

This issue we celebrate APIDA Month here at JMU!



Asian Pacific Islander Desi-American Month

APIDA Month is generally recognized in May. We want to acknowledge our appreciation for our peers in the college now as the semester draws to a close. JMU has an [APIDA Caucus](#) that has supported several CHBS IE efforts and works in solidarity with us. APIDA faculty are CHBS's largest BIPOC identity group, with many having an international country heritage. Being on the USA's east coast gives most of us limited knowledge and awareness. This month provides the opportunity to learn more about the APIDA acronym and the contributions of its members.

Listen to:

- A [Conversation with Asian-Americans on Race](#) by the NY Times (7-minutes)
- The 10-minute video of Asian Pacific Islander Desi American Community members participating in a [Table Talk](#) about the distinctions within their group.

Historically, APIDA persons were grouped by government classifications without much appreciation for the appropriateness of collapsing identities across such large countries, populations, or cultural/ethnic groups within countries. The United States Census changed over time who is included under classifications, moving with the 2000 census effort allowing great

er self-identification by allowing people to select more than one race category. [Racial classifications by the US Census are a much larger discussion for another day since most people identify with their nationality, ethnicity, or cultural group. [Race is a social construction](#) (Center for Health Progress) or [What do we mean](#) (article by Ta-Nehisi Coats) or [Race and Racial Identity](#) (NY Times article).]

Asia includes about 48 countries and three loosely defined "territories" that have varying political identities depending on who speaks of them (Taiwan, Hong Kong & Macao). Two Asian countries, China and India, represent the most populous countries in the world, with about 2.7 billion of the world's nearly eight billion people ([U.S. Census](#)). The regions of Asia and their countries are each unique. While we may conveniently identify its members in the USA under an umbrella term, a more respectful recognition of distinctions and variations is important. We should seek to understand the varied cultural customs, traditions, and values of people from different heritage backgrounds. At the same time, having international country connections may mean someone is foreign-born and can be a USA citizen.

Over 30,000 islands make up the Pacific Islands and are often organized into three regions – Polynesia, Melanesia, and Micronesia – within the world's largest body of water, the Pacific Ocean. These islands include USA territories of American Samoa, Guam, the Republic of the Marshall Islands, and the state of Hawai'i, where an estimated 1.9 million people live in these locations.

Asian Virginians are about 7.5% of the state's population, with Indians (South Asia), Chinese, Filipinos, Koreans, and Vietnamese having larger representation. While many are noted as living in Northern Virginia, Virginia college towns are known for larger Asian population groupings. Virginia

has the fifth largest number of Korean Americans and Vietnamese Americans of any state. Fairfax County has the largest Asian population in the state.

The term “Desi-American” may be new to many. “Desi” comes from Hindi, with ancient Sanskrit roots, originally referring to someone or something native to a certain country, or “desh”. It was sometimes used in a derogatory fashion but is being reclaimed and empowered as a unique identity term. It has come to mean a person who comes from or whose family comes from parts of India, Pakistan, or Bangladesh but who lives in another country. It has diasporic meaning as populations migrate globally.

The U.S. Department of Health and Human Services provides a [Profile of Asian Americans](#) on a variety of categories and links to specific information on Virginia. The National Institute on Minority Health and Health Disparities has a [Center for Asian Health](#) that engages in community-based research to reduce Asian American Health Disparities.

Given this brief introduction, consider

- Where might you need to grow your knowledge of this large population group? What assumptions do we hold in lumping lived experiences under one group designation?
- How might our course materials better represent a greater variation of “Asian” that represents our local communities?
- How might you cultivate materials about APIDA populations through the library to develop inclusive content, case examples, articles, videos, etc.

Notions of ethnic and national identity carry political, social, and familial meanings too complex to analyze here. See [census data on API identities](#) for more on identity and statistics.

- **Central Asians:** Afghan, Armenian, Azerbaijani, Georgians, Kazakh, Kyrgyz, Mongolian, Tajik, Turkmen, Uzbek
- **East Asians:** Chinese, Japanese, Korean, Okinawan, Taiwanese, Tibetan
- **Native Hawaiians and Pacific Islanders:** (in the United States Jurisdictions & Territories) Carolinian, Chamorro, Chuukese, Fijian, Guamanian, Hawaiian, Kosraean, Marshallese, Native Hawaiian, Niuean, Palauan, Pohnpeian, Samoan, Tokelauan, Tongan, Yapese
- **Southeast Asians:** Bruneian, Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Papua New Guinean, Singaporean, Timorese, Thai, Vietnamese
- **South Asians:** Bangladeshi, Bhutanese, Indian, Maldivians, Nepali, Pakistani, Sri Lankan
- **West Asians:** This is a contested term, most people from the region do not self-identify as such. West Asia is typically referred to as the Middle East; and geographically includes the countries of Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey (straddles Europe and Asia) United Arab Emirates and Yemen

Source: [Library of Virginia](#)

Did You Know?

The largest CHBS BIPOC identity group is of Asian heritage

EVENTS

For Staff – From JMU Talent Development

Session
We Can Talk About Race at Work Wednesday, April 19, 2023 10:00 AM – 12:00 PM
Insider-Outsider Dynamics of Inclusion Wednesday, May 3, 2023 1:30 – 3:30 PM

For Faculty -

Learn About CHAT GPT3

Faculty members are hearing about the new AI CHAT Bots, which seem to have features that will impact student assignment engagement. Many have heard or watched media stories about CHAT GPT 3, fearing its impact on higher education and students' writing assignments. If you have not heard of CHAT GPT here is a [five minute video](#) of a teacher trying to detect student use. HOWEVER – could there be features that help to make the classroom and course content/evaluation more accessible to students who may struggle in our courses?

CANVAS will have a CHAT GPT detector coming in April. Come join the discussion as this new technology emerges. *This is a hybrid session offering in-person and virtual participation.* Link will be provided prior to the session. Location TBA.

Friday, April 28, 2023
2:00 – 3:00 PM

Sign up here by April 10: <https://forms.office.com/r/N4QhAZMusQ>.

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2023 Diversifying Scholarship Research Conference

April 21, 9:00am – 1:00pm / Zoom

- Led by students from the University of Virginia Psychology Department, the 2023 Diversifying Scholarship Research Conference gathers faculty and students at the graduate and undergraduate levels together via Zoom to examine historically marginalized topics and promote diverse research in a collegial environment. [Registration required.](#)

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“clusterluck” A Documentary Screening and Conversation with Dr. Candace Hall

May 2, 4:00pm / CHBS 5040

- The organizers invite JMU faculty, departmental leadership, staff, and administrators to [view the screening and participate in a Q&A](#) about faculty recruitment and retention. This event is offered in collaboration with the African, African American, and Diaspora Studies Center, Center for Faculty Innovation, Office of Faculty Affairs and Curriculum, Office of the Associate Provost for Inclusive Strategies and Equity Initiatives, and Sisters in Session. [View the trailer](#).

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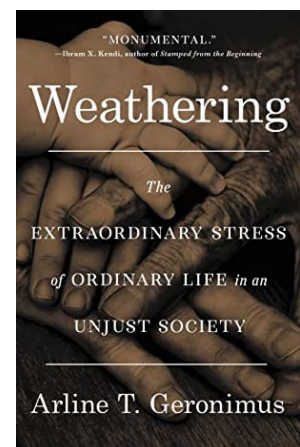
CFI, May Symposium

Check out some of the workshop titles. Blue are Zoom sessions.

- Empowering Voices of Asian Pacific Islander and Desi Americans (APIDA) (Panel Discussion)
- Assisted Grading and Inclusive Teaching: Better Together (Workshop)
- Fight the BURNout: Development of a Student Guided Wellness Curriculum (Scholarly Talk)
- Envisioning Just Futures: Integrating Science and the Humanities (Online Workshop) -
- Evidence-based Advocacy Module for First-year Student Projects (Online Workshop)
- Straddling Class in the Academy – Keynote Speaker
- Citation Needed: Amplifying Voices in Our Scholarship and Syllabi (Scholarly Talk)
- Equity-Flagged Sections in General Education: How to Participate (Online Roundtable)
- What’s Your Class Story? Leading through a Class Lens

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As a follow-up to the **CHBS Viewpoint on Health** presentation, Dr. Arline Geronimus’ book is out on “Weathering”. Many research studies are cited to support this important work.



Have a great week!