
Grand Valley State University
DIVERSITY ASSESSMENT
Support Services
Final Report

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INTRODUCTION

SUPPORT SERVICES Diversity Assessment Report

(Support Services Chair, Marlene Kowalski-Braun)

The charge of assessing the current reality of diversity at Grand Valley State University, with the goal of recommending practices for Proposal 2 compliance and beyond, was a worthy endeavor for the support services committee. The fundamental motivation for realizing diversity is the promise that we make to students in our mission, vision and value statements. These pieces articulate the diverse environment in which students will learn and the varied perspectives from which they will learn; ultimately preparing them to “shape their lives, their professions and their societies”, post graduation. The following pages provide numerous and thoughtful examples of ways that GVSU can further enhance this commitment to diversity for students, giving ample attention to the support services staff that help shape the campus environment.

While much is written about diversity programs and how they work in higher education, often missing is a more sophisticated and complex understanding of how diversity moves beyond words on paper to becoming a *lived* institutional value. Because diversity seeks to effect change at almost all levels of college and university life, it has been described by some as a “transformative enterprise” (Chang, 2002). Therefore, the authors of this report wish to acknowledge the immense commitment and institutional change that is needed to fully realize the benefits of these recommendations and those of the other sub-groups.

The support services staff who collaborated on this project represent diverse perspectives, both in professional roles and personal identities. The group operated under the assumption that diversity includes a wide range of perspectives and issues (i.e. race, ethnicity, gender, sexual orientation, disability, etc.) and that diversity work goes far beyond attention to only minority groups. Indeed, majority students, faculty and staff have been widely discussed and the development of their intercultural competency is reflected in many of the recommendations.

Notable in our conversations is the fact that diversity touches every aspect of GVSU – whether talking about students, staff, programs or services. As a result, it was difficult to narrow down the areas most in need of attention. The committee, therefore, chose to break into sub-groups to give voice to the numerous possibilities for strengthening GVSU’s current diversity work through support services. These areas include: Proposal 2 compliance/benchmarking; assessment; staff development/expectations; space/environment; student leadership; bias incidents protocol; communications and marketing, and curricular/co-curricular efforts.

For the purpose of this report, “support services” includes administrative and professional staff (AP); clerical, office and technical staff (COT); and facilities and maintenance staff whose primary role is to serve students outside the classroom. Many of these personnel are found outside the Division of Student Services. Due to the varied and de-centralized nature of university-wide support services, the implementation of recommendations are

reliant on how well GVSU can articulate expectations on diversity; provide adequate training, supervision and evaluation; and increase staff accountability.

In closing, despite our efforts to be inclusive, we are fully aware that various viewpoints are not included by virtue of who was not at the table. Therefore, we look forward to the opportunity for the larger GVSU community to view the recommendations and offer input. In particular, it should be noted that greater attention needs to be given to maintenance, facilities and grounds personnel who are integral to the operation of the university and who frequently come in contact with students, faculty and staff, but are seldom acknowledged in diversity efforts.

Sub-Committee on PROPOSAL 2 COMPLIANCE/BENCHMARKING (Connie Dang, Meghan Harte, Latoria Thomas-Lee)

Primary charge: *To consider Proposal 2 compliance for support services functions and make recommendations.*

- *Understand the implications of Proposal 2 from a support services perspective.*
- *Determine if there are needed changes to mission statements, programs, and services.*
- *Determine what can be learned from other institutions/states that have lived in a Proposal 2 climate.*

INTRODUCTION

In order to be in compliance with the changes Proposal 2 has made to Article I, Section 26(1) of the Michigan Constitution, the committee looked at compliance for offices whose work connects them with issues of race, color, ethnicity, national origin, and gender, specifically the Office of Multicultural Affairs and the Women's Center. Current mission statement language and programs and services were reviewed. It should be noted that ongoing compliance considerations will be necessary as the Michigan Department of Civil Rights (MDCR) has not yet met with institutions of higher education nor have they conducted an in-depth review of policies, procedures or programs. The recommendations outline areas of concern as GVSU seeks to be in compliance with Proposal 2 legislation, while continuing to promote its compelling interest in diversity as an institutional value.

BENCHMARKING/BEST PRACTICES

When looking at the current practices at other institutions in states that have faced restrictions similar to that of Proposal 2 (Texas, Florida, California and Washington) one can find responses on both ends of the continuum when it comes to language.

For example, the Multicultural Information Center at the University of Texas, Austin, continues to use language that is specific in identifying groups targeted by its services.

The purpose of the Multicultural Information Center is to assemble, process and disseminate any and all information pertinent to the retention and matriculation of Black, Latino, Asian American and Native American students at the University of Texas at Austin.

Our mission is to develop and train students for the multicultural/diverse society of today and the future. Our mission is fulfilled by providing diverse educational opportunities and support services for African American, Asian American, International, Mexican American/Hispanic/Latina(o) & Native American students

On the other hand, Florida State University's language for the Office of Multicultural Affairs is non-specific with regard to race, color, ethnicity or national origin.

The mission of the Office of Multicultural Affairs at Florida State University is to create a welcoming environment that is inclusive of all students. To do this the office provides advocacy, support services, and culturally based programs that

educate students on diversity and multiculturalism and empower them to be agents of social change in an increasingly diverse and global community.

At California State University, Long Beach, the Women's Resource Center uses very specific language.

The Women's Resource Center...

...envisions women's full participation in all aspects of society – including an educational environment free from biases of economics, ethnicity, gender, race, religion, sexual orientation, physical limitations, life style choices, age, re-entry status, and academic fields of study;

...is committed to assisting women in accessing their educational, professional, and personal growth through a diverse and interactive program of services, advocacy, and education;

...has created an on-going support system for women's efforts; a forum for exploration and education on issues of importance and interest; campus and community resource referrals to assist in achieving their ends; and modeling of leadership skills that utilize consensus/egalitarian/inclusive/empowering decision-making tools.

CONCLUSIONS/RECOMMENDATIONS

While the Office of Multicultural Affairs and the Women's Center at GVSU were developed as resources for the entire campus, they also have the expressed purpose of providing programs and services of particular interest to students of color and women. As such, it is imperative that they be able to articulate their alignment with Proposal 2 requirements.

What follows is a review of the mission statements and select programs and services from these offices and a series of guiding questions that these offices need to use as frameworks:

- Do the offices offer preferential treatment on the basis of race, sex, color, ethnicity or national origin in their programs or services?
 - Do they grant preferential treatment or discriminate against a person or group based on these factors?
1. The change in law *will not* require the Office of Multicultural Affairs or the Women's Center to make modifications to their mission statements. The Women's Center mission, however, does contain very specific language when it comes to gender. In the future, when it is appropriate for the mission statement to be re-visited, it may be beneficial to make it more broadly reflect the fact that all students are served.
 - Office of Multicultural Affairs: The mission of the Office of Multicultural Affairs (OMA) is to serve as the flagship for diversity initiatives with institution-wide cooperation for developing policies, practices, and programs that fosters a climate of inclusiveness. OMA promotes a welcoming environment for faculty, staff, students and community partnerships.
 - Women's Center: Creating a Grand Valley Community that promotes and supports the present and future success of women students.

2. The following is an analysis of programs and services in light of Proposal 2:
- The King Chavez Parks Future Faculty Fellows Program – “ ... created by the Michigan legislature to increase the number of African American, Latino and Native American candidates pursuing faculty-teaching careers or an administrative position in higher education ... ”
The King/Chavez/Parks Visiting Professors Program - “ ... was created by the Michigan State Legislature. The program targets groups which remain underrepresented in higher education and have not achieved parity in graduation rates equal to their share of the state's population ... “
These programs are funded through the state of Michigan. As such, it is recommended that the programs continue to operate as they are currently outlined until otherwise notified of a change by the state. Currently, all public colleges and universities in the state of Michigan participate in these programs.
 - Women in Science and Engineering Living Center (WISE) - *an academic living and learning community designed for first-year women majoring in science, mathematics, and engineering or computer science.*
This residential program, while geared toward female students, does not preclude male engineering students from participating in its programs or from attaining comparable educational experiences. In addition, Housing and Residential Life does have precedent for same sex residential areas in other units.
 - Rape Aggression Defense (RAD) - *a physical defense program of realistic tactics and techniques for women offered by the Women's Center.*
While the program is designed with female students in mind, care is taken to direct male students wanting self defense to other programs where they can gain these skills.
 - Registered student organizations
Registered student organizations, regardless of the special interest of the group (i.e. cultural board, black student union, women's leadership, etc.) are required to be open to all students regardless of their race, color, ethnicity, national origin, and sex.

Sub-Committee on ASSESSMENT

(Tony Nelson, Diana Pace, Sulari White)

Primary charge: *To make meaning of the various data points that we currently have at GVSU by connecting them together to create a meaningful picture of diversity on campus.*

- *Determine what voices are/are not being heard as it relates to GVSU and diversity.*
- *Package the current evidence of GVSU's strengths and weaknesses on issues of diversity and create a format for communicating this information annually.*
- *Understand the timeline for how data are collected and, where appropriate, make recommendations for improvement.*

INTRODUCTION

A summary of various GVSU assessment reports is provided. Both positive and negative results affecting the climate for students are discussed. Sources for best practices assessment in student affairs are described, and conclusions and recommendations, based on these findings, are presented.

ENROLLMENT

Enrollment for Fall, 2006, included 11.5% students of color. This was an increase from the past year and the highest percentage of students of color in the past five years.

Although not as high as some of our National Survey of Student Engagement (NSSE) selected peer institutions (Towson University: 17.7%, Salisbury University: 16.4%, and Cal Poly State University: 23.2%), our percentage of students of color is similar to other NSSE selected peer institutions (James Madison University 11.5% and Truman State University, 11.6%).

Retention of First Time In Any College ("FTIAC") Fall 2006 undergraduate degree-seeking students to Winter 2007 was promising in some areas. 99.4% of Asian students and 96.9% of Hispanic students were retained compared to 95.5% of White students. However, only 94.5% of Black students and 93.3% of American Indian students were retained.

The graduation rate for ethnic groups is less encouraging. The 6-year graduation rate for white students enrolling in GVSU in 1999 was 51% compared to 44% for African American students, 48% for Hispanic students, 31% for Asian students, and 21% for Native American students. A comparison to one of our NSSE selected peer institutions, Towson University, indicates that its six year retention rates for white students and students of color were considerably higher: White (63.3%), African American (64.4%), Hispanic (51.5%), Asian (55.9%), and Native American (50%).

Data collected by the Educational Support Program Grant of 2004 (TRIO) indicates the following percentages of first generation college student FTIAC's enrolled at GVSU: Fall, 2004: 46%, Fall, 2005: 43%, Fall, 2006, 43%.

Given the current research on the importance of students' exposure to diversity and the need for sufficient numbers of students of color to avoid the "tokenism" syndrome (Milem, Chang, & Antonio, 2005), GVSU needs to increase the percentage of students of color in order to achieve fully the educational benefits of diversity. Milem, Chang, and Antonio (2005) suggest that students who attend institutions with a diverse student body are more likely to support the diversity goals of an institution and to live in diverse environments after graduation.

REPORTS ON STUDENT ATTITUDES AND LEARNING ABOUT DIVERSITY

Positive Indicators:

A longitudinal comparison of results of the **Cooperative Institutional Research Program (CIRP)** shows 55% of 1996 full-time new FTIACs indicating that they socialized with a different ethnic group during the previous year compared to 64.4% of 2005 full-time new FTIAC's indicating the same answer - an increase of 9.6%.

The 2006 College Student Survey (CSS) Executive Summary reports that "GVSU students generally indicate a commitment to interethnic understanding. They were more likely than the comparison seniors [from peer institutions] to have taken an ethnic-studies course or attended a racial/cultural awareness workshop. They were more likely than other students to agree that colleges should prohibit racist or sexist speech on campus, and also more likely to indicate that helping to promote racial understanding was an important personal objective. Between the freshman and senior surveys, GVSU students' socialization with people of different ethnic backgrounds declined, but the decrease was smaller than that seen in the comparison group."

According to results of **Your First College Year (YFCY) Institutional Report**, 53.2% of 2004 first year students living on campus reported that they socialized with someone of another racial/ethnic group compared to 57.5% of 2006 first year students living on campus – an increase of 4.3% over two years. In a separate item on YFCY, 36.3% of 2004 compared to 43.4% of 2006 first year students living on campus reported "Helping to promote racial understanding" as "very important or "essential" - an increase of 7.1%.

While there are positive indicators regarding our students' exposure to and attitudes about diversity, there continue to be troubling signs.

REPORTS ON STUDENT ATTITUDES AND LEARNING ABOUT DIVERSITY

Negative Indicators:

The 2006 College Student Survey (CSS) Executive Summary reports that "GVSU students indicate significant qualms about the school's openness to various kinds of diversity, GVSU seniors were less satisfied than others with their school's respect for the expression of diverse beliefs, and less likely to give their school the highest rating for its acceptance of diversity or non-sexist climate. They were also more likely to characterize their campus' climate as homophobic."

Your First College Year (2006) indicates that only 49.9% of GVSU first year students socialize with someone of another race, compared to 60.78% of first year students at other 4-year public institutions. The percentage of students who feel singled out because of their race at GVSU is higher than at other institutions.

The National Survey of Student Engagement (NSSE) (2005) indicates that our seniors report less engagement and development in the appreciation of diversity than those students at peer institutions.

Bias Incidents Report (Fall, 2006). During Fall, 2006, there were 18 bias incidents reported. Of these, nine incidents were related to sexual orientation, four to race, one to race and sexual orientation, three involving hate symbols, and one regarding religion.

Allies and Advocates Report (2006) suggests that GVSU has not provided sufficient support to GLBT students. Allies and Advocates, the organization whose purpose it is to provide “safe spaces” has been “operating mostly under the radar, an all-volunteer organization with no budget, office or equipment.”

The Diversity Climate Study (2005) reports that students from minority groups report feeling less accepted, more likely to hear disparaging remarks, and more likely to have feelings of negative treatment. A significant percentage of students of color report feeling unwelcome one or more times at a GVSU event because of their race/ethnicity. When asked the questions: To what extent do you feel a sense of belonging or community, 18% of students with disabilities and 25% of LGBT students indicate not at all.

The Southern Poverty Law Center Report (2005) resulting from a visit to campus by the outreach coordinator for the Southern Poverty Law Center, reports that “while the university boasts a commitment to diversity on paper, it fails to exhibit real commitment in practice.” The report also describes the university’s decision not to offer domestic partner benefits as bowing to community pressure. This action contributed to an overall lack of confidence in the administration’s willingness to support diversity efforts.

Greg Tanaka Report (2005). Dr. Tanaka was brought to campus as a consultant on diversity issues. He described GVSU as still in a “binary” stage of diversity development (a “we-they” perspective) and that the institution needed to increase the focus and centrality of diversity as an educational issue for students.

Padnos International Center Report (2005) indicates that only 1% of our student body is international.

BENCHMARKING/BEST PRACTICES

The best known and most used assessment for student affairs offices (those most closely aligned with what we consider “support services” for the purposes of this report) is the *CAS Professional Standards* (Council for the Advancement of Standards in Higher Education, 2006). It contains recommendations for excellence and ethical principles for student affairs practitioners as well as standards for specific programs and offices within student services. For programs that are specifically related to diversity (Lesbian, Gay, Bisexual, and Transgender Programs; Multicultural Student Programs and Services, Women’s Student Programs, and Disability Services), the publication provides a set of separate standards. For those offices not specifically focused on diversity services (Residence Life, Student Life, Counseling Services, etc.), the publication includes diversity as one of the guidelines for those programs.

Principles of Good Practices in Student Affairs (1997) provides assessment inventories for determining strengths and weaknesses of a student affairs division.

There are accrediting organizations that provide accreditation to specific programs. For example, the *International Association of Counseling Services* (IACS) provides accreditation for counseling centers. Its standards include what would be considered as best practices in the field for provision of services to a diverse student body. GVSU’s Counseling Center is accredited by that body.

A recent publication, *Multicultural Competence in Student Affairs* (Pope, Reynolds, & Meuller, 2004), lays out the characteristics of a multiculturally competent student affairs practitioner. They describe those competencies in three categories: multicultural awareness, knowledge, and skills. This publication is the most thorough and current outline of the skills and preparation needed by student affairs staff as they provide services to students and deal with issues of diversity.

Another recent publication, *Let’s Do Assessment: Assessment in Student Affairs*, published by the National Association of Student Personnel Administrators (NASPA, 2006) provides guidelines for conducting assessment. It is used by institutions to design their own best practices assessment standards and instruments. A second publication, *Learning Reconsidered 2* (ACPA, 2006), discusses student affairs role in creating learning outcomes for students such as cross-cultural communication and includes a chapter on assessing internal environments.

Student Success in College (Kuh, Kinzie, Schuh, & Whitt, 2005) reports data and practices by the DEEP (Documenting Effective Educational Practice) institutions and outlines several ways that the DEEP Institutions infuse diversity in and out of the classroom.

The American Association of American Colleges and Universities, has published an excellent document, *Making Diversity Work on Campus: A Research-Based Perspective*

(Milem, Chang, & Antonio, 2005). While not focusing specifically on student affairs, this document does address a number of critical factors including enrollment, student engagement, campus balkanization, residence hall architecture, and racial and ethnic student organizations.

CONCLUSIONS/RECOMMENDATIONS

While there are positive indicators of an improved climate for diversity at GVSU (increasing percentage of students of color, diversity as a key value in the university's values statement), it is clear from current assessment data that GVSU has not reached a level of "best practices" in its approach to diversity. Nor has there been much of an effort to determine what those best practices are for various areas within the institution. As a result, diversity efforts are "hit and miss" with some examples of excellence but many examples of poor performance. Particular areas of concern are the reported climate on campus for students, faculty, and staff of color, LGBT students, faculty and staff and those with disabilities. Moreover, while GVSU is assessing the climate through a number of uncoordinated efforts, there is no concerted effort to publish the results of these assessments to the community at large. Thus, many in the community lack knowledge of the areas where we need to improve.

For the Institution:

1. Constitute an "Oversight Team" of university staff and faculty to gather "best practices" data from other institutions. Suggest that this team prepare an annual report to the university community on how GVSU compares with best practices at other institutions (this committee needs to work closely with the soon to be created Office of Diversity and Inclusion).
2. Create a "Diversity Dashboard" to provide a way to quickly assess the various components of diversity at GVSU. This instrument should be fashioned after the current GVSU Dashboard and include baseline year, current year, previous year, highest in five years, and lowest in five years, and whether the current score is an increase or a decrease over the previous year. The dashboard should include, at a minimum, enrollment of students of color, international students, and those with disabilities, the gender balance, four and six year retention of students of color, key diversity indicators from currently used assessment instruments (NSSE, YFCY, CSS), and number of reported bias incidents.
3. Request that data as it relates to affirmative action and diversity be collected and analyzed by Institutional Analysis instead of an outside consultant. The people responsible for collecting and analyzing this data need to be a part of the campus community and be accessible. Additional funding for Institutional Analysis should be provided, if needed, in order to maintain this data collection and analysis.
4. Conduct the University Climate Study every five years. Provide comparisons from previous studies to measure progress in areas of diversity.

5. Continue to administer CIRP, YFCY, NSSE, and CSS and designated comparisons for each instrument. Provide both longitudinal data and comparison with peer institutions in order to determine areas of improvement and those areas still needing improvement. The Oversight Committee and Chief Diversity Office should incorporate this data in their annual report and recommendations.
6. Locate and administer instruments that measure less discussed aspects of diversity such as disabilities, socio-economic status, and non-traditional status (due to age, dependents, returning to school, etc.) as part of the institutional diversity assessment process. Currently administered instruments (NSSE, CIRP, etc.) do not measure these areas of diversity.
7. Insure that diversity is a significant component of key University initiatives such as: Claiming a Liberal Education, Inter-Group Dialogues, Transitions, New Faculty Orientation, FTLC Fall Teaching Conference and Freshman and Transfer Orientation.

For Support Services Offices:

8. Recommend that support services offices review *CAS Standards* and make certain that they are in compliance with the outlined diversity standards. Each office should also review the *Principles of Good Practice for Student Affairs* section on building supportive and inclusive communities, to determine their degree of compliance.
9. Request that support services offices review and evaluate on a regular basis programs and services to students for sensitivity to diverse groups of students. Each unit should develop student learning outcomes as a part of their programming efforts. *Learning Reconsidered 2* (2006) provides a list of student learning outcomes including a section on “Humanitarianism” which includes diversity learning outcomes. Milem, Chang, and Antonio (2005) also provide a list of learning outcomes including intercultural knowledge and competence.
10. Suggest that support services offices prepare annual diversity goals (can be from assessment plan) for their units and report success in accomplishing those goals. Results should be submitted to the Oversight Team and the Office of Diversity and Inclusion on an annual basis. The Office of Diversity and Inclusion should have the authority to monitor diversity goals and work closely with those departments that do not meet theirs in order to assist them in improving performance.
11. Select national institutions and/or support services programs for benchmarking on diversity. The Student Services Division recently noted the work of the University of Georgia, the University of Arizona, the University of Colorado at Boulder, Auburn University and the University of Pennsylvania.

Sub-committee on STAFF DEVELOPMENT /EXPECTATIONS

(Koleta Moore, Chris Plouff)

Primary charge: *To assess and improve the level of intercultural competency for support services staff.*

- *Define who is included in the definition of “support services” staff.*
- *Determine a baseline for diversity efforts/knowledge with support services staff.*
- *Determine the climate on diversity for support services staff.*
- *Find ways to institutionalize best practices in working with support services staff.*

INTRODUCTION

The following is an evaluation of the intercultural competency of support services staff and recommendations for how to improve the learning that is being achieved through training and professional development. It is clear that there is a challenge in incorporating the varying needs of the multitude of staff who serve our students.

At GVSU there are three different levels of support services staff who must be considered including: administrative and professional staff (AP); clerical, office and technical staff (COT); and facilities and maintenance staff. The challenge is that each group of staff work in very different ways and are impacted by such factors as access to varying levels of technology; time constraints for work requirements, availability for professional development/continuous improvement training, and the like.

BENCHMARKING/BEST PRACTICES

If diversity is to be a lived value at GVSU, it must exist as a shared commitment from support services staff in all areas of the University and be reflected in office/unit goals, hiring practices, training, etc. A review of strategic plans from across the University (collected by the Provost’s Office for accreditation purposes) found that while many units do include goals centered on diversity, they are presented at a perfunctory level. In addition, there are several offices/units that have no stated goals on diversity.

Currently, GVSU is working diversity into the fabric of the institution in several ways. As a part of each employee’s Professional Development Plan (PDP), each employee is now required to be evaluated on his or her intercultural understanding and awareness. This applies to all AP, COT, facilities and maintenance staff, and campus police.

In an effort to improve the competency level of staff, there are several trainings offered throughout the year. Through Human Resources each staff member can attend an *Institute for Healing Racism* (2-day workshop). The administrative and professional development training *Excellence Series* offers several topics concentrating on diversity. For the 2006-2007 year, there are several offerings of the LGBT training for Allies and Advocates. This year the COT development series is also offering a workshop with Jamie Washington, a national diversity trainer, one of the first diversity sessions ever offered for COT staff. There is also a list of recommendations, provided by Human Resources, which offers ways

for individuals to “grow personally and professionally in intercultural awareness” through the performance development program (PDP). The list is attached for review (see Appendix A).

Finally, we are assuming there are efforts in individual offices that this committee is not aware of. These efforts largely depend on the leaders in those areas and their individual commitment to diversity.

CONCLUSIONS/RECOMMENDATIONS

The following recommendations are in no way meant to be prescriptive, but rather talk generally about the challenge of improving intercultural competency of support services staff. It will be up to each office and department to specifically apply these recommendations in a way that makes sense for its staff. It will also require the leadership in these offices and departments to support and provide ongoing training, and model diversity as integral to support services work.

It is imperative to remember that COT staff are represented in all areas of the University and those support services personnel in academic units must be included in diversity training. Similarly, reaching the facilities and maintenance staff who work 2nd and 3rd shift positions is equally important.

1. Update the current list of activities listed in the PDP (Human Resources) to promote various levels of intercultural awareness. Currently, all activities are listed as equally challenging/meaningful experiences. It should be made clear, however, that attending a workshop that teaches about intercultural communication is not the same as eating at an ethnic restaurant and discussing the origins of food. As they are currently listed, there is no clear direction as to how an employee might progress to higher levels of intercultural competency.
2. Support the development of qualified diversity trainers within the University. There are a number of faculty/staff that currently provide intercultural training as an “add on” to the regular work that they do. It would be beneficial to formalize this group of facilitators and pull them together to create a common framework and evaluation tool for diversity training.
3. Ensure that support services functions provide internal intercultural training throughout the year to broaden access to such opportunities (this is a great way to utilize the diversity trainers mentioned above). Although university-wide offerings (like the Institute for Healing Racism) may work for some, there may be areas where allowing 1-2 staff members to go at a time is prohibitive. Also, depending upon a person’s role (AP, COT, etc), the staff member may not be allowed to attend due to work constraints.
4. Require support services functions to implement an intercultural training plan for all staff members. The plan should provide a pre- and post-test for measuring intercultural competency as a part of the professional growth of employees. An

example of an individual assessment instrument for staff members is the Discovering Diversity Profile[®]. This instrument measures individual diversity attitudes and provides suggestions for improving knowledge, understanding, acceptance, and behavior. This instrument was recently taken by all Division of Student Services staff and used to help develop individual diversity goals.

5. Focus attention on the intercultural competency of office and unit leadership. An ongoing challenge is to ensure that office/unit leaders are competent to assess the intercultural skills of their staff and have credibility amongst staff.
6. Implement a climate study specific to support services staff. Recently the Division of Student Services Intercultural Oversight Committee developed a survey that will be used to assess the climate of the Division of Student Services. This survey could be easily adapted and used in other support services areas.
7. Implement a regular diversity audit for each department or unit, similar to the one recently developed for the Division of Student Services. It allows the Division to evaluate progress made toward department or unit goals and to drive development of future goals (see Appendix B).
8. Provide a manual of intercultural exercises for increasing relational and intercultural competence among staff to each office. These can be done, throughout the year, during staff meetings. An exercise manual was recently created for the Division of Student Services that can be adapted and shared throughout the University.

Sub-Committee on SPACE/ENVIRONMENT

(Damon Arnold, Milt Ford)

Primary charge: *To consider physical/symbolic “safe places” for students on campus and make recommendations.*

- *Communicate the importance of safe places for students that may be in the minority on GVSU’s campus.*
- *Determine factors that communicate an environment of openness and inclusion.*
- *Assess how the needs of diverse students are being met with space as it is currently allocated – with consideration of the Kirkhof addition.*
- *Determine what is observed in the art on campus that reflects and supports GVSU’s commitment to diversity.*

INTRODUCTION

The physical space in which students live and learn on campus is a critical factor in determining the quality of their total experience at Grand Valley State University. “Educationally-effective colleges and universities use every opportunity – new construction, space renovation, landscape planning, campus expansion, interior design – to create spaces and settings where teaching and learning can flourish and which reflect their commitment to student engagement” (Whitt, 2005, p. 3).

When it comes to diversity specifically, space can be warm and welcoming or it can be cold and foreboding. It can send signals of inclusion or signals of exclusivity. Building design, words on signs, works of art on the walls, messages on bulletin boards, availability of information, comfortable places to relax and socialize, ramps and other accommodations for people with physical disabilities (i.e. low tables), and the indication of lactation stations and unisex restrooms all contribute to the message people receive about the nature of the space they are in.

In this report, we find it useful to consider two distinct kinds of space that are needed to appropriately serve the needs of students in various diversity groups: full-time dedicated space for organizations/offices supporting diverse students and informal spaces where students can gather spontaneously to be with people like themselves or attend to personal needs.

BENCHMARKING/BEST PRACTICES

Offices that prioritize and support diverse groups of students represent a major way to improve the campus climate as they generate a wealth of programs and services that are useful in educating the campus community. In particular, being in college away from home, friends, and familiar surroundings can be challenging to any student, but it can seem monumental to students who find themselves in a minority group on campus because of their race, ethnicity, gender, sexual orientation, disability, etc. Therefore, institutions must provide safe places for students to explore multiple identities and the way they intersect.

In addition to the academic strength of an institution, today’s students take note of the social climate. Many of them naturally seek to find people who share aspects of their

cultural identity (defined broadly) and expect that the University will honor its commitment to diversity.

CONCLUSIONS/RECOMMENDATIONS

Formal/organizational space

In its meeting on February 9, 2007, the Grand Valley State University Board of Trustees approved plans for the expansion of the Kirkhof Center. A main feature of this expansion is new space for the Office of Multicultural Affairs (OMA) and the Women's Center (WC). When the Women's Center moves out of its current location, that space is scheduled to house the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center. The projected completion date for occupancy of the new Kirkhof Center space is May, 2008. Centers for counseling and for meeting the needs of students with disabilities are in place. GVSU has recently made a commitment to establish an Office of Diversity and Inclusion to be headed by a Chief Diversity Officer.

1. Implement the plans for the expansion of the Kirkhof Center as quickly and efficiently as possible. The physical arrangement of OMA, the WC and the LGBT Resource Center will help these diversity-related offices coordinate their programs and services in even more purposeful ways.
2. Create a way to visually unify the three areas across the south end of the Kirkhof Center. We recommend that there be signage on both sides of the lobby between the LGBT Center and the other two centers, indicating the locations of all three.
3. Consider how the Chief Diversity Officer will interact with OMA, the WC and LGBT Resource Center. If this person/office is not in close proximity, consideration should be given to creating a satellite office in the Kirkhof Center to help coordinate diversity efforts and facilitate interaction with students and staff.

Informal/personal space

All students need space for study, relaxing and gathering with others. It is particularly important that there be space throughout the campus where members of diverse populations can be together in a comfortable environment. The University has long provided student lounge and study areas in many places on campus, but there are additional modifications that can make the environment even more welcoming for students who identify with a minority group.

4. Create campus space that promotes a sense of community, taking into consideration what is attractive to particular populations that are not the "majority." To do this, conduct an observational study of where particular groups "hang out" and take actions to enhance those environments.
5. Develop a specific plan to address housing conditions in the Ravine Apartments. These units are the least appealing units on campus and are known to attract a fair number of students of color. While it may be socio-economic status, more than

race, that drives student decisions to live there – the units are noted for being the “ghetto” – the place where students of color are “encouraged” to live.

6. Establish at least one unisex restroom in each building on campus for the needs of transgender students and students with disabilities needing assistance from a person who may be of the opposite sex.
7. Create a map of all student lounges and informal study and gathering places on campus. The map should also indicate unisex restrooms and lactation stations. All students could benefit by having a map indicating the various places on campus where they could relax and gather with friends. The map should indicate which places are designated as quiet places for study, stress free zones for wellness, and those that are best used for socializing.
8. Place at each building entrance a “here you are” map indicating accessible routes and bathrooms, student lounges, and informal study and gathering places. GVSU is currently very challenging to maneuver for students with physical disabilities who use wheelchairs, are blind, etc.
9. Continue to ask for input from those persons who are wheelchair users or mobility impaired to make GVSU facilities a model of accessibility. In addition, develop a list of institutions by which to benchmark best practices in the area of disability services.
10. Create more spaces for informal interaction between students, faculty and staff. These interactions should be plentiful and accessible as they present an opportunity to bring diverse people together to share ideas and conversation in ways not often seen on campus.

Sub-Committee on STUDENT LEADERSHIP

(Michelle Burke, Meghan Harte, Brenda Mitchner)

Primary charge: To consider the importance of intercultural competency in student leadership training and find ways to support its inclusion.

- *Develop an inclusive list of leadership development programs and determine how diversity is communicated throughout.*
- *Consider leadership development with student employees and determine how diversity might be better incorporated into their experiences in an intentional way.*

INTRODUCTION

Student leadership development efforts are focused on supporting the University's mission to engage students in a liberal education, exposing them to diverse view and experiences, while preparing them to make a difference after graduation. This report offers the results of an examination of key leadership development programs and provides recommendations for building more cultural competency in student leaders.

Who are student leaders?

Student leadership takes many forms on campus. The more obvious are hundreds of student employees, including Resident Assistants/Multicultural Assistants (RA/MA) and those who work in various academic and service offices. There are more than 240 registered student organizations (RSOs) with more than 600 students serving in officer positions, and 7,000+ students on membership rosters. The Student Senate is a body of 50 students elected to share the student voice to University administration and the Board of Trustees. In addition, each college has a student advisory board sharing opinions with academic Deans. Beyond elected or appointed positions, students are also identified as leaders in the classroom and through community service. More than 400 students are honored each year for their acts of leadership through the "I am Grand Valley" campaign.

SUPPORT FOR EDUCATIONAL EXPERIENCES RELATED TO Diversity

There are support services throughout GVSU that offer specific programs, leadership and volunteer opportunities that are directly tied to the University's goals of creating a diverse environment. These include:

Student Organizations:

There are 17 cultural student organizations at GVSU including the Arab Culture Club, the Asian Student Union, the Black Leaders Coalition, the Black Student Union, the Latino Student Union, the Native American Student Association, and Out 'N' About. These organizations appear to be quite active and provide educational programming relating to their mission and on diversity more generally. For example, the Asian Student Union recently co-sponsored an Asian New Year Celebration on campus where over 500 community member attended. The Student Senate also sponsors the Student Diversity network which provides recommendations about the diversity climate for students.

The Office of Multicultural Affairs:

This office offers support to students of color and provides education on diversity issues to the campus at large. An example of some of OMA's educational efforts is the Professionals of Color lecture series, M-cohort programs, and heritage weeks (i.e. Martin Luther King Jr., Cesar Chavez, Hispanic Heritage, Asian American Awareness, Native American Awareness, etc.).

The Women's Center:

This office offers support to female students as well as an array of educational programs on gender equity for the campus at large. During the 2006-07 academic year the Women's Center offered a range of programming on dating/domestic violence, eating disorders and sexual assault. It also supported the Women's Issues Volunteer Corps (WIVC), the Women's Community Collaborative course, a benefit production the Vagina Monologues, and Eyes Wide Open (a peer sexual assault education group).

The LGBT Resource Center:

This Center provides support to lesbian, gay, bi-sexual and transgender students and educational information on a range of LGBT concerns to the larger campus community.

Programming within Housing and Residential Life:

This office provides a series of educational experiences related to diversity (Tunnel of Oppression, the Multicultural Assistant program, and diversity training for paraprofessional staff).

Academic Support Programs for Diverse Students:

Between the Office of Multicultural Affairs and Advising Resources and Special Programs, there are several academic support programs to meet the needs of diverse students. Some of these include the TRIO Programs, EXCEL, multicultural cohort groups and disability support services.

Disability Support Services:

This office provides accommodations that enhance the learning environment for students with disabilities as well as educate the campus community on disability issues (i.e. disability awareness training, new/staff faculty orientation training, and panel discussions on disabilities).

BENCHMARKING/BEST PRACTICES

In terms of best practices for providing multicultural and diversity training in student leadership there are many organizations that provide guidance. A principal online resource, Tolerance.Org, is put together by the Southern Poverty Law Center for people interested in dismantling bigotry and creating communities that value diversity. The website provides best practices on how to transform homes, schools, workplaces and communities, with specifics regarding higher education.

- 10 Ways to Fight Hate on Campus - is a campaign put out by Tolerance.Org that provides a step by step process on how to fight bigotry, acts of intolerance, hate speech, and hate crimes on campus. The campaign focuses on dealing with issues clearly and efficiently, and teaches students how they can fight against hate every day on a college campus. Student Senate implements the campaign on campus by distributing marketing materials and encouraging students to participate.
- Speak Up - is a campaign used by Tolerance.Org that provides information on how to respond to bigoted comments that one may hear. The campaign educates on how to respond to everyday bigotry. It also talks about why it is important to make others understand why comments such as everyday bigotry are not okay on campus.

CONCLUSIONS/RECOMMENDATIONS

When working with student leaders, staff provide a framework for developing intercultural maturity which includes three main areas:

Education - Education begins with the student's orientation experience and continues through curricular and co-curricular activities.

Training - Skill-specific training for those who work with student leaders, as well as the students themselves, will help community members achieve cultural competency.

Recognition - Positive reinforcement helps foster the University's value of diversity.

The following recommendations are offered with this framework in mind:

1. Establish a set of diversity-based learning outcomes that each student should achieve through their GVSU experiences. (This recommendation goes along with the suggestion to use *Learning Reconsidered 2* as a resource/foundation for developing these).
2. Identify diversity education and training opportunities and make them regularly available to students, ensuring that these opportunities measure learning outcomes. (An example might be to integrate the 10 Ways to Fight Hate on campus through RSO training, RA/MA training, Greek 101, RSO Advisor Training, Transitions, within Living Centers, and as a requirement for becoming an RSO).
3. Provide training for faculty and staff on how to help students achieve

diversity-based learning outcomes. In addition, a “how to” guide should be developed for use by faculty/staff in working with students.

4. Reinforce desired diversity outcomes for students throughout their GVSU experiences. This needs to be presented through the admissions, academic advising, orientation, student employment and student leadership processes so they understand the University’s expectation and support of intercultural competency.
5. Utilize the following cornerstone opportunities for student leaders to interface with diversity training: Student Organization Maximum Institute (officer training), Leadership Summit, Community Outreach Week and Make A Difference Day.
6. Formally recognize student participation in diversity education/training programs (i.e. certificates, insignia, publish names in The Lanthorn and on Web sites). Intercultural competency criteria should be included in individual student awards as well as student organization awards.
7. Make diversity a key component of advisor training. Advisors are instrumental in assisting with the continued development of student leaders.
9. Use the RSO newsletter (The Max), the Campus Recreation listserv, and other student listservs to maximize communication on diversity initiatives.
10. Make certain there is an intentional tie-back to the University mission statement and the value of diversity (and the diversity learning outcomes) when creating and implementing student leadership training and programs.
11. Increase diversity criteria within leadership recognition (i.e. Community of Excellence Awards, Chapter of Excellence, RSO Recognition Awards, Seykora/Venderbush Awards)
12. Develop a means to determine what student organizations are attending LIB 100 programs and use it as a criteria for recognition and leadership within student organizations through the College of Interdisciplinary Studies.

Sub-Committee on BIAS INCIDENTS PROTOCOL

(Marlene Kowalski-Braun)

Primary charge: *To consider the strengths/weaknesses of the bias incidents protocol and to work with the Team Against Bias (TAB) group to resolve areas needing improvement.*

- *Spread the word on the Bias Incidents Protocol to various groups.*
- *Improve the bias incident protocol message.*
- *Conduct training with specific groups that are key to implementing the protocol.*

INTRODUCTION

Bias Incidents, while not unique to Grand Valley State University, have had a detrimental effect on the campus community. Therefore, it is critical that GVSU clearly affirm its commitment to an academic environment free of bias and discrimination in which all individuals are treated with a common standard of decency. To do so requires faculty, staff and students to commit themselves through a continuous effort to provide education, advocacy and response when needed.

BENCHMARKING/BEST PRACTICES

It is important to consider what the relatively recent incidents of bias have taught GVSU regarding the campus climate. Beginning with the anti-affirmative action bake sale in the Winter semester 2005 and followed by numerous acts of bias on campus, students communicated through their vocal unrest that they were frustrated with the University's slow response, lack of transparency, and failure to demonstrate care and concern toward bias incidents in a manner they found satisfactory. The tension culminated in the Winter of 2006 when students hosted a rally and made requests of then President Mark A. Murray. This event was instrumental in the subsequent development of a Bias Incident Protocol, the Team Against Bias (TAB) and a formal process for communicating incidents and responses to the campus community.

In addition to the protocol, the Team Against Bias (TAB) was created. It is an initiative designed to review available information regarding biased incidents and implement strategies to educate and/or engage the campus community as appropriate. This group does not take the place of front-line staff that may be dealing with education or response on a micro level (i.e. housing staff in residential facilities, counseling center staff working with victims, etc.). TAB-like groups have been created on numerous campuses throughout the U.S.

The work of TAB is designed to be both preventative and responsive. The team consists of a core of faculty, staff and student members, but remains flexible to pull in others as needed. In relation to the protocol, it is designed to target key individuals and processes to provide swift response to reported incidents of bias. The TAB team takes this a step beyond by providing a broad based response (if appropriate) to the campus community. The goal is for TAB to facilitate collaboration among various people/offices/units at GVSU that should have a hand in communicating the value of diversity.

CONCLUSIONS/RECOMMENDATIONS

There is much that has been learned about the Bias Incidents Protocol since its inception. The following are recommendations that have come out of the work of TAB.

1. The theme of “Hate, not on our campus” needs to be coordinated into a larger communication plan that emphasizes the value of diversity at GVSU. Instead of focusing on “no hate” it has been suggested that we focus on what we want the community to be; an affirming statement. (See the communication/marketing recommendations for specifics on how to do this).
2. The terminology NO TOLERANCE in relation to bias incidents is highly problematic and should not be used. Various group presentations on the Bias Incidents Protocol have uncovered frustration with the University’s responses to bias incidents in light of the “no tolerance” expectation. For example, with respect to bias incidents and free speech/1st amendment issues, the University may not be able to remove a student for acts thought to be egregious by another member of the community. Since responses may include anything from a discussion to a judicial proceeding – “no tolerance” needs to be modified to better reflect this continuum.
3. The communication card and website for bias incidents should be updated and modified. The cards need to be more inclusive of various offices (on multiple campuses) that might respond or be a resource for bias incidents.
4. All faculty and staff should be trained on how to respond to a bias incident. Currently, the vast majority of faculty/staff do not know what the bias incident protocol is or how they might assist a student in utilizing it. In addition, faculty/staff need to further understand that they can utilize the protocol should they find themselves a victim of a bias incident.
5. At present, only certain offices have access to and can utilize the bias incident response form. This decision was made in light of the training required for staff to be knowledgeable and the desire for faculty/staff to be able to follow-up with students. However, there has been significant feedback that the form should be available online and that it should be accessible confidentially. This needs to be further researched and considered.
6. The work of the TAB group is currently handled by faculty and staff as an additional aspect of their work. It is important that the work of this team be more closely tied with an office and staff resources. More needs to be done by way of pro-active programming and prevention.

Sub-Committee on COMMUNICATIONS and MARKETING of Programs, Services, and Values (Michelle Burke, Kathleen VanderVeen)

Primary Charge: To assess current University communication efforts related to diversity and inclusion and make recommendations for future action.

INTRODUCTION

As evidenced in previous sections of this report, a comprehensive range of programs and services are offered at GVSU related to diversity and inclusion. The missing link seems to be the communication to our internal and external audiences about these opportunities and the University's progress in meeting our goal to "promote and integrate diversity in all aspects of university life" as stated in University Goal #4.

Programs and Services

Upon review of current programs and services offered through Student Services units, there are several related to diversity and inclusion (some are listed below). While many of these efforts could be considered "best practices" when benchmarked with other institutions, participation and awareness by all desired audiences is not always achieved.

In the recent University Diversity Survey, while 64% of respondents indicated they had attended at least one cultural campus program in the last year, it showed that more minority students participate than majority students. These programs and services are evidence of the University's commitment to diversity. The challenge is making sure students, faculty, and staff are fully aware of all the opportunities available and encourage participation.

- Allies & Advocates
- Co-Curricular Programming (collaborative efforts with Student Services and faculty)
- Community Service Learning Center
- Counseling and Career Development Center – cultural storytelling programs
- Disability Student Services
- Diversity Directory
- GLBT Resources
- Housing and Residence Life – Multicultural Assistants, cultural programs, and living/learning communities
- Leadership Programs – all offerings include a diversity component
- Office of Multicultural Affairs and related programs
- Padnos International Center and related programs
- Student Organization Services – more than 30 registered student organizations (RSOs) with a cultural focus, and non-discrimination policies apply to all of the more than 240 RSOs.
- Team Against Bias/Bias Incident Protocol
- Transitions – specific diversity modules and experiences
- Women's Center and related programs

Current Communication Efforts

- The Intercultural Advisory Council (IAC) has recommended a “Clearinghouse of Intercultural Efforts” be developed in a Web site format, to aid faculty, staff and students in identifying opportunities and resources. The goal of the Clearinghouse is:
 - To make visible and accessible the many intercultural efforts at GVSU
 - To give support to these diversity efforts
 - To build linkages among the efforts
 - To discover and work toward filling gaps where needs are not being met
 - To prevent unnecessary/unwanted duplication of effort.
- A Diversity Directory (print and Web version) has also been compiled primarily for students this semester and has been well-received by those who have seen it.

Information Sources for Students

There are several entry points for students to get information about the University’s commitment to diversity. These include:

- Admissions Materials
- Blackboard
- Catalog
- Classroom Bulletin Boards (Laker Values)
- Convocation
- *Diversity Directory*
- *Do Something Guide*
- *Family Guide*
- *Lanthorn*
- Residential Community Meetings
- Residential Education Programs
- Student Code
- Student Organization Involvement
- Transitions Modules
- Web Site

Information Sources for Faculty/Staff

There are also several entry points for faculty/staff to learn about the University’s commitment to diversity. These include

- Blackboard
- Convocation
- COT Development – Human Resources
- Department Meetings
- Excellence Series – Human Resources
- *Grand Valley Magazine*
- Groupwise Notices
- New Faculty/Staff Orientation – Human Resources
- Pew Faculty Teaching and Learning Center programs
- *The Forum*
- Web Site

BENCHMARKING/BEST PRACTICES

- The Rutgers University Bias Prevention Education Handbook for Student Affairs Professionals (2005) recommends that institutions “Promote bias prevention and multicultural awareness education through various programs and services.” *While we are achieving this recommendation, we are not effectively promoting the actual programs and services to maximize participation.*
- 2005 campus visit reports from Dr. Greg Tanaka (author, *The Intercultural Campus*) and Brandon Wilson from the Southern Poverty Law Center included several recommendations that are already taking shape at GVSU. Steps we have taken include increased student and faculty/staff activism, institutional assessment and formation of committees, the formation of the Team Against Bias, and clear messages from the University President that the University’s commitment to diversity is paramount. *It is important to communicate this progress to the larger GVSU community.*
- Grand Valley State University has a consistent set of institutional messages that Institutional Marketing communicates with the community. These are Academic Excellence, First-Rate Faculty, Great Return on Investment, State of the Art Facilities, and Outstanding Locations. *While “diverse environment” is a bullet point under the Academic Excellence message, the five key institutional messages do NOT overtly communicate the University’s commitment to diversity.*
- Ferris State University has a longstanding faculty-based program called Diversity Counts which communicates diversity development and curricular opportunities to faculty, found at <http://www.ferris.edu/htmls/othersrv/diversitycounts/> . Ferris also recently appointed a Chief Diversity Officer who has a comprehensive Web site communicating University –wide programs and services. <http://www.ferris.edu/diversity/>
- The University of Michigan has developed a strong campaign through a coordinated Web site and supporting materials that outlines the university’s commitment to diversity and how every member of the community can be involved in the effort. The “Expect Respect” campaign can be found at <http://www.urespect.umich.edu/> *A similar effort like this at GVSU would effectively communicate to all members of the GVSU community that an inclusive campus climate is an essential part of the Grand Valley experience.*

CONCLUSIONS/RECOMMENDATIONS

1. Add “Commitment to Diversity” as one of the key institutional messages.

University Goal #4 states “to promote and integrate diversity in all aspects of university life.” The *promotion* of diversity and changing the campus culture to one of inclusion must begin with key institutional messages. GVSU should celebrate the efforts and progress it continues to make during this period of swift institutional growth.

The current institutional messages clearly communicate to the internal and external communities the best aspects of Grand Valley State University. Through an array of programs, services and people, we lead the way in our efforts toward a diverse and inclusive campus climate. We should show our pride in these efforts by making them a key message. Furthering this message will lead the University to a self-fulfilling prophecy – our messages reflect who we are, but we also grow to reflect our messages.

A strong example of this is the University’s commitment to Academic Excellence and the foundations of a liberal education. Beginning with it as a core Institutional Message which reflected internal efforts, the commitment grew and the community “bought in” to the concept. “Commitment to Diversity” should be as clear an expectation as “Academic Excellence.”

2. Develop and implement a comprehensive communication plan to effectively market programs and services, and to set the tone for an inclusive campus climate.

To further the recommendation of the IAC, a comprehensive communication plan and community-wide campaign should be developed to promote the University’s commitment to diversity, and the expectation that members of the GVSU community share this commitment through their actions. This plan should be developed by Institutional Marketing, working with the IAC and other members of the Diversity Assessment Committee identified by the Provost. The plan should include

- An assessment of the current situation (drawing from this report and the work of the IAC)
- Key audiences and messages to be shared with each audience
- Marketing tactics and branding of a specific overall message (such as “Expect Respect” in use at the University of Michigan)
- A timeline for development, implementation, and continued evaluation of the communication plan
- Development of a distinct graphic identity and portal page to tie together existing diversity-related Web sites and collateral materials to support the messages
- Clear assignments for key University personnel to further the messages through various stages in University operations (development, implementation, evaluation, to keep the messages fresh and relevant to all members of the community)
- Guidelines for the entire University community on how to promote the University’s commitment to diversity and related efforts (glossary of terms, key messages)

3. Create a diversity symbol (i.e. poster, sticker, decal, etc.) to be placed on doors and work stations to indicate a commitment to the value of diversity at GVSU. This “symbol” should coordinate with the artwork on the Diversity Directory and the website. The goal is for all students, faculty and staff to desire to have this prominently displayed in various places. It may also make sense to require a training/educational to obtain the symbol OR provide educational material with it upon distribution.

Sub-Committee on CURRICULAR/CO-CURRICULAR Efforts

(Marlene Kowalski-Braun, Diana Pace)

Primary charge: To solidify the ways in which co-curricular and curricular efforts can work together to further the value of diversity at GVSU.

INTRODUCTION

GVSU's mission, vision and values clearly highlight the University's role in educating students for social responsibility. This is done by utilizing the best of teaching, both inside and outside the classroom. Over the last couple of years, there have been notable efforts to bridge the gap between the curricular and co-curricular with the goal of helping create a more seamless educational process for students.

BENCHMARKING/BEST PRACTICES

GVSU has learned a great deal about promoting student success through the work of Jillian Kinzie, Associate Director of the NSSE Institute and the Indiana University Center for Postsecondary Research. In addition to her national research (Project DEEP), she served as a consultant to GVSU and furthered on-campus dialogue regarding how faculty and staff can work together for the good of all students.

Her national findings indicated that the colleges and universities that qualified as DEEP schools value high quality undergraduate teaching, support for all students and *diversity* (Kinzie, 2005). Elizabeth Whitt (2005), another researcher for the DEEP Project, found "students who report more exposure to diverse perspectives in class and out of class report higher levels of academic challenge, more frequent involvement in active and collaborative learning, and a more supportive campus environment" (p. 3).

At GVSU, the benefit of this co-curricular and curricular relationship is strongly modeled through the Lib 100. The expectations of the course allow both faculty and staff an opportunity to introduce students to the importance of diversity not just at GVSU, but in the world. Faculty utilize readings and class discussions, while staff provide parallel educational programs and services that make many of the classroom concepts come alive.

The blend of the curricular and co-curricular diversity efforts allows GVSU to prepare students for the cultural realities of the twenty-first century. In a recent report by the Association of American Colleges and Universities (AAC&U) (2007) colleges and universities are called to fulfill their promise of a liberal education by providing educational outcomes that will prepare students for the challenges of a complex world. These "essential learning outcomes" include these diversity goals: knowledge of human cultures and the physical and natural world; civic knowledge and engagement – local and global; and intercultural knowledge and action.

CONCLUSIONS/RECOMMENDATIONS

1. Provide training for faculty and staff on how to utilize engaging pedagogical approaches for diversity both inside and outside the classroom.
2. Create more mechanisms for support services to connect their programs and services (i.e. further the work of the Lib 100 program committee, which is currently made up of faculty and staff, to other academic initiatives).
3. Encourage faculty to list the service learning or general education outcomes on their syllabi and highlight those specific outcomes that can be achieved in the course and through co-curricular activities. An example of an outcome is to gain “an understanding of one’s own culture and the cultures of others” (Clarifying a Liberal Education, General Education Program 2006-2007).
4. Hold public discussions about institutional aims and values regarding diversity so that faculty and staff can model how people can hold and express differing (and sometimes conflicting) views (Kuh, 2005).
5. Support collaborative course development between academic and student affairs. An example is the Women’s Community Collaborative course that is facilitated through the strengths of the Women’s Center and Women and Gender Studies.
6. Continue to socialize newcomers to the value of diversity through faculty diversity training and find ways to actively engage faculty that have been at GVSU for years in the discussion.

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APPENDIX A
Grand Valley State University
Performance development program (pdp)
Intercultural Awareness

Below is a list of possible intercultural activities that will help GVSU Staff grow personally and professionally in intercultural awareness.

Set your own personal objectives and goals to learn and grow interculturally, both within your responsibilities at GVSU and as a member of our diverse community.

Actively participate in a Healing Racism Workshop.

Attend/participate in an Unintentional Intolerance Workshop.

Participate in a community/Chamber of Commerce healing racism series.

Engage in some specific activity as a result of attending any of these workshops.

Attend Multicultural events and participate in intercultural activities at GVSU, such as:

- Black History month activities.
- Attend a Pow Wow.
- Walk during the MLK walk and attend the program.
- Attend a GLBT meeting and learn about becoming an advocate
- Participate in the Tunnel of Oppression (or other intercultural student activities).
- Other programming related to GVSU's Intercultural community.

Reading materials:

- A People's History of the U.S. (Howard Zinn)
- Racism Without Racists (Eduardo Bonilla-Silva)
- Understanding Prejudice and Discrimination (Scott Plous)
- Racist America (Joe Feagin)
- A Different Mirror (Ronald Takaki)
- Whitewashing Race: The Myth of a Color-Blind Society (Martin Carnoy)
- Uprooting Racism: How White People Can Work for Racial Justice (Paul Kivel)
- White Privilege: Essential Readings on the Other Side of Racism (Paula S.

Rothenberg)

- Why Are All The Black Kids Sitting Together In The Cafeteria? And Other Conversations About Race: A Psychologist Explains the Development of Racial Identity, Revised edition (Beverly Daniel Tatum)
- Privilege, Power, and Difference (Allan G Johnson)
- Lies My Teacher Told Me (James Loewn)

Lead a discussion related to one of these reading. Add other readings and programming to this list.

Help organize/lead/participate in a unit discussion or series of discussions related to intercultural issues.

Watched video/movies related to this topic and participated in a follow up discussion.

Sit down with someone different from you (who is interested and willing) and engage in cultural sharing and discuss the differences in cultures, backgrounds, and points of view. Develop an increased understanding of each other that will make a difference to both of you.

Volunteer for a committee/task force or other group (at the University, divisional or unit level) that is addressing an Intercultural issue/concern in our community.

Volunteer with an organization (outside GVSU) that has a diverse make-up and dealing with similar intercultural issues.

Volunteer to help a colleague or student from a different culture than yours. Engage in discussion and other activities to support them in feeling more a part of our community and better connected to their world at GVSU.

Identify speaker and discussion topics and propose them for department, unit, divisional or University meetings and activities. Include cultural sharing as a regular part of departments/unit staff meetings.

Assist your unit or lead a search for a vacant position to achieve a diverse applicant pool. Engage in strategies to identify and recruit people of color.

Invite colleagues to join you for lunch (other) at local ethnic restaurants, learn about some of the cultural basis of food, etc.

APPENDIX B
Division of Student Services
Intercultural Oversight Committee
Diversity Audit

INTERCULTURAL OVERSIGHT COMMITTEE

DIVISION OF STUDENT SERVICES IMAGE AUDIT

The audit is an objective and comprehensive review of all experiences by which students, faculty, and staff may develop an image of the Division of Student Services at GVSU and its ability to create a welcoming and inclusive environment. It is a search for related programs, activities, experiences, and opportunities already available promoting diverse perspectives and voices.

AUDIT COMPONENTS:

1. The Division of Student Services and its Units will be expected to produce physical evidence (materials/surveys/reports/etc.) of actively promoting a public image that reflects diverse perspectives and voices – *completed by end of May 2007*
2. IOC members will conduct a follow up site visit with the Division of Student Services and its Units – *expected spring/summer 2007*
3. Focus groups with staff members within the Division of Student Services will be held to assess the receptivity of diversity within the Division of Student Services – *expected summer 2007*
4. A climate survey will be presented to all Division staff – *completed by June 2007*
5. Data collected from the Audit (parts 1-4) will be analyzed and constructed into findings and future implications reports – *completed by end of summer 2007*

Notes:

The goal of the internal audit is to learn about what is already being done within the Division of Student Services. The internal audit will reveal a wealth of previously unknown information about campus culture within the Division that can be used for future planning and action.

IOC – IMAGE AUDIT ASSESSMENT AREAS:

The Division of Student Services and its Units shall participate in an audit covering the following areas.

1. Division & Unit Mission Statements
2. Division & Unit Policies and Procedures
3. Accessibility (building and resources)
4. Budget Allocations
5. Hiring/Training/Retention Practices (students and staff)
6. Communications: Intra-Unit & Inter-Unit (within Division)
7. Communications: Students to Division/Unit
8. Communications: Faculty/Staff (outside of Division) to Division/Unit
9. Office Environment/Physical Work Space
10. Programs & Services Offered (on-/off-campus)
11. Promotional Materials (print, web, etc.)
12. Team Building/Relationship Building
13. Community Connectivity

Division of Student Services
(department name)

	<u>EVIDENCE</u>	
	Description	Target audience(s)
Division & Unit Mission Statements		
Division & Unit Policies and Procedures		
Accessibility (facilities and resources)		
Budget Allocations		
Hiring/Training/Retention Practices (students and staff)		
Communications: Intra-unit & Inter-unit		
Communications: Students to Division/Unit		
Communications: Faculty/Staff (outside of Division) to Division/Unit		
Office Environment/ Physical Work Space		
Programs & Services Offered (on-/off-campus)		
Promotional Materials		
Team Building/ Relationship Building		
Community Connectivity		

